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The use of the excursion technique in the elementary school.

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THE USE OF THE EXCURSION TECHNIQUE
IN THE ELEMENTARY SCHOOL

BY

ANNA H. CRONIN

A problem submitted in partial fulfillment
of the requirements for the Master of
Science Degree

University of Massachusetts

1951

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CHAPTER I
INTRODUCTION

CHAPTER I

INTRODUCTION

There is an insistent and growing demand that the elementary schools of our country make a more positive contribution to the direction and development of community life. It is being urged that the school should seek learning situations within the realities of community living, that pupils should be given opportunities to observe and to participate in socially significant enterprises, and that the school should project its program into the life of the community.¹ Such a school is described by Hildreth as "a force in the community it serves, entering into a kind of partnership with other institutions and helping to mobilize human and natural resources to lift the level of knowledge, health, and culture."²

Dual Function of the Elementary School -- If the elementary school is to meet this demand, it must assume a dual function: first, to guide and direct the physical, mental, social and emotional growth of boys and girls as it has been attempting to do in recent years; and second, to improve the quality of community life.³ Schools which accept this dual responsibility must discover and utilize community resources

(1) Brewton, John E. "Relating Elementary Education to Community Life." Twenty-Fourth Yearbook of the Department of Elementary School Principals. p.12.

(2) Hildreth, Gertrude, Child Growth Through Education p. 315.

(3) Brewton, John E. op. cit. p.13.

if they are to function as social agents. If the elementary curriculum is to bring about desired changes in children and in communities, the programs and procedures of the schools must be indigenous to the needs of the pupils and to the cultures of the communities they serve. For the elementary school to neglect the home and the community is to violate the fundamental psychological law that individuals learn and understand in terms of their own experiences.⁴ To assume that the elementary school is nothing more than an institution for training individual children in subject matter is to neglect one of the fundamental factors in the educational program -- the environment in which children live.⁵

It becomes the task of present-day curriculum makers to evaluate the achievements of their schools and to revise their programs in the light of the quality of living they hope to inspire and develop in individuals and in the community.

Techniques Employed for Utilizing Community Resources --

Enterprising teachers have made use of numerous techniques and devices for enriching the life of the school through the utilization of community resources.⁶ One indispensable med-

(4) Huggett, Albert J. and Millard, Cecil V., Growth and Learning in the Elementary School p. 17.

(5) Hildreth, Gertrude, op. cit. p. 325.

(6) Harden, Mary, "Going Places and Seeing Things." Educational Method, vol.14, (March, 1935) pp. 324-331.

ium in providing for firsthand community contacts for the child is the school trip, excursion or journey which is discussed in this problem. The excursion under school auspices can give children the community contacts they require for studying special phases of their locality: it can make possible the use of local resources that could not possibly be brought into the school, and it has the added advantage to taking children outside the classroom to libraries, parks, museums, stores, churches and factories to learn through direct rather than vicarious experiences.⁷

Audio-Visual Devices -- Obviously, the school field trip or excursion is not the only method employed to bring about close community-school relationships. Numerous other Audio-Visual devices are employed to serve specific purposes. It is claimed, however, by such noted authorities as C. F. Hoban⁸, a pioneer in the use of excursion techniques, Lawrence R. Winchell⁹ and Julius Dornblut¹⁰ that the school journey must be regarded as a major visual-aid thus utilized. "Although many schools have made honest endeavors to acquaint

(7) Borgeson, F. C., "Excursions in School Life." Eleventh Yearbook of the Department of Elementary School Principals. pp. 461-466.

(8) Hoban, C. F., "The School Journey As a Visual Aid." School Life, XIII, pp. 32-34.

(9) Winchell, Lawrence, "Field Trips Develop Community Interest." Education, LXI, (Feb. 1941) pp. 377-378.

(10) Dornblut, Julius, "Administering Elementary Excursions." Educational Method XVII (Nov. 1937) pp. 71-73.

their pupils with their community surroundings by bringing to the school speakers, musicians, public officials, exhibits and motion pictures, very little progress in really making the study of the community a vital and integral part of the school program has thus far been made."¹¹ If this be true, then the following discussion of the elementary school excursion will not be entirely lacking in interest to present-day students of education who are striving for the better community-school relationships which society is demanding.

(11) Harden, Mary, op. cit. p. 324.

CHAPTER II

STATEMENT OF THE PROBLEM

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STATEMENT OF THE PROBLEM

Although for many centuries trips have been an important part of the practice of European schools of all levels, the movement in American education to adopt the school excursion as an instructional tool has been very slow. There are undoubtedly many reasons why this is true. The following are some reasons to which our recent acceptance of the school field trip may be attributable.

Reasons for Slowness in Accepting the Excursion Technique -- In the first place, American education has, until recently been schoolhouse-bound.¹ The community-centered concept of education is a product of the past decade. One result of this confinement of school activities to the classroom is an attitude developed by the adults of the community that any away-from-the-school activities are less educative than those inside it. Even today when such a person sees a group of pupils visiting a bank, post office or museum, he usually takes a "what-are-these-kids-doing-here, why-aren't they-in-school?" attitude.²

A second reason why the American schools were slow to accept the school trip lies in the fact that an inflexible school program replete with rigid traditional conventions,

(1) McKown, Harry C. and Roberts, Alvin B., Audio-Visual Aids to Instruction p. 247.

(2) Ibid. p. 248.

made it difficult to fit excursions into the formalized routine.³ Longer and less regular periods necessary for trips would interrupt the established order of the school day.

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 our teachers have had no personal familiarity with it, either in their own early school experiences or in the course of their professional training.⁴ They therefore lack confidence in their ability to handle field trips successfully.

Mention of the excursion in educational writings was scanty in the extreme up to the end of the last century and even through the first two decades of this present century. Atyeo⁵ reports a definite increase in the number of articles published on the subject during the interval from 1935 to 1939, but most of these are described by McKown and Roberts⁶ as "not theoretical but descriptions of trips actually made." It would seem justifiable to infer from this fact that lit-

(3) Thralls, Zoe A., "The School Journey." Elementary School Journal XXVIII (December, 1927) pp. 290-295.

(4) Ibid. p. 248.

(5) Atyeo, Henry C., The Excursion as a Teaching Technique p. 44.

(6) McKown, Harry C. and Roberts, Alvin B., op. cit. p. 247.

the available material could be used by teachers who wished to investigate the excursion technique as a phase of their in-service training.

Reason for Present Study -- There appears to be a need at this particular time for acquainting teachers and administrators with the school trip idea and for demonstrating how this device might be used under specific circumstances. This study of the use of the excursion technique in the elementary school has been undertaken to discover and analyze various excursion techniques with a view to making available information which would enable teachers and school administrators to achieve a more effective utilization of the educational opportunities which are present in their communities. Inasmuch as comparatively little work has been done on the subject⁷, it has seemed as if a comprehensive study of the entire field of the excursion would prove of practical value. Besides such a general study, however, an attempt has been made to survey a particular community, pointing out the available resources which might be used in educating children and enriching the life of the school in general and the Social Studies and Science programs in particular.

Approach to the Problem -- The problem has been approached in the following manner:

- 1) A brief historical account of the use of ex-

(7) Atyeo, Henry C., op. cit. p. 5.

ursions in certain European countries and in America is given to point out the purposes, organization and frequency of its usage .

2) Common practices among American teachers using the school trip have been examined and the three major aspects of the procedure -- planning, conducting and retrospective have been presented.

3) Values claimed for this technique and criticisms of it have been noted.

4) A survey of an area within a ten-mile radius of the city of Holyoke, Massachusetts has been made to discover available community resources which might be put to use in enriching the courses of study in Social Studies and Science in the elementary grades of that city's school system.

It is hoped that the results of this study may prove useful to teachers who feel the need of more familiarity with the excursion technique. It is possible that the information presented here will aid teachers and administrators in answering the insistent and growing demand that the school seek learning situations within the realities of community living and that the school project its program into the life of the community it serves.

Clarification of Terms Applied to the Technique Described -- It will be noted that thus far in the writing of this paper the terms school trip, school journey, field trip,

school excursion and tour are used to describe one particular type of school activity. This same lack of adherence to a fixed phrase is evident in the works of many writers.

In his scholarly dissertation, Henry C. Atyeo has chosen to apply the term school excursion to "Any kind of definitely organized trip with a primarily educational purpose, made by a group of pupils as a part of their regular school work. Any trip which grows out of the study of a subject, and is undertaken by a group of students for its instructional value, falls within the scope of the school excursion as defined above. Such an excursion may be of minutes' or days' duration; it may -- and when prolonged, usually will -- include a variety of incidental activities many of which may be purely social; but provided it is carried through essentially as a means of instruction, it is entitled to inclusion in the category of school excursions."⁸

McKown and Roberts, feeling that the term "excursion" is too suggestive of a lark or sightseeing expedition, have preferred to use the terms "school trips and tours."⁹ Dale sanctions the term "field trip" in the chapter of his book which deals with Audio-Visual education.¹⁰ Chandler and

(8) Atyeo, Henry C., The Excursion as a Teaching Technique p. 6.

(9) McKown, H. C. and Roberts, A. B., op. cit. p. 246.

(10) Dale, Edgar, Audio Visual Methods in Teaching pp. 133-157.

Cypher refer to "treasure trips."¹¹

Since no good reason can be found for using any one term to the exclusion of all others, throughout this problem the many terms applicable to the activity described by Mr. Atyeo will be used interchangeably.

(11) Chandler, Anna C. and Cypher, Irene F., Audio Visual Techniques for Enrichment of the Curriculum p. 75.

CHAPTER III

HISTORICAL BACKGROUND OF EXCURSIONS

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HISTORICAL BACKGROUND OF EXCURSIONS

If we follow the history of education, we find that the use of the school journey is of ancient lineage.¹ There were Greek peripatetic teachers before the Christian era who took their scholars to the "field" to gain firsthand knowledge. Herodotus and Xenophon traveled abroad to gain their knowledge of people and lands and Roman scholars traveled widely in Rhodes, Greece, Egypt and elsewhere.²

During the eighteenth and nineteenth centuries, such prominent educators as Comenius, Rousseau and Froebel advocated the use of the school journey as a valuable teaching procedure but it was not accorded national recognition in any country until the late 1800's when some European countries began to incorporate it into their educational systems.

Great Britain, nearly all of the continental European countries, and Japan have experimented with the educational field trip, but, since Germany and England led all the others, both in the extent to which they have accepted it as a teaching method and in the development of means to encourage it, these countries invite our prime consideration.

(1) Hoban, C. F., "The School Journey as a Visual Aid." School Life XIII (Sept. 1927) pp. 32-34.

(2) Kinder, J. S., Audio Visual Materials and Techniques pp. 384-405.

The School Excursion in England -- One of the earliest recorded organized school journeys was made in 1877 by an English class which traveled to Switzerland to study a real glacier.³ An account exists of a similar excursion in 1890 to study geology and collect fossils, while a third early experiment was described as a trip to the Wales mining district.⁴ Reports of these trips aroused great interest in this type of activity.

The growing recognition of the value of such excursions led in 1905 to the receiving of official sanction by the English government and in 1908 school trips were subsidized by the London County Council.⁵ In 1911, a meeting of teachers who became associated in a national organization known as the School Journey Association, was held to encourage the use of excursions.⁶ This organization had no governmental affiliation. It worked to promote the use of excursions by individual teachers. Today, whether class excursions are or are not made depends upon the attitude of the teacher and upon the local school program. No restrictions are placed upon the number of neighborhood walking trips taken by classes, but a maximum of four field trips involving ex-

(3) Atyeo, Henry C., op. cit. p. 27.

(4) Ibid. p. 28.

(5) McKown, H. C. and Roberts, A. B., op. cit. p. 246.

(6) Atyeo, H. C., op. cit. p. 28.

penses to the school system are permitted.⁷

Because its handling is left to individual teachers, the excursion technique as it is used in England presents no generally accepted procedures. It is usually planned and organized by the teacher and her class for the purpose of bringing further light upon a subject being considered, or to aid in gathering more information about a problem yet to be solved by them. The London County Council has stated the aims in this manner: "The immediate aim of the school journey is to illustrate school lessons in literature, history, civics or geography; to enable the children to do field work in nature study, map reading, drawing, and other practical out-of-doors subjects. But, undoubtedly, its ultimate achievements are greater than its immediate aims: it makes the parent an eager ally of the school in social and educational activities, and it teaches children those amenities of thought and conduct, both amongst themselves and amongst strangers, which spring from an experienced and disciplined mind."⁸ That the excursion technique has made a recognized contribution to education in England is evident. The London Education Service has termed it "an extramural system of education."⁹

(7) London County Council, The London Education Service pp. 48-49.

(8) Ibid. p. 48.

(9) Ibid. p. 48.

Germany and the School Journey -- It was in Germany that the school excursion was most frequently used. Its employment seems to have received initial impetus from the German Youth Movement of the 1890's.¹⁰ This 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 needs and interests of adolescents. It was a back-to-the-land urge for freedom and a demand for first-hand experience and knowledge to supplement the discipline of the German classroom.

As a teaching technique, the school journey attained its greatest development in Germany during the days of the Republic (1918-1933).¹¹ During this period, the Ministry of Education encouraged school trips as a means of enlivening study and of developing students' interests. It was also used as a means of developing strong local patriotism.

With the advent of Hitlerism, in 1933, all youth organizations were united as the Hitler Youth Association.¹² "Excursions and trips became a very important cog in the educational machinery of the Hitler regime; through school journeys, the German youth learned more and more about their

(10) Atyeo, Henry C., op. cit. p. 8.

(11) Kinder, J. S., op. cit. p. 387.

(12) Peck, A. M., Young Germany pp. 43-44.

leaders, traditions, ethnology, resources and culture."¹³
In the interest of nationalism, these journeys were extended from a few hours or a day to days, weeks, and even entire seasons. They reached beyond the borders of their own country but the tie-up with the powerful Nazi Fatherland was always apparent. In writing about German education during this period, Alexander and Parker claim that the excursion had not only put new life into methods of teaching in Germany, but had also widened the scope of German education.¹⁴
They say in part: ". . . it (the excursion) is doubly worthwhile from the educational and social standpoint because the trips are taken by class groups in charge of their own teachers. The shared experience in informal situations binds them all closer together into a true 'organic social group.'
Both plans for the expedition and in retrospective discussion of sights seen and information gained the class work is enriched and made meaningful. No better procedure or method than school excursions could be devised to fit the need of the new German schools today when they are seeking to educate children through self-activity, to unify the school curriculum around large centers of interest, to build their culture on native elements, to foster genuine social spirit and to

(13) Kinder, J. S., op. cit. p. 387.

(14) Alexander and Parker, The New Education in the German Republic p. 43.

make school days a rich part of life's experiences."¹⁵

Comparison of German and English Excursions -- It is apparent from the preceding remarks that the German and English excursions differ in purpose, organization and frequency. Atyeo had this to say regarding school trips in the two countries: "In Germany the purpose of the excursion is essentially to develop an appreciation of the German people and culture, and so to make each child a true German, un-
failingly loyal to the State. The English have regarded the excursion as primarily a social activity, an educational visit, . . . rather than as a definitely organized trip with an instructional aim . . .

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 regimented character of the German plan, is more of the nature of a social visit to an educationally interesting place."¹⁶

Excursions in Russia and Japan -- In Russia, prior to World War II, the Young Communist Party organized excursions to great factories to acquaint the young men and women with the vast industrial program of Russia, and journeys were

(15) Alexander, T. and Parker, B., op. cit. p. 43.

(16) Atyeo, Henry C., op. cit. p. 32.

arranged to visit and study the large cooperative farms.¹⁷ The movement appears to have been similar to that of the Hitler Youth Association which existed during the same period.

In Japan of pre-World War II days, in keeping with the oriental reverence for antiquity and tradition, the excursion was used to create an interest in the literature and religion of the country. Japanese school authorities recognized the importance of providing firsthand experience in order that boys and girls learn to appreciate and love their country.¹⁸ The realization of the opportunity offered by the excursion to revive national traditions and instill a strong patriotic fervor resulted in a widely extended usage of this educational tool.

It is significant that three strongly nationalistic countries -- Germany, Russia and Japan selected the excursion technique as an important tool to be used in the education of the youth of their countries. No one will deny that these countries made extensive efforts to arrive at their cherished goals in the best possible ways known to them. In their recognition of the excursion method of education, they have given credence to the belief that this is a valuable teaching

(17) Wilson, L., New Schools of Russia pp. 61-65.

(18) "School Journeys in Japan." School and Society XLII (Aug. 30, 1935) pp. 300-301.

aid.

It is also important to note that the use of the excursion by all of the countries mentioned points out to American teachers and administrators strong possibilities for success in utilizing local communities in enriching their own school programs.

Excursions in America -- Writing in School Life, C. F. Hoban remarks upon the fact that noted European teachers utilized the excursion in their teaching and then he comments: "Their influence is reflected in the early educational development of Pennsylvania. William Penn was an exponent of visual instruction. He was a believer in the value of observation and in learning to do by doing. Franklin also was a visual educationalist. He was the first American cartoonist and advocated journeys to neighboring plantations, that the methods of farmers might be observed and reasoned upon. This type of instruction was common in the early days."¹⁹ Thus Mr. Hoban establishes the fact that the field trip was used long ago in America. Despite this early appreciation of the importance of school journeys, however, there has been a marked decline in its usage apparent until only recently.²⁰ Notwithstanding endorsement of the excursion method by the State Department of Education in Pennsylvania in 1927, and

(19) Hoban, C. F., "The School Journey as a Visual Aid." School Life, XIII (Oct. 1927) p. 32.

(20) McKown, H. C. and Roberts, A. B., op. cit. p. 246.

national recognition accorded it in 1931 by the Association of Child Education, progress in its application in the United States has been slow.²¹

Several factors to which relatively slow acceptance is attributable have already been mentioned in the statement of this problem.²²

Without doubt, the influence of European educational theory and practice upon American students abroad, and, through them, upon educational practice in the United States has been considerable.²³ In addition, the trend in our educational systems away from strict traditional methods has encouraged educators to experiment with techniques possessing great Audio-Visual value. It has been suggested that a national advisory organization similar to the English School Journey Association might promote the use of the school journey throughout America.²⁴ Advocates recommend that local committees of educators and administrators study the excursion with a special view to its adoption as an integral part of the school curriculum.²⁵ Even without this extra support,

(21) Atyeo, Henry C., op. cit. pp. 45-46.

(22) See Chapter II.

(23) Atyeo, Henry C., op. cit. p. 175.

(24) Atyeo, Henry C., op. cit. p. 177.

(25) Ibid. p. 179.

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(21) Atyeo, Henry C., op. cit. pp. 45-46.

(22) See Chapter II.

(23) Atyeo, Henry C., op. cit. p. 175.

(24) Atyeo, Henry C., op. cit. p. 177.

(25) Ibid. p. 179.

the excursion procedure appears to be making gradual headway
in the United States.

CHAPTER IV

DEVELOPMENT OF AN EXCURSION PROGRAM

WITHIN A SCHOOL SYSTEM

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DEVELOPMENT OF AN EXCURSION PROGRAM WITHIN A SCHOOL SYSTEM

The school excursion, as carried out in American schools at the present time, exhibits a wide variation in practice ranging all the way from the occasional expedition which is initiated by the individual teacher to definitely organized excursions which constitute an integral part of a school program. Less widely varied are the needs which are met through the use of the school journey.

Purposes of Field Trips -- An excursion may provide a preview of a study or project which is to be undertaken by a class, or it may serve to review a recently completed study. In addition, as a means of instruction during the course of a project, the field trip may be used advantageously. Among the definite purposes for which school journeys may be conducted are those listed by C. F. Hoban:

- 1) To serve as a preview of a lesson and for gathering instructional materials.
- 2) To create teaching situations for cultivating observation, keenness, discovery -- to encourage children to see and know the things about them.
- 3) To serve as a means of arousing specific interests -- as in birds, trees, art productions, historical settings.
- 4) To supplement classroom instruction; to secure definite information for a specific lesson -- as in arithmetic, civics, geography, literature.
- 5) To verify previous information, class discussions and

conclusions, or individual experiments.¹

Excursion Programs in Large Cities -- Several large school systems have developed excursion programs as an integral part of their curricular work. School departments of Los Angeles, Oakland, Ann Arbor, New York City, and Philadelphia have done extensive work in organizing and administering excursion programs.² Guidebooks and reference pamphlets have been prepared and distributed among the teaching staffs in these cities to facilitate excursion procedures.

Initial Work Involved in Developing a School Journey Program -- Once the need for use of the excursion technique is experienced, there evolves the problem of selecting personnel to work to establish an excursion program within the school system. Various selected committees or, in some cases, individuals have undertaken to perform the necessary preliminary duties. Regarding the delegation of this assignment, Atyeo says: "Schools or school systems which lend active encouragement to the development of an excursion program frequently hand over to a committee representing the widest possible range of subjects the task of making the survey of

(1) Hoban, C. F., Visual Education and the School Journey Educational Monographs Vol. 1. no. 4-95.

(2) Examples of pamphlets made available in these cities are: "Some Oakland School Journeys and What Came of Them"; "A Stranger's Guide to New York"; "Philadelphia Colonial Chain"; and "It's Worth a Visit, Catalogue of School Journeys for Elementary Schools of Los Angeles". These booklets are obtainable by writing to the school departments in the above mentioned cities.

excursion opportunities. It was suggested at the Conference of the Childhood Education Association in 1931, that the curriculum committee is the logical body to make such a survey and catalogue the suitable excursions. Some of the larger city systems have standing committees for the purpose."³

McCallum has suggested that the excursion be made a semester's topic for professional study by an entire school faculty with suggestions from pupils helping to augment those of teachers and principal.⁴

An individual teacher, a supervisor of elementary education, or an Audio-Visual director may undertake to lay the groundwork for an excursion program but the success with which the goals are accomplished are recognizably limited.

The interest of the writer lies in the development of an excursion program within a specific school system. It would be absurd to pretend that the writer, a teacher in that school system, in assuming the task of single-handedly inaugurating an excursion program, would be making any large contribution to the field of education. Nevertheless, it occurs to one, that other individuals might be encouraged to perform similar service elsewhere and thereby effectively demonstrate

(3) Atyeo, Henry C., op. cit. p. 94

(4) McCallum, J., "All Aboard for Excursions." Bulletin of the Department of Elementary School Principals of the National Education Association XI pp. 455-460.

a procedure that would eventually lead to the extended use of the field trip technique.

In a pioneering spirit, therefore, the writer has undertaken this self defined assignment. An account of the procedure employed in inaugurating an excursion program in the elementary schools of a city school system follows in Chapter V.

CHAPTER V

PROCEDURE FOLLOWED IN PREPARING AN EXCURSION PROGRAM
TO BE USED IN CONNECTION WITH THE ELEMENTARY CURRICULUM
IN THE HOLYOKE SCHOOLS

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The Course of Study as the Basis for Preliminary Planning -- Justification for the inclusion of an excursion in a school program is in proportion to the amount which it can contribute to the course or unit of which it is to be made an integral part.¹ Since this is true, organizers of excursion programs must first consult curriculum guides or courses of study of a school system in order to become acquainted with centers of school interest. With this basic information in mind, a community survey may be undertaken to discover ways of linking classroom and life activities.

The excursion program initiated in this instance was designed to tie in particularly with the Social Studies and Science work in the elementary grades. Copies of the courses of study for grades one to six in both subjects were obtained.² These outlines then became the starting point for the integrating task.

A review of the centers of interest listed for the various grades brought to the mind of the writer several local sites which might illustrate those topics. For example, the third grade Science course covers the following large centers

(1) Atyeo, Henry C., op. cit. p. 94.

(2) Appendix A and B.

of interest:

Food Makers

Where Food Comes From
Green Plants Make Food
How Seeds Are Scattered

The Changing Earth

How Running Water Changes the Land
Rock Formation
Glaciers
How Man Changes the Earth

Heat

Fire, Electricity, Thermometers, Clothing and Heat

Making Work Easier

Machines
Animals that Work
What is Work?
Using Wind, Water, Heat and Electricity to do Work

Motions of the Earth

Day and Night
Shadows
Why the Earth Keeps Turning
Other Motions of the Earth

How Plants Are Produced

Watching Seeds Sprout
Watching Bulbs
Spring Flowers

Useful Plants

Trees
Flower Gardens
Farm Planting
Wild Flowers
How Plants Are Protected

To the writer, these topics suggested the following field
trips:

excursions which they had taken with their classes or which they believed to be particularly well-suited to their grade levels. Principals and supervisors contributed information regarding places to visit which came to them through official notices or invitations from places which are open for inspection. Valuable aid was given to pupils familiar with a particular neighborhood. Interviews with Chamber of Commerce officials and with long-time local residents yielded further additions of localities of interest to pupils studying such varied fields as electricity, local history, farm animals, and astronomy.

It was decided to limit the area for field trips to Holyoke, Springfield and the Mount Holyoke campus in South Hadley. Springfield and South Hadley trips were included because material which is available in these places is not duplicated in Holyoke. For example, the planetarium at the Springfield Museum is one of the seven in the entire United States. With school buses available and with cooperative Parent-Teachers groups willing to provide necessary transportation, it seemed unreasonable to exclude such valuable trips.

A list of approximately fifty field trips, then, was gathered in the fashion described above.

Selection of a Form for Tabulating Excursion Information -- A decision to be made concerned the form in which necessary information was to be tabulated for ready reference

when arrangements were being made for a visit to a particular place. The catalogue entitled "It's Worth a Visit"³ prepared for use in the Los Angeles Schools makes use of the following form:

Name of Place - - - - -
Address - - - - -
Of Interest to - - - - -
Time of Visit - - - - -
Nature of Activity - - - - -

Other forms of entries were suggested by Dale⁴ and by McCallum.⁵ A composite of all three suggested was selected for this list of field trips because it is believed to obtain a maximum of helpful information and because it permits a simple alphabetical arrangement of the entire list. The following is the form employed:

Name, Address and 'Phone Number of Organization
Visiting Days and Hours
Suggested Transportation
Time Required
Name of Person in Charge
Preliminary Notification (Phone, Letter, Visit)

(3) It's Worth a Visit Catalogue of School Journeys for Elementary Schools of Los Angeles, Calif.

(4) Dale, Edgar, op. cit. p. 143.

(5) McCallum, Jessie, op. cit. p. 456.

Nature of Guide Service

Specific Details About Getting into Plant

Age and Number of Children Permitted

Grade and Unit With Which Trip Correlates

Evaluation of Excursion for Intended Purpose
(To be filled in after excursion)

Remarks

McCallum suggests that the remarks column will be the most interesting if it is filled in after the visits are made. It will include such warnings as, "Don't wear good shoes when you go to the zoo"; "Let the children see the monkeys last or you won't see anything else"; or many other suggestions, more or less helpful.⁶

There remained the task of obtaining for each locality mentioned, the information listed in the preceding outline. Involved in this operation was the visiting, interviewing, exploring, timing and evaluating (as regards grade level) all places mentioned. This consumed a great deal of time since it had to be done at the convenience of the people being interviewed.

Preparation of Introductory Commentary and Endorsement --

Since any list of proposed excursions must be used with judgment, it was considered essential that an introductory word of caution be submitted with the list of planned trips.

(6) Ibid. p. 457.

This was prepared to remind teachers that excursions are not to be selected merely because they promise a pleasurable and interesting experience but because they are expected to make a definite contribution to the study of some particular subject.

An endorsement of the excursion technique by an official of the school system expected to utilize the information compiled here was included. It was intended that this preface would serve as additional encouragement to teachers of this school system who would be willing to attempt to incorporate field trips in their classwork if they felt that this educational method met with the approval of their supervisors.

Appendix C of this problem is a copy of the list of proposed field trips and the brief introductory commentary.

CHAPTER VI

ANALYSIS OF EXCURSION PROCEDURES

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There are three major aspects to the entire excursion technique; namely, the planning, conducting, and retrospective use. An analysis of educational procedures involved in the excursion technique can best be accomplished by considering separately each of these three divisions.

Planning the School Trip -- The worthwhile school trip is never a mere on-the-spor-of-the-moment or a sort of hurried "get-into-your-wraps, let's-go-somewhere" event.¹ It is instead a carefully thought-out, planned and capitalized educational opportunity in which not only teachers but also pupils perform their share of preliminary organizational tasks. Many of the planning details are of such a nature that a teacher alone must attend to them. Other phases of the planning may be done by the teacher and class together. For the purposes of simplification, we shall first discuss the teacher planning activities and then treat of teacher-pupil planning.

An outstanding authority on the use of school trips and tours, lists the following essential steps in the teacher's planning for any excursion:

- 1) creating in pupils an awareness of its need, and aiding in a clear and definite formulation of its purpose;
- 2) planning the mechanical details;

(1) McKown, Harry C. and Roberts, Alvin B., op. cit. p.264

- 3) equipping herself to give a maximum of service;
- 4) preparing the class to derive a maximum of profit.²

Since the need for making an excursion at any particular time depends largely upon the kind of use which it is intended to make of it, the assumption is made that it is the teacher who chooses the excursion as her method of handling some phase of a subject. It then becomes her task to create in her pupils an awareness of its need to instill a desire to participate in the planning and taking part in the excursion and to aid them in a clear and definite formulation of its purpose. The very word "excursion" carries with it a certain suggestiveness of pleasurable excitement so it is probably unnecessary to devote much time to a consideration of devices which might be resorted to in order to arouse interest. There does exist, however, a need for making apparent the value of an excursion for a particular end. Dale has said: "The amount of facts that can be learned on a trip is endless. . . . Because this is true, the teacher and the pupils must work out ahead of time, the key ideas that they are going to explore. There will be individual differences in what is learned, of course. Those who do not have active, curious minds will be content with the rather simple, easy meanings that they can get out of such a trip. Others who are intellectually alert will try to get much more meaning

(2) Atyeo, Henry C., op. cit. p. 96.

from the experience. . . Some of them may see a new example of mass production, of cooperation, of inadequate housing. But others may not see it, unless they had planned to see it."³ It is essential to insist, therefore, that the purpose of the proposed excursion be formulated clearly and accurately.

Certain administrative aspects of the excursion are handled by the teacher as a second part of her preliminary planning. Obtaining authorization for an excursion from school authorities and making proper arrangements for it with appropriate officials of the organization which it is desired to have the class visit, are routines which must be observed by the teacher. In addition, the teacher must secure from parents written statements of their willingness to permit children to participate in an out-of-school activity. This is done in order that school officials be protected from liability for injuries sustained during the trip. Two illustrations of convenient forms which might be used to obtain parents' permission are reproduced on the following page.

If the objective of an excursion is within walking distance of the school, transportation presents no problem; but when it is desired to make an excursion to a rather distant or not easily accessible point, the provision of suitable means of travel requires careful consideration on the part

(3) Dale, E., op. cit. p. 136.

SUGGESTED FORMS FOR OBTAINING PARENTS' PERMISSION
FOR SCHOOL TRIPS

We understand the arrangements for taking the _____
group of the _____ School to _____. We
believe that the necessary precautions and plans for the care
and supervision of the children during the trip will be tak-
en. Beyond this we will not hold the school or those super-
vising the trip responsible. We give our consent for our
child or children to go on the trip.

Signed _____ 4

Parents' Waiver (Date)
(Name of Applicant) _____

This is to certify that my (son, daughter), _____
has my permission to go on excursions with the _____
grade of the _____ School. I hereby assume for
myself full responsibility for (him, her) in case of accident,
and waive any and all claim against school authorities, in-
dividually or collectively, for any injuries which might be
received during the excursion, either at the place visited or
in traveling to or from such place.

(Parent's Signature) 5

(4) Dale, Edgar, op. cit. p. 145.

(5) Atyeo, Henry C., op. cit. p. 88.

of the teacher. The teacher whose school system provides insured school buses for use of traveling school groups is indeed fortunate. Others may depend upon P. T. A. members or parents of students to furnish transportation or they may request the school or the pupils to finance the payment of fares on public transportation facilities. Whatever arrangements are required should be approved by school officials in order that liabilities for damage claims may be properly handled.

Having completed her preparation in regard to the administrative aspects of the school trip, the teacher will, undoubtedly, need to make some special personal preparation for the project. It is advisable, for example, that she cover the excursion itinerary in advance, perhaps employing the services of a guide. This preliminary visit may show the need for further plans or may bring to light factors likely to interfere with the smooth progress of the excursion unless precautionary measures are taken to minimize or remove them.

Depending upon the type of excursion trip being taken, a selection must be made of necessary equipment to be taken. Maps, notebooks, pencils, cameras, and containers for specimens collected are examples of such equipment.

The day and hour for the excursion, the duration of the visit, and the size of the group to participate are matters all of which may have to be decided according to the conven-

lence of both organization and class, and will in addition be determined by the number for which transportation can be provided, and sometimes by various factors. Learning just how much time will be needed for the visit; limiting the size of the group to a number which can be accommodated; finding what provision is to be expected at the institution for pointing out and explaining processes and exhibits; and planning for such other items as are needed for any particular excursion, -- these all require the attention of the teacher.

Atyeo has suggested that teachers may find the use of a series of questions to put to themselves about any proposed excursion a helpful device in compelling them to be very specific and definite in their ideas on some essential points.⁶ Dale has included such a list in his discussion of field trip preparation.⁷ The question list prepared by Mary Harden serves as a concise example of a typical check-list:

Harden's Question-List

- 1) Is this the best choice of a place to visit to develop this particular piece of work?
- 2) What plans need to be made by the class to make this trip valuable to them?
- 3) Is reading material on this particular grade level available to help answer questions which will grow out of the trip?

(6) Atyeo, Henry C. op. cit. p. 101.

(7) Dale, Edgar, op. cit. p. 155.

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

The amount and kind of detail in excursion planning that can be entrusted to pupils varies greatly with the conditions of different trips, with the grade level of the pupils involved, and with their familiarity with excursions.

The decision may well be made cooperatively by teacher and pupils, according to preference and convenience of the majority, as to what type of place shall be visited, and what particular one, among a number of available trips shall be selected as the specific objective. If a survey of the community for points of interest for educational excursions has been made and facts regarding each one of the places have

(8) Harden, Mary, "Going Places and Seeing Things." Educational Method XIV (March, 1935) pp. 324-331.

been recorded, the matter of making such a decision will be greatly simplified. Appended to this problem is a copy of such a compilation of facts obtained as a result of a preliminary survey of the Holyoke, Massachusetts community. Perusal of such a list would supply pertinent facts of such a nature that an excursion site might be easily and quickly selected. In the event that no information of this type is available, class discussion may bring to light several promising sites which, having been investigated, may serve the purpose of the particular excursion.

Pupils may also share in deciding upon the day and hour of the proposed trip, may determine regulations to be observed en route and during the visit, and may assign preliminary reports and specific phases of investigation to individuals or committees. David A. Weaver of the College of the City of New York faculty, lists many desirable outcomes of pupil participation in excursion planning. He says, in part: "To derive the maximum educational value from such an excursion, it is necessary that the children discuss and define the questions for which the answer is to be sought. Where desirable, the groups may appoint a committee to make a preliminary investigation. The collection of a bibliography, and preliminary reading might also be decided upon by the group. Such procedure in the selection and the planning of an excursion is an excellent means of habituation in group purposing, planning, and living. In the course of such

planning, the children will be confronted by real moral problems. In their solution children will acquire moral sensibilities, habits, attitudes and ideals."⁹

The whole purpose of the preliminary planning and preparatory study for an excursion is pointedly stated by Atyeo in the following words: "It must prepare pupils to observe more keenly and to appreciate more intelligently than would be possible for them to do without having had it."¹⁰

Conducting the School Trip -- The second phase of the excursion technique is that of conducting the excursion itself. It is concerned with the activities of pupils traveling to and from the excursion location and at that locality.

The walk or ride to the destination should be regarded as an important part of the educational phase of the field trip but it is a part which varies considerably according to the distance of the destination, the time required to reach it, the size of the excursion group and the means of transportation used. These are but a few of the more obvious factors which limit the range of choice regarding the best use to make of the travel time. No educational research material is available to assist one in formulating a list of commonly accepted practices for utilizing this time to best advantage, but it has been volunteered that the most common use made of

(9) Weaver, David A., "Excursions in a Metropolitan Center." Bulletin of the Dept. of Elementary School Principals of the National Educ. Assn. XI (June, 1934) pp. 289-94.

(10) Atyeo, Henry C., op. cit. p. 111.

this time by teachers might be that of taking advantage of the opportunity to become better acquainted with pupils through the informal interchange of conversation to which the occasion lends itself.¹¹

The time spent on travel to an excursion locality might become a period of study and final preparation, or it might become a recreational and leisure period where children are permitted to converse among themselves, commenting on objects which are observed along the way. Again a teacher may make of the trip to an excursion site a sightseeing tour, requiring the quiet behavior of a polite listener to a guide.

Discipline during the school journey presents, at times, a difficult problem. A word of warning is sounded by McKown and Roberts: "The trip should be supervised most carefully in order to protect the pupil, the trip idea, and the school. The group on a trip represents the school before the world; it is in public, and many people in the vicinity are watching it, and, consequently, any boisterousness, carelessness, accident, or other unpleasantness will immediately cause adverse publicity and bring an unfavorable reaction to the school and its trips, which will seriously limit the development and utilization of this aid. The pupils must be taught to appreciate that the trip is a serious educational oppor-

(11) Ibid. p. 112.

tunity, not a lark or picnic. This does not mean that formal classroom discipline should prevail, but it does mean that informal good manners should be practiced."¹² These undesirable forms of behavior can be avoided only by a proper education of the participants prior to the trip, and a close supervision of them during it.

Usually school journeys will provide either a "passive" or an "active" experience at the place visited. For example, if the trip is of the "active" type, where pupils are to cover an outdoor area to collect specimens, a teacher may assign to previously named committees or individuals, specific sections of ground to cover within a limited time at the conclusion of which all groups would return to an agreed meeting place. If, on the other hand, the excursion is a "passive" one, in which pupils are conducted through a museum or industrial organization, either by the teacher or by guides furnished for the group, the entire class might progress together or in small groups along a previously planned route. During this time, the teacher, possessed of full knowledge of the students' backgrounds and needs, may, through suggestions, assist pupils in focusing attention of specific phases of the tour. Preliminary planning will do much to prepare children to observe shrewdly, but it would avail the teacher little if, on observing the progress of the

(12) McKown, Harry and Roberts, Alvin, op. cit. p. 273.

tour, she did not assure herself that the purposes for which the trip were made were being achieved. Not all field trips justify the preparation of a detailed outline or series of mimeographed questions to be carried by pupils, but the use of these tools are suggested as a method of making clear to each student what he must do as he travels to and from a school journey and while he is actually visiting the places arranged in the itinerary.¹³ An account of an excursion employing such a written form is found in Dale.¹⁴

The safety problem in conducting a field trip is a serious one. Specific plans must be made for walking or riding safely. Under no consideration should pupils be taken to observe activities of a dangerous nature. Every precautionary measure must be taken to warn of possible accidents -- of handling objects being shown and of walking in areas not prescribed. The obtaining of parents' waivers previous to school trips has been suggested earlier in this chapter. Lest teachers hesitate to take classes on trips because of legal responsibility resulting from accidents, the following information is added: "Teachers," writes E. G. Olsen in one of the best accounts on liability, "are legally liable for their negligent acts The occurrence of an accident, in itself, is not proof of negligence. The fact of negligence

(13) Dale, Edgar, op. cit. p. 148.

(14) Ibid. p. 147.

could not be established until it was proved that the teacher acted with less care than he should have as a reasonable, prudent person in those particular circumstances, and that he should have anticipated the accident, but did not do so-- neither of which is easily proved before a court of law. Since the teacher is acting with a parent's responsibility (in locus parentis) he must be more diligent than an ordinary bystander would be, even to the extent of protecting the child from his own acts of negligence. But, having exercised this degree of care, the teacher is not liable for accidents which involve students under his supervision."¹⁵

An excursion group must be checked frequently to make sure all members are present and no child has become so engrossed in a particular operation that he failed to notice the group moving on. The use of the "Buddy System" may prevent such an occurrence. McKown and Roberts' warning may again be sounded.¹⁶ Adverse publicity in the form of accident reports may bring an unfavorable reaction to the school and its trips and will seriously limit the development and utilization of the teaching aid.

Retrospective Use of Field Trips -- Dale has elected to refer to the third aspect of the excursion technique as a "follow-through" rather than a "follow-up" period to empha-

(15) Olsen, Edward G., School and Community p. 314.

(16) McKown, H.C. and Roberts, A.B., op. cit. p. 237.

size that the field trip is a segment of a process -- a process that started before the trip and will continue after it.¹⁷

It has been stated in Chapter IV that the school journey serves one of three purposes -- as a preview, review or as a means of instruction during the course of a unit of study. Since this is true, the retrospective use of field trips will vary accordingly.

When an excursion is undertaken to serve as an introduction to a field of study, the class discussion which follows it may be guided by an alert teacher in such a way as to capitalize on the awakened curiosities, and interests. The purposes of the trip may be reviewed in order that they may lead to the outlining of purposes of the new field of study, or, if the aims of the study have already been formulated, new, unplanned purposes may be added. Individuals and groups may be encouraged to apply newly acquired knowledge in the construction of projects; to perform experiments to help them solve problems which have arisen; or to explore the class library for answers to questions which the excursion has brought to mind. An exploratory or preliminary school trip must be recognized as an excellent motivating technique. When the excursion is employed as a means of reviewing a unit of work, it may become a dramatic climax of that whole tea-

(17) Dale, Edgar, op. cit. p. 150.

ching process. Procedures which may be used in following through such a field trip will be similar to those used in handling the retrospective study of any other teaching method. The class discussions which follow take the form of additional explanations of matters of special interest and importance, the answering of any unanswered questions which may have arisen in the pupils' minds during the trip or afterwards, and the summing up of the significant facts learned from the excursion.¹⁸ It may include discussion of topics assigned previous to the excursion, or the answering of a list of questions given to pupils to take along with them to guide their observations.

Oral and written reports may be made to summarize knowledge gained. Pictures, diagrams and projects may be prepared to emphasize particular phases of a study.

Experimentation with various methods of summarizing will help the teacher to discover how best to utilize and apply the knowledge gained by the use of the field trip technique.

Conclusion -- It is pointed out, by way of conclusion, that all three parts of the excursion technique must be utilized if the method is to prove of value. Even though a great deal of the teacher's out-of-school time and much valuable class time is expended on preparation for any school journey,

(18) Atyeo, Henry C., op. cit. p. 117.

nothing short of adequate planning and preparation should be considered. Again, no excursion is worthwhile unless it is followed by some "stocktaking" procedure. Atyeo observes that "although many of the procedures followed in developing and using an excursion technique are similar for a majority of excursions and are in use by a majority of teachers, the success of a technique for any individual teacher will depend upon her skill in selecting and combining the procedures best adapted to her special needs."¹⁹ Regardless of what combination of procedures is selected by that teacher, if the school journey is to accomplish its purpose, it must be carefully and completely planned, efficiently executed, and systematically followed up. Without attention to these matters, the trip may be a waste of valuable time.

(19) Ibid. p. 119.

CHAPTER VII

VALUES CLAIMED FOR AND CRITICISMS OF THE
EXCURSION TECHNIQUE

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An ardent excursion enthusiast lays claim to great and varied values for his technique, but until that technique is evaluated so as to be proven superior to other educational methods, his claim is subject to doubt. True, he may trace the development of the excursion method in America and abroad; he may indicate the trend toward greater usage of field trips in the modern community-centered school; and he may suggest methods which may bring about still greater adoption of the excursion technique; but until he can produce evidence to demonstrate the value of his technique, he stands in danger of being challenged in his glowing assertions.

Three ways have been discovered by this writer to study the values attributed to the excursion method: (1) a survey of the judgments formed by those who have used field trips encountered in educational literature; (2) a report of the results of questionnaires distributed among teachers to determine possible value; and (3) an accounting of the findings of experimental studies such as those made by Grinstead in Pasadena, California and by Atyeo in White Plains, New York.

Judgements Reported in Literature on the Subject of School Journeys -- Numerous articles written on the excursion technique contain mention of values which it is thought to possess. Some articles contain extensive lists of values

believed to be inherent in the procedure being discussed; others mention values incidental to the main purpose of the article. In the majority of cases, the advantages thus enumerated are expressions of opinions, impressions and hypotheses which educators believe to be true. They are not statements of proved fact, but they are nevertheless authoritative statements from sources which have become recognized as having considerable significance. Five such statements are quoted in the following pages of the problem.

Both Atyeo and Harden have seen fit to quote the words of Dr. Thomas A. Briggs, professor of education at Teachers College, Columbia University when he evaluated the excursion in relation to the purposes of education. Briggs wrote:

"The activities of a school are determined by its purposes. If these are to teach pupils to do better the desirable things that they will do anyway and to reveal higher activities, at the same time making them desired and to an extent possible, then the excursion becomes important. By it the school is enabled to acquaint pupils with the various museums, memorials, industries, and natural phenomenon of a community, thus making them intelligent concerning their environment and widening in a systematic way their interests. At the same time it is enabled to enrich various courses and to motivate work. The excursion furnishes a series of projects which offer unsurpassed opportunities for initiative, cooperation

and the judging of relative values."¹ Brigg's experience with the excursion as a former principal and his keen interest in methods of education place him in a strategic position from which to evaluate the excursion technique.

Mary L. Harden of Teachers College, Columbia University claims that unlimited resources for educating children and enriching the life of the school exist within the community. She says: "A child can no longer be adequately educated to meet the needs of society within the confines of a classroom. Education must give him a richer, broader understanding of the world in which he lives. . . . As soon as the majority of educators realize the need for a better understanding of society, and plan their programs with sincere consideration for children's interest, much will have been done toward incorporating opportunities for school journeys of many kinds into the educational program of the future."²

Charles F. Hoban, Sr. is another prominent educator who has commented upon the use of school trips. He stated: "The school journey must be regarded as a major visual aid because it: (1) effects an economy in time in teaching; (2) enriches and vitalizes instruction; and (3) develops, from the beginning, correct concepts"

It is charged against American teachers that their meth-

(1) Briggs, Thomas H., "The Excursion as a Means of Education" Teachers College Record, XXII (Nov. 1921) p. 415.

(2) Harden, Mary L., "Going Places and Seeing Things." Educational Method XIV (Mar. 1935) p. 331.

od is too largely of the lecture and textbook type; that children associate to too great an extent, the four walls of the classroom, school book, and desk with an act of learning, whereas they should learn from the world at large. The child needs to know the world in which he lives. He should be introduced to it early and encouraged to solve its mysteries. The school journey provides an avenue."³

It will be recalled that comment was made previously in this chapter that some writers, in discussing values of field trips, have composed extensive lists. Such a writer is F. C. Borgeson, professor of education at New York University who has remarked: Some of these are values that are difficult or impossible to procure through any other type of activity. Among these are:

- 1) Acquaints the child with his environment in nature to the point of reasonable recognition -- a state never reached by the child who is limited to classroom textbook experiences.
- 2) Relates school work and school life to out-of-school work and life.
- 3) Gives concreteness and impressive realism to work -- it vitalizes, intensifies interest in, and affords a basis for the work in the classroom.
- 4) Establishes pupil-teacher rapport as nothing else can. The pupils discover the teacher to be an interesting human being.
- 5) Teaches civic, economic and social interdependence and relationships of all people. It helps as much as any single factor to eradicate provincial and social prejudices.

(3) Hoban, C. F., "The School Journey as a Visual Aid." School Life, XIII (Oct. 1927) p. 32.

- 6) Arouses interest in and sympathetic understanding for people of all vocations. Textbook experiences only partially succeeds in this, resulting usually in an impersonal or detached attitude.
- 7) Acquaints the prospective citizen with his community and provides a realistic basis for development of citizenship. It is a powerful agent in developing true patriotism in contra-distinction to the chauvinistic type frequently developed in schools.
- 8) Introduces the child, firsthand, to some of the marvels of an industrial civilization.
- 9) Develops habits of safety and protection on the street and in dangerous situations.

Other valuable outcomes of the trip or excursion experience are those pupil experiences in which assuming responsibility, making decisions, directing activity, and securing pleasure, by and for the children, are of major importance. Some of these values are also enumerated by Borgeson:

- 1) Develops initiative, social cooperation, judgment of relative values, ability to plan and execute, leadership, courtesy, and similar personal qualities.
- 2) Awakens an appreciation and enjoyment of the beautiful, and leads to joyous expression of the child's idea of loveliness.
- 3) Provides valuable situation for guidance, both vocational and educational. The teacher frequently is placed in an opportune situation for discovering unexpected and latent talent in pupils.
- 4) Offers opportunity for "new experiences" -- the burning desire of situations through which their horizons are extended.
- 5) Inculcates a type of activity that is distinctly a worthy use of leisure time.

(4) Borgeson, F. C., "Excursions in School Life." Eleventh Yearbook of the Department of Elementary School Principals pp. 461-466.

- 6) Sets up situations and materials for a high type of intellection -- e.g. the child's concepts are extended and clarified.
- 7) Sharpness in senses.
- 8) Instills a deeper sense and appreciation of one's opportunities and responsibilities. It tends to influence each child to make the most of himself. ⁵

A fifth notable commentary on the school trip or journey is that of Alexander and Parker who have made extensive and careful study of the use of the excursion in Germany. These authors find that: "School trips help to fulfill the social aims of closer comradeship between the teachers and pupils, group co-operation within the class and school, and the spiritual unification of the people of the nation. Trips that begin in the immediate neighborhood and extend their scope gradually are excellent means for acquainting younger pupils and older students with their environment, and fostering permanent interest in native culture. First-hand experience that comes through the eyes and ears of the pupils is a surer means of broadening their knowledge than the reading of many books. Much is learned incidentally on all these journeys and certain occasions, requiring systematic preparation, make the pupils responsible in a practical way for many kinds of information useful then and later." ⁶

(5) Ibid. p. 466.

(6) Alexander, T. and Parker, B., op. cit. p. 66

It must be admitted that some educators who have written about the excursion have found in them not only the values claimed by the preceding authorities but also a number of possible failings. For example, Alexander Frazier has written an article in which he discusses some of the ways that schools failed in prewar years to make the best use of excursions. The following criticisms are noted: "Too often trips resulted in the gathering of miscellaneous, unrelated details, the collection of information that lacked significance.

The very nature of first-hand experience in cases where the observer is forced to see what there is to see from a single point in time and space often made the experience so incomplete as to be incomparable to the kind of total experience that might have been gained in the same amount of time from the study of charts, pictures and films in which the activity or process could have been broken down. Such an instance might have been that in which a class in business education toured offices of a local corporation. While there might come from such a tour a better feeling for the organization of clerical services, the procedures themselves exist in time and can be understood only as they are seen to fit into the entire process.

Too often local excursions in the past have been chosen for such reasons as: process being simple to observe, spacious quarters in which to see them, etc. rather than for

their relevance to the topic under study."⁷

Lawrence R. Winchell's remarks may be interpreted as words of caution or as further criticism. "A field trip can be a waste of time. Its result range from good to bad . . . A field trip should not be a mere picnic or an opportunity to get outdoors for a few hours of relaxation. It should be a purposeful activity."⁸ Yet Winchell concludes that more values can be claimed for excursions than criticisms against them.

Dent reaches the same conclusion. He lists these limitations -- the large amount of organization and time required, dependency upon weather, transportation problems, and the waste of time getting to and from the objective.⁹ But they are offset by a far greater number of advantages.

It is thus possible to conclude that educators who have been sufficiently interested in educational field trips to write articles concerning them, have expressed approval of this technique.

Results of Questionnaires Checking Field Trip Value --

A second method of demonstrating values attributed to school

(7) Frazier, Alexander, "Is This School Trip Necessary?" Educational Administration and Supervision, Vol. 32 (Mar. 1946) pp. 171-176.

(8) Winchell, Lawrence R., "Field Trips Develop Community Interest." Education, LXI (Feb. 1941) pp. 377-378.

(9) Dent, E. C., The Audio-Visual Handbook p. 26.

trips is to report upon results of questionnaires checking upon such value.

In the Spring of 1932, R. H. Price, a faculty member at the State Teachers College at Whitewater, Wisconsin, interrogated principals of 268 elementary schools throughout the country in an attempt to discover, among other things, the value of such activities in the opinions of the principals. From the information secured, Price compiled a list of five distinct values in trips which elementary schools cannot afford to overlook. Following are Price's values:

- 1) Trips provide a means of enriching the experiences of the pupils.
- 2) Trips provide experiences out of which school activities become more meaningful. Trips are one means of bringing the outside world into the school and of taking the school into the world.
- 3) Trips provide an opportunity for children to explore the world about them and to broaden their interests under expert teacher guidance.
- 4) Trips are a source of information for children, information directly obtained.
- 5) In making trips there is always a real opportunity for choosing, purposing, planning, executing, and evaluating on the part of the pupils. ¹⁰

Atyeo has also attempted to make a judgment of value by means of a questionnaire. Setting out from an analysis of the judgments of value found in literature, Atyeo compiled a list

(10) Price, R. H., "A Study of the Values of Field Trips." Thirteenth Yearbook of the Department of Elementary School Principals p. 304

of ten values frequently claimed for excursions and presented them to teachers and principals with a request that they check the five which they considered to represent the highest value, and number these five in order of importance. The following selection were made by 408 teachers:

Increased interest in class discussions and daily work

Additional excursions made by individual pupils

Knowledge increased (as shown by tests)

Individual projects carried out

More books read¹¹

Objection to the use of an individual's judgment as a basis for evaluation is often made on the ground that the judgment has been experimentally shown to vary somewhat from time to time even in the absence of experiences which would definitely prejudice it. Granting this, the writer stresses that very little data of scientific standing are available concerning the educational value of trips of any sort. Such research studies are awaited with interest by all concerned with elementary education. It is a recognized fact that the lack of scientific evidence favoring excursions is an important factor hindering the widespread use of this technique. Until such proof is available, many principals and teachers will hesitate to give field trips their sanction. The dangers of accidents, the expense involved in many of them,

(11) Atyeo, Henry C., op. cit. p. 130.

and the critical attitudes of their particular communities will continue to cause many classes to remain exclusively in the schoolroom. By the same token, until such scientific proof of the educational value of school excursions is available, numerous other principals and teachers will concur with the opinions expressed in the previous pages that there is great inherent value to be found in the use of school trips.

Experimental Comparisons of the Discussion and Excursion Techniques by Atyeo and by Grinstead -- There appear to have been only two scientific experiments made thus far to establish the relative position of field trips as compared to other teaching techniques.

The first attempt to study by means of a scientifically controlled experiment the comparative values of the excursion technique and certain other teaching methods was made in 1929 by R. W. Grinstead in Pasadena, California.¹² Grinstead's purpose was to examine the value of the excursion as a pedagogical method, and at the same time obtain information about several incidental problems. Working with matched groups in a junior high school to compare the relative increase in information produced by the excursion and by classroom discussion of the same topic -- the latter supplemented by class demonstration, motion pictures, or other means of

(12) Grinstead, R. W., An Experimental Evaluation of the School Excursion. Master's Thesis presented at the University of So. California. (June 1929)

vitalizing study, Grinstead found an average of sixty-five per cent more gain in knowledge to have resulted from the excursion.¹³

Another important contribution of Grinstead's work was his emphasis upon other values that are equally as important to measure as is the increase in information which it gives. These point to the worth of the excursion in the development of interests, cooperation, constructive thinking, and desirable attitudes of work. His list of these values follows:

- 1) Excursions assist the pupils' comprehension.
- 2) They bring about an increased interest in school work and a sustained interest in the topics studied.
- 3) Excursions clarify principles.
- 4) Excursions stimulate interest in natural and man-made things and situations.
- 5) They help children to organize their knowledge.
- 6) They stimulate constructive thinking.
- 7) They constitute a cooperative enterprise.
- 8) They blend school life with the outside world.
- 9) They enable or compel a teacher to conduct a more orderly and logical recitation.
- 10) The excursion is more effective when limited to one class at a time.¹⁴

While Grinstead's experiment can be criticised in some aspects of procedure, the value of the experiment as a whole cannot

(13) Grinstead, R. W., op. cit. p. 91.

(14) Ibid. p. 94.

be over-emphasized. Grinstead has pioneered in a new field. He has attempted to set up an experiment with thoroughly scientific controls. Statistical treatment of the results have indicated overwhelming evidence in favor of the excursion method.

Two experiments to study the value of excursions to museums as compared with the so-called class discussion method in increasing interest and knowledge in the field of Ancient History were made by Atyeo with classes at the high school in White Plains, New York in 1936.¹⁵ The same teaching methods were used in both of Atyeo's experiments. The class discussion method involving the assignment of topics, or a list of questions, or a section in the textbook, followed by a class discussion of the assignment was used with the control group. The second group was treated identically with the control group except that the excursion technique was included. This technique involved preparing for, carrying out, and studying in retrospect three museum excursions in the course of each experiment. Following the teaching in both groups, tests were administered. Both experiments made gave results which showed that under the given conditions the class discussion method supplemented by the excursion produced a gain in knowledge greater than that produced by the method of class discussion when used alone.

(15) Atyeo, H. C. op. cit. pp. 140-173.

Atyeo's experiments based inferences regarding the relative value of the compared technique upon the results of a series of six excursions rather than a single one. It is believed that added weight was given to the findings through the division of the study into two separate parts which together involved substantially 104 rather than 52 records.

From the results of Grinstead's and Atyeo's experiments it may be concluded that excursions 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 is compared; but much further scientific experimentation is needed to study not only its power to arouse interest and add to knowledge but also the many other values which are commonly attributed to it. These experiments cannot be undertaken too soon.

CHAPTER VIII

RESTATEMENT OF THE PROBLEM

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RESTATEMENT OF THE PROBLEM

Since the days of early Greek and Roman scholars, there has been a continuous procession of major and minor advocates of educational methods utilizing reality and genuine experiences in school life. Many progressive European educators and a small number of American educators, particularly those engaged in private school work, recognizing certain advantages in employing such methods, joined in the line of march; but, until recently, the majority of American public school leaders maintained an isolated position on the sidelines. As a result of this reluctance on the part of American educators to accept the "real life" educational methods, American schools confined their efforts principally to teaching textbook abstractions, overlooking the more meaningful educative experiences to be derived from contacts with community life.

Present-Day Demands of Education -- Within the past two decades, however, an increasing number of educators have found, in methods utilizing pupils' experiences, numerous commendable features. In response to present-day demands that children learn the lessons their environment has to teach through participation in the life of the community and through firsthand contacts with commerce, business and local industries, American educators have adopted a variety of teaching methods which show little resemblance to textbook methods of former years.

The excursion or field trip method of teaching is only one of several which have been used to introduce reality and objectivity into instruction.

Teachers and principals who have made use of the field trip technique are generous in their praise of this means of bringing about closer school and community relationships. Educational publications in recent years have carried an increasing number of accounts of successful excursions with classes of all grade levels.

Scarcity of Professional Information on Modern Educational Methods -- There still remain, however, countless other American educators who have made no great effort to become acquainted with suitable methods for educating the youth of today. Among the many explanations which have been given for the failure of these educators to keep in step with modern educational methods is the fact that very little professional literature exists which explains the how and the why of these recently accepted procedures. For example, much has been written to describe specific excursions, but little has been written to explain the work involved in planning, conducting and evaluating excursions in general. It is this scarcity of professional information which has promoted the writing of this problem.

The Challenge of Modern American Education -- The current demand that American education impart to our youth not only knowledge and training in skills but also acquaint him with

a broad background for school studies in not a transient, fleeting notion which will be forgotten in a year or two. American educators are challenged, therefore, to meet this demand not only now but in the years to come. It would seem, then, that an effort must be made to gain added knowledge of educational methods which will help to meet society's demand for a type of education closely relating the school and the community which fosters it.

It is hoped that the information compiled in this problem will assist some educators in gaining that type of information.

APPENDICES

- APPENDIX A - Centers of Interest in Elementary
Social Studies in the Holyoke Schools
- APPENDIX B - Course of Study in Elementary Science
in the Holyoke Schools
- APPENDIX C - A Guide to Field Trips Related to
the Course of Study in Science and
Social Studies in the Elementary
Schools of Holyoke

APPENDIX A

CENTERS OF INTEREST IN ELEMENTARY SOCIAL STUDIES
IN THE HOLYOKE SCHOOLS

GRADE ONE

September and October	The Family At Home
November	The Family's Thanksgiving Party
December	The Family Visits a Toy Shop
January	The Family Takes a Trip to the City
February	The Family Has Holiday Fun
March	The Family Takes a Trip to the Country
April	The Family Finds Some Pets
May and June	The Family Goes to the Circus

GRADE TWO

September and October	Our Own Neighborhood
November	A Trip to Our Library
December	Our Community Post Office
January	Our Neighborhood Fire Station
February and March	Our Community Stores
April	Health Helpers in Our Community
May and June	Our Community Museum
	Holiday Parties as the Occasion Arises

GRADE THREE

September and October	American Indians Today and Yes- terday
November	The First Thanksgiving (A Community of Yesteryear)

December and January	How People Live in the Far North Lapps Eskimos
February	How Our Friendly Neighbors Live Mexicans
March and April	How People Live Across the Seas Swiss Chinese
May and June	How People Live in Hot Countries (Desert People) Holiday Parties as Occasion Arises

GRADE FOUR

September and October	Getting Acquainted With Our Earth How the earth began What it looks like How it helps make our way of living
November	Living in Groups Concept of town, city, state and union
December	Holyoke, Our Home How Holyoke began and grew Ways of living in Holyoke to- day and yesterday
January	Massachusetts, Our State Larger group living How our state began and grew
February	Getting the Food We Need Farming today and yesterday
March and April	Getting the Goods We Need How goods were made yesterday Improved ways of making goods today
May	Getting Goods From Place to Place How trade helps to make our way of living better

Germany
Hungary
Poland
Netherlands
Belgium

February

How the British Isles Began and
Grew
England
Ireland
Scotland
Wales

March and April

How Northern and Western Europe
Began and Developed
Scandinavian Countries
Baltic Countries
Russia
Balkan Countries

May

How the People of Asia Live and
Differ
India
China
Japan

June

How Australia and the Islands of
the Pacific Serve the World
Australia
Philippines
Netherland Indies

APPENDIX B

COURSE OF STUDY IN ELEMENTARY SCIENCE IN THE
HOLYOKE SCHOOLS

GRADE ONE

1. Incidental experiences - - - collection of seeds, rocks, flowers, pods, butterflies, etc.
2. Planned experiences - - - having experiences of planting and watching seeds grow, etc.
3. Organized units - - - Noting changes in the appearance of the landscape. (Adaptation of plant and animal life to seasonal change)
4. Experiences in connection with other subjects

GRADE TWO

Animals and Their Food

Animals that Eat Plants
Animals that Eat Animals
Insects
Animals' Teeth
Animal Tracks
Animals in the Circus
How Animals Get Their Food
How Animals Are Protected

Getting Ready for Winter

Signs of Winter
Insects in Winter
Birds in Winter
Plants and Animals in the South
The Woodchuck
How Animals Get Ready for Winter
Keeping Warm and Keeping Cool

Water and Its Forms

Changes in Water
The Wind and the Waves
Water in Air
Water and Living Things

Magnets

How Ships Find Their Ways
What Magnets Do
How to Make a Magnet
How to Make a Compass

The Earth

Meeting the Boat
The Earth is Round
The Pull of the Earth
What Holds Up the Earth

Animals and Their Babies

Animals on the Farm
Insects and Their Eggs
Alligators
How Frogs Grow
The Robins' Nest
Animal Parents

Useful and Harmful Animals

Garden Visitors
Useful Garden Animals
Animals That Give Us Food and Clothes
Animals We Like to Watch

GRADE THREE

Food Makers

Where Foods Come From
Plants Take in Air
Plants Take in Water
Plants Take in Minerals
Green Plants Make Food
How Seeds Are Scattered

The Changing Earth

How Running Water Changes the Land
How Moving Air Changes the Land
How Chalk is Formed
The Glacier
How Man Changes the Earth

Heat

How the Cave Men Learned About Fire
Heat from Rubbing Things Together
Heat from Electricity
How a Thermometer Works
Clothing and Heat

Making Work Easier

Finding Out About Machines
Animals That Work
What is Work?
Using Wind to Do Work
Using Running Water to Do Work

Using Heat to Do Work
Using Electricity to Do Work

Motions of the Earth
How We Know the Earth Turns
Why We Have Day and Night
Shadows
Why the Earth Keeps Turning
The Earth's Other Motion

How Plants are Produced
Watching Seeds Sprout
How a Seed Starts to Grow
Where Baby Plants Get Their Food
Spring Flowers
Growing Plants from Bulbs
Stems That Start New Plants

Useful Plants
The Many Uses of Plants
Trees
The Flower Garden
Wild Flowers
How Plants Are Protected

GRADE FOUR

Some plants and animals live in communities
Many plants live in groups
Many animals live in communities
Some animals live together at some times and not at
others
We live in communities

Plants and animals have lived on the earth for a long time
We can find out what happened long ago by studying the
rocks
Plants and animals of the past have left their record
in the rocks
At certain times there seemed to be more of some kinds
of plants and animals than of other kinds
Most plants and animals of the past were very different
from those of today

We can get electricity in several ways
Rubbing things together gives us one kind of electricity
Useful electricity comes from generators and batteries
Electricity will travel through some substances better
than others

Light enables us to see things

Some objects produce light directly

Light is reflected by many objects

Light rays may be bent away from a straight line in passing from one substance to another

Some substances absorb more light than others

The moon is the nearest heavenly body

The moon moves around the earth

Conditions on the moon are much different from those on earth

We see only the part of the moon that is lighted by the sun

Eclipses are caused by earth and moon shadows

Flowers are necessary to produce seeds

Two parts of a flower are necessary in the production of the seed of most common plants

Pollen necessary for fertilization is carried in several ways

Seeds are formed after fertilization

Plants and animals depend upon each other

Plants and animals depend upon each other in the balanced aquarium

Land plants and animals depend upon each other

The numbers of each kind of plant and animal remain about the same from year to year

Man often upsets the balance of nature

GRADE FIVE

Plants get their food in different ways

Green plants make their own food

Non-green plants do not make their own food

Some plants get their food from materials that are not alive

Some non-green plants get their food from living things

Seasons are caused by changes in the earth's position as it revolves about the sun

The earth has three principal motions

The earth's axis tips as the earth goes around the sun

We get less sunlight in winter than in summer

The motion of the earth is our measure of time

Substances are always being changed

Matter is found in various forms

Many substances change naturally

Many things can be changed by man

Many substances undergo chemical changes

A layer of air surrounds the earth

Air has weight

Objects that are lighter than air will float in the air

Man has learned to fly in machines that are heavier than air

The earth is a member of the solar system

The earth is one of nine known planets that revolve about the sun

The solar system includes six different kinds of heavenly bodies

Scientists now believe that the various bodies in the solar system were once a part of the sun

Living things are always changing

Living things pass through different stages of growth

Young resemble, yet differ from their parents

Some plants and animals are better fitted to live than others

Both desirable and undesirable qualities may be inherited by offspring

We should conserve our natural resources

The soil is one of the most important of our natural resources

We should conserve many plants

Our animal life should be conserved

Our resources of energy should be used wisely

The natural beauty of our country should be conserved

GRADE SIX

Animals need food for growth and energy

Animals use food for different purposes

Animals are made up of cells

All cells must have food and oxygen

In higher animals, groups of cells perform special functions

Weather and climate are constantly changing

The earth's climate in the past has been stormy and changeable

Living things must adapt themselves to weather and climate

Weather and climate depend upon many factors

The weather may be predicted

We can make electricity work for us

A current of electricity may be used to make an electromagnet

We make use of electricity in communicating
Electricity is a convenient source of power
Electricity can give us heat and light

Sound travels through matter

Sounds are produced by vibrating objects
Sounds differ in pitch, loudness and quality
Sound must go through matter in order to travel from
place to place
Ears are fitted to hear sounds

The sun is a member of our galaxy

Our sun is one among millions of stars
Groups of stars that form imaginary patterns are con-
stellations
The stars in our galaxy are grouped in the form of an
enormous disk
There are many universes besides our own

Man has changed some plants and animals so that they are
better suited to his needs

Man has domesticated many plants and animals
Domesticated plants and animals have been improved by
selection
Some new varieties of plants and animals have been pro-
duced

Our health should be safeguarded

Our bodies must be kept on good running order
We must have good food and water
Our homes should be clean, well-lighted and well-venti-
lated
Our communities must be managed to preserve the health
of all citizens
We must cooperate to control disease

APPENDIX C

A GUIDE TO FIELD TRIPS RELATED TO THE COURSE OF STUDY IN SCIENCE AND SOCIAL STUDIES IN THE ELEMENTARY SCHOOLS OF HOLYOKE, MASSACHUSETTS

Introduction -- Within the past decade there has been uttered an oft-repeated cry that "a child can no longer be adequately educated to meet the needs of society within the confines of the classroom." Education, it is averred, must give to the child of today a richer, broader understanding of the world in which he lives.

With this idea, most Holyoke teachers are in agreement. More and more they have sought to bring into their classrooms exhibits, pictures, films, records and supplementary reading material with which to broaden their pupil's viewpoints. Methods of instruction have been altered to include the use of devices designed to make everyday living experiences a part of the elementary school curriculum. One of the most successful of all educational methods which are being used in this enriching process is the school excursion or field trip.

Numerous elementary school teachers in the Holyoke schools have already adopted and incorporated this method of instruction into their school work with highly satisfactory results. Others, while acknowledging that excursions are fundamentally worthwhile experiences, are reluctant to take advantage of excursion opportunities.

Community institutions and facilities in our vicinity

stand ready and eager to assist teachers who are willing to make an effort to give to the children under their guidance, richer and broader understandings of the community in which they work and play.

To promote the field trip idea and to encourage teachers of Holyoke to increase their usage of nearby educational opportunities, the following information has been assembled. This material is the outgrowth of a community survey of possible field trip locations suitable for enriching the Science and Social Studies courses in the elementary grades of our school system. A list of approximately fifty proposed trips is presented together with essential information to aid the teacher and her pupils in planning any one journey. The name of the person to contact, the length of time for the visit, suggested forms of transportation, the grade level for which the location is best suited, and other pertinent information is listed for all trips. Since any such compilation of material must, of necessity, be subject to continual revision in the form of additions and withdrawals, this collection of facts is not to be considered exhaustive in scope or final. Additional trips known by the teacher may be supplemented; those which do not prove worthwhile may be deleted. The guide is intended, however, to suggest to Holyoke teachers the vast possibilities which the community possesses for assisting teachers in educating the youth of today.

It is urged that the teacher make of the field trip not a hurried "it's such a nice day, let's go somewhere" event but rather a carefully thought-out, planned, and capitalized educational opportunity whose main purpose is clearly understood by pupils and teacher. Much educational value can be derived from pupil participation in the preparation and planning of the experience. As in all other educational methods, some form of "follow-through" is essential. Only in this way can the best results be obtained from the excursion method.

If one is to observe the increased number of articles in professional magazines describing particular excursions and note in the daily newspapers the pictures of school groups busily observing industrial processes in various local factories, one is made aware that enthusiasm for school trips is increasing in American schools at all grade levels, but particularly at the elementary level. Holyoke is unusually well supplied with an excellent assortment of desirable excursion locations. An increase in the use of the field trip technique by Holyoke teachers is strongly recommended.

HOLYOKE SCHOOL SYSTEM VIEWPOINT CONCERNING THE
USE OF EXCURSIONS

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If education is to be at all dynamic, it must depend on more than mere text books; indeed, it must occasionally move out of the classroom to see business and industry, community service, and the physical environment at work. From the point of view of the elementary schools, the excursion is increasing in educational significance as a supplementary aid to learning.

The excursion is first hand experience which, if handled adroitly, should result in meaningful growth. Many values are gained if the excursion is undertaken in answer to a definite need of the class, if the trip is well planned in advance, and if it is carefully evaluated upon completion. It should be undertaken in the beginning only because it is related to purposive school work and the needs and interests of children. In the preparation period, there should be much opportunity for discussing what the route will be, the safest way of reaching the goal, and standards of behavior necessary for social acceptance. If the excursion is successful, the teacher will note the value of the experience as evidenced in the way children recapitulate and investigate when they return to the classroom.

The question is no longer one of whether schools should plan excursions. The important question is how to plan meaningful excursions so that the activities involved will be related to class work and child growth.

Marcella R. Kelly

Assistant Superintendent

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

American Sumatra Tobacco Company (Tobacco Fields)
Apremont Highway

VISITING DAYS AND HOURS

Depends upon planting schedule. Morning is best.

SUGGESTED TRANSPORTATION

School bus

TIME REQUIRED

2 hours

NAME OF PERSON IN CHARGE

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Visit during last two weeks of April, then phone for an exact date

NATURE OF GUIDE SERVICE

Not necessary for watching planting, but someone will explain farm equipment

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Park on side of highway

AGE AND NUMBER OF CHILDREN PERMITTED

No limitations

GRADE AND UNIT WITH WHICH TRIP CORRELATES

III -- Farm Planting by Machinery

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS: Discuss danger of crossing highway without permission.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Arcadia Wild Life Sanctuary
Easthampton, Mass.

VISITING DAYS AND HOURS

May 1 to November 1

SUGGESTED TRANSPORTATION

School Bus

TIME REQUIRED

8:30 to 11:30

NAME OF PERSON IN CHARGE

Edwin A. Mason

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Write two weeks ahead.

NATURE OF GUIDE SERVICE

Mr. Mason will conduct the tour. Miss Bietsel of S.P.C.A.
may accompany group depending upon her schedule at the time.

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Bus drives off main highway

AGE AND NUMBER OF CHILDREN PERMITTED

Entire class, any grade level

GRADE AND UNIT WITH WHICH TRIP CORRELATES

III -- Wild Flowers; V-Plants Get Their Food

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

This sanctuary is sponsored by the Massachusetts Audubon
Society. All forms of wild life are given sanctuary here.

Have pupils dress for walking in wooded areas.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Boston and Maine Freight Depot
Main Street 2-7216

VISITING DAYS AND HOURS

Can be arranged to suit class. Morning is preferable.

SUGGESTED TRANSPORTATION

Walk; School Bus

TIME REQUIRED

2 hours

NAME OF PERSON IN CHARGE

Stephen A. Calahan, Yardmaster

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

One day ahead, Phone

NATURE OF GUIDE SERVICE

Mr. Calahan will conduct the group.

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

To be arranged during preliminary call.

AGE AND NUMBER OF CHILDREN PERMITTED

20-30 children; 4th to 6th grade

GRADE AND UNIT WITH WHICH TRIP CORRELATES

VI -- Machines IV -- Transportation

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

Allow time to visit Holyoke Beef Co. (81 Main St.) at end of B. and M. platform. Meat is unloaded and placed in large refrigerators. Mr. Gallagher will be on hand if called one day ahead.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Bray Lake, Mt. Tom Reservation

VISITING DAYS AND HOURS

At convenience of class, in early April

SUGGESTED TRANSPORTATION

School bus of P. T. A.

TIME REQUIRED

2 hours

NAME OF PERSON IN CHARGE

Mr. John Knox, Supt. of Mt. Tom State Reservation, 24 Summer
St., Easthampton

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Write Mr. Knox two or three days previous to visit.

NATURE OF GUIDE SERVICE

Not necessary, but Mr. Knox will be on hand.

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Enter Smith's Ferry entrance.

AGE AND NUMBER OF CHILDREN PERMITTED

Entire class; any grade level.

GRADE AND UNIT WITH WHICH TRIP CORRELATES

II -- How Frogs Grow

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

Caution children to wear rubbers.

Take along equipment for scooping up frogs eggs and a container in which to carry them.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Burnham Company (Pet Shop) 2-4533
131 Main Street

VISITING DAYS AND HOURS

Can be arranged to suit class

SUGGESTED TRANSPORTATION

Walking

TIME REQUIRED

One hour

NAME OF PERSON IN CHARGE

Mr. John D. Miner

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Visit the shop one or two days before taking the class.

NATURE OF GUIDE SERVICE

Mr. Miner will act as guide.

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

- - - -

AGE AND NUMBER OF CHILDREN PERMITTED

No limitations

GRADE AND UNIT WITH WHICH TRIP CORRELATES

I -- Incidental experience II -- Animals we like to watch
III -- Animals and their babies

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

Make a preliminary visit to check on the current variety of
pets on hand.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Community Stores (Highlands)
Hampden Street Shopping District

VISITING DAYS AND HOURS

At convenience of class

SUGGESTED TRANSPORTATION

Walk

TIME REQUIRED

One-half hour

NAME OF PERSON IN CHARGE

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

NATURE OF GUIDE SERVICE

Teacher acts as guide

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

AGE AND NUMBER OF CHILDREN PERMITTED

No limitations

GRADE AND UNIT WITH WHICH TRIP CORRELATES

II -- Our Community Stores

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

These stores are accessible from the Nonotuck and Highland Schools:

Luchini Fruit Store
Dry Cleaning Store
Howes Grocery Store
Hampden Variety Store
Shoe Repair Shop
Upholstering Shop
Jewelry Repair Shop
Printing Shop
Martin's Drug Store
Barber Shop
Tailor Shop
Plumber's Shop
First National Store

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Old Day House, West Springfield., On the green.

VISITING DAYS AND HOURS

Tuesdays and Thursdays 9 A.M. to 6 P.M.

SUGGESTED TRANSPORTATION

School bus

TIME REQUIRED

3/4 hour

NAME OF PERSON IN CHARGE

Resident caretaker

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Write a week ahead

NATURE OF GUIDE SERVICE

Caretaker conducts small groups

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Bus may be parked in front of house

AGE AND NUMBER OF CHILDREN PERMITTED

Small groups are best for this trip

GRADE AND UNIT WITH WHICH TRIP CORRELATES

V -- How New England Developed

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

This visit may be combined with one to Storowtown.

No heat is furnished in the house during the winter.

This house was built in 1754. It is a correct specimen of the best style of substantial mansion architecture in earliest settlement in Connecticut Valley.

The southeast wall has marks where Shay's rebels, who took formal possession of the house in 1787, stood their guns.

This is a two and a half story brick house completely furnished.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

District Court Room, City Hall Annex
City Hall Court 2-6173

VISITING DAYS AND HOURS

Preferably when court is not in session

SUGGESTED TRANSPORTATION

Walk from schools in downtown area; request transportation from parents in upper section of the city.

TIME REQUIRED

One hour (Including transportation)

NAME OF PERSON IN CHARGE

Judge William Nolen

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

2 or 3 days before visit, phone the Clerk of Court

NATURE OF GUIDE SERVICE

None furnished. The Assistant Clerk of Court will be available if necessary.

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Walk up stairs. Assemble the group in corridor on second floor. Report to Asst. Clerk of Court

AGE AND NUMBER OF CHILDREN PERMITTED

Pupils of grades 4 to 6 invited

GRADE AND UNIT WITH WHICH TRIP CORRELATES

IV -- Holyoke, Our Home

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Forest Park
Sumner Avenue, Springfield

VISITING DAYS AND HOURS

At convenience of class

SUGGESTED TRANSPORTATION

School bus or interested parents

TIME REQUIRED

three hours

NAME OF PERSON IN CHARGE

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Not necessary

NATURE OF GUIDE SERVICE

Not necessary

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Bus may drive directly to "zoo" area

AGE AND NUMBER OF CHILDREN PERMITTED

No limitations placed by park officials

GRADE AND UNIT WITH WHICH TRIP CORRELATES

I -- Incidental Experience

II -- Animals we like to watch

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

Plan to include a trip to the duck pond. Children may wish to bring along some bread to feed to the ducks.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Electric Power Station of the City of Holyoke Gas and
Electric Department, Cabot Street, 2-2542

VISITING DAYS AND HOURS

Must be arranged for each visit individually

SUGGESTED TRANSPORTATION

P.T.A.; School bus; Street Railway

TIME REQUIRED

One hour plus travel time

NAME OF PERSON IN CHARGE

Manager Francis King, Gas & Electric Dept. who will refer you
to Mr. Pirie

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Phone 2 or 3 days previous to visit

NATURE OF GUIDE SERVICE

Arranged by Mr. Robert Pirie, in charge of station

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Request this information from Mr. Pirie for each visit

AGE AND NUMBER OF CHILDREN PERMITTED

About 25 is the largest number that can be handled. This will
be divided into small groups

GRADE AND UNIT WITH WHICH TRIP CORRELATES

III -- Heat and Electricity are used to do work
IV -- We can get electricity in several ways

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Gill's Pond, Easthampton Road, Holyoke

VISITING DAYS AND HOURS

Any day in April, depending upon the weather

SUGGESTED TRANSPORTATION

Walk from Nonotuck or Highland Schools

TIME REQUIRED

1½ hours

NAME OF PERSON IN CHARGE

Caretaker

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Visit the caretaker the day prior to the visit

NATURE OF GUIDE SERVICE

Caretaker

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Caretaker will open the gate if notified previous to the time
of arrival

AGE AND NUMBER OF CHILDREN PERMITTED

Any age or number provided they are supervised

GRADE AND UNIT WITH WHICH TRIP CORRELATES

II -- How Frogs Grow

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

Have pupils wear rubbers.
Take along necessary equipment.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Highland Variety Store
906 Hampden St. 9314

VISITING DAYS AND HOURS

Arranged at convenience of class

SUGGESTED TRANSPORTATION

Walk

TIME REQUIRED

One-half hour

NAME OF PERSON IN CHARGE

Mrs. Mary Craven

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

One day previous to visit

NATURE OF GUIDE SERVICE

Teacher acts as guide

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Wait at door until clerk says class may enter

AGE AND NUMBER OF CHILDREN PERMITTED

Any class accompanied by a teacher is welcome

GRADE AND UNIT WITH WHICH TRIP CORRELATES

I -- Toy Shop Visit

II -- Neighborhood unit

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Hampden Street Bend

VISITING DAYS AND HOURS

At convenience of class

SUGGESTED TRANSPORTATION

Walk from William Whiting, Nonotuck, Highland Schools

TIME REQUIRED

1½ hours (Includes travel time)

NAME OF PERSON IN CHARGE

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

NATURE OF GUIDE SERVICE

Teacher acts as guide

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

AGE AND NUMBER OF CHILDREN PERMITTED

Not limited

GRADE AND UNIT WITH WHICH TRIP CORRELATES

III -- How Man Changes the Earth

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

A large hill has been leveled off and a street laid out.

Near the river and railroad tracks, a large area has been filled in at the site of the old saw mill.

The change in the course of the river may be noted.

Best vantage points are (1) the intersection of Lincoln and Hampden and (2) the bottom of the hill, near Mitchell Field.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Holyoke Canal System

VISITING DAYS AND HOURS

At convenience of class

SUGGESTED TRANSPORTATION

Walk from the Lawrence, South Chestnut, William Whiting,
West, Morgan Schools

TIME REQUIRED

Two or three hours

NAME OF PERSON IN CHARGE

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

NATURE OF GUIDE SERVICE

Teacher

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

AGE AND NUMBER OF CHILDREN PERMITTED

GRADE AND UNIT WITH WHICH TRIP CORRELATES

IV -- Holyoke, Our Home

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

- Obtain copies of Holyoke Blue Guide from LaCroix Publishing Co. Have pupils follow the trip on the map in this guide.
1. Begin at Pulaski Park where one obtains a view of the Holyoke Dam and the beginning of the First Level Canal.
 2. Go down Prospect Street to Front Street for a view of the First Canal.
 3. Proceed over Front Street to Lyman Street, down Lyman to the Second Level Canal.
 4. Walk up Gatehouse Road toward Holyoke Water Power Plant. From here, it is possible to see part of the Third Level Canal.
 5. Notice how the water goes under mills to be used in mills for power or processing goods.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Holyoke City Hall

VISITING DAYS AND HOURS

Anytime during school hours

SUGGESTED TRANSPORTATION

Walk from all schools except Highland, Nonotuck, Elmwood and
Kirtland

TIME REQUIRED

One hour and travel time

NAME OF PERSON IN CHARGE

City Hall Messenger Monahan

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

One or two days previous, call 5838 (Mr. Monahan)

NATURE OF GUIDE SERVICE

City Messenger Monahan will conduct small groups through
the building

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Enter High Street Doorway and assemble in Board of Alderman's
Chamber

AGE AND NUMBER OF CHILDREN PERMITTED

No restrictions mentioned

GRADE AND UNIT WITH WHICH TRIP CORRELATES

IV -- Holyoke, Our Home

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

Visit the following offices:

Assessors' Office
Auditor's Office
City Clerk's Office
Mayor's Office
Tax Collector's Office
Treasurer's Office
Sealer of Weights and Measures' Office
Board of Registrar of Voters Office

The work of each of these offices will be described briefly
on the tour.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Health Department, City of Holyoke
City Hall Annex 2-5853

VISITING DAYS AND HOURS

After May 1st, 1951, visits may be arranged

SUGGESTED TRANSPORTATION

Walk

TIME REQUIRED

1½ hours

NAME OF PERSON IN CHARGE

Dr. William P. Ryan

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Dr. Ryan suggests a visit by the teacher to learn the work of this newly reorganized department; then phone for later visits.

NATURE OF GUIDE SERVICE

Dr. Ryan will be available

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Assemble the group in the corridor on the second floor.

Report arrival to clerk.

AGE AND NUMBER OF CHILDREN PERMITTED

A class of 20-30, preferably in upper grades

GRADE AND UNIT WITH WHICH TRIP CORRELATES

VI -- Our Health Should Be Safeguarded

II -- Health Helpers in Our Community

IV -- Holyoke, Our Home

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

This department is being reorganized at present. Dr. Ryan reports that milk inspection section, meat inspection section, etc. will not be open to visitors until late in the present school year but later visits are most welcome.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Holyoke Fire Department (see addresses below)
4511

VISITING DAYS AND HOURS

To be planned with Chief Rohan

SUGGESTED TRANSPORTATION

Walk to nearest station

TIME REQUIRED

One hour

NAME OF PERSON IN CHARGE

Fire Chief John H. Rohan, Central Fire Station

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT) 4511

Phone Chief Rohan who will notify station captain one day ahead.

NATURE OF GUIDE SERVICE

Firemen will act as guides

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Plan with Chief Rohan

AGE AND NUMBER OF CHILDREN PERMITTED

One class, any age providing a teacher accompanies the group

GRADE AND UNIT WITH WHICH TRIP CORRELATES

II -- Our Neighborhood Fire Station

IV -- Holyoke, Our Home

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

Each station has two pieces of fire-fighting equipment which will be described.
A fireman will explain what happens when an alarm is sounded.
On specific days, tower drill may be observed at the Highland Station.

Central Station	---	206 Maple St.
Mt. Tom Station	---	Race Street
Highland	---	Hampden Street
South Holyoke	---	Main Street
Elmwood	---	South Street

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Holyoke Museum
335 Maple Street (in Public Library Building) 6771

VISITING DAYS AND HOURS

School days

SUGGESTED TRANSPORTATION

Walk

TIME REQUIRED

One hour

NAME OF PERSON IN CHARGE

Marie Junior Shurr

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Phone 6771 on day of visit

NATURE OF GUIDE SERVICE

Miss Shurr will conduct the tour

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Enter Maple Street door of Library; take left stairway to balcony.

AGE AND NUMBER OF CHILDREN PERMITTED

All ages; entire class

GRADE AND UNIT WITH WHICH TRIP CORRELATES

II -- Our Community Museum; Animals We Like to Watch

*See below

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

*III -- American Indians Today and Yesterday
Wild Flowers

IV -- Some Plants and Animals Live in Communities
Plants and Animals Depend Upon Each Other

V -- Living Things Are Always Changing

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Holyoke Police Department
City Hall Annex 6431

VISITING DAYS AND HOURS

Arranged to meet needs of group

SUGGESTED TRANSPORTATION

Walk; school bus; interested parents

TIME REQUIRED

3/4 hour

NAME OF PERSON IN CHARGE

Police Chief Timothy F. Grady

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Visit Chief Grady 3 or 4 days prior to excursion

NATURE OF GUIDE SERVICE

Furnished by department

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Enter from City Hall Court. Office is on left, first floor.

AGE AND NUMBER OF CHILDREN PERMITTED

Entire class, upper elementary grades

GRADE AND UNIT WITH WHICH TRIP CORRELATES

IV -- Holyoke, Our Home

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Holyoke Post Office
Dwight Street 4577

VISITING DAYS AND HOURS

To be arranged with postmaster

SUGGESTED TRANSPORTATION

Walk

TIME REQUIRED

$\frac{1}{2}$ hour plus travel time

NAME OF PERSON IN CHARGE

Mr. Philip Ryan

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Week ahead, visit Mr. Ryan

NATURE OF GUIDE SERVICE

To be furnished

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Go to rear platform. Request that Mr. Ryan be informed of your presence.

AGE AND NUMBER OF CHILDREN PERMITTED

Any class with teacher

GRADE AND UNIT WITH WHICH TRIP CORRELATES

II -- Our Community Post Office

IV -- Holyoke, Our Home

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

Route of "out-going" and "in-coming" mail is traced.

"Dead letter", money order, registry, special delivery, general delivery, sections and individual boxes are explained.

Cancelling, sorting letters, bundling and placing in pouches is demonstrated. Routing by carriers is explained.

Note: Caution children against picking up any paper, letter, etc.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Holyoke Public Library
335 Maple Street

2-5808

VISITING DAYS AND HOURS

During school hours

SUGGESTED TRANSPORTATION

Walk

TIME REQUIRED

$\frac{1}{2}$ hour at library

NAME OF PERSON IN CHARGE

Mrs. Daze (Children's Dept.)

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Phone on day previous to trip

NATURE OF GUIDE SERVICE

Mrs. Daze will explain library services and procedures

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Use Cabot Street door. Go downstairs to Children's Library

AGE AND NUMBER OF CHILDREN PERMITTED

All grade levels, an entire class

GRADE AND UNIT WITH WHICH TRIP CORRELATES

II -- A Trip to Our Library

IV -- Holyoke, Our Home

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

Each child will be given an application card in order that they may make use of the library in the future.

Note the balanced aquarium in the Children's Department

Be sure to visit main part of library to see murals of History of Holyoke, and Indian Life in the Connecticut Valley.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Holyoke Transcript-Telegram Publishing Co.
180 High Street 5615

VISITING DAYS AND HOURS

Arranged at time of preliminary notification

SUGGESTED TRANSPORTATION

Walk; Request transportation by interested parents

TIME REQUIRED

One hour

NAME OF PERSON IN CHARGE

William Dwight, Managing Editor

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Visit 2 or 3 days before trip with class.

NATURE OF GUIDE SERVICE

To be furnished

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Assemble group at High Street entrance to the business office.
Inform Mr. Dwight of presence of group.

AGE AND NUMBER OF CHILDREN PERMITTED

25-30 pupils; 10-14 years of age

GRADE AND UNIT WITH WHICH TRIP CORRELATES

IV -- Holyoke, Our Home

IV -- Communications

VI -- Communications

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Holyoke Water Power Company Weather Station
Gatehouse of Holyoke Dam. 8266

VISITING DAYS AND HOURS

To be arranged; Depends upon weather conditions.

SUGGESTED TRANSPORTATION

Walk

TIME REQUIRED

One hour

NAME OF PERSON IN CHARGE

Mr. Alan Ladd

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Call Mr. Ladd one or two days in advance

NATURE OF GUIDE SERVICE

Mr. Ladd will explain instruments and records

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Arrange with Mr. Ladd to have gate to Water Power Co. property
unlocked at time of your arrival.

AGE AND NUMBER OF CHILDREN PERMITTED

20-25 children, preferably over 10 years of age

GRADE AND UNIT WITH WHICH TRIP CORRELATES

IV -- Weather

VI -- The Weather May Be Predicted

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

Both of these grades study electricity during the year.
While at this location, it would be wise to look over
generators, etc.

Allow time to watch work on tailrace being constructed at
foot of the Holyoke Dam.

A police escort may be furnished on request to assist in
getting the group safely over the railroad tracks.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Holyoke Water Power Plant I
Gatehouse Road 8266

VISITING DAYS AND HOURS

Arranged at time of preliminary request

SUGGESTED TRANSPORTATION

Walk, P.T.A.

TIME REQUIRED

One hour and travel time

NAME OF PERSON IN CHARGE

Mr. Robert Barrett, President

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

2 or 3 days in advance, call Mr. Barrett

NATURE OF GUIDE SERVICE

Plant attendants

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Arrange to have gate unlocked for your entrance

AGE AND NUMBER OF CHILDREN PERMITTED

25-30 pupils preferably over 10 years of age

GRADE AND UNIT WITH WHICH TRIP CORRELATES

III -- Making Work Easier -- Using Water to do Work

IV -- Useful electricity comes from generators and batteries

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

An excellent view of the new tailrace being constructed by the H.W.P. Co. in the Connecticut River is available from here.

While it is not necessary, it is suggested that a police escort be requested for assistance in crossing the B. and M. railroad tracks.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Kane's Dairy Company
1543 Dwight Street 2-0312

VISITING DAYS AND HOURS

Mornings between 9 and 11 o'clock

SUGGESTED TRANSPORTATION

Walk

TIME REQUIRED

$\frac{1}{2}$ hour plus travel time from Kirtland, Nonotuck, Highland

NAME OF PERSON IN CHARGE

Mr. John Kane

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Phone one day before visit

NATURE OF GUIDE SERVICE

Employees will conduct tour if Mr. Kane is not available

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Enter Lynwood Avenue entrance

AGE AND NUMBER OF CHILDREN PERMITTED

Any class with a teacher

GRADE AND UNIT WITH WHICH TRIP CORRELATES

II -- Health Helpers VI -- Our Health Should Be Safeguarded

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

Children are shown milk brought from farms in large cans.
Milk is pasteurized, homogenized, cooled and bottled.
Empty cans and bottles are washed.
System for loading trucks for delivery is explained.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Lu's Aqua Gardens
803 High Street

3-9446

VISITING DAYS AND HOURS

9 A.M. to 5 P.M.

SUGGESTED TRANSPORTATION

Walk

TIME REQUIRED

$\frac{1}{2}$ hour

NAME OF PERSON IN CHARGE

Mrs. Lumina Ashe, 150 Linden Street

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Phone 3-9446 on day prior to trip

NATURE OF GUIDE SERVICE

None needed

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

AGE AND NUMBER OF CHILDREN PERMITTED

No limits provided children are instructed not to touch tanks

GRADE AND UNIT WITH WHICH TRIP CORRELATES

IV -- Plants and animals depend upon each other in the
balanced aquarium

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

McKinstry Poultry Farms
135 McKinstry Avenue, Williamansett Chic. 292

VISITING DAYS AND HOURS

Arranged at time of preliminary request

SUGGESTED TRANSPORTATION

School bus or private cars of parents

TIME REQUIRED

2½ hours (includes travel time)

NAME OF PERSON IN CHARGE

Mr. John McKinstry

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Phone one day before the trip

NATURE OF GUIDE SERVICE

Teacher and Mr. McKinstry

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Not necessary

AGE AND NUMBER OF CHILDREN PERMITTED

20-30 Any age

GRADE AND UNIT WITH WHICH TRIP CORRELATES

I -- Incidental experience

II -- Animals we like to watch

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

15,000 chicks may be seen at almost any time.

Incubators are operating every week.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Mt. Holyoke College Observatory
South Hadley Center

VISITING DAYS AND HOURS

Evenings, by appointment

SUGGESTED TRANSPORTATION

Parents' cars or public bus.

TIME REQUIRED

2 hours

NAME OF PERSON IN CHARGE

Prof. Alice H. Farnsworth

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

One week before the trip either phone or visit Dr. Farnsworth

NATURE OF GUIDE SERVICE

Prof. Farnsworth and students

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Observatory is on left of College Street, across from Rockefeller Dormitory

AGE AND NUMBER OF CHILDREN PERMITTED

Group of about 15 is best; ten years or older

GRADE AND UNIT WITH WHICH TRIP CORRELATES

VI -- Study of constellations

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Mt. Tom Junction (The Oxbow)

VISITING DAYS AND HOURS

At convenience of class and those furnishing transportation

SUGGESTED TRANSPORTATION

School bus, or P.T.A.

TIME REQUIRED

One hour

NAME OF PERSON IN CHARGE

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

NATURE OF GUIDE SERVICE

Teacher acts as guide

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

AGE AND NUMBER OF CHILDREN PERMITTED

GRADE AND UNIT WITH WHICH TRIP CORRELATES

III -- Running Water Changes the Earth

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

The course of the Connecticut River has been altered by continual flooding and depositing of sediment

This area is a good example of how water changes the surface of the earth

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Mt. Tom State Reservation and Whiting Street Reservoir Water
Shed

VISITING DAYS AND HOURS

At convenience of class

SUGGESTED TRANSPORTATION

School bus or P.T.A.

TIME REQUIRED

3 hours including travel time

NAME OF PERSON IN CHARGE

Mr. John A. Knox, Supt. Mt. Tom State Reservation; Mr. Wm.
Barry, Supt. Holyoke Water Dept.

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Mr. Knox, Call at Easthampton home.
Mr. Barry, 8995

NATURE OF GUIDE SERVICE

Teacher conducted

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

AGE AND NUMBER OF CHILDREN PERMITTED

No limitations

GRADE AND UNIT WITH WHICH TRIP CORRELATES

V -- Conservation of Natural Resources

III -- Man Changes the Surface of the Earth

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Neighborhood Nature Walk -- Elmwood

VISITING DAYS AND HOURS

At convenience of class

SUGGESTED TRANSPORTATION

Walk

TIME REQUIRED

1 - 1½ hours

NAME OF PERSON IN CHARGE

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

NATURE OF GUIDE SERVICE

Teacher acts as guide

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

AGE AND NUMBER OF CHILDREN PERMITTED

Entire class

GRADE AND UNIT WITH WHICH TRIP CORRELATES

I -- Adaptations of Plants and Animals to Seasonal Change

II -- Getting Ready for Winter; III -- How Seeds Are Scattered

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

Cross Carlton Street, proceed along driveway to Elmwood
Park. Fields and wooded area will provide evidences of
seasonal changes. This is particularly good in the Fall
and Spring.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Neighborhood Walk on Highlands
(Manchester Lots)

VISITING DAYS AND HOURS

At convenience of class

SUGGESTED TRANSPORTATION

Walk from Nonotuck or Highland Schools

TIME REQUIRED

One hour

NAME OF PERSON IN CHARGE

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

NATURE OF GUIDE SERVICE

Teacher conducts the trip

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

AGE AND NUMBER OF CHILDREN PERMITTED

Entire class

GRADE AND UNIT WITH WHICH TRIP CORRELATES

I - Adaptations of Plants and Animals to Seasonal Change
II - Getting Ready for Winter; III ** How Seeds Are Scattered

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

Proceed along Lincoln or Hampden Street. Follow sidewalk around Lincoln Street. Return through roadway in Manchester Lot.
Stop for view of river and South Hadley on way down Lincoln Street.

Have groups carry large paper bags in which to collect specimens.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

New England Telephone and Telegraph Company, Holyoke Office
322 Maple Street 9911

VISITING DAYS AND HOURS

Mornings Monday through Friday

SUGGESTED TRANSPORTATION

Walk

TIME REQUIRED

One hour

NAME OF PERSON IN CHARGE

Thomas J. Walsh, Manager

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Phone 2 or 3 days before trip is to be made

NATURE OF GUIDE SERVICE

Guide service will be provided

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Report at Business Office for Instructions

AGE AND NUMBER OF CHILDREN PERMITTED

Pupils of 5th and 6th grades. Class groups will be subdivided.

GRADE AND UNIT WITH WHICH TRIP CORRELATES

VI -- Sound Travels Through Matter

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Newton Paper Company 2-5391, 2-6355
Third Level Canal

VISITING DAYS AND HOURS

Wednesday, Thursday or Friday

SUGGESTED TRANSPORTATION

Walk, School bus, cars of parents

TIME REQUIRED

1½ hours

NAME OF PERSON IN CHARGE

Mr. James Logan

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Phone a week ahead of date planned

NATURE OF GUIDE SERVICE

Guides for each small group will be furnished

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Request this information when making final arrangements

AGE AND NUMBER OF CHILDREN PERMITTED

20-25 children over 10 years of age

GRADE AND UNIT WITH WHICH TRIP CORRELATES

IV -- Holyoke, Our Home; Getting the Goods We Need

VI -- Making Machines Work for Us

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

The entire paper-making process may be observed within one building.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Parsons Paper Company
Sargeant Street 7394

VISITING DAYS AND HOURS

Any day but Monday

SUGGESTED TRANSPORTATION

Walk; private cars of parents

TIME REQUIRED

1½ hours

NAME OF PERSON IN CHARGE

Mr. Henry V. Burgee

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Phone Mr. Burgee one week ahead of trip

NATURE OF GUIDE SERVICE

A guide will be available for every 4 or 5 children

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Go to office for preliminary explanation

AGE AND NUMBER OF CHILDREN PERMITTED

15-20 pupils is the best number. This group will be subdivided.

GRADE AND UNIT WITH WHICH TRIP CORRELATES

IV -- Getting the Goods We Need

IV -- Holyoke, Our Home

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

The entire paper-making process may be seen. This observation of paper-making differs from that seen in numerous other Holyoke mills where only a portion of the process is to be observed in one visit.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

William Pynchon Memorial
Springfield

VISITING DAYS AND HOURS

1:00 to 4:30 p.m. except Monday

SUGGESTED TRANSPORTATION

School bus or P.T.A.

TIME REQUIRED

One hour

NAME OF PERSON IN CHARGE

Miss Tomlinson

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

One week ahead if more than one of the Springfield museums is to be visited on the same trip. This permits them to arrange to a schedule of visits.

NATURE OF GUIDE SERVICE

Guide service is furnished

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Bus may drive into court in back of Springfield Public Library

AGE AND NUMBER OF CHILDREN PERMITTED

Any class accompanied by a teacher

GRADE AND UNIT WITH WHICH TRIP CORRELATES

V -- How New England Developed

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

Collection of American antiques:

Basement -- 1884 bicycle, coach, fire engine, Franklin stove, sleigh, Victorian carriage.

Bedrooms -- Boston rocker, canopy four-poster bed, samplers, shallow fireplace (for heat), sliding shutters (for protection from Indians)

Dining Room -- Hepplewhite chairs, Sheraton sideboard, colonial mirror

Kitchen -- (formerly a one-room house from Worthington, Mass.) 1690, Fireplace and cooking dishes, wooden and pewter dishes, ladderback chair, lanterns, leaded windows

Living Room -- Chippendale chairs, spode china, Hepplewhite table, Sheraton sofa, Winthrop desk

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Radio Station W R E B
(Over Ed Moriarty's Shoe Store, High Street)

VISITING DAYS AND HOURS

May be arranged at time of preliminary notification

SUGGESTED TRANSPORTATION

Walk

TIME REQUIRED

$\frac{1}{2}$ hour

NAME OF PERSON IN CHARGE

Contact Mr. Sol Levi, Announcer

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

2 or 3 days previous to visit, phone Mr. Levi

NATURE OF GUIDE SERVICE

Will be furnished

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Not necessary

AGE AND NUMBER OF CHILDREN PERMITTED

20-30 children. This trip is best suited to older children
but all are welcome

GRADE AND UNIT WITH WHICH TRIP CORRELATES

V -- Sound Travels Through Matter
VI -- Communications

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

This trip would also be of interest to sixth grades in connection with a reading unit on communications.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Radio Station WHYN 8238
South Hadley

VISITING DAYS AND HOURS

May be arranged at time of preliminary notification

SUGGESTED TRANSPORTATION

Cars of parents of pupils

TIME REQUIRED

One hour

NAME OF PERSON IN CHARGE

John Vondell, Program Director

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

2 or 3 days previous call Mr. Vondell

NATURE OF GUIDE SERVICE

Guide service will be provided

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

AGE AND NUMBER OF CHILDREN PERMITTED

20-30 children

GRADE AND UNIT WITH WHICH TRIP CORRELATES

V -- Sound Travels Through Matter
VI -- Communications

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Seymour Planetarium in Museum of Natural History
Springfield

VISITING DAYS AND HOURS

Tues. and Thur. 3 P.M.; Tues. eve. 8 P.M.; Saturday 2 P.M.

SUGGESTED TRANSPORTATION

School bus or P.T.A.

TIME REQUIRED

3/4 hour plus travel time

NAME OF PERSON IN CHARGE

Mr. Leo Otis

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Phone Mr. Otis 2 or 3 days previous to visit

NATURE OF GUIDE SERVICE

Speaker is furnished

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Pupils may be driven into Museum Courtyard

AGE AND NUMBER OF CHILDREN PERMITTED

25-30 pupils is minimum for a special showing

GRADE AND UNIT WITH WHICH TRIP CORRELATES

VI -- Constellations

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

This is the first American designed and built planetarium.
It is one of five in the United States. It shows the constellations, the Northern Lights, the moon, the planets, precessional cycle and other astronomical phenomena.

Time should be allowed for a trip through the rest of the museum. Guides will conduct small groups.

Mr. Otis suggests that groups might visit all of the buildings in the group within one morning.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Skinner Museum
South Hadley Center

VISITING DAYS AND HOURS

2:00 to 5:00 Wednesday and Sunday from April to October

SUGGESTED TRANSPORTATION

School bus or P.T.A.

TIME REQUIRED

1:30 to 3:15 (includes travel time)

NAME OF PERSON IN CHARGE

Mrs. Earl Lyman, 35 Woodbridge St., South Hadley Center

FRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Visit on previous Wednesday or Sunday

NATURE OF GUIDE SERVICE

Curator will explain exhibits

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

AGE AND NUMBER OF CHILDREN PERMITTED

Class accompanied by teacher

GRADE AND UNIT WITH WHICH TRIP CORRELATES

V -- How New England Developed

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

This visit would be of interest to a sixth grade class in connection with a reading unit on early forms of lighting.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

William Skinner and Sons, Silk Mill
208 Appleton Street 5641

VISITING DAYS AND HOURS

Mornings are best. 9:00 to 11:00 a.m.

SUGGESTED TRANSPORTATION

Walk

TIME REQUIRED

1½ hours

NAME OF PERSON IN CHARGE

Mr. William H. Hubbard

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Phone two weeks in advance

NATURE OF GUIDE SERVICE

Works will be assigned to conduct small groups

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Request this information when arranging visit

AGE AND NUMBER OF CHILDREN PERMITTED

20-30 children ten years or older

GRADE AND UNIT WITH WHICH TRIP CORRELATES

IV -- Getting the Goods We Need; Holyoke, Our Home

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

The processing, dyeing, weaving of silk and satin materials is all seen. The show rooms point out the varieties of textures and designs in the finished products.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

George Walter Vincent Smith Museum
Springfield

VISITING DAYS AND HOURS

1:00 to 4:30 p.m. except Mondays

SUGGESTED TRANSPORTATION

School bus or P.T.A.

TIME REQUIRED

One hour

NAME OF PERSON IN CHARGE

Miss Louise Lockridge

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Phone 2 or 3 days in advance

NATURE OF GUIDE SERVICE

Guide service is furnished

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Bus may drive into Museum Court where there is little traffic

AGE AND NUMBER OF CHILDREN PERMITTED

Grades 1-5 when accompanied by teacher will be shown special
courtesy

GRADE AND UNIT WITH WHICH TRIP CORRELATES

III -- China

VI -- How the People of Asia Live and Differ

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

This museum contains Japanese and Chinese articles.
Beautiful woven materials with gold woven in to it.

Buddhas

Carved jade, jeweled jade

Chinese cloisonne and enameled objects

Chinese costumes -- royal robes

Chinese paintings, bronze statues

Japanese altar

Japanese scale armor

Lacquer

Teakwood

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Springfield Museum of Natural History

VISITING DAYS AND HOURS

Open daily except Monday, 1:00 to 4:30 p.m.

SUGGESTED TRANSPORTATION

School bus or P.T.A.

TIME REQUIRED

One hour

NAME OF PERSON IN CHARGE

Mr. Leo Otis, Curator

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Phone Mr. Otis 2 or 3 days previous to visit

NATURE OF GUIDE SERVICE

Guide service will be furnished to small sections of the group

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Bus may drive to entrance of the Museum

AGE AND NUMBER OF CHILDREN PERMITTED

From nursery to high school children are welcome

GRADE AND UNIT WITH WHICH TRIP CORRELATES

III -- Indians; Eskimos

VI -- Prehistoric Man; Rosetta Stone

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

Animals: Bears, Beavers, Bison, Deer, Elk, Fawn, Muskrat,
Raccoon, Red Fox, Seal
Birds: Eagle, Falcon, Wading Birds, Flamingo
Indian Collection: Arrows and Arrowheads, Baskets, Clothes,
Drums, Head-dress, Life-sized Figures, Pottery,
Snow Shoes, Stone Implements, War Implements
Copy of the Rosetta Stone
Eskimos: Life-sized Figures, Fully clothes and a Dog Team
European: Peasant Objects, Utensils
Geology Exhibit
Pacific Islands' Collections: Prehistoric Man, Implements,
Pottery, Skulls

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Storowtown
Eastern States Exposition Grounds, West Springfield

VISITING DAYS AND HOURS

May 1 to November 1

SUGGESTED TRANSPORTATION

P.T.A. or School bus (if trip can be made in the morning)

TIME REQUIRED

2½ hours

NAME OF PERSON IN CHARGE

Mrs. Winans

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Write or phone one week ahead of visit

NATURE OF GUIDE SERVICE

Hostesses conduct small groups through various buildings

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Enter Avenue of States Gateway. Plenty of parking space is available

AGE AND NUMBER OF CHILDREN PERMITTED

Any sized group is welcome

GRADE AND UNIT WITH WHICH TRIP CORRELATES

III -- A Community of Yesteryear

V -- How New England Developed

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

A fee is required but a group arrangement may be made.

This trip may be combined with a visit to the Old Day House.

Buildings:

Atkinson Tavern and Store -- built in late 18th century

Blacksmith Shop -- middle 19th century

Gilbert Homestead -- 1794

Lawyer's Office -- 1806

Little Red Schoolhouse -- 1810

Meeting House -- 1834

Old Potter House

Phillips House -- 1767

Tavern where town meetings were held

Typical town house (1822) -- Baptist meeting house later used for secular gatherings

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Swistak's Farm
West Holyoke 2-7134

VISITING DAYS AND HOURS

Mornings are best. May, June, September, October

SUGGESTED TRANSPORTATION

School bus

TIME REQUIRED

1 hour

NAME OF PERSON IN CHARGE

Mr. John Swistak

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Phone 2-7134 or visit in order to know what to look for on a particular trip

NATURE OF GUIDE SERVICE

Mr. or Mrs. Swistak will be available

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Park bus in yard near barn

AGE AND NUMBER OF CHILDREN PERMITTED

Entire class, any age

GRADE AND UNIT WITH WHICH TRIP CORRELATES

I -- Incidental experience; II -- Animals we like to watch
IV -- Getting the food we need

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

This is a typical small New England farm. Young animals may be seen and planting may be watched at particular times.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Walsh Boiler Works (Division of Continental Copper and Steel
110 Appleton St. Industries, Inc.) 4591

VISITING DAYS AND HOURS

Mornings between 9:00 and 12:00 are best

SUGGESTED TRANSPORTATION

Walk

TIME REQUIRED

One hour

NAME OF PERSON IN CHARGE

Mr. Wolf

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Write or phone Mr. Wolf one or two days previous to visit

NATURE OF GUIDE SERVICE

Planned by Mr. Wolf

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

AGE AND NUMBER OF CHILDREN PERMITTED

20-25 pupils 10 years or older

GRADE AND UNIT WITH WHICH TRIP CORRELATES

V -- Substances are always being changed

VI -- Making electricity work for us. (Electro magnets)

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

Large sized pipe is made here. Huge derricks and electro
magnet operate in the yard.

Caution group to stay together.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Whiting Farm (Dairy Farm)
2209 Northampton Street 4234

VISITING DAYS AND HOURS

At convenience of group if sufficient notice is given

SUGGESTED TRANSPORTATION

Bus or private cars

TIME REQUIRED

40 to 45 minutes

NAME OF PERSON IN CHARGE

Mrs. Amedee Bourque, Secretary

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Phone Mrs. Bourque who will make arrangements. Phone 8642

NATURE OF GUIDE SERVICE

Men at dairy barns will explain and answer questions

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

AGE AND NUMBER OF CHILDREN PERMITTED

20-30 children, any age

GRADE AND UNIT WITH WHICH TRIP CORRELATES

II -- Our Community Health Helpers; VI -- Pasteurization and
IV -- Getting the Food We Need Delivery of Milk

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

Class may observe at barn:

1. Washing of cows prior to milking
2. Milking by machine
3. Stripping by hand
4. How cows are fed

At dairy:

1. How milk is pasteurized, cooled
2. Care of milk bottles
3. Bottling and refrigeration

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Whiting Street Reservoir

VISITING DAYS AND HOURS

Before 4 P.M. Monday to Friday

SUGGESTED TRANSPORTATION

P.T.A. or School bus

TIME REQUIRED

1 to 1½ hours

NAME OF PERSON IN CHARGE

Mr. William Barry

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Contact Mr. Barry at Water Dept., City Hall (8995) one or two days previous to trip

NATURE OF GUIDE SERVICE

None will be furnished, but caretaker will answer any questions

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

AGE AND NUMBER OF CHILDREN PERMITTED

No limitations when accompanied by teacher

GRADE AND UNIT WITH WHICH TRIP CORRELATES

III -- How Man Altered the Earth's Surface

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

Whiting Street Reservoir is a man-made storage reservoir easily recognizable to children because of the high wall erected on the eastern side.

The caretaker may show filtering screens and describe aeration process if he is available.

This trip may be routed via Pleasant Street extension or via Anniversary Park either of which sections show extensive grading jobs. Anniversary Park is now in process of re-grading.

FIELD TRIP INFORMATION

NAME, ADDRESS AND TELEPHONE NUMBER OF ORGANIZATION

Zenner's Greenhouse,
West Holyoke 2-0223

VISITING DAYS AND HOURS

At convenience of class except that time near Easter and
Memorial Day are too busy for visitors.

SUGGESTED TRANSPORTATION

School bus or P.T.A.

TIME REQUIRED

1 hour

NAME OF PERSON IN CHARGE

Hugo W. Zenner

PRELIMINARY NOTIFICATION (PHONE, LETTER, VISIT)

Phone 2 or 3 days before trip is to be made.

NATURE OF GUIDE SERVICE

Mrs. Zenner will demonstrate planting methods and show seed-
lings ready for transplanting

SPECIFIC DETAILS ABOUT GETTING INTO PLANT

Park in driveway near garage. Continue along driveway to
greenhouse on foot

AGE AND NUMBER OF CHILDREN PERMITTED

20-30 children, any age

GRADE AND UNIT WITH WHICH TRIP CORRELATES

I -- Experience in Planting and Watching Seeds Grow

III - Watching Seeds Sprout; Bulb Planting

EVALUATION OF EXCURSION FOR INTENDED PURPOSE

(To be filled in after trip, by teacher)

REMARKS:

Caution children to wear rubbers as greenhouses are wet.

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Approved by:

Raymond Uzman

A. J. McCarthy
(Problem Committee)

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