THE SCHOOL JOURNEY: AN EVALUATION OF TECHNIQUES AND PROCEDURES

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CHAPTER I

INTRODUCTION

Education in the public schools of Texas and the nation is not functioning as it should in a democracy. This delinquency is the responsibility of all administrators and teachers who have a part in curriculum building. The problem of unemployment and the present war emergency have revealed the inadequacy of the program of living of the past decade. The revolutionary changes in an industrial society have demanded the rebuilding of activities and a change in method and procedure as well as an increased efficiency in the use of techniques and equipment. Research and re-evaluation in the matter are necessary for any scientific study and progress. Democracy demands that every individual must play his own part. When the recent evaluation in education began, many educators acknowledged that the social studies were the heart of all educational procedure. In many current studies of old and new techniques, there has developed a lack of balance in the school activities. New processes often seem to run in cycles and if an educator is privileged to serve through a score of

years, it is easy for him to recognize many old and tried ideas presented under a different nomenclature. The more scientific approach from a psychological and philosophical standpoint has made for an increasing efficiency in the emerging program of education.

In this dynamic machine age it is important to evaluate both the old and new in all phases of learning. However, we must not emulate the child who hastily discards the old toy on first sight of the bright and shining new one. Many old tools are invaluable, but more scientific and efficient uses should be made of them.

Purpose of the Study

The school journey is not a new technique, but recent studies of school activities have stimulated a renewed interest in and given impetus to a greater use of travel lessons as valuable learning and living experiences in a process of growth and education. In order to become fully orientated and progress intelligently, it is important to have a general understanding of all valuable techniques, but research and evaluation are also necessary in specific fields of instruction. The school journey is one of many visual aids in perceptual learning. It is not the purpose of the writer to over-estimate the values of this method of teaching, but to suggest it as one activity that meets the need of many individuals for growth and maturation, as well

as a technique for capturing the educational values of direct contact with the world in which children live. Too much dependence has been put upon modern mechanical devices in the areas of perceptual learning.[1]

In the early stages of the development of visual aids it was claimed that the eye is all-powerful in the educative process. Some over-enthusiastic people claimed that from eighty to eighty-five per cent of all we know is learned through the eye; but it was soon realized that all the senses played an important role in any learning process. This field of education definitely recognized this fact, and the terms "audio-visual education" or "scientific aids to perceptual learning" are used to encompass all the fields of illustrative material.[2]

Limited interpretation and over-estimation of values of the school journey by students and teachers in this special field have been obstacles to the development. The writer has attempted to present trends and experiences that tend to show values along with the psychological reasons for using this method in instruction. Practical methods of procedure have been suggested so that this valuable tool may be an asset rather than a liability to any school

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[1]Ward C. Bowen, "The School Journey," Educational Screen, XIX (May, 1940), 185-186.

[2]Ellsworth Dent, Audio-Visual Handbook, p. 1.

system. If any visual aid is used without preparation and guidance, much of the educative process is missing. The specific purpose of this study is to re-evaluate the school journey, the excursion, and the field trip as a modern and invaluable teaching technique for providing situations and life experiences for school children in Texas. It is used so much more effectively and consistently in the Northeastern and Pacific Coast States.

Statement of the Problem

The present interest of the educational administration in Texas and the United States in visual and perceptual learning has stimulated this evaluation. There has been an organized effort to include the use of all visual aids in the regular school program.

The school journey as a perceptual learning process is educationally sound. It strengthens the philosophy that experience is education.

The steady growth of the school journey for the last fifty years in all countries indicates it has inherent values (see Fig. 1).

An evaluation of the school journey in the United States and Texas is needed so that young teachers may continue to use this valuable teaching aid.

Proper technique and procedure are necessary for effective and adequate use of the school journey.

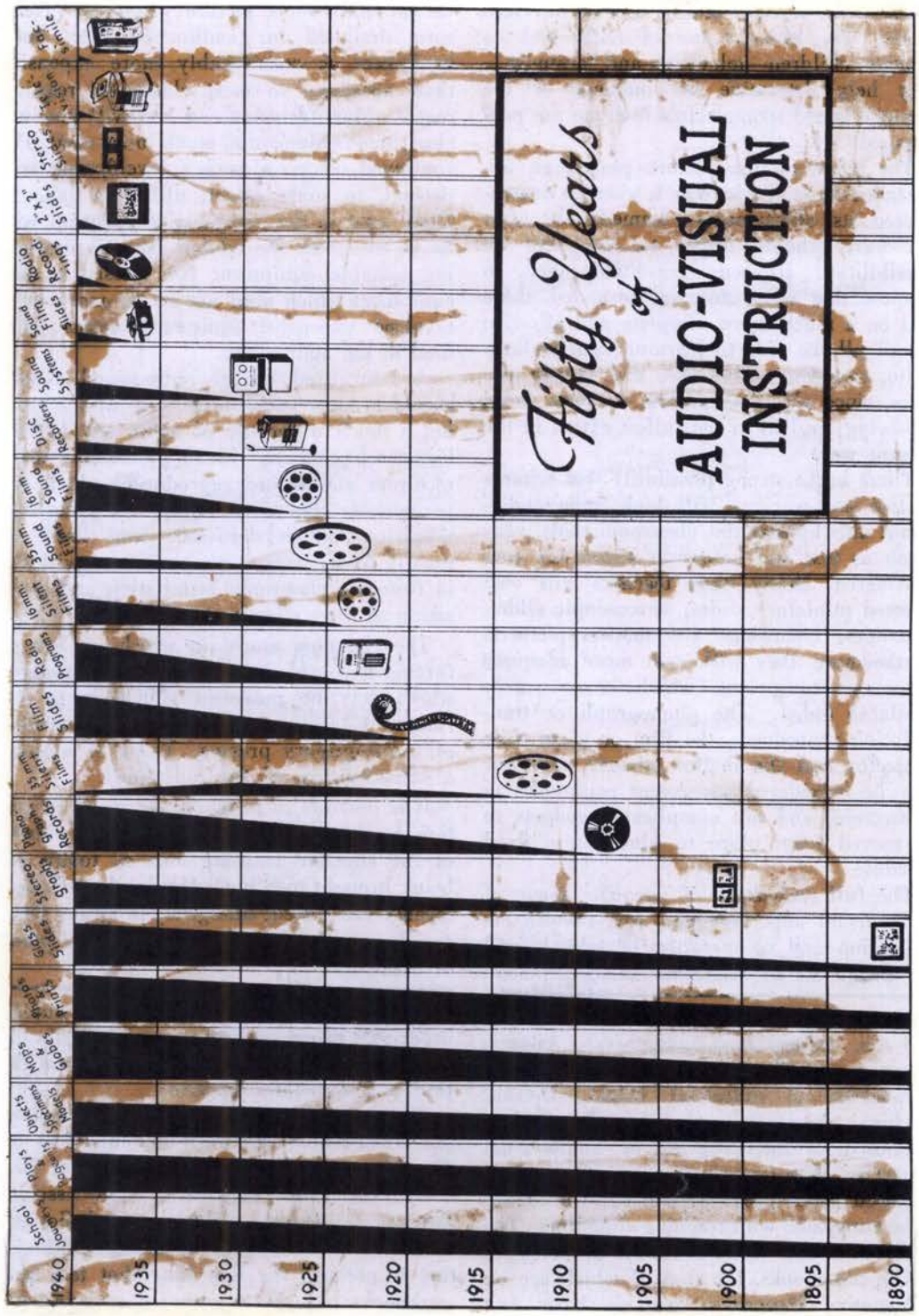

Fig. 1. -- Date that each visual aid was introduced, and the gradual growth in the use of each to 1940. (From Ellsworth C. Dent, "The Year Beyond the Forty," Visual Review, 1942, p. 13.)

Some suggested itineraries for school children in Texas may inspire others to see the possibilities of the school journey in our own state.

Source of Data and Procedure

In making a study of this problem, the interview and survey methods of research were employed. Because of the wide range of this study, the questionnaire method was used as a major basis of information on current practices (see Appendix for copy of the questionnaire). Many articles from educational magazines and chapters from various books were used as a basis for discussion of psychological principles and methods of procedure in conducting journeys.

The list of active membership of the Visual Education Department of the National Education Association was used as a basis for sending out the questionnaires in the United States. The states in color on the map (Fig. 2) are those from which answers were received. An effort was made to procure information in each section of Texas so that the practice of the state might in a limited way be measured. Figure 3 shows the counties (in color) in Texas from which information in this survey was obtained.

Limitations

The general scope of the study was limited by the statement of the problem. The school journey is only one small tool in a large number of audio-visual aids.

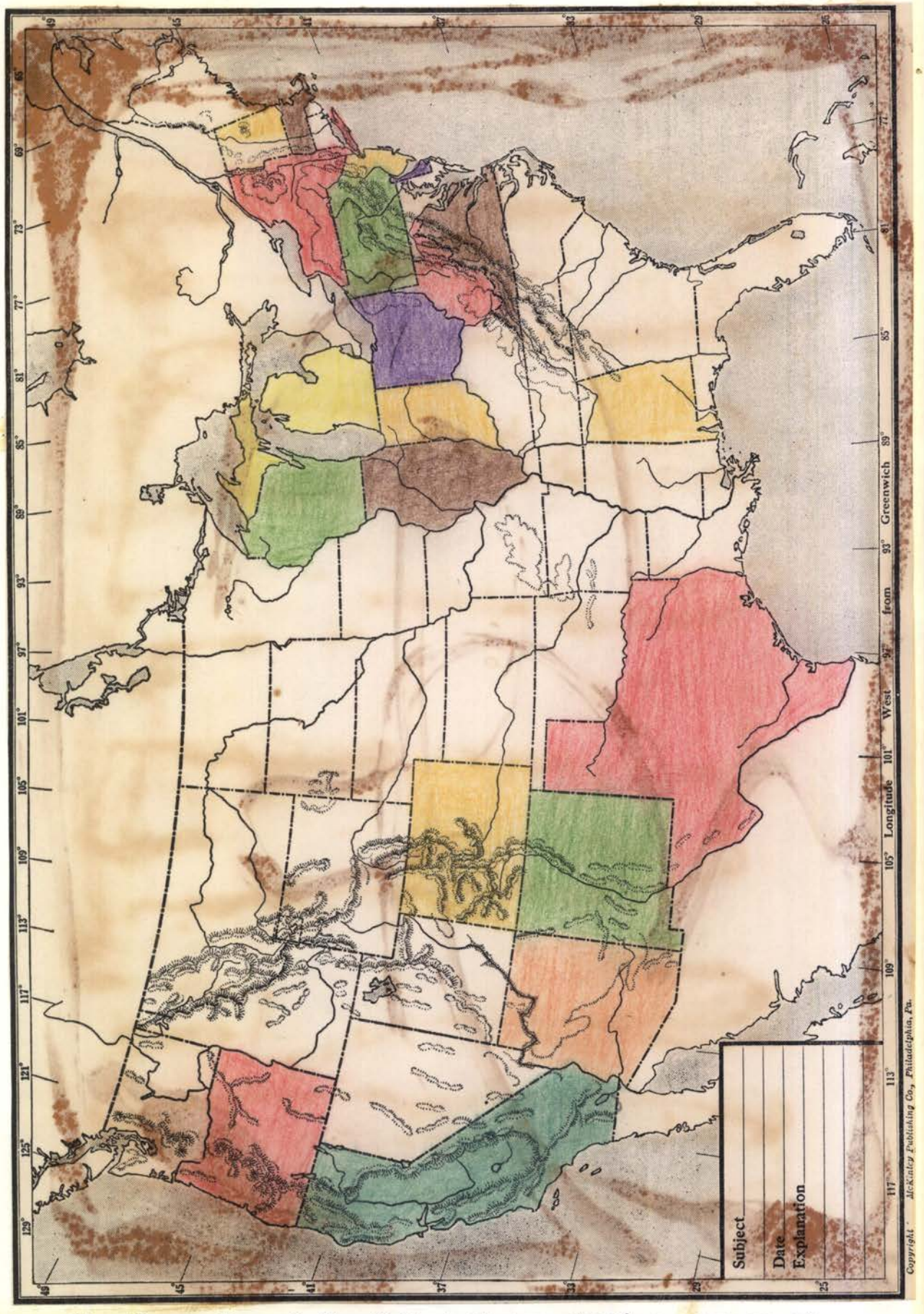

Fig. 2. -- Map of the United States showing sources of questionnaire information.

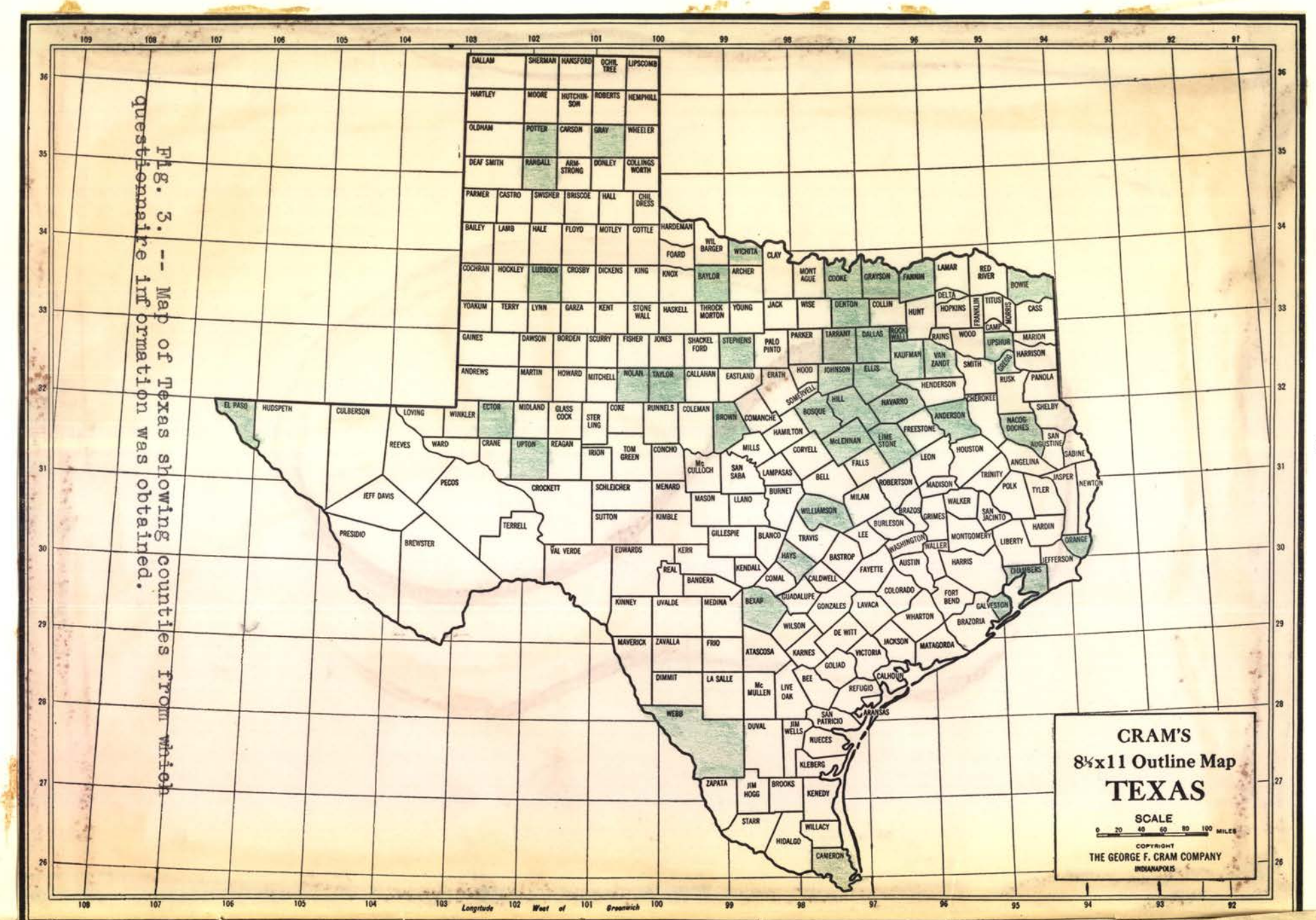

Fig. 3. -- Map of Texas showing counties from which questionnaire information was obtained.

Limits are incurred through the survey method of research.

The replies to the questionnaires were incomplete, with eighty per cent of a possible one hundred being returned.

Records of the school journey are seldom filed and answers in many cases are estimates or personal opinions. Many reports came from only one school in a system; hence numerous duplications occurred, and the territorial range of the responses was not so extensive as might have been hoped for. Answers to some questions were completely omitted.

Many supervisors of visual education are in the armed service of the United States, and numerous reports were given by assistants or clerks who were limited in their ability to evaluate research. Any survey is limited by the cooperation and accuracy of those who provide information.

Unsettled conditions, because of the present World War, have eliminated or curtailed the financial budgets of the visual instruction departments in many schools, and reports of some fine work within the past ten years cannot be obtained at this time.

Previous Research

Articles have been published in current educational magazines with reports of the work of individual schools or

teachers. The general theme of the Thirteenth Yearbook of the National Elementary Principal was "Visual Aids." The Educational Screen has featured many articles on the school journey during the years 1937 to 1942. R. H. Price of Whitewater, Wisconsin, made a limited survey in 1932 on Values of Field Trips. Henry Atyeo of White Plains, New York, has done the most extensive research on this specific visual aid in The Excursion as a Teaching Technique. Chapters in other books on visual instruction have presented values and direction in procedure with limited evaluation of the school journey.

CHAPTER II

THE GROWTH OF THE VISUAL INSTRUCTION MOVEMENT

Introduction

A study of any visual aid is not complete without a general overview of the organizations that foster research in the general field of visual instruction.

Perceptual learning is as old as life and visual instruction is as old as teaching itself. Ancient teachers dipped freely into the life-giving springs of human activity to make more vivid the stories they taught their disciples. Jesus, the great teacher, showed his divine power by performing miracles in order to leave lasting impressions that still guide behavior and invoke right attitudes in men. Confucius, born in the year 551 B. C., did much of his teaching with object lessons as he drove along in his ox-cart with his followers.[1] Comenius advanced the ideas during the seventeenth century that teaching from books was second in importance to bringing children in direct contact with nature and the real world. His book, Orbis Pictus, written in 1675, was one of the early illustrated textbooks.

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[1]L. Adams Beck, The Story of Oriental Philosophy, p. 337.

Rousseau and Pestalozzi were early philosophers who taught their lessons from nature and life about them. Through the centuries, teachers and philosophers like Rousseau, Pestalozzi, and Froebel have been imparting knowledge by using abstract ideas; but modern education has found it necessary to make use of concrete experiences in order to make learning truly effective.

Definition of Visual Instruction

Visual instruction represents a grouping of educational materials or devices and an organized department of instruction which is based not on subject matter, but on a method of presentation.[2] Before 1900, new subjects of study, new forms of organization, and new methods of teaching were introduced on the ground of opinion and were applied in like manner. Now proposed innovations and established practices as well must meet the challenge of the science of educational measurement which stands ready to appraise methods and materials, not on the ground of opinion, but on the ground of objectively ascertained facts. Men like Charles T. Hoban, a former director of the Pennsylvania State Library and Museum and Director of Perceptual Learning in Pennsylvania, Edgar Dale of Ohio State University, and Frank N. Freeman of Chicago University have contributed interesting studies along these lines.

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[2]Frank N. Freeman, Visual Education, p. 4.

Visual education is extremely variegated in its subject matter, its aims, its materials, and its paraphernalia. A detailed study of this field would lead into all the traditional subjects of the old conventional school as well as the vital activities of modern education.[3]

Organization of Visual Instruction in the United States

The Department of Visual Instruction was organized at a meeting of the National Education Association in July, 1923, in San Francisco, California. This department met each year, but was not affiliated with the National Education Association until 1938. Mrs. Grace Fisher Ramey, Associate Curator of Education at the American Museum of Natural History in New York City, was the first president.[4]

The basic factors of the visual instruction movement are:

1. To discover how we can use the visual materials intelligently to promote a democratic education.

2. To keep the visual education movement solid and to avoid faddism.

3. To procure trained leadership in visual education.

4. To work more closely with the curriculum revision program.

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[3]Ibid., p. 3.

[4]Secretary's Minutes, Addresses and Proceedings of the National Education Association, LXXVI (1938), 605.

5. To provide an organization with a membership fee in order to continue research and experience exchange.[5]

There has been much discussion about the name of this phase of education in the field of perceptual learning. In order to broaden the scope, it is often referred to as "audio-visual education" and as "perceptual learning aids."

In 1941, the organization was divided into zonal groups for closer contacts and more definite direction. Ten groups with two to six states each are at present making the studies and plans. One administrator and one teacher were appointed to direct the activities of each local group. W. T. Powell of El Paso is the director in Texas.

Very few reports in the minutes of these organizations make much record of the school journey, the field trip, or the excursion. There has, however, been a continued interest in this educational activity, and in July, 1940, at the meeting of the American Association of School Administrators in St. Louis, a group of leaders met to discuss with renewed emphasis the values and techniques of the school journey. A committee was appointed to do some special research, but its official report has not yet been published. Articles have been published in the Educational Screen, the publication of the Visual Education Association, which show

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[5]Edgar Dale, "A Close Up and a Long View," Addresses and Proceedings of the National Education Association, LXXI (1938), 604.

the practices in some areas of the United States.

Organization in Texas

In 1937 at a meeting of the National Education Association in New Orleans, a group of educational leaders from Texas became so inspired that during the following spring and summer, they inaugurated a general movement in the state for the purpose of increasing the use of the audio-visual tools and techniques. The interest grew so rapidly that the central theme of the Fourth Annual Conference of School Administrators in Texas was "Audio-Visual Education." This meeting was held in January, 1938, in San Antonio.[6] Over a thousand educators attended the unusually successful conference where radio, movies, and recent educational trends were discussed.

During the Texas Centennial celebration in 1936, many school systems and educators took the children in their schools to Dallas and en route made side trips to different historic sections and celebrations. Interest in the possibilities of such experiences grew so rapidly that many schools arranged some of the school activities with the excursion as a part of the regular curriculum.

In April, 1942, the Texas Audio-Visual Conference was held in Waco with an attendance of about nine hundred. Panel

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[6]Arthur Maberry, "Audio-Visual Education, Theme of Texas Conference," Educational Screen, XVII (February, 1938), 56-63.

discussions covered the recent trends of this work which includes:

1. The school journey.
2. Objects and models.
3. The school museum.
4. The motion picture.
5. Still or flat pictures.
6. Graphs.
7. Bulletin boards.
8. Blackboards.
9. Maps and globes.
10. Slides.
11. Stereographs and stereoscopes.
12. Illustrated textbooks.
13. Film strips.
14. Sand tables.
15. Opaque projection material.
16. Live specimens.
17. The radio.
18. The recorder -- disc and radio.
19. Plays, pageants, etc.
20. Exhibits.
21. Drawings.
22. Victrolas.
23. Demonstrations.

24. Cartoons.

25. Charts and posters.

26. Photographs and cameras.

27. Television.

Texas now has a special department of Audio-Visual Education in the State Department of Education that is directed by John Gunstream. There have been two conferences in the state at which many helpful panel discussions and addresses were given by national and state educators and publishers, and dealers in audio-visual aid equipment. It is but a small step in the right direction for adopting more fully the type of education that meets the needs of a rapidly changing civilization. It will be important to keep this part of the educational program adequately balanced so that each type of teaching aids can be used effectively. Administrators and teachers need to become fully orientated on all types and the objectives in the use of them. Too much school money has been spent on mechanical devices and not enough on training teachers on how to use them intelligently.

Very few aids are instructive within themselves, and teachers need to be given laboratory training in the technique and general use of them, to avoid misdirected effort, as well as waste of time and valuable materials. There is no magic about them; each has its own special function to perform and what is accomplished depends largely upon the

ability of the teacher to use these tools intelligently.[7]

In the last fifty years the school journey has been used in the leading countries of Europe and Asia, but it was not until recent years that the United States educational groups have made any organized effort in including these activities in the regular school programs. Commercial visual aid companies have made definite contributions to visual education, but educators must properly evaluate each phase of it before they set up their annual school programs.

There is scarcely a subject in the curriculum that does not lend itself to the use of the school journey as a teaching aid. With a correct program, proper materials, and trained teachers any visual aid simplifies the work of teaching. Simplicity always means increased effectiveness, and this should indeed be an aim of American education.

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[7]Ella Calistra Clark, The Use of Visual Aids in Teaching, p. 6.

CHAPTER III

THE SCHOOL JOURNEY AND PERCEPTUAL LEARNING

Before a study of the school journey can be presented as a vital technique for child growth and learning activity, it is necessary to give some attention to the major factors in perceptual learning, along with the philosophy of experience in education. General psychology, as well as common observation, emphasizes the fact that all knowledge is dependent upon sense perception and all learning is conditioned by it. It is through the action of the sense organs that all the mental enrichment comes, from which knowledge, imagination, and reason are built.[1] Far too little time and effort are given to refining and enriching the sensory experiences of children. In nature a child must learn to perceive form, color, number, relative size, and position by looking, feeling, smelling, and tasting. Psychologically, all intellectual activity begins and depends upon sense perceptions. Sensory experience is basic to all knowledge. Scientific tests have proved that

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[1]Naomi Norsworthy and Mary Theodora Whitley, The Psychology of Childhood, p. 120.

the greatest sensory experiences come through the visual avenue.[2] If an individual analyzes his own experiences, this fact is always obvious. We unconsciously use words, objects, or pictorial illustrations to clarify statements. When we say "swift as lightning," "cold as ice," or "flat as a pancake," we are exhibiting an unconscious recognition of sensory experience.

Perception is a sensation with meaning attached, but when we consider perception as a phase of a thinking process, we reverse the definition and say perception, as a thinking process, consists of attaching meaning to any sensation.[3]

Analysis of Perceptual Learning

In perceptual learning, the first aim is to obtain a correct apprehension of the object. The material you learn and how you learn it depend upon what you perceive and how you perceive it. It requires first a discrimination between sensations.[4] This depends upon the normal sense organs. We do not simply see, hear, taste, or the like; but what we do is to perceive all things with the total resources at our command working as a unity; in this way we can recognize what objects are so that we can do something with them.

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[2] Ibid., p. 123.

[3] John A. Hollinger, "Perceptual Learning," Educational Screen, XIX (February, 1940), 49-50, 74.

[4] Frank N. Freeman, How Children Learn, p. 157.

There are three parts to perception: (1) sensation, (2) feeling, and (3) imagery.[5] Much depends upon the normal operation of the sense organs, but it has not been so fully recognized that much depends also upon the mental apprehension of the sense stimuli. Perception and observation do not depend alone upon what is presented to the sense organs, but also upon how the stimuli are taken into the mind. The specific problems involved in these processes are:

1. How accurate is the observation of stimuli?

2. How large is the range of stimuli observed at a given time?

3. How may the accuracy and range of observation be improved?

4. How are the stimuli interpreted?[6]

Interpretation is literally a part of the act of seeing. Many things are literally learned inaccurately and incorrectly because they have been observed and perceived in the same manner. Gardner Murphy says the most important single fact about perception is that we interpret by virtue in the way in which we group and organize sense impressions.[7] This depends upon our past experiences and our present attitudes.

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[5]Ellis Freeman, Principles of General Psychology, p. 363.

[6]Daniel Starch, Educational Psychology, p. 144.

[7]Gardner Murphy, A Briefer General Psychology, p. 135.

Three normal stages of development are (1) the meaningless unanalyzed whole, (2) analysis of the whole depending upon and permitting the appearance of separate sensory elements, and (3) synthesis of these sensory elements into a new integrated pattern, a "percept." Illusions are false interpretations based upon the misuse of past experiences; especially are they based upon the wrong grouping of sense impressions.[8]

Experiments in Perceptual Learning

Numerous experiments in observations have been made, and the following reasons for inaccurate reports have been recognized: (1) insufficient attention to materials observed gave the observer a vague impression that is easily modified by other stimuli, (2) ideas and experiences were so meager that interpretation and connection were limited, (3) low retentiveness of the impressions made it possible for other impressions to be distorted, (4) lack of conscientiousness in keeping apart the observed item and the inferred item, and (5) the effect of suggestion, through which the mind is prone to seize upon any slight hint and fit it into the story.[9]

Some scientific tests summarized by Whipple state that reports of children are in every way inferior to adults; the

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[8]Murphy, op. cit., p. 193.

[9]Starch, op. cit., p. 146.

range is small, the inaccuracy large; and since the assurance is high, the warranted assurance and the reliability are both very low. During the ages seven to eighteen, the range, especially the range of knowledge, increases as much as fifty per cent, but the accuracy does not increase as rapidly as twenty per cent. In general, persons and their acts, objects, things, and spatial relations are reported with considerable accuracy (eighty-five to ninety per cent), whereas secondary features, especially quantities and colors, are reported with much less accuracy. Reports on color have an error of from forty to fifty per cent. The introduction of leading questions, very noticeably decreases the accuracy of the report for children and unless the conditions are quite favorable for report, even for adults. Stern's results show the inaccuracy of children seven to fourteen years of age was from thirty-two to thirty-nine per cent as compared with ten per cent for young men sixteen to nineteen years old. In general, children lack in richness, in definiteness, and in detail of sense perceptions.[10]

Some misconceptions are due to mere verbal misunderstandings or surmises, like oats from oak trees and butter from butterflies. Others are due to active imaginings that come from interpreting from his own limited experiences. But a large number of misconceptions are the result of a

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[10]Ibid., pp. 147-150.

simple lack of seeing, hearing, or feeling. The fact that children are likely to see many objects many times without acquiring a consciousness of them suggests that we need to talk with them and let them have the commonest experiences at home and at school. The older the individual, the greater his experiences with the situation, the less the amount of stimulus needed to call up the percept. It takes time for a child, for he needs to know clearly the aim of his work, or what he is to see, if worthwhile results are to be obtained. A child often seems more literal than an adult, for adults are influenced by life habits.[11]

The types of observation, according to Meumann, are[12]:

1. Inquiring or purposeful.
2. Non-purposive.
3. Purposive but passively expectant.

We usually refer to the first in sense training. In this the function of attention is (1) to hold it in mind, (2) to increase clearness or detail, (3) to fixate in the memory the item noted, and (4) to classify and analyze one's impressions.

According to Stern, spontaneous descriptions of perceptual experiences double in amount between the ages of seven and nineteen years. Girls will tell better about

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[11]Norsworthy and Whitley, op. cit., pp. 112-120.

[12]Ibid., pp. 124-126.

persons, boys about things. Increase of spontaneity in observing and noting is one of the most essential characteristics of mental development. The habit of taking another look is good perceptual training.[13]

Factors in Perception

Child interest must be respected, but attention should be directed toward phases of living that have social effects on children. Living creatures respond to the environment by active degrees of interest or aversion, by movements toward or away from the exciting stimulus. In social life, in personal adjustments in education, and in the world of work, interest is the vital key to many important situations. Interest means a unified activity. Dewey says that interest is no more passively waiting around to be excited from the outside than is the impulse. An interest is primarily a form of self-expressed activity. One cannot estimate the value of a child's eagerness to see, to hear, to touch, to taste, or to smell. Matters interest us to the degree to which we have formed habits of paying attention to them.[14] Situations that challenge attention and stimulate interest are essential to growth.

Perceptions must be tested and situations arranged in

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[13] Ibid.

[14] John Dewey, Interest and Effort in Education, p. 19.

order to have spontaneous, free observation in the various fields of life. Each sense must be trained by its own activity. If we obtain accuracy and verification, we must avoid having arbitrarily arranged materials. Understanding and insight based upon sense data or objective evidence are vitally important.[15]

The Traditional School and Perceptual Learning

Because of definite limitations in the past, schools found difficulty in providing situations and experiences with sufficient sense data. Much of the so-called proceeding from the known to the unknown, or the linking of the old with the new, is more or less fruitless. It is usually the reawakening of the known. The important part in learning is the new element to be sought and the new association to be built up.

Teachers of the past were skilled in handling words; the teachers of the present must be skilled in handling experiences. Teachers of the past evaluated literature, but the teachers of the present must evaluate vital experiences.[16] Dewey says that all genuine education comes through experience, but it does not mean that all experiences are genuine or educative. Some are miseducative and

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[15]Norsworthy and Whitley, op. cit., p. 128.

[16]Etta Schneider, "Monthly Digest," Educational Screen, XVII (March, 1941), 120.

distort growth. Everything depends upon the nature or the quality.

Modern Education and Perceptual Learning

It is the modern educator's business to arrange a kind of experience that does not repel a student but that leads him to desirable future practices that live fruitfully and creatively. There must be continuity, which involves growth physically, mentally, morally, and socially. When growth leads to continued growth, it is education. If experiences arouses curiosity, strengthens initiative, and sets up desires and purposes, they are sufficiently intense to carry him over the hard places. Educators should be aware of the general principle of the shaping of actual experiences by environment, and be able to recognize the experiences that lead to growth and interaction. People live in a series of situations. Situation and interaction are inseparable. The environment is whatever conditions interact with personal needs, desires, purposes, and capacities to create the experience which is had. A fully integrated personality exists only when successive experiences are integrated with one another. The failure to adapt materials to needs and capacities of individuals may cause an experience to be non-educative quite as much as an individual to adapt himself to materials. If experiences lead a student to

study, to go on learning, then his native capacities will enable him to cope with real life and with its new problems.[17]

A certain amount of freedom like that afforded in journey activities is necessary for maturation, but it is a means, not an end. Much of the inner self is revealed in the free hours on a school journey and children obtain much practice in self-control and natural expression. We then must give serious consideration to the school journey, the excursion, or the field trip which involves the use of all sense organs in the process of perceptual learning, as well as sets the stage for a variety of experiences that develop the powers of observation, judgment, and appreciation of life in general. These real-life experiences develop a willingness to learn, a capacity for wonder and discovery, and an ability for free and joyous expression.

Youth is interested in all that surrounds him. Sometimes it seems that the traditional school procedure planned to isolate a child from his natural environment. Almost everything was vicariously, rather than directly, experienced. A distinct characteristic of the new education is the purposeful arrangement of experiences which give childhood first-hand contact with the world. The school journey is an ancient, valuable, and indispensable technique that

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[17]Dewey, op. cit., p. 13.

guides perceptual learning in a continuous way in many areas of knowledge, as well as furnishes experience that aids the maturation of normal, intelligent, human individuals.[18]

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[18] F. C. Borgeson, "Excursions in School Life," Eleventh Yearbook of the Department of Elementary School Principals, p. 461.

CHAPTER IV

THE SCHOOL JOURNEY

Definition

"The school journey is a school exercise designed to give complete sensory experience relative to such phenomena as cannot be brought into the school room."[1] Many imaginary school journeys have been effectively traveled within the schoolroom through the use of the stereoscope and moving pictures, but this discussion refers to the actual life experience of traveling on the school journey, the excursion, or the field trip.

Individual Evaluations of School Journeys

Important leaders in the visual instruction or the perceptual learning field recognize the school journey as one of the important visual aids. Charles Hoban, at one time director of perceptual learning in Pennsylvania, says: "The most important visual aid is the excursion where we come in contact with life as we go along." Edith Calista Clark, a teacher in the State Teachers College in Winona,

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[1]Charles F. Hoban, "Visual Education and the School Journey," Education Monographs, Part I, 1930, p. 13.

Minnesota, says: "Experience is the best teacher and for that reason the excursion, the school journey, or the field trip is the best visual aid."[2]

Ward C. Bowen, Chief of the Bureau of Radio and Visual Aids in the State Department of Education in Albany, New York, says: "The school journey is a technique for capturing the educational values of direct contact with the world in which we live."[3]

Ellsworth Dent, educational director of the Radio Corporation of America, New York City, declares: "The school journey is one of the most effective of all teaching tools, if applied properly."[4]

History of the School Journey

The school journey has been more frequently used in Germany than in any other land, and is an established part of the school program in that country. The youth movement began to develop about 1896 as a reaction against traditional education or obsolescent educational ideas. Karl Fischer, a teacher in Steglitz, is credited with the organization of the first group of students to defy tradition and roam through forests and across hills to exploit their new

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[2]Edith Calista Clark, The Use of Visual Education in Teaching, p. 6.

[3]Ward C. Bowen, "The School Journey," Educational Screen, XX (May, 1940), 185.

[4]Ellsworth Dent, Audio-Visual Handbook, p. 3.

freedom. This gymnasium teacher was commonly referred to as "that crazy Fischer." Richard Schirrman, an elementary teacher, advanced the idea in 1900 of planning hostels to provide places for shelter, which had been a problem on previous journeys. An attic of his own school was transformed into kitchen, sleeping quarters, and library. The Altena Hostel has stood ever since this period, and in the past twenty years over two million people have enjoyed experiences in a most highly industrialized section of Germany. This youth movement in Germany not only stimulated the journeys but also led to the establishment of a program of physical education and recreation in the schools.[5]

There are records of earlier journeys in Germany by Pestalozzi in the early nineteenth century. Most of these were planned for children, yet they often proved too strenuous for an adult. They were enjoyable for some, even though they were poorly organized and lacked a definite educational value. Salzmann made long exhaustive nature trips so that his students might see the beauty in nature, observe keenly, and travel extensively.

By 1918 the excursion was officially adopted by the Ministry of Education in Germany as a means of enlivening study and developing student interests. This technique lent itself well to the furtherance of the national policy

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[5]Henry C. Atyeo, The Excursion as a Teaching Technique, pp. 9-11.

of cultivating local patriotism among the youth and creating an attachment to the land of their birth. Hitler took occasion to express his interest in this type of education when he first came into power and personally directed the united organization known as the Hitler Youth Association.

The recent German excursion was primarily organized to promote an understanding of German history and culture and to develop loyalty to the state. Participation was compulsory, but since limited funds had been provided, the tramping trip became a national habit. Third-class rail rates provided inexpensive transportation for the longer trips. Almost any spot within the German border lies within a twelve-hour ride. Museum visits were required in every elementary school in Berlin.[6]

The whole aim of the German excursion program was to promote the physical welfare of the boys and girls, to widen their knowledge of the Fatherland and to inculcate a deep devotion to it. We read little about a desire for the individual growth of the child.

Two foreign pedagogical students in the University of Jena, Germany, became so imbued with the school journey idea that they soon carried the idea to other lands. Catherine Dodd went to England and C. C. Van Liew came to the United States. The enthusiasm aroused by Van Liew's experiences

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[6]Ibid., p. 43.

of a week in the Harz Mountains with a sixth-grade class, led him to publish some details of his experiences, with the hope of inducing other teachers to use this vitalizing method of teaching.

This method was used more or less extensively in other European countries: Austria, France, Italy, Russia, and Poland. However, since the outbreak of the second World War it is impossible even to estimate conditional influences in education in those lands. The Japanese school authorities recognize the importance of providing first-hand experiences so that Japanese youth may learn to appreciate and love their country to the utmost.

Van Liew in 1894 lamented the limited use of the school journey as a method of education in the United States, but little was written or done about it. Even as late as the period between 1920 and 1935 only sixty-eight articles were listed through the Education Index, the Reader's Guide to Periodical Literature, and other special bibliographies.[7]

Obstacles in the Growth of the School Journey Method

There has been a theoretical acceptance of the school journey method in the United States, but there have been many obstacles to progress in its application in comparison to Europe.

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[7] Ibid., p. 44.

Factors that limit progress are:

1. The greater personal freedom given the American youth.

2. The absence of the rigid traditional conventions and disciplines characteristic of European countries, especially Germany.

3. The needs for freedom and activity are claimed to be met by other educational activities.

4. Home libraries, radios, cars, churches, clubs, and family trips provide opportunities that economic conditions in Europe forbid in many areas.

5. Administrators and teachers have had limited travel experience and professional training for conducting journeys.

6. Many visual aid methods closely allied to the journey tend to make it seem less essential.

7. The inflexibility of the traditional school program.

8. The tendency to make extra-curricular work out of studies that belong in the regular school program. Teachers are unwilling to extend their hours.

9. Long distances which separate the points of interest in America, especially in Texas.

10. Relative high cost of travel.

11. The heavy responsibility for the safety of the pupils.

12. The traditional ideas asserted by school boards and administrators limit such modern ideas of education.

13. Even the school journey, when so highly organized and cumbersome, is a handicap to its own growth.

14. Prejudice because of previous inefficiency in conducting journeys.[8]

Purposes of the School Journey

Briefly stated, the purposes for using any visual aid are:

1. To challenge and stimulate interest.

2. To cultivate observation.

3. To stimulate and control wholesome imagination.

4. Provide bases for right attitudes for just inferences and for reflective thinking.[9]

Some of the definite purposes of the school journey listed by the Pittsburgh, Pennsylvania, public schools are:

1. To serve as a pre-view of a lesson and for gathering instructional materials.

2. To create teaching situations, for cultivation of the powers of observation, keenness, discovery, and to encourage children to see and know the things about them.

3. To serve as a means of arousing specific interests,

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[8] Ibid., pp. 48-51.

[9] Department of Curriculum Study and Research, Pittsburgh Public Schools, Catalog of Aids to Perceptual Learning, Bulletin XIV (November-December, 1939), 46.

such as interest in birds, art production, industry, civic life, conservation of resources, etc.

4. To supplement classroom instruction; to secure definite information for a specific lesson, as in art, social sciences, music, or literature.

5. To verify previous information, class discussion, and conclusions or individual experiments.[10]

6. To visualize life as it really is lived by others in the community in order to gain an appreciation and an understanding of problems to be solved.

7. To provide experiences that make for independent thinking and action, tolerance, and emotional stability.

8. To eliminate many misconceptions of things improperly learned from books and other avenues of learning.

First-hand knowledge tends to have such permanent results that educators who do not use the school journey to portray nature, industry, and local environment limit their own success. To withhold the riches of natural life and civilization from a child by keeping him in a classroom in a circumscribed area, for extended school periods, is no longer accepted as progressive education. The school journey has become a part of the regular activities of many school systems in Pennsylvania, Illinois, New Jersey, Rhode

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[10]Pennsylvania State Department of Instruction, Visual Education and the School Journey, p. 16.

Island, Arizona, and California. Schools, regardless of their location or economic status, that do not provide journey opportunities for all of their pupils are conducting an inadequate, antiquated school program.[11]

Outcomes of the School Journey

The definition and purposes of the school journey suggest the significance of the outcomes of this vital activity, but it is important to evaluate some of them, among which are the following:

1. Acquaints the child with his environment in nature to a point of reasonable recognition -- a state never reached by a 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.

4. Establishes pupil-teacher rapport as nothing else can. The child discovers that the teacher is a normal human being.

5. Teaches civic, economic, and social interdependence and relationships of all people. This helps eradicate provincial and social prejudices.

6. Arouses interest in and sympathetic understanding

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[11]Borgeson, op. cit., p. 461.

of all people, of all vocations. The textbook only partially succeeds in this, resulting usually in an impersonal or a detached attitude.

7. Acquaints the young citizen with his community and provides a realistic basis for development of ideal citizenship. It is a powerful agent in developing true patriotism instead of chauvinistic types frequently developed in schools.

8. Introduces the child, first hand, to some of the marvels of an industrial civilization.

9. Develops safety habits.[12]

These are outcomes that are difficult to procure from other types of elementary activities. These are defined as those pupil experiences, curricular or extra-curricular, in which assuming responsibility, making decisions, directing activity, and securing pleasure by and for the children are of major importance. Many valuable outcomes also accrue from other types of school activities, as well as the school journey. Borgeson lists, in addition, the following outcomes:

1. Develops initiative, poise, social cooperation, judgment of relative values, ability to plan and execute, leadership, courtesy, and similar personal traits.

2. Awakens an appreciation and an enjoyment of the

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[12] Ibid., pp. 462-463.

beautiful, and leads to joyous expression of the child's ideas of loveliness.

3. Provides situations for guidance, for children often display latent talents that are not called for in indoor experiences.

4. Provides controlled situations through which child horizons are extended.

5. Sets up a type of activity that is distinctly a worthy use of leisure time.

6. Sharpens the senses.

7. Instills a deeper sense and appreciation of one's opportunities and responsibilities.[13]

These values will be attained in proportion to the enthusiasm and efficiency of their teachers and guides. Astonishing results attend such experiences of children when supervisors, principals, and parents in like manner support the teacher.

The ulterior motives in the German school journeys were to build strong bodies and to inculcate a deep love of country. The subtle purpose seemed to be education for state purposes and not the good of the individual. In times of confusion it is well to take many historic journeys so that young Americans also may proudly look to the traditions

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[13]Ibid., p. 463.

of the past for inspiration to go forward to do bigger and better things.[14]

Problems in School Journey Procedure

The greatest handicaps to introducing any new or unusual activity in school systems has been limited finances, or a lack of teachers who have the techniques of leadership in the particular field. The school journey activities have been hampered by both. If administrators and teachers were fully orientated on the values of techniques in this valuable visual aid, the ways and means of financing it would be provided. When a corporation like the Alfred P. Sloan Foundation will set aside $9,100 for experiments like this, there must be some inherent values. (The Lincoln School of Teachers College, Columbia University, in New York City, used this fund to take the entire senior class of forty-seven children on a trip of one thousand miles through Maryland, Virginia, Tennessee, and Georgia, and other areas. Their specific study was government planning and ownership. Observations were made of the Norris Dam, a Tennessee Valley Authority project, rural electrification projects in Virginia, the Greenbriar resettlement development in Maryland, and other government projects. When the checkup tests of the trip were made, the results were interesting.

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[14]Muriel Post, "Educating for Patriotism," Educational Screen, XIX (May, 1941), 190.

There were many evidences of shifting opinions as well as a realization that there were two sides to the problem of government ownership.[15] Total values of such experiences were immeasurable.

It is important to know the types of journeys that can be taken. A general classification is the long and short journeys. A limited number of schools have offered the long journey as a summer activity in recognition of scholarship or as a leisure-time activity for those who could afford the price of a trip. There is no school so limited in resources that it cannot provide some travel opportunities even if it is only to the school yard to witness erosion, to see the types of trees in a yard, or to observe an ant bed that has a storehouse of valuable knowledge. Visits may be made to such places as parks, dairies, bakeries, flour mills, zoos, courthouses, fire stations, depots, and curio shops.

Some of the shortest and simplest journeys have the highest teaching values. A conducted trip to the lunch room and to the restrooms on the first day of school can mean much for child adjustment and happiness in the first grade. In Dallas, Texas, through the influence of the school, the Garden Club took a large group of Mexican children from the lower economic level to see the lovely

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[15]"Report," Time Magazine, XXI (February 21, 1938), 29.

gardens in the wealthy section of the city. They were invited into some of the homes and tea was served. Following the journey, seeds and plants were distributed among the children. It would be impossible to judge the individual outcomes of this trip, but in a few weeks lovely flowers were growing in spots that previously had been trash piles.

Building activities have their function and value in education, but it seems so needless for children to spend hours in building a post office when they walk seven or eight blocks to mail a real letter in a federal post office. Imaginative and "playlike" experiences have their value, but should only be used when the live situation is not available.

There has been an unusual interest and consciousness of needs of teaching the leaders and administrators the value and techniques of all visual aids, and no course would be balanced without specific time spent in the study of the techniques of the school journey. In 1941 more schools in more states offered courses than ever before. Forty-one out of the forty-eight states had institutions in which courses in visual aids were offered during the summer of 1941. In our state alone, Texas had an increase of fifty per cent in the number of classes.[16] Texas will realize more results

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[16]"Trends in Educational Fields," Visual Review, 1942, p. 31.

from these studies when each city and county system organizes extension classes or laboratory experiences for teachers in service. Classes that are being taught now do not give enough emphasis or experience in the technique of the school journey, one of the simplest and least expensive tools in visual education.

In a study made in 1937 to determine the present status of visual education courses in teacher-training institutions in the United States, eighty institutions stated that they offered separate courses in visual instruction. Only 1.33 hours, on the average, were devoted to the school journey. This will, in a measure, explain why many young teachers are hesitant to attempt to use this technique in their educational program.[17] The teacher needs experience in journeys before this procedure really becomes education.

In 1938, Los Angeles County, California, very effectively trained teachers for the school journey technique by conducting them on excursions through industrial, commercial, and recreational centers in the local areas in the vicinity of their schools. A report of this activity was given in a questionnaire returned to the present writer. This is indeed a practical way for teachers to gain some essentials of modern education. A county in New Jersey gave an extension course to study the community. The

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[17]W. Gayle Starnes, "The Present Status of Teacher Training in the Use of Visual Aids," Educational Screen, XVI (December, 1937), 315-316.

participants in the course met weekly for an excursion conducted by specialists prepared to explain each industry or area to be observed. A fee of one dollar was charged for each excursion, but the schools doubtless reaped many rich benefits from the program. Frequent publication of visual education articles in local school bulletins seems to contribute to the efficiency in New Jersey, Pennsylvania, California, and Illinois schools.[18]

The average educator enjoys new tools if they are thoroughly orientated on the values and actual use of them. The school journey is a major visual aid because (1) it effects an economy of time, (2) it enriches and vitalizes instruction, (3) it develops correct concepts from the beginning, and (4) it is not expensive.[19]

Procedure of the School Journey

The simplest or the shortest trips need detailed planning by both pupils and teachers. Serious discipline problems have arisen because pupils have developed a "horseplay" spirit through a feeling of insecurity and lack of knowledge of procedure.

Problems involved in journey plans are:

1. Transportation; walking, bus, train, private car,

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[18]Charles A. Morris, "Exploring Ocean County," Visual Aids Digest, October, 1941, pp. 22-23.

[19]Charles F. Hoban, "The School Journey as a Visual Aid," School Life, XIII (October, 1927), 32, 34.

and even airplanes in this modern age. Get contract in writing from commercial companies.

2. Permission of owners or of officials of institutions to enter property. There is usually one person who directs this work in industrial organizations.

3. Comfort, safety, and health of the entire party. Do not overcrowd cars. Do not allow pupils to ride on the fenders of cars. It is important that mature people serve as drivers if private cars are used.

4. Sanction of the school officials, parents, and all teachers involved. Prepare liability release blanks for parents and require signatures. Release blanks were used in a teachers college for one of its journeys (see Appendix).

5. Set a date that does not conflict seriously with other school activities of prior importance as well as private affairs of the individual pupils. Pupil planning is a vital activity that makes for efficiency and success in any school program. It is well to provide an activity approval blank with the principal's signature (see Appendix).

6. A well-understood financial program for the journey. Provision must be made for children with limited incomes. Very often a parent of less limited income will assume the responsibility for an extra child. This problem calls for tact and understanding. A well-organized parent-teacher organization, in many cases, will be glad to share such problems.

7. Knowledge of the programs in museums, zoos, etc. Some days are free days for school children, but crowded days should be avoided, for learning is limited in large groups.

Some of the practical suggestions offered by Armin K. Lobeck of Columbia University are:

1. Do not spend too much time in getting to the scene of action. Keep the party fresh mentally and physically.

2. Do not try to see too much on one journey. Avoid over-detailed lectures. Leave something for spontaneous observation.

3. Active participation by the whole group is important. Passive listeners are not as a rule very active learners.

4. Make every situation simple so that each observation is clearly understood.[20]

5. There should be periods of complete freedom, but an alert guide never loses control.

6. It is important for guides to be calm, cheerful, patient, positive, well prepared, and happy. Self-assurance is good for class morale.

7. Directions or lectures are more effective in modulated tones.

8. Organize the groups into small units.

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[20]Armin K. Lobeck, "The Organization of Field Excursions," Thirteenth Yearbook of the Department of Elementary School Principals, p. 275.

9. Be ready for any disappointment in schedule. A good game or a jolly song often may save the day. Surprises keep up interest.

10. Plan for any type of weather.

11. Share your detailed plans with several of the group. The sharing of responsibilities is a part of the journey program.[21]

Steps in Organization of Procedure

1. Make a preliminary survey of the points of interest in the entire community which will give meaningful content to the school activities. Check the planned curriculum for problems that the school journey may help solve.

2. Determine the length of time required for each journey, the number to be taken, and the most appropriate time for students and for the institutions visited.

3. Evaluate all the advantages as well as the disadvantages. There are many of the latter in any poorly planned travel program.

4. Determine the purposes and outcomes expected.

5. Examine survey data.

(a) Materials that will develop correct concepts.

(b) Situations around which activities may be organized that will assist pupils in developing desirable

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[21]Charles F. Hoban, Charles F. Hoban, Jr., and Samuel B. Zisman, Visualizing the Curriculum, pp. 46-47.

attitudes, skills, and habits that are worthwhile and interesting.

6. Make all preliminary arrangements with the school parents and institutions to be visited. Make every effort to avert any serious conflict.

7. Initiating the journey.

(a) Develop the need by class activities.

(b) Analyze, with the pupils, aims, purposes, and outcomes of the specific journey. Weigh and use pupil suggestions.

(c) Teacher preparation.

(1) Preview of trip.

(2) Organization: committees, group leaders or patrols.

(3) Foresee the problems, so they will not arise.

(d) Pupil preparation.

(1) Thorough understanding with parents and with all teachers.

(2) Knowledge of all plans.

(3) Provision of equipment, note-books, kodaks, etc.

(4) Proper clothing.

(5) Reference material.

(6) Spirit of alertness and cooperation.

8. Instruction en route and lesson.

(a) On the way.

(b) At places visited.

(c) The return.

9. The follow-up.

(a) Spontaneous oral reports.

(b) Questions by teacher and pupils.

(c) Stories in English and other social sciences.

(d) Moving pictures showing the same or similar industries.

(e) Dramatization.

(f) Scrapbooks.

(g) Museum display.

(h) Evaluate for school records (see evaluation sheet in Appendix).

10. Appraisal of the journey lesson by teacher and pupils.

(a) Teaching values.

(b) Constructive influences on habits, skills, and attitudes.

(c) Pupil evaluation of management and routine. Children need experience in wholesome criticism.

An Elementary School Journey

For several years an annual journey was taken by the sixth-grade social-science classes in the Ascher Silberstein

School in Dallas, Texas. This journey was motivated through the need of and interest in further study of Mexico in the geography classes, and a study of the Texas-Mexican Revolution in history. Thirty-five children, accompanied by five teachers and mothers, made a trip of six miles to observe life in a section of Dallas called "Little Mexico." Each driver of the privately owned cars was provided with a list of pupils who were to make up the small unit for each car. Explicit directions for the route and procedure were well written out by members of the class for each adult in the party. Directions were written on the blackboard for the children. The social science teacher made all the advance preparations about two weeks prior to the journey. She had lived near that section of the city for many years, had previously taught in the Mexican school, and had known personally the managers of the three shops and the cafe visited on the journey. The class, through study, reading, and clubwork, had planned this thrilling activity for over a month. Many of the pupils had learned to say "please" and "thank you" and many other needed words in Spanish. Some had been learning to weave and to make corn-stalk dolls.

Itinerary and program. -- The Mexican excursion in Dallas included the following elements:

1. Route (right through the heart of the city of Dallas). Points of interest: Jewish synagogue, Scottish Rite Cathedral, City Hall, post office.

2. Mexican Elementary School. Program in the auditorium by art, music, and physical training classes (twenty minutes).

3. Mexican tortilla factory. Samples were freely distributed. Every step was observed from shelling corn, soaking, rolling the meal on volcanic rock, steaming, and toasting.

4. Mexican Art Craft Shop. Here the children found many little trinkets of interest to buy. The dealer explained several processes: glass blowing, rug and basket weaving, pictures in feather art, etc.

5. Foreign Import Shop. This shop had very expensive curios, linens, furniture, beads, china, glassware, jewelry, etc., from India, the East Indies, Australia, France, Persia, etc. The elephant bells from India and the camel bells from Persia were later voted as the most interesting articles. Here the two buyers showed and explained their passports and visas for the countries they had visited. The party was divided into two sections so that it was possible for all to see and hear. On the preview trip the teacher had reminded the dealers to place fragile articles on high shelves and within the show cases.

6. El Fenix Cafe. Here a real Mexican meal of tamales, tortillas, enchilades, chili beans, milk, and pecan candy was served at twenty-five and thirty-five cents per plate. The waiters talked very freely in both English and Mexican, explaining many words to the children. The meal was served at four-thirty before the busy hour. A Mexican orchestra played a program of Mexican folk songs, the national hymn, and traditional dances.

7. Return to school and home by six o'clock in the evening, after having left the school at two o'clock.

Purpose of the Mexican journey. -- The following purposes of the Mexican journey were recognized:

1. To give real experience and poise in travel and in eating in a public place.

2. To develop an appreciation of the skills and abilities of another race.

3. To stimulate observation, conversation, and ideas for leisure-time activities.

4. To understand a neighboring country better.

5. To gain a knowledge of Mexico, its people, and its products.

6. To stimulate the idea that school is pleasant living. The attitude toward the few Mexican students in the school was entirely changed. The fact that Mexican children could sing and talk in two languages had its effect

upon the Anglo-Saxon "ego." Many experiences were had that involved judgment in buying, honesty, courtesy, safety, kindness, gratitude, appreciation of skill, patience, and politeness. One boy picked up two little booklets that were for sale without paying for them, and gave one to his companion. He later showed them to his teacher. When he realized his mistake, he was advised on how to right his wrong. This he immediately did with due apologies, and returned a more mature child from such an experience. This is but one valuable life situation presented to a large group of adolescent children.

This trip has become an annual trip in the school, and it has stimulated a keener interest in the study of Latin-America and its peoples. The recent world conflict has made us realize the need and the importance of friendship with our neighbors to the south.

A letter of appreciation was written to the school and to the shops, and a scrapbook was made of the journey and placed in the library. Several English themes were spontaneously written, based upon the trip. A moving picture was shown the following week that portrayed many areas and types of people in Mexico, and further valuable experiences and appreciations resulted from this activity. It would have been poor teaching to have left the concept that all Mexico is like this little restricted section several

hundred miles away from the real Mexico. Interesting class discussions developed, and participation was not a forced affair. The Mexican experience was a topic for family discussion in many of the homes. A display of curios and products from Mexico was arranged in the large museum case in the classroom. The librarian reported that it was impossible to furnish enough reading material and illustrations for this inspired group of children.

Geography, along with the other social sciences, with its wealth of information concerning the world, its products, and its activities, helps satisfy the child's eager quest concerning his possible future activities. As he observes on a school journey, a desire is created, an ambition is stirred to play his part in the big life-game. He may decide to do many things before he is mature enough to choose his vocation, but the weighing of the assets and liabilities of each industry will contribute much to his maturation and happiness in his chosen life work. No other influence can be greater than the experience of the school journey for vocational guidance. It not only helps a child to see the possibilities of making a success in a chosen field, but it also actually helps him to make a success.

A visit to a farm will provide a student's feeling of a need to understand the natural forces and conditions of

the earth and man's reaction to them. On an industrial tour a child will observe the sources of raw materials, the processes that change them into something else, the social conditions under which they are produced, market conditions, and methods of packing.[22] Valuable thinking starts and intensive reading begins when a child begins to wonder who uses all these products, where all the raw material comes from, why people use this product, how much skill is required to grow or to make the product, and why he would or would not want to follow the same occupation.

Current Trends in the United States

Some research on the use of school journeys in teaching was made by the Office of Education in 1939.[23] The inquiry was sent to the superintendents of schools in all cities having thirty thousand or more inhabitants. There are 236 cities in this class in the United States. Forms were sent also to a selected group of high school principals, which increased the total to 381. Inquiry was made regarding the number of journeys made by classes, their destinations, preparation for them, costs, and the general conditions under which the trips were conducted. The large majority stated that they did not plan school journeys

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[22]Zoe Thralls, Geography in the Elementary Grades, pp. 19-20.

[23]Carl A. Jessen, "Report on Research," School Life, XXIV (May, 1939), 190-200.

of long distances except for school bands, athletic teams, and contests of various kinds. Thirty-nine said that they did not organize long trips for school pupils. Twenty-three of the thirty-nine came from the New England and Middle Atlantic States, five from the South, seven from the Middle West, and three from the Rocky Mountain States and the Pacific Coast. Amarillo was the only school system in Texas that was included in this research. A total of seventy-two tours were reported by these thirty-nine schools; the length of the trip ranged from one to ninety-three days. More than one third of the total number were two or three days long. Costs and school policy tend to eliminate the overnight stop from school journeys. The large cities located along the Atlantic seaboard and Washington, D. C., were given as destinations for two fifths of the trips. Nine reported an annual tour to Washington, D. C. West Point was second in frequency; and New York City, Boston, and Carlsbad Caverns were the only destinations of two or more schools. Probably four fifths of the trips were made to some nearby city. Recreation, scenic beauty, and scientific study were indicated as the major purposes of the excursions. The spring of the year was the time for three fourths of the trips, followed by April, June, and October in the order of popularity. The average number of pupils and sponsors participating in the

excursions was 149, but the range was from twelve to 1,500 students. Both boys and girls participated. The average distance traveled was 680 miles, making 214 miles per day. Hotels were used by a large majority. The average expense was about six to eight dollars per day. The cost of the trip more often was taken from a central fund built up in the high schools through the years. In one western state a high school club owned its own bus, trailer, and camping outfit. This equipment had been supplied by parents who believed in the project and had made donations toward its accomplishment.

Several school officials gave the report that they considered journeys, short or long, beyond the jurisdiction of the school. Others gave the activity high consideration. These liberal-minded school officials were often in charge of schools located near state capitols, large cities, historic spots, or national or state parks. Nearness to areas of historic or scenic interest tends to make educators more alert to the values of travel.

In 1941, J. W. Baldwin of the University of Texas made a survey of the current trends in the social-studies curriculum in Texas schools. The survey made a comparative study of trends in the years 1934-1935 with those of 1941. Five hundred information blanks were sent out to superintendents, principals, and teachers. There were 241 reports

made from 193 school systems. Of these 193 systems, 163 sent one response each. The remaining thirty systems returned seventy-eight completed blanks. Some blanks furnished information for several schools as well as for all grade levels. Some gave data for one school only.[24]

It should be remembered that in many schools the social studies are not listed formally in the primary grades; therefore, it was impossible to get complete reports because information lists were not made available to many schools which had the school journey program.

In this study of the many activities and methods employed in the social-studies courses in Texas schools, a comparative report was given as shown in Table 1. It shows

TABLE 1

THE INCREASE IN THE USE OF THE SCHOOL JOURNEY IN THE SOCIAL STUDIES IN TEXAS SCHOOLS FROM 1934-1935 TO 1941

Educational Level	1934-1935	1940-1941
Primary.....	66	108
Intermediate.....	142	220
Junior high.....	137	236
Senior high.....	217	388
Total.....	544	952

[24]J. W. Baldwin, The Social Studies Curriculum in the Texas Schools, University of Texas Publication, p. 52.

the increase in the use of school journeys as a teaching technique in the social studies in Texas schools at each level of education between the year 1934-1935 and 1940-1941. It is encouraging to note from Table 1 that within this period of time there was a definite increase in the use of this valuable visual aid. This increase in use is also shown in a graph made by Ellsworth Dent and published by the Visual Review in 1942.[25] It covers a period of fifty years instead of five.

Factors Affecting the Increase in the Use of the School Journey

Many educators indicate that the Texas Centennial Exposition gave impetus and inspiration to the journey activities. Many less progressive school systems were forced into participation because adjoining counties or rival school systems were offering the trips as a regular part of the school program. They not only visited the Centennial Exposition in Dallas, but many historic sites and places of interest en route. Also, the magnificent displays of the World's Fair Expositions in Chicago, San Francisco, and New York definitely aroused an interest in travel throughout the nation.

There was a concentrated move toward a revision of the curriculum of the schools of Texas during this period.

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[25]Ellsworth Dent, "The Year Beyond the Forty," Visual Review, 1942, pp. 12-13.

Another factor that has stimulated the increase has been the steady improvement of highways into areas of unusual interest as shown in Fig. 4 on the following page. The purchase of school buses by city and county schools has made many journeys possible. Through interviews with various journey conductors, the writer was informed that the children were so interested and eager for repeated trips after the Centennial year that it became a necessary school activity. Many of the parents who gave assistance to the projects proved of great value in selling the idea to the community school boards. The organization of a state department of visual instruction in the state in 1938, which has held meetings enthusiastically attended by administrators and supervisors, may have been an important factor in increased interest in visual aids.

Current Survey by the Writer

In May and June of 1942, the writer of this study mailed one hundred questionnaires (see Appendix) to most of the states in the United States and to a large number of counties in Texas seeking information about definite trends in the use of the school journey as a teaching technique. These blanks were sent to visual instruction supervisors, to teachers of visual instruction in colleges, to superintendents, to principals, and to classroom teachers. It was

Fig. 4. -- Improved highways in Texas.

impossible to make an accurate estimate of the number of schools that were included in this survey. Some supervisors, superintendents, and principals sent a report of the work of the entire system, while some passed the questionnaire on to one or more active teachers to send a report of their individual work. Thirty-nine questionnaires were returned from twenty states outside of Texas, giving information about 576 journeys from elementary classes and 1,410 for high-school groups. The various school boards in many cases financed these trips except for the meals. Two schools indicated that a part of the expenses was paid from funds raised by dances, plays, and bridge parties. The average groups traveling together ranged from ten to forty pupils with two to five adult sponsors and instructors. The school nurse was included in one long journey. Buses owned by the city and county schools have been the chief means of transportation. In many local industrial tours, privately owned cars and street cars were successfully used. In cities that used the street cars the fare was ten cents for the round trip. School systems in such cities as Portland, Oregon, and Dallas, Texas, usedthis method of transportation with some of their journeys. There were three cities that carried accident insurance for the special trip, but several indicated that the commercial bus companies carried special policies. Only one school reported an accident,

but failed to indicate whether any serious results came from it. Only one school, the teachers college at Huntsville, Texas, gave a report about definite steps to avoid legal difficulties by having liability releases signed by parents and pupils (see Appendix).

New Jersey, Rhode Island, Pennsylvania, New York, Illinois, Arizona, and California are progressive states in the use of this most valuable educational tool. The most complete questionnaire reports came from Providence, Rhode Island; Oakland and Santa Monica, California; and Gilson and Chicago, Illinois. Providence, Rhode Island, with Henry E. Childs as supervisor of nature study and visual education, has a very systematic program of short journeys to the public libraries, art museums, and parks. Other cities may be using the same technique, but records are not kept or reports were not given on other questionnaires in this survey.

Alvin B. Roberts, principal of the Haw Creek Township School, Gilson, Illinois, is the director of a thoroughly established school-journey program. His long tour program that covers approximately three thousand miles each year is made up of four trips, ten to twelve days each, given at the close of the school term. The map on the following page (Fig. 5) indicates the areas covered in both long and short tours. The school furnished the transportation, but

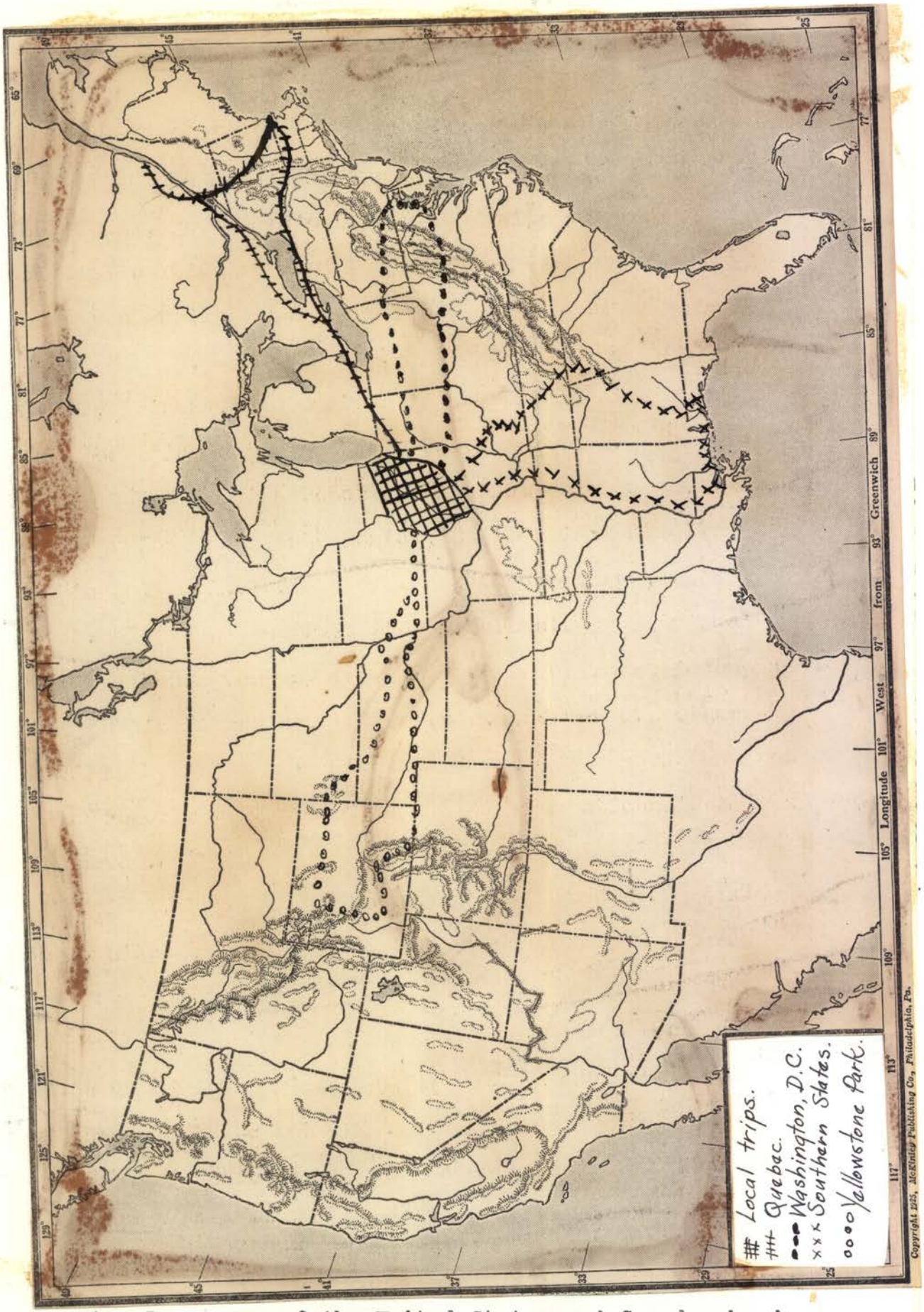

Fig. 5. -- Map of the United States and Canada showing four-year high school journey program, Gilson, Illinois.

the students were required to pay their board, lodging, and entrance fees. The average cost per student was approximately twenty-two dollars per trip. About seventy-five per cent of the student body has had one or more trips.[27]

In a recent survey in 1940 of 176 schools in Arizona, 130, or 73.9 per cent, were using the school journey. Maps were the visual aid materials used more often than any other types. In the elementary schools seventeen per cent used the excursion often and 46.1 per cent used it sometimes. In the larger schools, 96.7 per cent of the school systems used excursions at some one grade level. Among high schools, 31.2 per cent used them often, and 47.9 per cent used them sometimes. Charts and graphs were the only visual aids used more often than excursions among this group of schools.[28] This was the most accurate report received by the writer. It is taken from a thesis that was sent as an answer to the questionnaire.

It is difficult to find a subject for which Chicago does not offer desirable tour possibilities directly related to the course of study. There is a tour division of

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[27]Alvin B. Roberts, "Our Nation, the Campus," Educational Screen, XVIII (January, 1941), 331-332.

[28]Walter D. Smith, "The Status of Visual Aids in Arizona" (Unpublished Master's Thesis, State Teachers College, Tempe, Arizona, 1941), pp. 14, 16, 18.

the Works Progress Administration's adult education program that offers assistance in making the plans for every department in the city schools. The widest use by the high schools has been in connection with the newly established classes in self-appraisal and careers. The directing official of the Department of Occupational Research arranged a series of tours, and since February, 1939, these tours have constituted a regular part of the work. Students attend these tours individually and in groups; they are scheduled at all schools; and registration for the tours serves all the schools and provides a minimum of confusion for the individual schools. These student tours have grown so that more than three hundred thousand students have participated in them. The groups range from thirty to forty in a group. There are over three hundred different journeys that have been offered in this large educational city. Much of their information is made available through special articles published in the Chicago School Journal.[29] In such large school systems it seems impossible to get accurate reports on the exact number of journeys in any given year.

A questionnaire report from Scotch Plains, New Jersey, states:

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[29]Charles H. Good, "Tours for High School," Chicago School Journal, XXI (May-June, 1940), 276-281.

> When a group of children comes to us markedly lacking in a background of experiences, with personalities so unadjusted that they cannot hold their own in a regular classroom situation and with minds that are not too quick at grasping ideas, we, as teachers, use every device at our command to make them worthwhile, happy citizens. Visual and other sensory aids are one of our best helps.

A special class in this school used "Jungle Animals" as a central topic for study. They studied pictures, read and heard stories, made toy animals with their own hands, saw two films, Animals of the Cat Family and In Darkest Africa, and then made a study of the animals of Australia by means of the stereoscope. Later some of the children went to hear Osa Johnson lecture on her African experiences, traveling to a nearby town for the purpose. During the year this underprivileged class took care of a stray cat for a week, as well as kept two turtles, some tadpoles and some goldfish in bowls. The teacher reported that the high spot of the work was that, after having had such excellent preparation, the class spent half a day at the Bronx Zoo in New York City. This class went from New Jersey to New York, and it may have been a tedious journey through the traffic of a large city, but many towns have their own zoological gardens in street-car and walking distance, but schools often neglect to use this valuable aid in learning from real life.[30] The animals of Africa and South America

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[30]Lea Webb, "Special Classes," Visual Digest of New Jersey, 1941, p. 38.

become real when the children make a well-planned visit to a zoo. The cages have placques that furnish reliable information about the habits and habitats. After an intelligent observation of the snake cages, many students are interested in reading enough that they soon learn to distinguish the poisonous snakes and overcome the fear of anything that crawls. They may continue to want to kill the copperhead and the rattler, but they learn that the black snake and the king snake are useful types and have a worthwhile purpose in living. Along with the practical part of the visit the pupils may also become fascinated with the giant python of India or the anaconda of Brazil. The zoo may even create in a child a desire for a pet of his own. It has been said that a child who has loved and cared for a pet is less likely to become cruel and wicked.[31] The boy or the girl who has the responsibility of an animal pet has been taught cleanliness and regularity, a clearer understanding of life, and sympathy for something dependent upon him. These traits and attitudes are important for good citizenship. There are many local opportunities that mean much in developing a pride in a local community.

A large number of primary and intermediate grades conduct journeys to bakeries, mills, and post offices; to industrial plants, the courthouse, and fairs. Such experiences

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[31]Marguerite Vierheller, "Lessons from the Zoo," Eleventh Yearbook of the Department of Elementary School Principals, pp. 482-485.

are much needed in vocabulary building. An extended experiment in 4B geography vocabulary was conducted by W. J. Day of Shelbyville, Indiana. A test was devised to which the pupils were encouraged to give their frank reactions. It covered thirty-nine words needed in the vocabulary of each child to interpret adequately the geography reading material of the grade. The test was given as a diagnostic test before any lessons covering the course were taught. The intelligence quotient of each child was obtained, and the classes were divided as evenly as possible and each group having a total of ninety-three points scored on the pre-study tests. Table 2 shows the results of a vocabulary test given to two classes, one using visual aids and one without visual aids. The visual-aids group scored 130 points more than the non-visual-aids group, or an average of over nine points higher per child.

It was apparent that the use of visual aids is a real economy of time. A 22.2 per cent increase in efficiency certainly justifies the recognition of the visual-aids program as an essential part of the regular school program. The school journey was used in teaching fourteen words.[32]

A report of the journeys for 1940-1941 and 1941-1942 from the most active schools included in this survey made

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[32]W. J. Day, "A Geography Vocabulary Experiment with and Without the Use of Visual Aids," Educational Screen, XVII (December, 1939), 378-379.

TABLE 2

RESULTS OF A VOCABULARY TEST GIVEN TO CLASSES, ONE USING VISUAL AIDS AND ONE WITHOUT VISUAL AIDS

Groups and Possible Score	Total Pre-Study Score	Total Post-Study Score	Net Gain of Points	Per Cent of Gain from Study
Visual aids groups (585)....	93	479	386	66.0
Non-visual aids groups (585)....	93	349	256	42.8
Net difference between groups...	0	130	130	22.2

by the writer in 1942 is given in Table 3. Six secondary and nine elementary schools from eight states are listed in the group. Four failed to give the enrollment, five indicated that they had a full program of work that has been continued regardless of the war; and two indicated an increase and five showed a decrease in the number of journeys, and only one made no report for 1941-1942.

Six types of schools are represented in the group: a regular and a vocational high school, a junior high school, an elementary school, a college demonstration school, and

TABLE 3

REPORT OF JOURNEYS FOR 1940-1941 AND 1941-1942 FROM THE MOST ACTIVE SCHOOLS INCLUDED IN THE SURVEY MADE BY THE WRITER IN 1942

State	Town or County	Type of School	Enrollment	Number of Journeys		Expenses Paid by
				1940	1941	
California	Oakland	High and Elementary	49,000	750	750	Students, P. T. A., Board
California	Santa Monica	Junior and Senior High	3,750	80	130	Board
California	Santa Monica	Elementary	3,500	40	126	Board
Rhode Island	Providence	Elementary	Whole city	306	306	Board
Pennsylvania	Philadelphia	Girard College Elementary	1,000	50	70	School
Wisconsin	Milwaukee	Vocational High School	6,000	..	65	.. (Walked)
New Jersey	Vineland	Elementary and High	.. 1,450	50 40-50	45 40-50	Students Students
Texas	El Paso	High	1,450	45	45	Students
Texas	Gray Co.	Rural Elementary	..	35	35	School, Students
Arizona	Tempe	Elementary	500	25	15	..
Illinois	Gilson	High	..	20	21	Board
Illinois	Hyde Park, Chicago	Elementary	..	15	15	..
Texas	San Marcos	Elementary	480	14	18	Students

rural schools. Three out of thirteen of these active schools are in Texas.

Current Trends in Texas

Many schools in Texas use the journey as a teaching aid about twice a year. The primary and social science teachers tend to use it more often than teachers of other subjects. From the eighty-nine reports in the questionnaires, 104 journeys were made by high schools and 498 were made by elementary schools. It is evident that elementary schools in Texas made short educational trips more frequently than the high schools, but this situation is not true of the long journeys. Table 4 shows tabulated information about all the long journeys reported in the questionnaires received by the writer.

The expense ranged from fifty-five cents to fifty-five dollars. The school board furnished the transportation in more than fifty per cent of the schools; but meals, lodging, and admissions to attractions were paid by the students. Only three of the nine schools from Texas reported a continuous journey program; the other six made a report of only one journey. Only two other states in this report have made more than one journey.

The most interesting long journey program in Texas is sponsored by the Odessa High School. The board of education has sponsored seven annual trips for an average of

TABLE 4

INFORMATION ON LONG JOURNEYS REPORTED IN THE QUESTIONNAIRES FOR THE PERIOD 1937-1941

States	Schools	Destination	Mileage	Number in Group	Expense Per Pupil	Days	Ages
Texas	Odessa Senior High	1. Washington, D.C., Niagara Falls, New York, Chicago	5,265 (16 states)	20	$1,110 total, paid by school	21	13-18
Texas	Denton High and T. C. Demonstration	1. New York 2. McDonald Observatory, Carlsbad Caverns 3. San Antonio	... ...	35	$50 $7.50 $6.00	16 5 3	10-19
Texas	Huntsville T. C.	1. Austin	350	30	$1.35 and meals	1	20-60
Texas	Van High Vocational Adult Classes	1. Nine southern states	1,500	67	$12. Transportation by school	12	20-68
Texas	Longview High Band	1. Yellowstone Park	3,800	90	$15	21	14-17
Texas	Kaufman High	1. Austin, San Antonio, Monterrey, Mexico	1,400	46	$8.50	14	13-19
Texas	McCamey High	1. San Antonio 2. Austin 3. Kermit	700 700 200	60	$5 $5 $1	3 3 1	14-18
Texas	Ennis High	1. Carlsbad Caverns	1,665	40	$10. Transportation by school	6	15-17

TABLE 4 -- Continued

States	Schools	Destination	Mileage	Number in Group	Expense Per Pupil	Days	Ages
Texas	El Paso High	1. Mexico City	...	280	...	...	13-60
Illinois	Gilson High	1. Yellowstone Park 2. Washington, D. C. 3. Quebec 4. Southern States	3,000	...	$22	12	13-20
Wisconsin	Hillsboro High	1. Banff, Canada 2. Black Hills 3. Mexico City	3,700 2,000 4,800	36	$7. Contributions from organizations	...	14-20
Delaware	Newark High	1. Philadelphia	120	35	$0.55	1	13-17
West Virginia	Matoaka High	1. Washington, D. C.	...	30	Funds from dances and bridge parties	4	15-17

twenty honor students in the high school. They traveled by bus 5,265 miles over sixteen states and Canada in twenty-one days. The total expense of $1,110 was paid by the school. Their itinerary included Arkansas, Tennessee, Virginia, Maryland, Illinois, New York, Michigan, Canada, etc.

Some of the places visited were Niagara Falls; Ford Manufacturing Company; Callendar, Ontario, the home of the quintuplets; Chicago, and New York City.[33] The financial report of this trip may be found in the Appendix.

Some of these long trips were made to football games, other athletic events, and interscholastic meetings. Many educators doubt the educational values in the football journey. Two of the schools reported that such long trips were too expensive and tedious and they did not wish to continue them.

A very favorable report was given by a teacher in the Demonstration School of the North Texas State Teachers College, Denton, Texas. Mrs. Phoebe Mizell, the teacher and tour director, expressed a desire to continue this type of teaching after the war.

It would be interesting to analyze the real reasons why journeys prove tedious to some individuals and valuable to others. The sponsors of such trips must not only be efficient in making plans, but they must also have a broad-minded attitude, a vigorous constitution, and a deep love and appreciation of travel. The school journey requires chiefly ingenuity, energy, and intelligence on the part of the teacher.

Dallas, Kaufman, and Ellis Counties in Texas have

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[33]Murray H. Fly, in reply to the questionnaire.

active travel programs that are invaluable to children of the suburban areas. The symphony programs, the art museum, and libraries provide life experiences for about seventy-five per cent of the children in the city schools of Dallas. The symphony concerts are a part of the regular music program and are required by the music supervisor. They travel in city buses to the programs, which are held on Saturdays. Almost every child in Dallas has attended the Flower Show for the last two years. Regular art lectures are attended by the upper grades in the elementary schools, the pupils going to the art museum for the programs. A schedule is made for designated schools and classes at a regular time. Individual tickets are distributed to history and civics students for Saturday morning programs at the Historical Museum. As a rule these students go in groups of three or four without a teacher. Many teachers assist with the programs.

The El Paso High School sponsored forty-five trips last year with twenty for the elementary grades. El Paso, San Antonio, and Houston are the only cities that indicated through the questionnaires that a supervisor of visual education is employed for the schools. Dallas has a Works Progress Administration librarian and a machine operator for the department. For twelve years Dallas has had a supervisor for the visual education department, but this position is not filled at present. The reports from

supervisors in the various states indicated their major tasks were distributing films, slides, and other illustrative materials. The supervisor of the state visual education department of Ohio expressed surprise that any data were needed about the school journey. San Antonio was the only school system in Texas which indicated that the school journey is listed as a regular activity in the course of study.

The rationing of tires and gasoline was given as the chief factor in limiting the use of the school journey in 1941-1942, and because of this fact many questionnaires were incomplete. Although information was asked for the last ten years, very few gave a satisfactory report because records had not been kept or administrators have changed school positions or have gone into defense service. Although all schools will temporarily decrease in the use of this valuable teaching technique, it should in a measure tend to increase in the use of community tours where walking is the means of transportation. The fact that many industries are closed to visitors for the present will be another problem for the time being, yet nature is still a fertile field for exploration if teachers are prepared and inspired to interpret it to children. If man's greatest problem is to adapt himself to his environment and to make use of the things around him, it seems that a task of the

educators in Texas is to make a more consistent and constructive use of the school journey as a scientific aid in teaching children about their community and their individual relationship to it. Regardless of war, our responsibilities for effective teaching are even greater. This survey shows an inconsistent but an increased use of the school journey, as is also shown in Fig. 1 (p. 5).

Dare we leave such experiences to chance or to an occasionally inspired, untrained individual as has been done in many schools? America, the land of rich resources, needs to be more thoroughly aroused to the values and outcomes of a well-directed program of life experiences that are afforded in the school journeys. They are indeed a long step from the dead, verbalistic recitation that resulted in a hazy collection of factual information which was generally followed with a large amount of forgetting. It is fairly safe to say that many American schools use the school journey technique in some form or other, but it is equally safe to assume that few schools make optimum use of one of the simplest, most inexpensive, and most effective adjuncts to learning.[34]

Suggestions for Journeys in Texas

In taking any educational journey in Texas there are important general facts that should be made available to

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[34]Edgar Dale, "Visual Education and the School Journey," Educational Monographs, p. 16.

all members of the traveling party. A Texas Almanac will prove an invaluable source book for any general information needed on any given area of the state.

Highways. -- There are more than 22,500 miles of state-maintained highways. In making plans for trips it is well to keep in daily touch with travel bureaus and automobile clubs so that time will not be lost or money wasted by detours. It is important to follow current highway maps. The historic point of interest may for a short season be inaccessible by car. It is important to make inquiry about prices of gasoline. The budget may not have made allowance for the higher prices asked in resorts or neighboring states. The price is often higher in oil towns than in other areas.

The important factors of weather and clothing. -- Texas weather may make or break a lovely planned trip, and hours of work may prove utterly wasted. Reports from weather bureaus are interesting and worth consulting. It is a valuable contribution to the total of experiences if time is allowed for a visit to the weather bureau as a part of a tour. Many worthwhile and scenic areas are on graveled or unpaved roads. It is impossible to reach the only Indian reservation in Texas, in Polk County near Livingston, by paved highway. Longhorn Cavern would not prove to be of great interest after several weeks of rain, and it is not

open all the time during a rainy season; yet it is an inspiration to advanced students and should not be overlooked.

Much comfort and real pleasure are enjoyed on a trip when the best season is chosen and proper clothing is worn. The highest mean annual temperature of seventy-four degrees is in Starr County on the lower Rio Grande. Light-weight spring clothes are enjoyed during the Christmas holiday season, but a trip in August would indeed be poorly scheduled. The lowest mean annual temperature is at Dalhart, 54.2 degrees, and it would be practical to set dates for football journeys in this area in the early fall if possible. Often discipline or other travel problems arise from the fact that students are wet, or are uncomfortably or improperly dressed. Suggestions should be given the parents as well as the children, emphasizing the fact that experienced travelers dress simply and carry limited baggage. It is to be expected that the whole party will wear the same basic traveling clothes. The trip can be made very expensive, and some children who would profit most by the trip may have to forego the trip if proper caution is not taken. The home economics department may be able to do some valuable teaching if class discussion is turned to proper dress for bus, train, or hiking trips. A study of non-wrinkling materials that withstand weather and hard wear, along with lessons on how to fold and pack clothing would be a unit of activity

demanding immediate interest from a class that was preparing for an interesting journey.

Variety in Texas journeys. -- The far-flung boundaries of Texas provide areas that furnish a variety of types for social and economic study. This great state extends through more than ten and one-half degrees of latitude. Its longitudinal expanse of about thirteen degrees spans the transition from forests of southern yellow pines and hardwoods on the east to the arid plateau and mountain section of the interior southwest. From the sub-tropical coastal lowlands moderated by sea breezes, Texas extends northwestward into a continental interior on the foothills of the Rockies. Part of it is nearer to the Gulf of California and the Pacific Ocean than to the Gulf of Mexico. Variations in environmental conditions in Texas are pronounced. The delta of the Rio Grande is within three degrees of the Tropic of Cancer and winters are so mild that the citrus fruits are characteristic products. Yet on the high Panhandle plains of northwest Texas in the land of cattle and wheat, they sometimes have sub-zero temperatures.

Surface features vary from almost level lowland on the coast to mountains ranging nearly a mile high in the arid West. The variety of land, temperature, rainfall, and surface features afford excellent field studies of man and his continuous endeavors to adapt himself to or to change his

environment.[35] The timber, lands, mineral resources, fine agricultural black lands, the larger cities, the urban villages, the state parks, unusual industrial areas, the oil fields, the harbors, and the Mexican border cities of the Lone Star State offer many attractions to educators who wish to avail themselves of rich journey experiences for their classes.

State areas for school journeys. -- The Texas State Park Board has spent thousands of dollars in recent years to make the park areas of the state more accessible and attractive to tourists. Table 5 gives an outline of the areas, location, and facilities offered to tourists in the Texas State Parks.

TABLE 5

OUTLINE OF TEXAS STATE PARK AREAS, LOCATION, AND FACILITIES

State Park	Acres	Location	Highway	Accommodations
Balmorhea	950	Davis Mts., 4 miles southwest of Balmorhea, 190 miles southeast of El Paso.	U.S. 290	18 cabins, Spanish adobe, boating, fishing, picnicking, swimming, playground equipment. $1.50 to $3.50

[35] W. J. Chambers, "Human Uses of Areas of Texas," an unpublished address delivered at a Social Science Conference, Dallas, Texas, April, 1942.

TABLE 5 -- Continued

State Park	Acres	Location	Highway	Accommodations
Bastrop	2100	"Forest of Lost Pines" historic center, 1 mile east of Bastrop.	U.S. 290	Cabins, rustic type, swimming, dancing, picnicking, golf, playground equipment. $1.50 per day.
Buescher	1730	1 mile northwest of Smithville.	Tex. 71	Scenic drive from Bastrop; camping, picnicking, dining, dancing.
*Big Bend	225,000	110 miles from Alpine, Chisos and Santiago Mts., 80 miles south of Marathon.	Tex. 227	Limited cabins along route, accessible by car. Still undeveloped; under construction; beautiful scenery.
Big Spring	363	South of city limits of Big Spring.	U.S. 87	Scenic drive, lookout point on high mesa. Picnicking.
Blanco	110	Along banks of Blanco River.	U.S. 281	Dining, fishing, camping, picnicking.
Bonham	532	3.5 miles southeast of Bonham.	County road.	Boating, fishing, swimming, dancing, picnicking, playground equipment.
*Caddo Lake	35,432 Lake, 65 mi. long.	1 mile west of Karnack.	Tex. 43	Cabins, small, and very large club houses. Extra fine fishing, catfish dinners. Cabins, $1.50 to $2.50.

TABLE 5 -- Continued

State Park	Acres	Location	Highway	Accommodations
Cleburne	503	12 miles southwest of Cleburne.	Tex. 174	Boating, fishing, picnicking, camping.
Daingerfield	580	2 miles southeast of Daingerfield.	Tex. 49	Overnight accommodations, boating, fishing, swimming, playground equipment.
*Davis Mts.	2130	5 miles west of Fort Davis. Drive to McDonald Observatory.	Tex. 118	16-room Indian adobe lodge, dancing, riding, picnicking, game room, cool nights. Stop en route to Carlsbad. $2.00 to $6.00 per day.
Fort Griffin	520	15 miles north of Albany.	U.S. 283	Historic site. Camping and picnicking.
Fort Parker	1496	On Navasota River, 7 miles south of Mexia.	Tex. 14	Historic site. Boating, fishing, swimming, picnicking, dining, dancing.
Frio	51	10 miles south of Pearsall.	U.S. 81	Fishing, swimming, picnicking.
Garner	640	20 miles north of Uvalde.	U.S. 83	Cabins, dining, dancing, fishing, swimming, picnicking, camping.
Goose Island	157	12 miles north of Rockport.	Tex. 35	Boating, sea fishing, camping, picnicking.

TABLE 5 -- Continued

State Park	Acres	Location	Highway	Accommodations
*Huntsville	2,044	6 miles south of Huntsville.	U.S. 75	Historic area under construction. Sam Houston's home and law office open to visitors.
Inks Lake	1,194	Below Lake Buchanan, entrance through Longhorn Cavern.	U.S. 281	Under construction.
*Kerrville	500	3 miles southeast of Kerrville.	Tex. 16	Fishing, picnicking, camping.
Lake Abilene	507	Near Buffalo Gap.	Tex. 158	Swimming, picnicking, dancing, roller rink, playground equipment.
Lake Brownwood	538	24 miles northwest of Brownwood.	Tex. 279	Cabins, rock cottages, boating, fishing, swimming, picnicking, dancing, hunting, camping.
Lake Corpus Christi	12,381	4 miles southwest of Mathis.	U.S. 96	Boating, fishing, picnicking, dancing, terrace.
Lockhart	352	2 miles southwest of Lockhart.	Tex. 29	Picnicking, dance terrace, golfing, swimming, lookout tower.
*Longhorn Cavern	550	11 miles southwest of Burnet, near Marble Falls.	U.S. 281	Texas' largest underground cave under construction. Trip hourly, 10-5 o'clock, 2-hour trip. Meals can be arranged. Children under 13 free. Adm. 50¢ and $1.00. 10% federal tax.

TABLE 5 -- Continued

State Park	Acres	Location	Highway	Accommodations
Mackenzie	548	In City of Lubbock.	U.S. 82, 62, 87	Golfing, swimming, picnicking, dancing.
Meridian	542	3 miles southwest of Meridian.	Tex. 22	Boating, camping, fishing, lodges, picnicking, dancing.
Mineral Wells	70	North of city limits of Mineral Wells.	U.S. 281	Picnicking and camping facilities.
Mother Neff	256	8 miles southwest of McGregor.	County road	Stone pavilion, refectory and picnicking. Oldest state park.
Normangee	504	6 miles west of Normangee.	Tex. 265	Boating, fishing, camping, picnicking, cabins.
Palmetto	320	7 miles southwest of Luling. 12 miles northwest of Gonzales.	Tex. 29	Tropical plants, dancing, picnicking, concessions.
*Palo Duro Canyon	15,103	12 miles east of Canyon.	Tex. 217	Scenic drive, cabins, lookout, camping, concessions building. 35¢ car and driver, 25¢ adults, 10¢ children.
Possum Kingdom	6,969	25 miles equidistance, northeast of Breckenridge and southeast of Graham, on lake.	Off U.S. 80A.	Undeveloped.

TABLE 5 -- Continued

State Park	Acres	Location	Highway	Accommodations
*San Jacinto Monument and Museum.	(570' high)	23 miles east of Houston.	U.S. 134	Museum free. Tower admission by elevator, 25¢ adults, 10¢ students and children. Ike Moore, Director, Houston.
*San Jose Mission	20	1 mile south of San Antonio.	U.S. 281	Open 9 a.m. to 6 p.m. Guides by arrangement. Queen of the Missions in area of several other missions and historical buildings. Adults 25¢, students and children 10¢. Party rates.
*Stephen F. Austin	671	On Brazos River 3 miles east of Sealy.	Tex. 73	Part of San Felipe settlement. One of most historic parks. Dates to 1823. Replica of Austin's home, camping area, picnic units. Under N. Y. A. construction.
Stephenville	300	10 miles north of Stephenville.	U.S. 281	Camping, fishing, swimming, dining, dancing, miniature golf links, picnicking, concessions.
Tyler	985	10 miles north of Tyler.	Tex. 270	Boating, fishing, swimming, dining, dancing, picnicking, miniature golf, playground equipment.

*Indicates areas of very special interest in educational journeys.

The state parks listed in Table 5 are wild-life preserves, and no hunting or fire arms are allowed. The maximum speed within the park is twenty miles per hour. Unless listed as a park that charges admission, these parks are free to both Texans and people of other states. Cabin areas are listed in many parks, and they are under the supervision of the State Park Board. Any specific information may be obtained from the State Park Board, 106 East Thirteenth Street, Austin, Texas.[36]

A Journey to the Big Bend Park

Nature has created some of the most startling landscapes in the world in the heart of the Chisos Mountains in Brewster County in Texas. It is soon to become a national park. This Big Bend country is extremely important from an archaeological point of view and as a place to study the little-known cave-dwellers and the Comanches, who followed them to plunder the haciendas of Mexico.

A trip to this region is no afternoon jaunt, for it is about a thousand-mile round trip from San Antonio, and to this day it is one of the most isolated spots in the Southwest. Yet a person who has pioneer blood and a love for mountains, canyons, and deserts will thrill over such unusual and beautiful country (see Fig. 6). People in this

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[36]From pamphlets issued by the Texas State Park Board, 1942.

Fig. 6. -- View from a state highway in the Big Bend State Park, Texas.

region are still "few and far between," and the area is not intended for those who "can't take it." A journey into this colorful Rocky Mountain country will mean long hot rides in the sun, as well as lovely rides at dusk through the purple mountain shadows or early-morning rides when the desert is abloom. The roads have been improved, but it is important to keep in close touch with road and weather reports. A thermos jug of ice water, an extra spare tire, and good automobile tools are necessary.

From San Antonio, the traveler should take United States Highway 90 west via Castroville, the original French settlement. The route leads through Uvalde, home of ex-Vice President Garner and the honey center of Texas; then through Del Rio, an important wool market; and then through Langtry, where is located the famous Roy Bean courthouse. The highway then leads west through Dryden, Sanderson, and Marathon. It is well to procure maps and booklets from the State Highway Department and the State Park Board.

The following "Big Bend Log" is issued by the State Park Board:

> Beginning at Marathon. Set speedometer at zero and turn south across railroad tracks just east of the depot.
>
> At 1.8 miles -- At this point a dirt road leads to old Camp Pena Colorado established in 1879 as a subpost for Fort Davis. It remained in use until 1892 and assisted in holding in check the Mescalero Apaches who harassed the Chihuahua trail. . . .
>
> Visible in the distance are the blue peaks of distant mountains, among them Santiago Peak, with the flat top, which is 6521 feet high. Indians used the

peak as a lookout and artifacts are found in the old Apache camp site on the flat top. . . .

At 14.1 miles -- On the left is an apiary representing the growing honey industry in the Big Bend. Owners in this section transport bees over long distances in trucks. They search for the desert blossoms that produce rich honey. . . .

At 23.6 miles -- The Santiago chain is the range of mountains in the distance. Their average height is 4500 feet. They are part of the Rockies which enter Texas from New Mexico and extend down into old Mexico. To the right is Toboso flats, so called because of the prevalance of buffalo or toboso grass.

At 37.5 miles -- Maravillas creek is crossed on a concrete bridge. Visible in front is Sentinel Peak, which is 60 miles across the Rio Grande. This was another lookout point which Indians used for centuries.

Left of Sentinel Peak is Needle Peak, one of the Picotera Mountains. It is believed that the famed Lost Nigger mine is in this range. Other mountains visible are the twin black peaks of Dove Mountain. South of Dove Mountain is Yellow House Peak.

At 43 miles -- This is Persimmon Gap, a pass in the Santiago range. Here are the real bad lands of the Big Bend. Water is almost unobtainable except in rock depressions which catch rain.

Numerous varieties of cacti can be found here and the area is almost a natural botanical garden. The first good view of the Chisos Mountains is obtained here.

The name "Chisos" is not definitely established in origin. It is believed that the name may have originated with the Apache word meaning "ghostly." The mountains appear to be locked in misty vapors.

Persimmon Gap is the northernmost entrance to the proposed Big Bend National Park of Texas. . . .

At 45.9 miles -- Dog Canyon, a 300-foot cut through the Dead Horse Mountains. The canyon was named for a pack of wild dogs found in caves in the canyon.

At 56 miles -- The Glasscock filling station where lunch, car supplies, and refreshments can be bought.

At 59.7 miles -- Here is a well about twenty feet from the road. On the horizon to the southeast is Shot Tower Peak, in the Carmen Mountains in Mexico. . . .

At 66 miles -- Road to left goes to Bouquillas, San Vicente, and Glenn Springs. . . .

Continuing westward on No. 277.

At 67.6 miles -- Peak visible at this point is Red Mountain or Lone Mountain. To the right is Grapevine Mountain and on the northern skyline are the crests of the Rosillos. . . .

At 72.1 miles -- Junction with Park road No. 6 (take this road through Green Gulch to CCC camp in The Basin and return). . . .

At 90 miles -- Junction with Highway No. 118.

At 92.5 miles -- Mountains visible at this point are part of the Rattlesnake Range. State Highway No. 227 proceeds directly south, then turns sharply west to the junction with a dirt road at 96.2.

State Highway No. 227 continues southwest to the southern entrance of the Grand Canyon of Santa Helena.

Travelers wishing to circle the Chisos Mountains and follow the river road to the Grand Canyon turn off at 68.4 miles south of Marathon and go southeastward toward the towering Carmen Mountains in Mexico.

The log from this intersection is as follows:

At 74.3 miles -- Glenn Springs road turns off to right. (Do not take.)

At 75.4 miles -- Dugout Ranch. Spring water at the left of the road. . . .

At 81.8 miles -- Road leads to Hannold's Rug Factory.

At 87.1 miles -- Roads to Bouquillas and Hot Springs turn off to left across Tornillo creek. Mrs. Juan Sadas at Bouquillas serves meals. The hot springs have medicinal qualities. Home of Mr. Langford. Follow road signs to these places.

At 89.7 miles -- San Vicente on the Rio Grande. The town was once ranch of old Presidio whose ruins can be seen across the river.

At 90.5 miles -- Road to left leads to Rio Grande.

At 92 miles -- Glenn Springs road leads off to right here. At this point a fine view of the Fronterisa range in Mexico can be obtained. Black tail deer, lions, and jaguars around there. At about 91 miles the ancient Presidio of San Vincente, contemporary with the Alamo in San Antonio, can be seen across the river.

By following the Glenn Springs road you come to the home of Mr. and Mrs. Aaron Green, who care for the traveler. Inquire here about the road to Johnson's ranch. At Johnson's ranch inquire about the road to Castolon which will put the traveler back on state 227, near the Grand Canyon of Santa Helena.[37]

Behind the Scenery in the Proposed Big Bend National Park of Texas or other writings of H. E. Rathbrock, assistant

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[37]State Park Board, "Big Bend Log," mimeographed leaflet, pp. 1-3.

chief of the Naturalist Division, National Park Service, and the geological works of Ross A. Maxwell will be helpful to any interested tourist in this region.

Another route to the Big Bend area is through Pecos by means of state highway 17, which leads through Balmorhea State Park, Davis Mountains State Park, Fort Davis, and then runs in through No. 118 to Alpine and Marathon. The log previously given is also applicable here.

Terlingua, a quaint little Mexican village where a quicksilver mine is operated, is outside the state park area. The people of the Big Bend area are very friendly and anxious to make tourists comfortable and happy. The average traveler returns happy and thrilled at the beauty and grandeur of the lofty heights and deep canyons. Do not expect the facilities offered by the Grand Canyon of the Colorado River or the Yellowstone National Park. This trip would make a splendid field study for advanced geology students in college. It is too long a trip and too rugged for young children. Advanced high school boys would gain much experience and knowledge if this journey were well-planned and booked at the right season for them. It is being prepared for all types of travel in the near future. Younger children will enjoy it when better camping facilities are completed.

An Old Texas Journey Route: the Old San Antonio Road

The first definite route of travel in Texas was the trail of the expeditions under the command of Captain Domingo Ramon from San Juan Bautista into East Texas. This route began near the present town of Eagle Pass, through San Antonio, and on to Nacogdoches, as shown in Fig. 7. It was first known as Camino Real, meaning "King's Highway," but it is now familiar to Texans as the Old San Antonio Road. San Antonio had its beginning in 1718 when the viceroy wished to establish a halfway post between the East Texas missions and the Spanish presidios in northern Mexico. The site of this historic winter-resort city of Texas began with the San Antonio de Valera Mission and the San Antonio de Bexar presidio at San Pedro Springs. This mission is usually accepted as the predecessor of the Alamo, which was not erected until 1754. However, the de Valero mission was not on the site of the Alamo. In fact, the present Alamo was not a mission building, but a chapel attached to de Valero and other missions in the vicinity.[38]

A journey along the Old San Antonio Road would be excellent to strengthen interest and knowledge of the mission period in Texas history.

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[38] Texas Almanac, 1941-1942, p. 43.

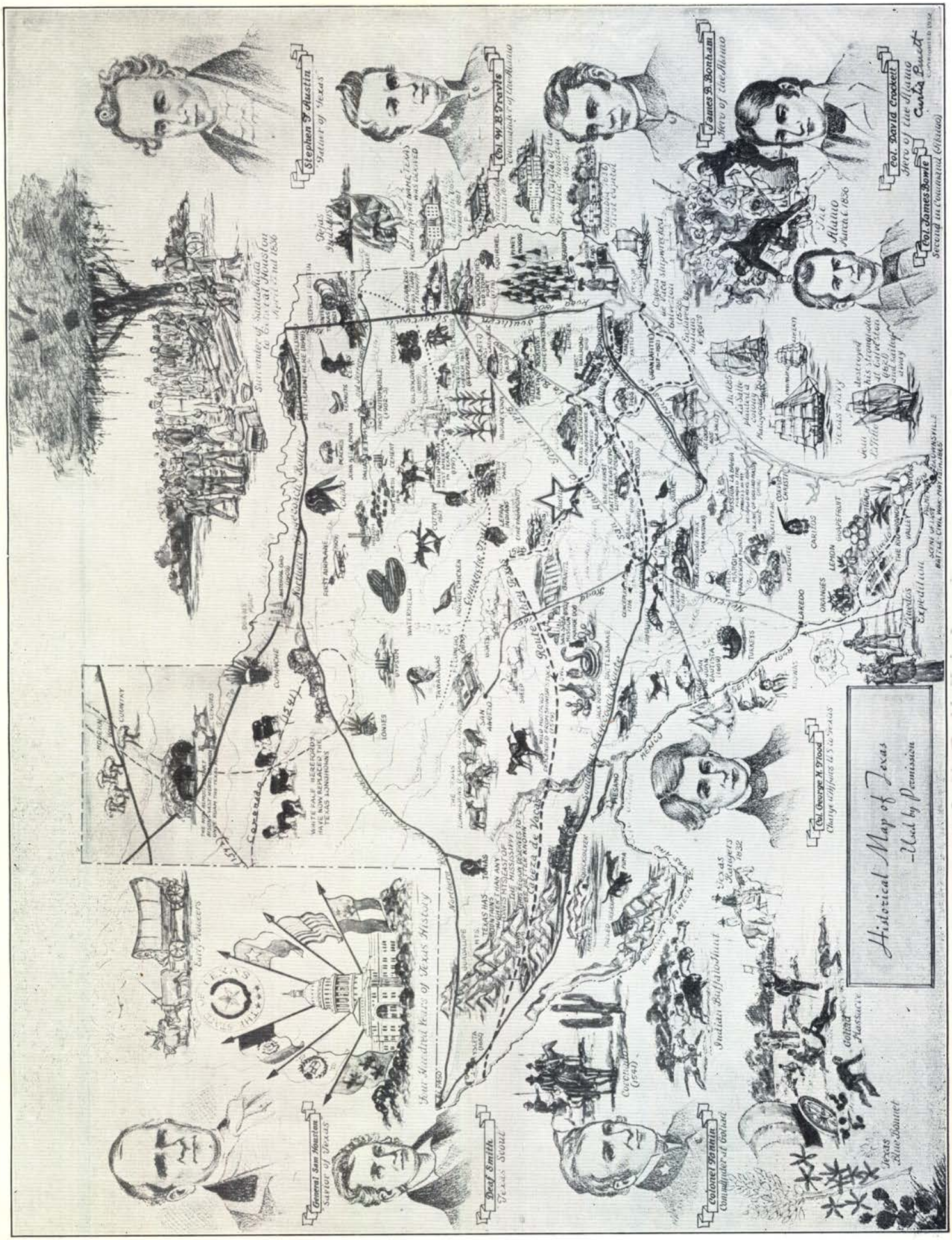

Fig. 7. -- Historical map of Texas with suggested journeys.

Such a journey could be divided into several short journeys:

1. San Antonio to Eagle Pass. Mission and border experience.

2. San Antonio to Seguin and Gonzales. Missions and historic sites.

3. Gonzales to Houston. Historic sites and city of Houston.

4. Houston through Sam Houston National Forest to Livingston. Alabama Indian Reservation, lumber, museum.

5. Houston to Lufkin and on to Nacogdoches. Museum, paper and lumber industry, old fort.

Any one of these could be made a worthwhile journey, but the long journey from Houston to San Antonio would be an excellent trip for the Easter vacation.

A Journey along the Old Spanish Trail

The Old Spanish Trail across Texas is designated as United States Highway 90 and extends from Jacksonville, Florida, to San Diego, California. It was used by the Spanish going from their settlements in Florida to those in New Mexico. See Fig. 7 on the preceding page.

Orange, Texas, was the first town in Texas on the Old Spanish Trail, and was a great lumber center. In the early days, "Green Bluff" on the Sabine River was an important steamboat landing and a fig-shipping center.

Near here, a short distance off the highway, is Port Arthur, a thriving oil city. The world's largest asphalt plant is located here.

Beaumont, founded in 1836, became famous overnight with the discovery of oil at Spindletop in 1901. It is the county seat of the richest county in Texas.

Liberty was founded by Mexicans. It was originally called Atascosito. The flags of five governments have flown over this town. Legends tell that Lafitte buried quantities of gold near Liberty.

Anahuac is a few miles south of this highway. Troubles over the custom-house regulations did much to precipitate the war for Texas independence. Santa Anna was en route to Anahuac when overtaken by Houston at San Jacinto.

Houston, founded in 1836, the second capital of Texas, is the largest city in Texas with a population of 384,514. In or near Houston may be seen such interesting and educational sights as the following: the ship channel, fifty miles long, built at a cost of twenty million dollars; many large industrial plants located along the channel; the Houston Museum of Fine Arts; Rice Institute; beautiful residence areas; sub-tropical trees and vegetation; Flower Show; Hermann Park; and the San Jacinto Battlefield, Museum, and Monument, twenty-three miles from the city.

The map shown in Fig. 7 (p. 96) suggests many interesting experiences that Texas schools should provide for the present generation.

Unusual Industries in Texas That Suggest School Journeys

1. World's largest asphalt plant, Port Arthur.
2. Lufkin Paper Mill, Lufkin.
3. Salt mine, Grand Saline.
4. Quicksilver mine, Terlingua.
5. Gypsum plant, Sweetwater.
6. Carbon black plant, near Borger.
7. Helium plant, Amarillo.
8. Swift Packing Company, Fort Worth.
9. Textille mills, Dallas.
10. Diesel Engine Company, Dallas.
11. Neon Sign Company, Dallas.
12. Texas Power and Light Plant, Trinidad.
13. Oil industry in the Van, Kilgore, and Gladewater area.
14. Fishing in Corpus Christi and Galveston areas.
15. Sulphur mine, Freeport.

Many of these industries are not accessible to the public during the war, but education must plan for a post-war season.

Unusual Festivals and Celebrations

1. Texas State Fair, Dallas.
2. Fat Stock Show, Fort Worth.
3. Rose Festival, Tyler.

4. Flower Shows, Houston and Dallas.
5. Rodeo, Stamford.
6. Turkey Trot, Cuero.
7. Battle of Flowers, San Antonio.
8. Sun Carnival, El Paso.

Conservation Journeys

The conservation excursions take the child out of the schoolroom and into his natural and social environment and lead to study and participation in the conservation of natural and human resources. These trips include the study of industries, minerals, soil, wild flowers, trees, and birds. During the war, when other industries are closed to the public, many valuable lessons are needed and can be given in the field of conservation. Conservation excursions are highly recommended by the United States Office of Education.

An excursion to a vacant lot. -- Even the common and insignificant vacant lot can provide valuable lessons in conservation. The following outline is suggestive:

I. What to see.

A. Layers of different kinds of soil.

B. Roots of trees and large plants; the way they break into the soil and loosen it.

C. Finger erosion.

D. Beginning of gullies.

II. What to do.

A. Make sketches of small gullies.

B. Sketch layer of rock or roots of trees in excavations.

III. Further activities.

A. Get permission to experiment on the lot in an effort to control erosion.

B. Get permission to use the lot for a school garden.

Schoolyard journeys during rain. -- On the school grounds during a rain certain conservation lessons can be pointed out. The following outline suggests some of these:

I. What to see.

A. Washing of soil in car tracks.

B. Beginning of gullies under the eaves of the school house.

C. Falling of water under trees.

D. Relatively severe washing on unprotected hillsides.

E. Gentle rain slowly seeping into school garden.

F. Heavy rain washing soil into the garden.

II. What to do.

A. Gather samples of rain water as it falls.

B. Gather samples of muddy water that has run off the school garden.

C. Measure depth of rainfall in flat pans.

D. Dig in soil and estimate depth of moisture.

III. Further activities.

A. Keep a record of the amount of rainfall for each day for a week. Compare with other sections of the state and nation.

B. Try to stop the gully; consider how to do this in the most effective manner, considering the size of the gully and the type of soil.

Journeys to see trees in city parks being repaired by surgery. -- Trips for this purpose are interesting and highly educational in so far as conservation is concerned. The following outline is suggestive:

I. What to see.

A. Kinds of trees needing most repair.

B. Methods of workmen.

C. Appearance of work.

II. What to do.

A. Learn why surgery is necessary on different types of trees.

B. Ask someone to explain methods used.

C. Discuss the importance of good surgery.

III. Further activities.

A. Study school trees in need of surgery.

B. Make a scrapbook of trees.

C. Learn poems or stories about trees.[39]

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[39]Effie G. Bathhurst, Conservation Excursions, Bulletin 13, United States Office of Education, pp. 68, 69-79.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This evaluation of the procedures in the use of the school journey as a teaching technique has been stimulated from a desire to make a contribution to the organized efforts of the Division of Visual Instruction of the Texas State Teachers Association and the National Education Association. The aim of this division is to discover how schools can use the visual aid materials more intelligently, to procure efficient leadership, to work more closely in the regular curriculum program, and to continue research in the use of these scientific aids to learning.

The purposes of this study of the school journey is (1) to show there is a specific and widespread need for a more consistent use of the school journey as an aid to learning in modern education, (2) to show that the school journey as a perceptual learning activity is educationally sound, (3) to emphasize that proper technique and procedure are necessary for effective and adequate use of the school journey, and (4) to call attention to the fact that Texas

affords many areas that furnish excellent examples of industrial and social problems of educational interest to school children. Many types of scenic beauty can be found in the Lone Star State.

In order to continue to make progress in the democratic way of living, modern education is increasingly emphasizing the values of learning through concrete meaningful experiences and observations from real life. Teachers generally are recognizing that study must be linked closely with experience, that understanding is perfected, that interest is heightened and retention is facilitated by practice of the processes studied and by actual observation of life within the schoolroom and the outside world. Audio-visual education has become universally recognized as fundamental in education, and represents a grouping of materials and devices or an organized department of instruction not based on subject matter but on a method of presentation. It is extremely variegated in its aims, materials, and paraphernalia.[1] The school journey is but one of many tools or aids, in the audio-visual field. If properly administered, it is one of the simplest in procedure, but rates high in teaching values. It is a vital and inexpensive tool that needs to be given greater consideration in the schools of Texas.

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[1]Frank N. Freeman, Visual Education, p. 5.

It has been a problem for administrators and teachers to find an activity which can serve as a means of transforming the school curriculum from the subject-matter level to the plane of felt needs and interests of children. The school journey is undoubtedly one valuable activity for giving life experiences that can be so planned that they provide for children's purposing, planning, and executing right along with their other activities.[2] From these come the vital experiences that facilitate the effort at making the educative process a part of continuous growth and maturation.

All knowledge is dependent upon sense perception; all learning is conditioned by it. We do not learn from what we see or hear or feel, but we perceive with all of our sensory organs and act from the way we group and organize sense perceptions. Human behavior is the result of past experiences and present attitudes of the members of society. The wrong grouping of sense impressions or false interpretations based on misuse of past experiences leads to illusions that cause the wrong behavior in many school children.[3] The school journey is a method of clearing vague or false impressions and enriching meager experiences. It develops a habit of intelligent observation, creates a

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[2]David A. Weaver, "Excursions in a Metropolitan Center," Thirteenth Yearbook of the Department of Elementary School Principals, p. 289.

[3]Norsworthy and Whitley, op. cit., p. 120.

wholesome interest in important phases of life, and eliminates the use of arbitrarily arranged materials and situations. This old method brought to America from Germany in 1894 can be a valuable asset to progressive education that magnifies experience in education. Modern teachers no longer have the problem of finding audio-visual materials in order to make the lessons effective; the problem is to evaluate the tremendous amount of materials available and to decide which type of material or which journey can best be utilized for the particular problem at hand.

Conclusions

1. An analysis of findings, procedures, and experiences in various states of the United States and of various counties in Texas has shown the flexibility of this method and its adaptability to numerous purposes and varied conditions.

2. The school journey is used more for football games and interscholastic meets for high school children in Texas than for any other single purpose. There is some question about the educational value of the journey itself because it too frequently is not planned except for the athletic program or the contests.

3. Schools in areas near the national capital, historic sites, state capitals, large museums, or industrial cities carry on a more systematic program of journeys than schools in areas farther away from such centers of interest.

4. Cities that have local historical and art museums, symphony concert programs, fairs, and flower shows tend to have regular schedules for school journeys.

5. More than seventy-five per cent of the school journeys were conducted during school hours. Less than ten per cent were conducted during the summer vacation; a few were conducted during the Easter holidays, and a very limited number of them were conducted over week-ends.

6. The itineraries were planned by the teachers and pupils. Only five schools reported that the children did not help with the planning activity. One of the greatest adventures connected with traveling is that of preparing for a trip. Why should not children be given this opportunity?

7. Many local journeys involved no expense, some used family cars; but when school buses were used, the expenses were paid by the school board. If commercial buses or street cars were used, the expense (an average of ten cents, round trip) was paid by the individual students. Long-journey expenses ranged between fifty-five cents and fifty-five dollars per pupil.

8. Buses were driven by the regularly employed drivers, and in all but two cases, no special insurance was carried except the regular policy carried by commercial bus companies.

9. Thirty schools in Texas reported that journey

activities were a part of the regular school program. Twenty-seven did not place it in the regular activities but made a special feature of it as the individual teacher desires it. Twenty-three failed to answer this question. Therefore, a little above fifty per cent of the responding schools include the school journey regularly on their program.

10. The average group included between twenty and forty children with four to six adult sponsors. One long journey of twenty-one days, covering 1,400 miles, was made with ninety children of high school age, with four adults. It is no wonder the trip proved tedious, and the school abandoned the long-journey idea. It was too large a party for such a long journey.

11. Follow-up procedure included oral reports, written tests, picture collections, assembly programs, and museum displays.

12. The majority of schools indicated an appreciation of the values received from travel experiences and expressed a desire to continue this program after the war.

Recommendations

1. Every teacher-training institution should be required to offer basic courses in audio-visual education. More time should be spent in laboratory practice of procedure in the use of the school journey along with mechanical aids. College teachers should use audio-visual aids more in their

classroom procedure. These are methods that can be used in all school subjects. The department of visual instruction in the National Education Association and in the Texas State Teachers Association should more forcefully influence colleges to promote conferences and special courses in the summer sessions, along with required courses in audio-visual education with special emphasis on the laboratory technique.

2. Administrators and teachers in service need laboratory practice in the use of audio-visual aids. Regular teachers' meetings or institute programs could well be used for such courses.

3. Well-planned journeys should be conducted for teachers in the school community. This would be a good step in establishing closer community-school relationships as well as in furnishing training for teachers in service.

4. Audio-visual education supervisors and school principals should maintain a proper balance in their educational programs. Too many of them are functioning as film librarians, movie operators, or technicians for radio and recording work. There are more than twenty types of visual aids that need to be adequately used. Each has its own advantages and limitations. Radio and movie equipment is very expensive and needs expert care, but many of the less expensive techniques should be used by more teachers.

5. School journeys should be placed on the regular

program of school activities. They should be considered as part of a teacher's program, and time for them should be allowed in the individual programs.

6. Simple records should be kept of each journey activity. Duplication in journeys is a waste of class time. It was impossible to get a scientific survey because administrators were not alert to the journey activities in many schools. Where principals or teachers had changed positions, it was impossible to obtain any adequate record.

7. School boards need to be orientated on the values, purposes, and outcomes of the visual-aid program. The regular budget should include the local school journey expenditures as well as outlays for films, globes, maps, etc. School-owned buses should be allowed to be used for a limited program of journeys.

8. Many educators feel that summer camping is America's most interesting and important original contribution to the nation's educational system. The camp supplements rather than duplicates the school. Summer camping should be a part of the heritage of every boy and girl, not just of the rich. If the school program is already too full for the school day, it may be feasible for some schools, especially in sections where schools are run only nine months or less, to include summer camps as a part of the educational system.[4] Funds

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[4]Hadyn S. Pearson, "Rounding out the Education of the Whole Child through Adding Summer Camps," Christian Science Monitor, June 16, 1942, p. 6.

used for the child-delinquency problem could in time be transferred to this child-saving device. The axe of economy has already hit in many areas because of the world conflict. The most devastating blows usually fall on the new branches of the educational tree. The older branches sometimes with dead and withered parts are reverently kept because time has made them permanent and the sanctity of the age has even protected them from pruning. We justify the school journey along with other visual aids not on the ground of money and time saving, but on the ground of enrichment of living and learning that it affords, along with an increased productiveness of citizenship in a democracy. Intelligent use of the school journey along with other valuable teaching tools simplifies the whole teaching program and makes the school a broader and more closely integrated part of the whole social pattern.[5] The habit of observation and the ability to understand his environment are among the finest accomplishments which the individual child can take away from school and out into life. He cannot always have his textbooks, his teachers, or his mechanical equipment, but he can at every time and place apply his powers of observation, of appreciation, of discrimination, and of appraisal. If education's goal is the enrichment of living, surely the school journey is one of the promising paths that

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[5]Frank N. Freeman, op. cit., pp. 137-143.

lead in the direction of that goal.[6] During these days of concentrated effort in maintaining the democratic way of living, there is little time to survey accurately any specific field of education, to make logical summaries or to calculate predictions. The best of progressive usage in all forms of education must be kept in the heightened pace of war-time effort.[7]

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[6]Ward C. Bowen, "The School Journey," Educational Screen, XIX (May, 1940), 203.

[7]Jean Hough, "Editorial," Visual Digest, 1942, p. 19.

APPENDIX

SCHOOL JOURNEYS

Research work of Uleta Ray Williams of Richard Lagow School, Dallas, Texas. Home address, 3210 Lemmon Avenue.

I will be grateful to you, or any co-worker, if you will answer the following questions and add any questions or remarks that will complete a study of this subject. Omit any part that does not apply, or information is lacking.

School Town County

Type of school No. that sponsor trips
Faculty number

Names. 1._____ 2._____

3._____ 4._____

No. trips last yr._____ 5 yrs._____ 10 yrs._____

Average no. in tour_____ Ages_____

No. local tours annually_____ Longer trips_____

No. made 1941-42_____ 40-41_____

Local tours made to_____

No. stops made for observation on single trip_____

Time spent_____

Itinerary of long trips:

1._____ 2._____ 3._____

Was itinerary planned by teacher, principal, superintendent, or commercial organization? Underline.

Did pupils assist with itinerary?____ How?_____

No. miles round trip_____ Length of time_____

Expenses paid by_____

Expenses per capita: Local_____ Long trip_____

Did schools raise funds?_____ How?_____

No. adults with party_____ Expenses paid by_____

If bus tour, who did the driving?_____

Expenses paid by_____ Was he paid salary or?_____

Time of journeys, week-ends, holidays, vacation time, school afternoons, during school hours?_____

Are journeys a part of planned activities and placed on the school program?_____

Are journeys a part of the activities of individual teachers as they desire to do it?_____

Purposes: recreation, inspiration, definite knowledge, awards for scholarship, athletic ability, geography study, history, experience in travel, or_____

Was party insured?_____ With what company?_____ Paid by___

Mode of travel_____

Are hotels, tourist camps, or homes used on long trips?____

Was discipline a problem?_____ Did problems arise from tardiness, poor travel equipment, indefinite itinerary, group too large, or too mixed, irregular schedule, too little organization, illness in group, food, too many managers, or_____ (Underline)

When were lectures given?_____ by whom?_____

What check-up was given?_____ Was special credit given for trip?_____

List committees used in organization of journey:
1._____ 2._____
3._____ 4._____

What unforeseen problems arose?_____

Do you wish to continue your work with journeys?_____

Why?_____

What other audio-visual aids do you use?

1._____ 2._____ 3._____
4._____ 5._____ 6._____
7._____ 8._____ 9._____

Other comments:

ODESSA PUBLIC SCHOOLS
P. O. Box 3912
Odessa, Texas

HONOR TOUR -- EXPENSES

Tolls (Tennessee, Niagara Falls)		$ 7.20
Telegrams		8.05
Lodging		228.99
Gas, oil, etc		212.54
Entertainment for Rex		2.50
Boat trip		1.00
Exchange cost of travel checks		6.00
Telephone calls		1.00
	Total	467.28
Meals		542.72
	Grand total	1010.00
Receipts	Local maintenance	1000.00
	Cash account	110.00
		1110.00
	Less expenses	1010.00
	Balance	100.00

Refund to cash account..... $100.00

CAR EXPENSE

Gas, oil, etc		22.85
Receipts	Local maintenance	25.00
	Less espense	22.85
	Balance	2.15

Refund to local maintenance..... $2.15

Miles traveled..... 5,265 Cost of trip per mile, 19¢.
Gallons of gas..... 902.3 Cost of trip per person per mile, 19/25.

(Used by permission from Murray H. Fly.)

LIABILITY RELEASE FOR ADULTS

STATE OF TEXAS:

COUNTY OF WALKER:

WHEREAS: The undersigned is a student of Sam Houston State Teachers College and,

WHEREAS: The undersigned is also a member of the class in Visual Education and,

WHEREAS: The aforementioned class is making a field trip from _____ to _____ and return on _____ and,

WHEREAS: The undersigned wishes to relieve the State of Texas, the officials of Sam Houston State Teachers College, the instructor, Mr. W. E. Lowry, and the driver, _____, of any obligation that might incur from physical damages incident to the aforesaid trip and,

WHEREAS: This trip is being made of my own free will and accord and without remuneration to anyone,

NOW THEREFORE BE IT RESOLVED: That I _____ do hereby and hereon release the aforementioned sponsors of this trip of any of the above obligations.

GIVEN: My hand and signature the _____ day of _____, 19____.

_____

_____

_____

LIABILITY RELEASE FOR MINORS

STATE OF TEXAS:

COUNTY OF WALKER:

WHEREAS: The undersigned is the legal parent or guardian of _____, a student of Sam Houston State Teachers College and,

WHEREAS: The aforementioned student, _____, is also a member of the class in Visual Education and,

WHEREAS: The aforementioned class is making a field trip from _____ to _____ and return on _____, and,

WHEREAS: The undersigned wishes to relieve the State of Texas, the officials of Sam Houston State Teachers College, the instructor, Mr. W. E. Lowry, and the driver, _____, of any obligation that might incur to _____ from physical damages that might occur incident to the aforesaid trip and,

WHEREAS: This trip is being made with my full knowledge and with my full permission for _____ to make the trip without remuneration to anyone.

NOW THEREFORE BE IT RESOLVED: That I _____ do hereby and hereon release the aforementioned sponsors of this trip of any of the above obligations.

GIVEN: My hand and signature the _____ day of _____, 19____.

_____

_____

_____

Education 480
School Journey Committee
Ralph Andrews, Chairman

Activity Approval Form

Please make three copies for each out-of-school activity, one to be kept by the sponsor, one to be filed with the principal, and one to be filed in thesuperintendent's office.

Activity: _____
Purpose: _____
Schedule: Date _____ Hours _____
Leave _____ Return _____
Place or itinerary: _____
_____
Conveyance: _____ Number of units: _____
Groups participating: 1. _____ Number _____
2. _____ Number _____
3. _____ Number _____
Financed by: _____
Sponsors or chaperons: 1. _____ 2. _____
3. _____ 4. _____

Preparation

Please check preparations made for this activity.

_____ 1. Class activity.
_____ 2. Direction sheet.
_____ 3. Arrangement for accommodations.
_____ 4. Committee planning.
_____ 5. Chaperons or sponsors.
_____ 6. Waivers.

(I, We) feel that the proper preparations have been made for this activity and hereby endorse it as above stated.

Date: _____ _____

_____

Sponsors

APPROVED:

_____ _____
Principal Date

_____ _____
Superintendent Date

School Journey Committee

Trip Evaluation Sheet

Trip Analysis

1. Trip to The Dallas Fair
2. Specific objective To administer a school trip
3. Schedule: Leave 6:00 a.m. o'clock, October 10, 19 41; return 10:00 p.m., 10-10.
4. Groups making trip:
   1. _____ Number _____
   2. Education 480 Number 25
5. Individual expense: Transportation, $ 1.15, Incidental, $ 1.00
6. Equipment: Personal None Group _____
7. Conveyance: Automobiles Number of units 5
8. Subject field: Education -- the school journey
9. Specific unit: _____
10. Trip sheet supplies? Yes Waivers executed? Yes
11. Were preliminary arrangements made along route? Yes
12. Sponsors: 1. _____ 2. _____
    3. _____ 4. _____

Purposes of Trip

Please check the purposes in mind for making this trip:

1. To provide recreation _____
2. To introduce a unit of study X
3. To provide a basis for further study X
4. To add to information gained by previous study X
5. To stimulate interest in subject matter _____
6. To clear up difficulties encountered in unit X
7. To review unit already completed X
8. To provide actual experience in trip planning X

Preparation of Group

Trips must be preceded by careful preparation. Check preparatory activities for this trip.

1. Suggested questions, answers to be found on trip X
2. Lecture X
3. Reports on subjects to be seen X
4. Objects, machines, instruments _____
5. Assigned reading _____
6. Dramatizing _____
7. Visual aids _____
8. Class discussion X
9. _____

Follow-up Work

Check techniques used in following up activities for this trip.

1. Class discussion X
2. Making scrap books X
3. Individual drawing ____
4. Demonstrations ____
5. Letters of appreciation ____
6. Collection of objects ____
7. Films, visual aids, etc. ____
8. Testing by instructor X

Trip Rating

		Yes	No
1.	Was group reaction ascertained?.....	X	
2.	Was the time sufficient for the trip?.....	X	
3..	Was the group about the proper size?.....	X	
4.	Were transportation and route satisfactory	X	
5.	Was individual and group expense about right?.....	X	
6.	Did the group see what it went to see?....	X	
7.	Did the group see enough so that what it saw was worthwhile?.....	X	
8.	In general, was the group interested and attentive?.....	X	
9.	Were any pupils disappointed with the trip?.....		X
10.	Were there any unavoidable delays or waste of time?.....	X	
11.	Was the guide satisfactory?.....	X	
12.	Was the general conduct of the group satisfactory?.....	X	
13.	Was the trip correlated well in follow-up activities?.....	X	
14.	Would you recommend this trip for other groups?.....	X	
15.	Did the trip fulfill its purpose stated above?.....	X	

Recommendations and Remarks

Please explain any unfavorable rating checks and make recommendations concerning such a trip in the future. (Use back of sheet).

Trip arranged by W. E. Lowry
Sam Houston State
Teachers College

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