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## Enriching or Extending the Classroom Environment by Educational Travel

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"Enriching or Extending the  
Classroom Environment by Educational Travel"

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Wells

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ENRICHING OR EXTENDING CLASSROOM ENVIRONMENT  
BY EDUCATIONAL TRAVEL

by

John Anna Wells

A Thesis Submitted in Partial Fulfillment  
of the Requirement for the Degree of  
Master of Science  
Graduate Division

of

Prairie View Agricultural and Mechanical College

Prairie View, Texas

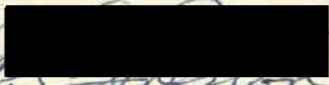
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## ACKNOWLEDGEMENT

The writer wishes to express her grateful appreciation to Miss A. C. Preston for her guidance, helpful suggestions, and constructive criticism in the preparation of this thesis.

She also wishes to thank Miss A. B. Mills and Mr. Sam Peters for their kind assistance to her in finding materials required during the research period.

J. A. W.

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## CHAPTER I

### INTRODUCTION

The environment of the modern classroom is moving rapidly from a relatively new culture of the classroom to a curriculum which involves cooperative relationship with home and community. It is difficult to determine, operate and maintain a curriculum in a relatively stable era, but the problems are multiplied in a time when changes are so rapid that even the teachers are confused. It is the job of the school, along with other educative agencies, to prepare the children of today to adjust themselves to the changing conditions.

Teachers and curriculum makers have a definite responsibility for attacking problems, both economic and social, of vital personal concern in such a manner that pupils with differing maturities and backgrounds can gain insight into and effect solutions to continuous problems concerning family and community life.

Children should know about the powerful organizations of modes of travel; the air; land and sea. They should know more about the motion picture industry, the radio and automotive industry and the vocational opportunity which these and many other organizations afford.

The school environment is the educational agency most appropriate to educate the pupils concerning these changes and the necessary adjustments.

Improved means of transportation and communication have reduced distances and time, to the extent that the increased complexity of social and economic relationships, make it necessary that the home needs help in guiding children through this period of continuous adaptation.

Many of the teaching activities are not understood nor appreciated too clearly by teachers. Within these activities are possibilities to gain much information at first hand and opportunities for delving into the fields of geography, history, literature and science. Well planned travel into the states to learn to know them better, to find how their work is done, might form the basis for the growth of any classroom improvement. The country is full of leads into fields of study and inquiry, and of possibilities for deepening appreciation. There is the waterfront with its teeming life and its suggestions of beautiful scenes. There are historic landmarks. There are the museums, and zoos. As teachers travel from one place to another, they grow through one educative experience after another. Therefore, one tends to accumulate a body of subject matter and illustrative materials which may be used to broaden the classroom environment. One becomes more interested in his own environment while viewing things far away. Often one is able to gain new meanings and ideas by traveling.

Teachers are constantly discovering interest in traveling which furnishes an incentive for continuous travel and study. The teacher must have a wider view than the four walls of her classroom. A class is not an



isolated group, nor is it regarded as a separate social entity. It is but a part of the larger school community which includes far and near.

Therefore, both the teacher and the members of the class should be conscious of this larger outlook and of the responsibilities and privileges they involve. While still holding to the fundamentals, the classroom curriculum must provide the wider school life of which the pupils form a part and in which it must cooperate.

Children should have a developing consciousness of their relation not only in the daily class group but in that larger community, the whole school. Only when this is true is there real school life. If these things are to be a reality, the school must have broad contact with life. By providing children with an environment which is rich in interest, the teacher will discover that learning will motivate itself.

Every individual's possibilities for growth, for living, for learning are limited by his ability to understand and to participate in the things that go on in this particular environment; therefore, it is very important that the school environment be made as full as possible. No individual can live in the fullest sense unless he is having enough contact with the world to satisfy the desires of his nature, both original and acquired. The fact is that the people cannot live fully and satisfyingly until they understand the complex social world of which they are a part. Travel is one source by which these results may be obtained.

The present day classroom is extending its influence into the community and becoming a social center, where many general needs of the community may be considered and satisfied. The school building is no longer to be regarded as separated and apart from the world about it.

In an atomic age excursions hold a very important place in meeting these needs and bringing the school and community closer together. In order to derive the artistic economic and social values that the schools are striving for; the work of the classroom has to be extensively supplemented, which can often be done by educational travel. Excursions help secure correct ideas of processes, conditions, and products.

The increasing emphasis today on school tours and field trips, to supplement regular classroom work, points towards traveling as a worthwhile teaching aid. Ball<sup>1</sup> says:

According to certain modern educators, the direct and concrete first-hand experience offered through educational trips seems to speed up teaching and make it easier. Also, it tends to foster quickened interest, clearer thinking and greater retention of material.

A. B. Roberts<sup>2</sup>, Director of Educational Travel, Western Illinois College made the statement, "Research in the field of educational travel is solely needed."

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<sup>1</sup> Leste B. Ball, The Instructor, May 1946, p. 6

<sup>2</sup> A. B. Roberts, Educational Travel Director, Western Illinois College, (Letter)

### Statement of the Problem

In an attempt to interest teachers and college administrators in educational travel, the following questions are raised:

1. Do teachers use travel experiences in making the classroom broader?
2. What is the attitude of teachers toward educational travel?
3. Are college educational travel courses successful?

By taking one of the tours sponsored by universities, teachers have visited some of the finest centers of culture; lived and studied broadly in colorful countries, and received full university credits. In addition, they gained first-hand knowledge that helped to answer many classroom questions about flying and air age geography.

The National Association of Travel Officials<sup>1</sup>, sponsors travel contests which have proved to be a stimuli for teachers to travel and study at the same time.

Of 102 colleges offering travel courses in which elementary and secondary school teachers could participate, ten reported that their groups were composed exclusively of teachers. The pattern of a reading list before travel, the extended travel, and a written report after the travel were used very successfully.

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<sup>1</sup> National Association of Travel Officials, The Instructor, March 1949, p. 55

A recent survey reveals that several hundred school districts in the United States are now providing outdoors education, where the natural environment is used for learning in the sciences and arts, and social studies. Interest and curiosity of children are stimulated in outdoor settings far and near.

### Purpose

The writer has a profound interest in young people and engages in many educational activities that provide enrichment of ideas that may be transmitted to youth. It was interest of this kind that prompted the participation of the 1955 Educational Tour, sponsored by Prairie View Agricultural and Mechanical College.

The purpose of this study is to determine how authorities in the field of education and 500 teachers, who have engaged in educational travel, feel about educational travel as a means of classroom enrichment.

### Source of Data

The discussions which are to follow were based on the attitudes and viewpoints of approximately 500 teachers and instructors in the United States. The information was gathered by means of surveys, interviews, diaries, letters observation, literature, the cooperation of the Teacher Travel Division of the National Education Association and Prairie View Agricultural and Mechanical College.

### Definitions

The term "classroom" as it relates to this study is a room set aside in a building provided for the instructing of pupils; securing, using, and storing equipment, and a place accommodating a wide range of activities that are an integral part of the child's learning experiences in the school.

"Extending" in this study means to expand, to broaden, to enrich, to make fuller, and more meaningful the opportunities for learning experiences within the curriculum and environment.

"Environment" refers to all experiences surrounding the classroom near and far, that affect the life and development of the classroom pupils, which is the world in which the child lives and works.

"Educational travel" here means a well-planned, extended study and tour; that takes the group out of the four walls of the classroom into an outdoor experience for the purpose of study, where they work, learn, and live together during the time of traveling.

### Review of Literature

Much has been written in regard to educational tours, extending classroom environment, and the effect that educational travel has on the present day school environment, but only a brief summary of the work of various writers on problems very closely associated to this study will be given here.

Kinsel<sup>1</sup>, in his article on Travel Service, National Education Association Handbook, 1950, states:

The Division of Travel Service conducts tour groups of National Education Association members to domestic and foreign areas during the summer months.

National Education Association Tours are especially planned for teachers not contented with mere sightseeing. They are developed to give tour participants important educational, recreational, and social experiences in the region or country visited. They are operated on a non-profit basis, and are organized with the cooperation of educators in each country or area visited.

These tours are extended field trips offering preparation for travel through especially prepared bibliographies; orientation sessions; lectures by outstanding authorities on history, geography, the arts, and economics of the tour area; planned observation with interpretation; and a follow-up program including newsletters and reports.

It is further pointed out by Kinsel that social events arranged for tour groups include receptions with local teachers, entertainments featuring folk dances and songs, and other activities characteristic of the country or region visited.

In countries where schools are in session during the summer, local teachers accompany tour members to classes. Tour members represent many interest fields and levels of the educational profession, as well as the various races and sections of the United States and its possessions.

Credit for National Education Association Tour participation has been granted by many local school systems for points toward salary increments, and by state department of education for certification renewal. The School of Education, Indiana University, recognized participation in National Education Association Tours to Cuba, New England, Quebec, and

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<sup>1</sup>Paul H. Kinsel, National Education Association Handbook, 1949-1950, p. 386 and 1955-1956, p. 361

the Canadian-Pacific Northwest areas. After meeting course requirements, participants were awarded one credit hour for each week of travel.

Through its program of travel projects throughout Europe, the Near East and in much of the Western Hemisphere, the National Education Association Division of Travel Service has become an instrument of in-service education and international understanding. It serves as a clearing-house for teachers and administrators interested in the general field of educational travel.

Crawford and Grinstead<sup>1</sup> maintain that the teacher should extend instruction outside of the textbook, through the use of field trips, excursions, extended studies, and educational travel courses. These are important means of making geography realistic and meaningful. But many teachers do not avail themselves of the many opportunities in the broad environment to which pupils may be directed. Often there are things in the child's immediate environment that he may not observe intelligently except under the teacher's directions. It should be obvious to teachers that direct experiences of educational tours are likely to be more vital to the pupil than vicarious experiences of reading alone.

Lobeck<sup>2</sup> says that excursions may take many forms: the form of an afternoon's hike to a summer's trip far from home. Participants may be young, immature high school pupils, college students, people

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<sup>1</sup> C. C. Crawford and R. W. Grinstead, *Journal of Geography*, October 1930, XXIX, pp. 301-306 (Saucier, W. A., *Theory and Practice in the Elementary School*, p. 331)

<sup>2</sup> Armin Lobeck, *Department of Elementary Principals, Thirteenth Year-book*, Vol. XLII, pp. 274-277.

experienced and with broad training. The short afternoon's trip takes the group out over one or two nights. The third type of excursion takes the group for two or more weeks of travel in which all detailed plans and basic points are given as to organization, plans, equipment, hotel arrangements, transportation, and individual responsibilities.

Lobeck<sup>1</sup> further states that the physical environment, too, may effect the child's thinking. The room may be too warm, humid, or chilly; there may be distracting noise from a near by street, an adjoining room, or some part of the room where the child is, but traveling interest is hard to disturb.

Olsen<sup>2</sup> said, "Going places and seeing things is an educational technique of prime significance providing always that it is used with care, discrimination, and intelligent foresight."

Olsen<sup>3</sup> also believes that excursions may relate directly to conventional academic subjects such as art, foreign language, geography, history, literature, mathematics, music, nature study, science, sociology and vocational guidance. Excursions may prove just as useful in the study of social processes such as making a living, sharing in citizenship, maintaining health and enjoying beauty. The excursion

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<sup>1</sup> Ibid., Lobeck, p. 198

<sup>2</sup> Edward G. Olsen, School and Community, p. 150

<sup>3</sup> Ibid., Olsen, p. 150



technique may be applied to the study of social problems within the community, therefore, excursions are not limited in value to any specific curricular area, particular purpose, academic level, or length of time required.

Mary E. Dwen<sup>1</sup> encouraged teachers to travel. She says:

Travel is not only entertaining, it is also educational. Several states that give salary increments for a Master's degree, or the equivalent, are now recognizing travel as a valid substitute for college courses.

Parker<sup>2</sup> stressed the fact that field trips are work but they are worth it. Good field trips require detailed planning, competent handling and careful evaluation. Most planning is largely creative and fitted to the needs of the group.

Wilcox<sup>3</sup> defines the term "Educational Travel Course" to mean any group travel and study program which:

- (a) is held for a period of at least one week;
- (b) is offered by a college or university located in the United States granting graduate or undergraduate credit to participants who have satisfactorily completed course requirements;
- (c) has instruction given during the period of travel.

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<sup>1</sup> Mary E. Dwen, The Instructor, January 1950, p. 11

<sup>2</sup> Beatrice Ford Parker, The Instructor, September 1952, p. 59

<sup>3</sup> Nancy Jean Wilcox, Educational Travel Courses for Teachers, p. 1

No published survey of travel-study activity in American colleges is known to have been conducted by any individual or sponsored by a college since 1938. Several agencies, associations, and publishing companies annually compiled listings of summer educational opportunities in the United States and in foreign countries. These, although they do serve as indicators of the ever increasing number of programs being offered, or inventories of activities and give few details on the organization and operation of the programs.

The only survey known to have been made in an attempt to find out which colleges and universities granted credit for travel was the Educational Research Service's Professional Credit for Travel, published in 1947. The only survey known to have aimed to discover and analyze practices used in the organization and operation of college travel-study programs was Field Studies in Schools and Colleges, published in 1938 by the Bureau of Field Studies, New Jersey State Teachers College, Montclair, New Jersey.

Martin<sup>1</sup> describes the procedure she has used with primary children in which she set up an "Air Travel Unit." After considering the maturity of the children in the group (most had completed senior kindergarten), their previous experiences, and background, it was decided to start with passenger planes and a visit to the local airport.

First, the student teachers and instructors secured pictures and other visual aids, and books for themselves and the children (factual and story). Then they visited the airport. They told the man in charge what they wanted the children to see and what experiences they would like them to have. In response to their request for advice and suggestions, the airport officials mentioned what they thought the children would enjoy seeing and helped the teachers arrange a date and time for the class visit.

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<sup>1</sup> Mary R. Martin, The Instructor, April 1956, p. 32.

### Purposes of Trip to Airport

To help children learn as much as possible about travel in this air age in which they live.

1. The name of the airline and the types of passenger and private planes. Names of commercial planes
2. Information about ground and air-borne workers
3. Terminology used in air travel; how to make reservations
4. How airplanes and helicopters help us; to help understand the value of:
  - a. preplanning, planning, replanning and evaluation
  - b. thinking critically, accepting suggestions, and making changes as the need arises
  - c. assuming responsibility by staying on the job until it is completed, and with a chosen committee
  - d. developing self-control, emotional stability, and social poise

Pictures, storybooks, and model airplanes in the classroom created interest which stimulated discussion. In this way we learned what the children knew about airplanes and air travel.

L. B. Sharp<sup>1</sup> reveals that educators have learned more and more through the years the importance of teaching from natural situations.

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<sup>1</sup> L. B. Sharp, The School Executive, August 1952, pp. 19-22

and handled, and worked with and studied. The best way to learn is to come in contact with the real thing we want to know.

Outdoor education means not to take the whole world into the school. Rather, take the children out to where the world is. Outdoor education begins just a step outside the door of the school. On the way to and from school, our youth pass by or through the very things that they go into the classroom to study about.

Authors of textbooks pass on second hand information they have found by observation and discovery. It is always best that the person sees and discovers the whole thesis of outdoor education. Such learning is faster, is more deeply appreciated, and is retained longer.

The first out of the school building takes one far enough to find some of the things in nature that are pictured and described in the school books. There is the earth, some plant growth, the weather, and some animal or insect life. Beyond the school yard lies the community: a fit subject for study. The government, public health, safety, law and order, business, society and industry all should be seen first-hand if any useful knowledge of them is to be gathered. And out beyond the community usually are woods and open spaces. This is the circle in which outdoor education operates. Therefore, outdoor education is a method of teaching, as well as a principle of using the out-of-doors wherever possible.

Sharp tells of how he developed a unit in civics:

The high school group learned about the water supply when the city fathers shut down the water in order to clear the corrosion out of the pipes. The school was closed for lack of water. Education, it would appear had to stop. And when the added pressure on the pipes caused some of them to burst, the school holiday was prolonged. No one thought to take the civics class out to study the municipal water supply, to make tests of the water, to figure the per capita consumption, to study the water map to see if it were possible to drill wells, to learn what is meant by water sheds and shed area to insure water supply. It would have been a good public service if some of these youngsters had volunteered to help during the water emergency. Education need not have been stopped. It could have gone on at an even more exciting and valuable pace.

Smith<sup>1</sup> discussed outdoor learning: Pupils go to camp with their teachers and resource leaders. There they take part in teacher-pupil planning. They plan activities that broaden and vitalize the school curriculum. They eat, work, play together while they are learning certain things better in an outdoor setting.

In some schools, outdoor education takes place on a school or community owned farm, forest, or garden, where the natural environment is used for learning in the sciences and arts.

In other schools, trips to parks, museums, and zoos and open spaces conducted. Some kind of outdoor education is possible in every school.

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<sup>1</sup> Julian W. Smith, National Education Association Journal, March 1956, p. 156

Barr<sup>1</sup>, in his book, Supervision, states:

Because of the extreme bookishness and verbalism of much of classroom instruction, the schools are making increased use of a wide variety of concrete experiences to make learning less formal and more meaningful. There are many sources of such experiences: objects, models, museum exhibits, excursions, field trips, constructive activities, and direct participation in community enterprises. Their use not only clarifies ideas, but also stimulates pupil interest.

Wetherington<sup>2</sup> says, "A field trip is another way to learn by<sup>1</sup> purposeful<sup>1</sup> doing. The trip should be so planned that children go for certain purposes and confine their activities to those purposes."

Henry<sup>3</sup> relates, "Primary experiences as manipulating objects, collecting and construction of simple apparatus, first-hand acquaintances with living things, experimenting, and planning are ways of acquiring concepts and avoiding mere verbalism."

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<sup>1</sup> A. S. Barr, Supervision, p. 471

<sup>2</sup> Julia Wetherington, Science for the Elementary School, p. 93.

<sup>3</sup> Nelson B. Henry, The Forty-Six Yearbook, Part I, Science in American Schools, p. 69.

## CHAPTER II

### TEACHER FOR OUR TIMES

What kind of persons are needed as teachers for our schools today? How does the teacher's influence affect children? The Commission on Teacher Education<sup>1</sup> discussed the teacher's character, convictions, knowledge, skill, and capacity to work well with people, influence the child to be interested, or not to be interested in a full and happy life. To build the kind of school for our times will require the cooperation of many thousands of the right kind of teachers.

In these times, the superior teacher is in great demand when great problems face the American people. How well people will be able to meet these needs depends on the kind of teacher that is available. Therefore, it is essential that the public becomes more aware of the importance of good teaching and of the qualities called for in teachers if such teaching is to be provided.

The Commission on Education<sup>2</sup> holds that, "Good teaching requires persons of innate superiority who have been benefited from an extended and superior education." They<sup>3</sup> found the following statement to be true:

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<sup>1</sup> Commission on Teacher Education, Teacher For Our Times, pp. 145-146

<sup>2</sup> Ibid., Commission on Teacher Education, p. 151

<sup>3</sup> Ibid., Commission on Teacher Education, P. 152

Teachers equipped to meet the needs of mid-twentieth century American children will not be identical with those who were able to teach well in our schools a generation ago.

Edward Olsen<sup>1</sup> stressed the following facts:

The teacher for our times needs to study the community and make a wide variety of social contacts with people and become acquainted with a wide circle of community leaders, attend public meetings in the community and participate in community improvement programs.

The Commission on Teacher Education has the following attitude toward today's teachers:

Today's teacher must make the child feel secure in the classroom, and give him every opportunity to become a good citizen. The today's teacher seeks to see to it that every child has a fair chance to make the best of himself, and that each is provided with opportunities.

Successful teachers for our times must be men and women of courage and determination. They must have a vision and appreciation of the values in educational travel and its relations to classroom environment. It is a tragedy of our times that few teachers attain the emotional maturity that enables them to be themselves. They have unconsciously adopted their thoughts, feelings, and purposes to suggestions of a prejudice environment.

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<sup>1</sup> Edward G. Olsen, School and Community, pp. 394-395.

<sup>2</sup> Commission on Teacher Education, op. cit., p. 35.



The teacher today finds time for many activities including travel and helps children find beauty around them and to appreciate it. Looking at pictures is only one way of enjoying beauty. One can learn to appreciate a beautiful environment if given an opportunity to see the beautiful. Travel is one source by which this can be done. The clever teacher will use a combination of teaching aids when the situation will permit.

The elementary teacher is more than just a teacher, for she is with the children at an age when they learn not only through their minds but through their eyes, their senses, and every part of their being. Therefore, excursions and field trips are essential. What people see makes a more lasting impression and they experience considerably less difficulty if recalling the object or process with increased accuracy.

The teacher of today has studied psychology of teaching, economics, psychology of early childhood, history of education, school management, school law, and has done practice work, but this is not enough. The teacher must possess certain basic qualities even though good teachers are not identical; such as love for children, outstanding influence in the community, ability to adjust one's self to particular situations with an understanding of how human beings must and should differ; respect for good personality, community-mindedness, rational behavior, skill

in cooperation, knowledge, skill in mediating knowledge, friendliness with children, understanding children, social understanding and behavior, good citizenship in the school and society, skill in evaluation, and faith in the worth of teaching. They must convey knowledge to others, assist others to develop skills, and influence the formation of their character.

Dr. Donner<sup>1</sup>, Dean of the School of Education, University of Houston, Houston, Texas made the following observation in a lecture at the Annual State Convention of Future Teachers of America at Amarillo, Texas, March 23, 1956, "So You Are Going to Teach." If you are going to teach, keep in mind:

1. You must be an all round person.
2. You must be interested in your subject matter.
3. You must be professional minded.

The teacher is a vital factor of the school. It is necessary that the teacher be a person of lofty attainments and strong character, possessing the following qualities: Honesty, truthfulness, and other forms of positive moral character. The teacher should have both academic and professional training, that will enable her to develop those competences necessary for successful teaching. The real teacher finds return for her

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<sup>1</sup> Alvin Donner, Lecture at Future Teachers' of America Convention, Amarillo, Texas, March 23, 1956.

work in the improvement of her pupils in their success; both in and after school life, and in the consciousness of having done her duty, and joy of having helped others.

The interested teacher keeps in close touch with parents, to inform them of the progress of the children and all other matters of vital interest to them. The teacher is a public servant for the community, and it is her duty to manifest an interest in and participate when possible in the social, intellectual, and religious life of the community.

Rapid strides are being made in all departments of educational enterprise and the teacher of our times must keep pace with the times. The progressive teacher knows what is going on in the world of literature, science, art, history, politics, religion and travel. The modern teacher follows a course of reading or studies outside of her profession, and travels, all of which will help her to be at home in society, and to view life on a broader plane. Hence, a desirable teacher for our times is one who travels and studies at the same time, who uses her learning to enrich the classroom environment.

Today's teacher should provide first-hand experiences for the child through active participation in field trips and excursions appropriate to the stage of development of the learner.

The Commission on Teacher Education<sup>1</sup> brings out the factual

ideas:

It has been demonstrated in many ways that teachers for our times must put forth deliberate efforts to provide an environment that is suitable to the needs and interests of children, to provide outdoor life such as school camping. "These camps may be used by teachers and children during vacation and over weekends or even for more extended periods during term time." The task of teacher education is therefore to produce teachers who can create and will create such school environment.

Wofford<sup>2</sup> discusses three modern teaching aids. They are:

Visual materials which tend to give reality to words; school excursions which tend to substitute real for vicarious experiences; and radio and television which vitalize teaching and connect the remotest school with the most recent developments in a rapidly changing world.

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<sup>1</sup> Commission on Teacher Education, op. cit., p. 139

<sup>2</sup> Kate V. Wofford, Modern Education in the Small Rural School, p. 290

## CHAPTER III

### TRAVEL AS IT RELATES TO PROFESSIONAL GROWTH

Professional growth may be described as an interior development of understanding, attitude, self-activity, self-discipline, independent thinking toward a continuous and even fuller self-realization while maintaining the unselfish idea of service to others.

In addition to travel, extension classes give teachers a great opportunity for professional growth. Colleges sponsor classes for in-service teachers in order that they may continue their education toward more effective service in the world and the community. Off-campus laboratory courses and summer workshops have been organized and for these expert consultants have been secured, also field trips and educational tours conducted. Aims of many of these in-service programs were to build and improve the school environment, utilize community and school resources, and to organize the school and community environment for functional education.

Extension classes and workshops of this kind have already been under way in a number of institutions, such as; Alabama State Teachers College at Florence, The University of Arkansas, General Michigan College, The University of Chicago, Denver University, George Peabody College for

Teachers, Los Angeles City and County, The University of North Carolina, The W. K. Kellogg Foundation, The Philadelphia Board of Public Education, National Association's Department of Supervisors and Directors of Instruction, Western Illinois State College, and Prairie View Agricultural and Mechanical College.

Travel gives a teacher an opportunity to become more creative in building a curriculum and enriching the school's environment for a life-centered school. Some teachers' organizations recognize this and foster in-service training which includes creative recreational travel. Frequently they are carried on under their own leadership, bringing in consultants as they are needed. Sometimes laboratory courses or workshops in cooperation with the teachers' associations or boards of education are organized and instructors from some nearby teachers' college or university are invited to teach in the workshops. Some teachers travel to and from extension classes or workshops, others travel to and from summer school classes, still others travel far distances for the purpose of growing professionally.

Research shows that summer institutes, colleges, and universities offer means of profession improvement through travel. The interested teacher studies and improves herself by incidental observation systematic investigation and through education tours.

Travel helps teachers plan their own units of work on human relations as they relate to problems in their community. Travel helps the teacher toward better intercultural understanding. By stressing the contributions each race has made to civilization better human relations are brought about.

Reid<sup>1</sup> compares the relation of travel to professional growth in the article "What Travel Can Do For A Teacher."

Travel is considered a postgraduate course in factual knowledge. She recognizes travel as the finest method of teaching the actual sight of places, people and things. She says that travel not only adds to one's store of knowledge but it often clarifies what is already known. It is sometimes difficult to present a clear idea of anything to others unless it is definitely etched in one's mind. Travel also makes it possible for the teacher to grow in subject matter and to present lessons in many subjects with vividness. Teachers who are interested in history and who travel often open enchanted doors. Travel makes one a better teacher, a finer citizen, a more interesting personality, for it leads to the environment of mental resources, to fair-mindedness, to the broader viewpoint of life. Travel is a real stimulus to original thinking and a spur to flagging ambition.

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<sup>1</sup> Effie R. Reid, The Instructor, June 1936, pp. 68-75

Wakefield<sup>1</sup>, a first grade teacher states:

I had a wonderful time in England. As a visiting American exchange teacher, I was invited into so many homes that my social calendar was booked for months in advance. I think I drank enough tea to make up for what my belligerent ancestors helped dump in Boston Harbor. I had an excellent opportunity for travel, too. I managed to see a good portion of Europe. But more important than the good time and more important than the travel was the liberal education which I received.

Eric M. Steel<sup>2</sup>, a teacher who toured Europe said:

In reality the information accumulated was so vast and so varied that credit could and perhaps should have spread over a number of fields. Enough information was gleaned on current European problems to have justified credit for a sociology course on "Europe Today."

And what of the constant excursions into the realm of the fine arts which such a tour involves? A student could not fail to learn the fundamentals of various types of architecture - Romanesque. From visits to the National Gallery and Museum, a student could not fail to pick up much transferable information on painting and sculpture as he would accumulate in a two-credit course on any American campus.

The value of the tour to the participants might be gauged by the enthusiasm of such comments as "This is real education!"; "This is the ideal way to learn history and geography!" The fact that all agreed they had learned more in the nine weeks than in any two courses.

The reason why the miscellaneous knowledge acquired first-hand in touring Europe is infinitely more useful in the

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<sup>1</sup> Lillian Wakefield, Educational Leadership, February 1953, p. 277

<sup>2</sup> Eric M. Steel, The Instructor, April 1954, pp. 96-97



classroom than similar information acquired in textbooks or picture magazines on either side of the Atlantic was admirably stated by one of the touring teachers who said: I heard this! I saw this! I took this picture of myself! Then they will really sit up and listen!

The validity of granting credits, graduate or undergraduate, for such an experience can hardly be questioned by modern American educators who genuinely believe in the efficiency of such practices as action research, outdoor education and field trips.

Jean K. Norris made the following comments in regards to her European Tour, summer, 1955:

Firstly, new avenues of interest have been opened concerning economics and politics, a reawakening to geography and history, a rededication to studying the arts - literature, music, dance, painting, sculpture and architecture.

Secondly, I'm met with the impact of the basic goodness of mankind, which overcomes even the formidable language barrier. One may find his home in any corner of the world, and find there friends.

Thirdly, from contact with students on the Groote Beer and in Europe I returned stressing the need for thoroughness in professional preparation, for broader horizons to extend to national and international interests, and interests covering the gamut of cultural and intellectual awakening. We, as Negroes, must not be complacent, accepting inferior standards for ourselves in caliber of work and development. Those students whom I've met are preparing themselves to inherit a world which is theirs. We must be prepared to compete or be lost in the shuffle. It is our world too.

And Spiritually, there's no doubt in my mind if there ever could have been, that God lives - in the vast and magnificent

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<sup>1</sup> Jean K. Norris, European Tour Travelogue, p. 9

scenic beauties of this world, in his inspiration to dedicated men who pains-takingly molds works of art and lives of men, and in the contagious flow of a unity that streams through the universe, despite its tensions.

The change of environment has kept teachers from falling into a rut, therefore, the rearrangement of ideas provided by new scenes and new companions is one of the best preventatives for not becoming stagnant. First-hand knowledge of other lands and their people gives teachers desirable and essential information. It has helped teachers to become less prejudice.

Various studies show that in order to help children to become acquainted with the outlook on life in this world, the teacher must be well-informed. Travel is one of the best means to this end. One cannot make a trip of any length without coming into contact with people from nearly every corner of the world. Nothing could be of more value to the teacher, as well as adding materially to her knowledge of human nature, sympathy with human frailties. It has been found that travel has stimulated teachers in the interest of people.

Intelligent travel broadens the teacher's reading and should give every traveler a life of new significance. Travel creates a world the teacher should not miss exploring. Nothing can so well satisfy the spirit of adventure than longing for the beautiful, the heritages of most teachers.

Nancy Wilcox<sup>1</sup>, in her thesis, Educational Travel Courses for Teachers, states:

In the period from 1946 through 1951, travel courses were offered by at least 102 colleges and universities. A large majority of these institutions did not sponsor travel prior to 1946, and many have not organized more than one or two courses. The comparative recency of the operation of travel courses is one reason why few research studies have been made and why only a small number of published materials on travel-study provide leaders with helpful information.

During this six year period, 102 American colleges and universities offered educational travel courses in which elementary and secondary school teachers were eligible to participate. These 102 institutions are located in 33 states. The states having the largest number are:

New York . . . . .	10
California . . . . .	8
Pennsylvania . . . . .	6
Texas . . . . .	6
Illinois . . . . .	5
Washington, Michigan, Ohio, New Jersey, and Wisconsin . . .	4 each

At least 32 of the 102 had travel study programs prior 1946. Eighty-three planned travel courses for 1951, but at least nine of these found it necessary to cancel the courses. Of these offering such courses in that year, 16 were doing so for the first time.

The listing on master table of the 102 colleges and universities gives for each such information on their programs as the first year of activity, the patterns of courses, itineraries, and the means of transportation used.

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<sup>1</sup> Ibid., Wilcox, pp. 2-3

# EDUCATIONAL TRAVEL COURSES FOR TEACHERS

## MASTER TABLE

### COLLEGES AND UNIVERSITIES WHICH OFFERED EDUCATIONAL TRAVEL COURSES, 1946-1951 TYPE AND EXTENT OF ACTIVITY

I NAME AND LOCATION OF COLLEGE AND UNIVERSITY	II YEAR OF FIRST COURSE	III COURSE ITINEARAY			IV TRANSPOR- TATION			V PATTERNS <sup>5</sup>	
		FOREGIN			US				
		EUROPE	MEXICO	OTHER	INTER STATE	INTRA STATE	BUS		AUTO
<b>ARKANSAS</b>									
STC, ARKADELPHIA	1948				X		X		Pr, T, P
STC, CONWAY	1947				X		X		Pr, T, P
SC, JONESBORO	1949				X		X		Pr, T, P
<b>CALIFORNIA</b>									
SC., FRESNO	1930's					X	X		CT, C, T
SC, LONG BEACH	1950		X		X		X		M, T, M
CHAPMAN, LOS ANGELES	1951	X						X	T
U. OF CALIFORNIA, LA	1949	X						X	T, L, T
U. OF S CALIFORNIA, LA	1950	X		X				X	TL, T, T
SC, SACRAMENTO	1949			X	X		X		CT, CT, T
SC, SAN FRANCISCO	1947	X		X			X	X	CT, CT, T
C. OF THE PACIFIC	1928	X	X	X	X	X	X	X	T, L, TL; M, T
<b>COLORADO</b>									
A. + M., FT. COLLINS	1947	X			X				X T
U OF DENVER, DENVER	1941	X			X				X T
<b>CONNECTICUT</b>									
YALE U, NEW HAVEN	1940's	X							X T
U. OF CONN., STORRS	1951				X		X		Pr T
<b>FLORIDA</b>									
FLA SO. U., LAKE LAND	1946			X					X T, L, T
STATE U., TALLAHASSEE	1950				X				X T
U. OF MAIMI, CORAL GABLES	1940's				X		X		Pr, P, T
<b>GEORGIA</b>									
PEDIMONT, DEMOREST	1940				X		X		Pr T, P
<b>IDAHO</b>									
BOISE JR. C., BOISE	1949	X							X T
NOTHERN IDAHO C OF ED., LEWISTON	1947						X X		Pr, T

1 Alaska, the Far East, The Near East, Hawaii, Central and South America, Cuba, The Virgin Islands, and Global.

2 Ship, Airplane, and train.

3. Pr, Pre-Travel; T, Travel; P, Post Travel session; C, Campus Session; M, Meetings; L, Location.

NAME AND LOCATION OF COLLEGE AND UNIVERSITY	II YEAR OF FIRST COURSE	III COURSE IT/NEARAY FOREGIN US				IV TRANSPOR- TATION			V PATTERNS <sup>3</sup>	
		EUROPE	MEXICO	OTHER <sup>1</sup>	INTER STATE	INTRA STATE	BUS	AUTO		OTHER <sup>2</sup>
<b>ILLINOIS</b>										
S. ILL. U., CARBONDALE	1947		X		X			X		PR, T
EASTERN ILL. SC., CHARLESTON	1935				X					PR, T, P
WESTERN ILL. SC., MACOMB	1947	X		X	X				X	PR, T, P
STATE NORMAL U., NORMAL	1926	X			X				X	PR, T, P
BRADLEY U., BRADLEY	1948				X			X		PR, T, P
<b>INDIANA</b>										
U. OF IND., BLOOMINGTON	1930	X	X	X	X			X	X	T
BALL STC., MUNCIE	1947		X	X	X					
STC., TERRE HAUTE	1951	X								X
<b>IOWA</b>										
PARSONS C., FAIRFIELD	1951		X						X	PR, T
<b>KANSAS</b>										
STC., EMPORIA					X	X	X			PR, T, P
SC., FT. HAYS					X	X	X			PR, T
STC., PITTSBURG					X		X			
<b>KENTUCKY</b>										
U. OF KY., LEXINGTON	1932		X					X		T, L, T
TRANSYLVANIA, C., LEX.	1931	X							X	T, L, T
<b>MAINE</b>										
STC., FRAMINGTON	1947					X	X			CT, CT
STC., GORHAM	1948					X	X			C, T, C, T,
<b>MASSACHUSETTS</b>										
BOSTON U., BOSTON	1951	X			X				X	T
ATLANTIC UNION C., S. LANCASTER	1950				X			X		C, T, CT
<b>MICHIGAN</b>										
WAYNE U., DETROIT	1939	X							X	MT, M
SC. E., LANSING	1946	X			X				X	TL, TL
W. MICH. C. OF ED., KALAMAZOO	1925	X			X			X	X	TL, TL
C. MICH. C. OF ED., MT. PLEASANT	1930's		X		X	X	X			T
<b>MINNESOTA</b>										
STC., MANKATO	1950		X			X	X			PR, P, T
<b>MISSOURI</b>										
U. OF KANSAS CITY	1940's	X							X	T
SW. MO. SC., SPRINGFIELD	1950		X				X			PR, P, T
CEN. MO. SC., WARRENSBURG	1950		X				X			PR, P, T
<b>NEBRASKA</b>										
HASTINGS C., HASTINGS	1945		X				X			PR, P, T
STC. WAYNE	1949			X	X		X			PR, P, T



	I	II	III	IV	V
<b>PENNSYLVANIA:</b>					
STC, California.....1930's			X X X		Pr, T
Lafayette C., Easton.....1950		X		X X	Pr, T
STC, Indiana.....1937			X	X	Pr, T, P
Beaver C., Jenkintown....1948	X				M, T, M
Temple U., Philadelphia.....1950	X				T
SC, State College.....1950	X	X			T, L, T
<b>TENNESSEE:</b>					
Middle Tenn. SC, Murfreesboro...1950			X	X	T
<b>TEXAS:</b>					
N. Tex. SC, Denton.....1939			X X X		T
Tex. Christian U., Ft. Worth....1951	X			X	T
Sam Houston STC, Huntsville....1941		X		X	T, L, T
Tex. Technological C., Lubbock.1935		X		X	T, L, T
U. of Houston, Houston....1944	X	X X		X	T, L, T
Tex. SC for Women, Denton..1951			X	X	T
<b>UTAH:</b>					
St. Agri. C., Logan.....1947		X		X	T, M, T
Weber C., Ogden.....1946		X X	X	X	M, T, M
Brigham Young U., Provo...1951			X	X	Pr, T
<b>VERMONT:</b>					
U. of Vermont, Burlington....1948	X				T
<b>WASHINGTON:</b>					
W. Wash. C. of Ed., Bellingham...1949			X		C, T, C, T
E. Wash. C. of Ed., Cheney.....1930's			X	X	T
C. Wash. C. of Ed., Ellensburg....1948			X	X X	C, T, C, T, C, T
U. of Wash., Seattle.....1930's	X				T, L, T
<b>WEST VIRGINIA:</b>					
U. of West Va., Morgantown..1951		X			T
Fairmont SC, Fairmont.....1946		X		X	T
Marshall C., Huntington....1947		X			T
<b>WISCONSIN:</b>					
U. of Wis., Madison.....1950				X	T
STC, Milwaukee.....1940's	X	X X			T, L, T
STC, Stevens Point.....1949			X	X	Pr, T, P
STC, Whitewater.....1940's	X	X X	X	X	T, L, T

<sup>1</sup> Alaska, the Far East, the Near East, Hawaii, Central and South America, Cuba, the Virgin Islands, and Global.

<sup>2</sup> Ship, airplane, and train.

<sup>3</sup> Pr, Pre-Travel Session; T, Travel; P, Post-Travel Session; C, Campus Session; M, Meetings; L, Location.

## CHAPTER IV

### PRAIRIE VIEW'S 1955 EDUCATIONAL TOUR

Prairie View Agricultural and Mechanical College, in cooperation with the Greyhound Bus Line, made history for the race, when it joined more than 120 other colleges and universities in the United States in sponsoring its first educational tour (1955) with credit for its participants.

This adventure included 35 graduate students and two sponsors. The sponsors were members of the regular college faculty with an enriched background of knowledge and experiences of the area of the United States covered. They<sup>1</sup> own a vast collection of educational materials on travel such as: folders, booklets, maps, books, pictures, and films. They are doing a great job in the field of educational travel. They have done a very commendable job in pioneering the first Prairie View Educational Tour, with college credit. Such an achievement could not have become the success it was had it not been from the broad vision possessed by Prairie View's administration and these two women.

The 1955 Prairie View Education Tour was well-planned. Significant steps were taken by the Greyhound Bus Line and Prairie View

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<sup>1</sup> A. C. Preston and D. I. Burdine, Prairie View Agricultural and Mechanical College, Prairie View, Texas



Agricultural and Mechanical College to enable the teacher travelers to profit by properly planned and executed travel projects and activities. The Tour consisted of the following Divisions:

1. Pre-travel activities
2. Activities which may be undertaken during travel
3. Post-travel activities

On registration day each student participant was given necessary background directions for the tour and suggested references for gaining further information on areas to be covered by the tour. Each student was provided with a study guide which enabled him to know much about the job ahead of him.

A post-travel session was conducted for three days. During this session students searched every bit of literature that they could find for information on the Northeastern United States. Everybody stayed busy with workbooks. Two lectures pertaining to the trip were given by consultants in the fields of Health and Transportation.

The sponsoring agency assumed all of the responsibility for making business arrangements. Before leaving the campus they gave each student an activity schedule, tags for luggage, hotel reservation information, and all detailed information and precaution.

Thursday morning, July 21, was a glorious morning for 35 teacher travelers and two sponsors when they boarded the Greyhound Bus and were on their journey to Northeastern historical United States.

The drive through the lovely fertile lands, upon which various crops grew, hundreds of cattle grazed, and graceful bridges, narrow canals, various architectural designs, great educational institutions, magnificent museums, and hallowed spots from the world of arts contributed to the picturesque of the country.

The four weeks touring was crowded with activities, listening to lectures, note taking, collecting educational materials that might be used to enrich classroom environment, and observing and interviewing when necessary. The tour provided historical scenes filled with information that any teacher could well use in making her classroom more meaningful. Such places were included as Gettysburg and its famous battlefield, and museum, Valley Forge, the place where Washington and his men spent their deplorable winter. A bit of history was felt when the group visited Philadelphia, and viewed Independence Hall and the famous Liberty Bell that proclaimed the freedom for which we are continuously striving to better.

In no other phase of subject matter are all stages of its development so constantly used and so closely associated as were in that of travel.

Some phases of the trip were closely associated with some subject. Every section covered had some specialized features for the travelers. Land and water were sources of travel used in gaining the wonderful experiences.

The group received the following courtesies of the Greyhound Bus Lines: three dinners and organized tours of historic places. For the most part the people were friendly. Hotel and motel services were grand. Most places had modern equipment and furnishings. Some offered such luxuries as television, private sundecks, or patios. Many had excellent restaurants.

Even though a very full schedule had been planned by the Travel Agency, there was time left for each individual to make his choice of activities. A large number of the teachers attended a baseball game, the theater, and one private group lawn party, the sponsor's friend serving as hostess. There were great varieties of recreational opportunities.

Other highlights in the trip are as follows:

1. The fascinating fact of going into Canada
2. The interesting view of the Niagara Falls, from both the American side and the Canadian Side
3. A boat ride (How thrilling was the feel of the gliding of the ship on the smooth gray-green water)
4. The meeting and becoming acquainted with the civilization of the Northeastern part of the United States

The group is indebted to the farsighted sponsors who made it possible for this trip which provided valuable materials for classroom enrichment.

As the group started southward and homeward in the bus, they felt refreshed in spirit and broadened in knowledge, and in sympathies. They also developed a greater appreciation for "Beautiful, Beautiful, Texas."

These experiences were very colorful, varied and rich. The treasures received were too valuable to treat lightly and too wonderful to describe. How changed were many distorted ideas of the contents of areas visited, one will never be able to determine. The group returned with many and varied materials and souvenirs, but the best of all was the broader knowledge and deeper understanding that the 35 teacher travelers brought back to their pupils.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Summary

The findings of this study have been summarized in accordance with the purpose of this study. The primary purpose was to show that educational travel is a vital teaching aid and is one source from which to obtain information to improve the classroom environment.

By summing up the most important factors in the data, it was found that educational travel is recognized for teachers as a sound and important step in the development and improvement of the classroom environment.

If teachers are anxious to help boys and girls to know about their environment, they will travel and study while traveling in order to become well-informed about outdoor learning opportunities. If the teacher is interested in making her classroom rich, she will travel. Such study has inestimable value. Since the method, observations, interviews and questionnaires seemed most practical for the purpose of the writer, they were used in order to obtain the data upon which this thesis was based.

In-service teacher training is still the major factor that will determine the teacher's progress which counts educational travel as an important source of information giving. Research reveals that several hundred school districts in the nation are now providing outdoor education.

### Conclusions

The results of the study, the analysis, and interpretation of data seem to warrant the following conclusions:

1. Educational travel is a vital teaching aid in making classroom environment rich.
2. A modern trend of educators is with emphasis on classroom development by educational travel.
3. There is evidence of a growing tendency in colleges and universities to grant a certain amount of academic credit for worthwhile travel.
4. Children seem to retain lasting impression from working with interesting first-hand information.
5. Educational travel has attained an important position in the in-service education and experience of the teacher.
6. There seems to be agreement concerning the need for the teacher to go beyond "the four walls of her classroom" to gain a greater appreciation and understanding of her own environment, of America and of lands and other peoples in other countries.
7. There is every reason to believe that the field of educational travel is coming of age.

8. Education travel courses have been developed to give teachers an opportunity to study for professional growth or for the accumulation of credits towards salary increments.
9. A large proportion of school systems now accept certain types of educational travel, instead of summer school attendance, for credit toward in-service growth.
10. The development of fast and cheaper transportation, and a concept of education which requires much more of the teacher, have been important contributors of the expansion of the field of educational travel.
11. Experience has shown that educational tours provide the greatest return for the investments made by the teacher.

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A P P E N D I X

MILLERS FALLS  
ERASE  
COTTON CONTENT

TABLE 2. - SUBJECTS IN WHICH 102 COLLEGES OFFERED CREDIT IN EDUCATIONAL TRAVEL COURSES

Subjects	Number of colleges known to have offered credit
Geography .....	43
History .....	37
Education .....	29
Sociology .....	24
Modern Languages .....	21
Art .....	18
Social Sciences .....	17
Economics .....	15
Natural Sciences .....	15
English .....	10
Geology .....	8
Music .....	7
Agriculture .....	2
Anthropology .....	2
Psychology .....	2

Travel leaders were asked to rank in importance the objectives for educational travel in which elementary and secondary school teachers might participate. Table 3 is the compilation of the results.

TABLE 3. -OBJECTIVES FOR TRAVEL COURSES AS RANKED IN IMPORTANCE BY 74 TRAVEL LEADERS

Objectives	Travel Leaders			Percent
	Number	Total		
1. Knowledge of regions through which the group is traveling	44	19	63	85
2. Acquisition of new interest	23	35	58	78
3. Collection of materials that can be used in teaching	25	33	58	78
4. Experiencing problems and practices of group living	24	21	45	61
5. Development of understanding of other races and other religions	30	12	42	57
6. Enjoyment and appreciation of the United States	23	18	41	55
7. Friendships	7	25	32	43
8. Fun while traveling	3	22	25	34
9. Growing in self-understanding	3	21	24	32
10. Ability in effective oral expression	4	3	7	9
11. Ability to evaluate personal and group learnings	0	10	10	14
12. Ability to travel alone	6	7	13	18

TABLE 4. -PRAIRIE VIEW AGRICULTURAL AND MECHANICAL COLLEGE  
EVALUATION OF 1955 EDUCATIONAL TOUR

Functions	Excellent	Very Good	Good	Fair	Satisfactory	Poor	Very Poor	Bad	Need Improving	Unsatisfactory	Total
Transportation	19	8	7	0	1	0	0	0	0	0	35
Housing Accommodations	8	3	12	8	2	1	0	0	1	0	35
Eating Accommodations	12	6	15	1	0	0	0	0	1	0	35
Special Tour Entertainment and Arrangement	17	6	11	1	0	0	0	0	0	0	35
Hospitality	14	10	7	4	0	0	0	0	0	0	35
College Responsibility	18	7	5	1	0	0	0	0	4	0	35
Opportunity for Teacher Growth	30	2	1	2	0	0	0	0	0	0	35
Possible Classroom application of Knowledge Gained from Tour	27	3	4	1	0	0	0	0	0	0	35
Total	145	45	62	18	3	1	0	0	6	0	280

WESTERN ILLINOIS STATE COLLEGE

Frank A. Deu, President

Macomb, Illinois

Department of Audio Visual Education

March 14, 1956

Mrs. John Anna Wells  
702 West 7th Street  
Hearne, Texas

Dear Mrs. Wells:

In reply to your letter of March 10, I am enclosing one of our travelaire newsletters. This lists the people who traveled with us in 1955. If you would like a complete list of 1600 or more who have traveled with us, I can provide the additional names. I think this would cost between \$8.00 and \$12.00. If, however, the enclosed list is sufficient, you are welcome to it. Please let me know if you want us to compile the other list, and I will have one of the girls get to work on it. It will probably be about two or three weeks before we can have the list completed for you.

I again want to take this opportunity to wish you cussess in this study. I think it is something that will be quite valuable to the field of education.

Yours sincerely,

/Signed/

A. B. Roberts,  
Audio-Visual Director

ABR:mk

Enc.

Guthrie, Oklahoma  
January 27, 1956

Dear Mrs. Preston:

This has been one of the most enjoyable years of my teaching career.

The tour has been a wonderful incentive in securing attention and holding interest in my unit work in Social Science of the Northeastern Places.

When I say, "I saw the place," every pupil is alert, ready with questions, and I can really answer and sell the idea to them because "I have been there."

1. Some special checking of the most important places and working of the information to create a traveling readiness.

I hope my suggestion may prove of some value.

Yours for a better year.

Very sincerely yours

/Signed/

Vashti Barton



Box 423  
Ferris, Texas  
February 23, 1956

Mrs. A. C. Preston  
Prairie View A. and M. College  
Prairie View, Texas

Dear Mrs. Preston:

The Northeastern Tour was magnificent.

I am teaching the first two (2) grades. I used some of the materials (about Abraham Lincoln and George Washington) that I collected there at the historical spots of these great men. The children enjoyed looking at the pictures.

I would like very much to be included on the Northwestern Tour. I will be letting you hear from me.

I think the tour last year was well planned.

Very sincerely yours,

/Signed/

Naomi R. Dobbins