

A SUGGESTED CITY-EXCURSION PROGRAM FOR SOCIAL  
STUDIES IN THE JUNIOR HIGH SCHOOLS OF  
DALLAS, TEXAS, WITH EMPHASIS ON  
FUNCTIONAL CITIZENSHIP

APPROVED:

James H. Dougherty  
Major Professor

Walter Hansen  
Minor Professor

J. C. Matthews  
Director of the Department of  
Education

Jack Johnson  
Dean of the Graduate Division

A SUGGESTED CITY-EXCURSION PROGRAM FOR SOCIAL  
STUDIES IN THE JUNIOR HIGH SCHOOLS OF  
DALLAS, TEXAS, WITH EMPHASIS ON  
FUNCTIONAL CITIZENSHIP

THESIS

Presented to the Graduate Council of the North  
Texas State Teachers College in Partial  
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

Ethel Gertrude Crawford

Dallas, Texas

January, 1948

151923

## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	v
Chapter	
1. INTRODUCTION . . . . .	1
Statement of the Problem	
Purpose and Scope of the Study	
Definition of Terms	
Limitations of the Problem	
Sources of Data	
Apparent Needs for the Study	
Organization of Material	
II. A REVIEW OF LITERATURE ON SCHOOL EXCURSION . .	9
Opinions about the School Excursion	
Reports on Experiments with Excursions	
III. AN ANALYSIS OF CERTAIN TECHNIQUES USED IN THE CITY-EXCURSION METHOD OF TEACHING AND LEARNING . . . . .	26
Techniques for Planning an Excursion	
Techniques for Conducting an Excursion	
Techniques for the Follow-up Program	
IV. A SUGGESTED CITY-EXCURSION PROGRAM FOR SOCIAL STUDIES IN THE JUNIOR HIGH SCHOOLS OF DALLAS, TEXAS . . . . .	44
Justification of City Excursions	
Purpose of the Suggested City-Excursion Program	
Suggested Steps in Organizing an Excursion	
A Suggested City-Excursion Program for the Junior High Schools of Dallas	
Suggested Follow-Up Activities	
A Detailed Plan for an Excursion to a Meeting of the City Commissioners	
An Evaluation of the Suggested City Excursions	
Report of an Experiment in City Excursions	

Chapter

Page

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS. . . 68

Summary  
Conclusions  
Recommendations

BIBLIOGRAPHY . . . . . 71

## LIST OF TABLES

Table	Page
1. A Comparison of Anticipated Outcomes of Four Excursions and Criteria for Judging the Value of an Activity . . . . .	61

## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

The problem of this study was to formulate a suggested city-excursion program for the junior high schools of Dallas, Texas, with special emphasis on functional citizenship. The study had its inception in the experience of the writer as a teacher of social studies in the T. G. Terry School of Dallas.

Recognition accorded to the excursion as an instructional tool by city, state, and national educational departments and organizations has caused it to develop into a definite teaching technique which has been incorporated into many curricula. It has been noted especially that the excursion approach is employed in the teaching of citizenship in many elementary and secondary schools. Most curriculum makers are of the opinion that school programs should be based on the actualities of life, and that the school should provide techniques which are related to practical experiences. As a result, school groups are seen almost every day in national and state capitols, at scenic spots, in art galleries, museums, in local and national industrial centers, in government buildings, and at historic and literary shrines.

### Purpose and Scope of the Study

The purpose of the investigation was two fold: first, to analyze the school excursion as a teaching and learning aid; and second, to develop a suggested school-excursion program for the social studies in the junior high schools of Dallas, based upon the findings and evaluations reported by educational observers and by experienced users of excursions. The analysis of this new-type teaching aid included the definition of an excursion, techniques involved, and evaluations made of the procedure.

The definition which seemed appropriate was adapted from a review of literature on the subject. The techniques included suggested methods and materials. The evaluations were the opinions of educational authorities and the experimental results of classroom teachers and others.

The suggested excursion program for social studies in the Dallas junior high schools was built upon widely accepted implications of current educational philosophy and psychology relative to teaching and learning methods and materials. The methods selected and recommended by the writer were designed to achieve three objectives: first, to transform the local junior high school social studies to a higher level of educational value; second, to inculcate desirable habits of citizenship in pupils by providing civic and social experiences; and third, to make provision for individual differences, and for development of the pupil's ability to understand and solve everyday problems.

The recommended material or subject matter was related to local places to which school excursions could be made for the purpose of obtaining desirable knowledge about Dallas through observation and participation. An effort was made to include recommended excursions to several points which might otherwise remain unknown to the pupils, in addition to many places of city-wide publicity and popularity. An over-all view of the city was believed to provide for an understanding of the inter-relationship which exists between the school and the community.

The places recommended for school excursions were selected either because of their physical phenomena or their civic and social value. They provided first-hand information on such subjects as geographical features, climate, foods, clothing, buildings, civic government, transportation, communication, recreation, culture, commerce and trade, religion, health, and safety. Specific data about Dallas were designed to be integrated with state, national, international, and global problems.

The entire program which was recommended for the junior high school social studies was evolved from a discovery, analysis, and evaluation of various excursion techniques discussed in educational literature and from an application of the findings to the social-studies program in the local junior high schools. It was the writer's desire to make available to teachers information which might help them to



achieve a more effective use of the educational opportunities afforded by school excursions in the city of Dallas.

#### Definition of Terms

Clarification of certain terms used frequently in the study will be obtained by adherence to the following interpretations:

(1) The term "excursion" is used synonymously with "field trip," "journey," or "visit." Borgeson defines it as "a group of children, in charge of one or more teachers and assistants, making short or extended visits away from the classroom for educational and social purposes."<sup>1</sup> Fraser's definition is that an excursion designates "any kind of expedition or a trip, definitely organized to achieve certain objectives for young people, and made by a group of students as part of their regular school work."<sup>2</sup> Dale says that the school excursion is a tool which "offers an excellent bridge between the school and life, a vital linking of the work of the school with the work of the world outside."<sup>3</sup> He describes the tool as a "going-out process

---

<sup>1</sup>F. C. Borgeson, "Excursions in School Life," The Principal and His Community, Eleventh Yearbook, Bulletin of the Department of Elementary School Principals, National Education Association, p. 461.

<sup>2</sup>James Anderson Fraser, Outcomes of a Study of Excursions, p. 2.

<sup>3</sup>Edgar Dale, Audio-Visual Methods in Teaching, p. 34.

in which students study the work-a-day world in operation."<sup>4</sup>

He extends this definition with the following supplement:

"It is a serious educational study aimed to reach important, planned, purposes. It is a way of hitching the theory of the classroom to the practices of life itself."<sup>5</sup> A summary of many definitions culminated in the following concept: a school excursion is simply a means whereby facts are seen in life under competent guidance and used in any kind of school for the purpose of achieving some of the main objectives of education.

"Functional citizenship" means the tangible and the intangible inter-relations between an individual and the local community, with special emphasis on governmental, civic, and social responsibilities and participation.

#### Limitation of the Problem

The factors of time and space placed the following limitations upon the present problem:

1. Excursions are probably the most common recognized and widely used form of direct experience in use by schools in Europe, the Orient, and the United States, but consideration is given in the present problem only to developments in our own country in general and to Dallas, Texas, in particular.

---

<sup>4</sup>Ibid., p. 134.

<sup>5</sup>Ibid.

2. The school excursion exhibits a wide variation of practices. Methods for carrying on this type of program range all the way from the casual, informal journey, which is initiated by the individual teacher, to those excursions which are definitely organized for use within the city and surrounding territory, and to those which carry the pupils on trips that cover more than one day's time. In the present study, only short excursions within the city of Dallas and adjacent communities are considered in the recommended program for the junior high school social studies program.

3. All implications, inferences, ideas, and techniques, which are discussed in the analyses and evaluations of the school journey as an instructional aid or incorporated into the recommended social studies program for the junior high schools in Dallas, were obtained from secondary sources, as no experiments on the problem were made by the writer.

4. Data in the study are related primarily to the seventh, eighth, and ninth grades, which are referred to as the "junior high school."

#### Sources of Data

Data contained in the present report were obtained from two sources: (1) from descriptive and analytical material found in literature; and (2) from the reports of experiences and experiments made of the excursion curriculum by teachers and school administrators in various public and private schools of the United States. The sources supplied

information on the possibilities of journeys in connection with schools of small communities; the variety of opportunities in metropolitan centers; and the advantages of excursions in rural communities.

#### Apparent Needs for the Study

An investigation of the excursion as an instructional tool and its implementation into the suggested social science program appeared to be timely and significant and was made for the purpose of meeting three immediate needs. In the first place, the achievement of widely accepted educational objectives demanded that the social studies program in the junior high schools of Dallas be transformed from a textbook and vicarious-experience program into a real-life activity. In the second place, the existence of a unified, organized, educationally-sound excursion program, which is an acceptable medium for enriching the curriculum and for teaching and learning citizenship in many modern junior high schools, required that the present social-studies program in the junior high schools of Dallas be reorganized around the philosophical and psychological principle of learning by living. In the third place, an effective development of the acceptable concepts of citizenship in the population of the junior high schools of Dallas necessitated that some additional measures be taken whereby the social-studies program could offer more opportunities for the children to perform the responsibilities of citizenship in their own community.

### Organization of Material

Data for the present investigation were obtained from secondary sources and organized into sections. Chapter I contains an introduction to the study. A review of literature comprises Chapter II. An analysis of the school excursion as a teaching and learning aid appears in Chapter III. A suggested city excursion program for social studies in the junior high schools of Dallas is contained in Chapter IV. A summary of data which were obtained, along with the writer's conclusions and recommendations, concludes the study and is found in Chapter V.

## CHAPTER II

### A REVIEW OF LITERATURE ON SCHOOL EXCURSIONS

A study of the values of an excursion program may be made through several channels. For the present investigation, however, only two channels have been utilized. Both of them are contained in a review of literature on the use of excursions as an instructional tool. The first channel is opinions and judgments formed by people who have observed and studied the excursion method of teaching. The second channel is the findings of those who have experienced the new type aid.

The first part of the present discussion contains eighteen general evaluations made of the school excursion by educational writers, administrators, and teachers who have presented their personal opinions and judgments. The second part contains forty-six evaluations in the form of brief descriptions of experiments in excursion programs.

#### Opinions about the School Excursion

An analysis of evaluations assigned to school excursions by educational writers including curriculum makers, administrators and teachers, furnished a clear view of trends in the current emphasis which is being placed on this new instructional tool. Bowen says that "if our goal is the enrichment of

education, surely the school journey is one of the most promising paths to that goal."<sup>1</sup> Many other writers have expressed a similar opinion.

Weaver points out the following potential values of the school excursion, with special emphasis on child growth and socialization:

The journey, if properly conducted, provides for children's proposing, planning, and executing; it gives vital experiences. Excursions can be so planned that they relate to other activities and interests of the children, thus facilitating the effort at making the education process a process of continuous growth. Furthermore, the tour can become a medium of socializing the individual child, of showing him how his problems and their solutions are dependent and interconnected with the community needs and institutions and how his community in its turn forms an integral part of the community that is the nation and mankind.<sup>2</sup>

McCallum believes that the school excursion is a valuable teaching aid because its objectives include the following concepts, which are accepted goals of modern education:

1. Development of powers of observation.
2. Ability to retell first-hand experiences in an interesting manner.
3. Knowledge of facts of everyday life.
4. Increased capacity for worthwhile emotional reactions.
5. Ability to organize in logical sequence, information gained through first-hand experiences.
6. Development of feeling of responsibility through understanding of community relationships.

---

<sup>1</sup>Ward C. Bowen, "The School Journey," Educational Screen, XX (May, 1940), 18.

<sup>2</sup>David A. Weaver, "Excursions in a Metropolitan Center," Aids to Teaching in the Elementary School, Thirteenth Yearbook, Bulletin of the Department of Elementary School Principals, National Education Association, p. 289.

### 7. Vocational information.<sup>3</sup>

The following evaluation of the school journey expresses the philosophy of many administrators and classroom teachers;

One of the outcomes, seemingly very desirable, is a larger understanding of the people in the local community and of the interdependence of the local community and the rest of the country and the world. This topic is not new, but having the pupils talk and read about it, without giving them first-hand experiences, seem to have been inadequate. The children must have first-hand experiences as a foundation for an understanding of second-hand experiences.<sup>4</sup>

Fraser made a study of the outcomes of excursions, as measured by the techniques of recognized evaluation procedures.<sup>5</sup> He concluded that this modern instructional tool "is gaining recognition as one procedure for attaining the objectives which general education recognizes."<sup>6</sup>

Atyeo made an investigation of the excursion-type of teaching in 1939. He undertook to discover, analyze, and evaluate various prevailing techniques. He studied the excursion programs of certain European countries. Then he examined the development of this method of teaching in the United States. Findings of his research led to the following conclusions:

---

<sup>3</sup>Jessie McCallum, "All Aboard for Excursions," The Principal and His Community, Eleventh Yearbook, Bulletin of the Department of Elementary School Principals, National Education Association, p. 458.

<sup>4</sup>"Editorial News and Editorial Comment," The Elementary School Journal, XLIII (October, 1942), 70.

<sup>5</sup>Fraser, op. cit., p. 1.

<sup>6</sup>Ibid., pp. 70-71.



A very wide range of values is claimed for the excursion technique in the literature.

The power of the excursion to increase interest, deepen capacity for appreciation, develop accuracy and keenness in observing, secure a longer retention of knowledge acquired by its means, provide opportunity for development of initiative, leadership, sense of responsibility, independence of judgment, and to afford experience of the social adjustments involved in planning and carrying out a group enterprise, all these and many more recur repeatedly expressed in many different ways among the advantages attributed to the method. . . . .<sup>7</sup>

A substantiation of the preceding evaluation was made by Borgeson when he said that the excursion is indispensable as a medium for providing first-hand contacts for the child. He added that all schools, regardless of their location or economic status which "do not provide excursion opportunities for all their pupils are conducting an inadequate, not to say antiquated, educational program."<sup>8</sup>

Dewey stressed the dangers of isolating subjects from their social setting. He emphasized that subject matter and the purpose for using it should be deeply imbedded in a vitalized social setting.<sup>9</sup> Since the school excursion makes isolation of subjects from their natural environment difficult and unnatural, it may be called a valuable instrument for instructional purposes.

---

<sup>7</sup>Henry C. Atyeo, The Excursions as a Teaching Technique, p. 189.

<sup>8</sup>Borgeson, op. cit., p. 461.

<sup>9</sup>John Dewey, "What is Social Study?", Progressive Education, XV (May, 1938), 367-369.

A belief in the value of the excursion as a means of developing acquaintance with certain activities that are basic to the life of the community led Dakin to advance the concept that "mere descriptions of things seen, done, and read about, with repetitious expositions in writing, have little permanent educational value."<sup>10</sup> In connection with this phase of the excursion, Sanders says that one of the things a child should know about his community is the location; now merely the location on a map or the globe, but its location in relation to geographic regions in the state, the country, and the world.<sup>11</sup> The author adds that the child needs to know what nationalities and races are represented in the local community. He also needs to know his community's status relative to records in safety, attendance at church, law enforcement, and contributions to charitable projects. If all real education is the result of experience, as Dewey believes, the preceding data can best be learned through the school excursion.<sup>12</sup> Hoban, who has done much research relative to visual instruction, lists the following advantages of the excursion when used in connection with instructional and learning procedures:

---

<sup>10</sup>W. S. Dakin, "Making Pupil Activities Serve Constructive Ends," The Elementary School Journal, XLI (December, 1941), 281.

<sup>11</sup>Mary F. Sanders, "Producing Curriculum Material about the Community," The Elementary School Journal, XLIII (June, 1943), 603.

<sup>12</sup>John Dewey, Interest and Effort in Education, p. 13.

1. It offers an opportunity to study subjects in their natural setting and in its natural operation.
2. It offers concrete examples which tend to clarify instructions.
3. It stimulates interest in art, history, music, natural study of vocational subjects.
4. It blends school work with real life activities.
5. It serves as a gap for bridging the gulf between different subjects.
6. It provides for the development of keen observation.
7. It offers large opportunities for use of leisure time.
8. It provides for experience in group participation.
9. It provides first-hand sources for study and investigation.<sup>13</sup>

Pitluga says that the teachers who share the responsibility for planning and carrying out the excursion with pupils offer them an opportunity for growth in desirable habits of thinking, planning, and acting.<sup>14</sup> This means that the teacher must be thoroughly familiar with the objectives of the social studies, especially with the objectives of functional citizenship training, so that she can translate present economic, political, and sociological data encountered on excursions into experience activities and vital knowledge understandable to the pupil.

The development of mental maturation attributed to the excursion-type of teaching and learning is described by Norsworthy and Whitley. They report that the sense organs are the media for mental enrichment. In addition, they add

---

<sup>13</sup>Charles F. Hoban, Charles F. Hoban, Jr. and Samuel B. Zisman, Visualizing the Curriculum, pp. 41-43.

<sup>14</sup>George E. Pitluga, Science Excursions into the Community, p. 23.

that children learn to perceive various characteristics of objects by looking, feeling, smelling, tasting or other sensory activities.<sup>15</sup> In corroboration of this concept, Wrightstone says that scholastic achievement tests are valuable for the qualities they are designed to test, but that they do not measure certain aspects, such as responsiveness, cooperativeness, and dependability.<sup>16</sup> If pupils share largely and actively in planning and conducting an excursion and in carrying on the follow-up program, the responsibility placed on them tends to develop initiative, responsiveness, dependability, leadership, and cooperation. These attributes are all characteristics of successful citizenship.

Judd believes that the school excursion requires social cooperation which all pupils must learn to give if they are to be effective members of present-day society. He says that the social studies concepts will fail of their purpose if they are taught as a mere series of factual items.<sup>17</sup> Appreciation of such characteristics of citizenship as loyalty, patriotism, service, justice, leadership, and other similar attributes can be developed only as the pupil has an opportunity to experience these characteristics.

---

<sup>15</sup>Naomi Norsworthy and Mary Theodora Whitley, The Psychology of Childhood, p. 120.

<sup>16</sup>J. Wayne Wrightstone, An Appraisal of Newer Practices in Selected Public Schools, p. iii.

<sup>17</sup>Charles H. Judd, "A Complete Program of Social Studies," The Elementary School Journal, XLII (February, 1942), 509.

### Reports on Experiments with Excursions

Less than a decade ago, Grinstead made the first attempt to study the comparative values of the excursion. He carried on a scientifically controlled experiment in the Washington Junior High School in Pasadena, California. Four experiments were made, and the following values of the excursion were reported by Atyeo in his published dissertation:

1. Excursions assist the pupils' comprehension.
2. They bring about an increased interest in school work and a sustained interest in the topics studied.
3. Excursions clarify principles.
4. Excursions stimulate interest in natural and man-made things and situations.
5. They help children to organize their knowledge.
6. They stimulate constructive thinking.
7. They constitute a cooperative enterprise.
8. They blend school life with the outside world.
9. They assist pupils to find themselves.
10. They enable or compel a teacher to conduct a more orderly and logical recitation.
11. The excursion is more effective when limited to one class at a time.<sup>18</sup>

Aty eo reports that the New York City school carried on an experiment in which forty-one high schools participated in twenty-nine excursions around Manhattan Island. The trips were made in connection with the civics classes and included two trips each day for almost a month. The results showed that the pupils who took advantage of the excursions were

---

<sup>18</sup>R. W. Grinstead, An Experimental Evaluation of the School Excursion, pp. 91-92, quoted by Atyeo, op. cit., pp. 134, 139.

better informed, according to test results, than those who did not go.<sup>19</sup>

Atyeo's report also describes how the elementary schools of Pasadena, California, recently built a curriculum around seven major topics which utilize the excursion approach. The topics include transition from home to school, home and school, community life, children of other civilizations, California and its Pacific neighbors, transportation, communication and early civilizations. In the junior-high-school age group, excursions were made to museums, points of historical interest, libraries, Spanish Mission Churches, the Chinese and Japanese districts, and the Hopi Indian reservation. The excursions were reported to have extended the pupil's view beyond his own small world to that of his community and ultimately to that of other peoples and civilizations.

Atyeo's report also carries a description of how elementary schools in New York City use excursion methods and plan visits to camps, museums, and places of historic interest. The New York City school system maintains day camps, and pupils from the third through the eighth grades are permitted to go once each month and spend a day in study and recreation. The report shows that in 1937, 122,000 pupils participated in this excursion project.<sup>20</sup>

<sup>19</sup>Atyeo, op. cit., pp. 58-60.

<sup>20</sup>Ibid., p. 60.

Kruglak says that there has been a recent tendency to consider field trips principally from the point of view of social studies. He adds that many people are prone to forget that field trips have been used effectively in connection with the sciences. He reports successful field trips made by the high school physics classes in Wisconsin to a centrifugal dryer, a large oil derrick, the refrigeration system of a brewery, and an X-ray clinic.<sup>21</sup> The result was first-hand information about mechanical inventions and types of occupations. The excursions emphasized certain objectives of the social studies which are intended to impress upon the child his duty and responsibility to become a self-supporting individual in adult life, and to choose his vocation wisely.

Burke made a report in 1932 on excursions into music. He says that the Symphony Orchestra in Saint Louis had its only approach to juvenile education on an excursionsal basis. Student concerts were given in the regular concert hall, and public school concerts were presented in the auditoriums of the city high schools. Creative listening on the part of the pupils was made the objective of the concerts. This objective was based on the philosophy that every child should be given the opportunity of developing, within himself, the

---

<sup>21</sup>Haym Kruglak, "The Specialized Field Trip," Educational Screen, XX (October, 1941), 341.

resource of music as an aid to living, and that music is essential to culture that rises above materialism.<sup>22</sup>

Vierheller analyzed the values of the excursion as related to the program of the zoological garden in Saint Louis. He justifies the excursion on the thesis that the zoo provides opportunities for the child to see the living representations of animal life which he has seen only in pictures.<sup>23</sup> Often the result is the creation of a desire for a pet on the part of the pupil. If he learns how to care for a pet, he has had experience in cleanliness, responsibility, and sympathy for those who may be dependent upon him. The writer concluded that an excursion to the zoo has the power to help children to develop a greater understanding of the world in which they live.

Shaw describes an excursion experiment sponsored by the Brooklyn Botanic Garden, in cooperation with several elementary schools. Instead of the traditional annual or semi-annual visit, he says that opportunities are provided for a certain class to make an excursion to the Garden once each week for a period of five or six weeks. The regular classroom course in nature study is used as a basis for the follow-up work done on the excursion. Activities include

---

<sup>22</sup>Harry R. Burke, "Excursions Into Music," The Principal and His Community, Eleventh Yearbook, Bulletin of the Department of Elementary School Principals, National Education Association, pp. 471-475.

<sup>23</sup>Marguerite Vicheller, "Lessons from the Zoo," Ibid., pp. 482-485.



studies in the Japanese garden, the greenhouse, and in the Garden's auditorium. Lantern slides, motion pictures, and other audio-visual aids tend to make the excursion exceptionally instructional.<sup>24</sup>

Daniels reported on a school excursion made by an adjustment class of eighteen pupils in a junior high school of Massachusetts. She says that the groups varied in age from twelve to seventeen years, but all had been retarded, and their mental ages ranged between eight and twelve years.<sup>25</sup> Some of the experiences on the excursion appeared to arouse the pupils' curiosity. Other experiences seemed to strengthen their initiative, while others appeared to set up new desires and purposes in their minds. All of the experiences emphasized the thesis that actual practice in successful citizenship is more important than storing up knowledge on how to be a good citizen.

Price reports a study made of the values of excursions in the opinion of certain principals of schools.<sup>26</sup> In 1932 questionnaires were answered by 268 elementary school principals in forty-five states and the District of Columbia. The first part of the questionnaire concerned the extent

<sup>24</sup>Ellen Eddy Shaw, "Visiting the Botanic Garden," Ibid., pp. 476-481.

<sup>25</sup>Sybil L. Daniels, "A School Journey to the Beach," Aids to Teaching in the Elementary School, Thirteenth Yearbook, Bulletin of the Department of Elementary School Principals, National Education Association, p. 295.

<sup>26</sup>R. H. Price, "A Study of the Values of Field Trips," Ibid., pp. 302-305.

to which these schools were participating in excursions. The second part was an evaluation of such activities, according to the opinion of the principals contacted. The result of the investigation showed that a large number of unselected schools were utilizing excursions as a teaching technique, designed for enrichment of childrens' experiences. Data showed that sixth-grade pupils were carrying on this type of activity more frequently than other grades in the junior high school age group. Data also showed that a large majority of the principals considered excursions to be of high value. A few of them reported that trips, in their estimation, were only of medium value. None of the replies rated excursions as being of low or of no value. Observation, plus an analysis of the questionnaires, resulted in the following evaluation by Price:

1. Excursions offer an opportunity for enrichment of experience.
2. They improve the meaning of experiences connected with school activities.
3. They broaden childrens' interest because they provide an opportunity for exploration.
4. They provide first-hand information which is more beneficial than textbook information.
5. They provide for an experience in choosing, purposing, planning, and evaluation.<sup>27</sup>

A report on the excursion program of the Hale Elementary School<sup>28</sup> in Chicago contains a detailed account of the

---

<sup>27</sup> Ibid., pp. 304-305.

<sup>28</sup> "Outlying Schools Arrange Tours of the Neighborhood," The Elementary School Journal, XLIII (March, 1942), 494-495.

procedures involved in the program during 1942. Pupils in the social-studies classes obtained the names of 125 manufacturing concerns located within a radius of two miles of the school. The parent-teacher's association made contacts with the selected firms and secured invitation for school journeys. The community newspaper carried announcements relative to the arrangements. The pupils prepared a list of questions about things they wanted to know at each manufacturing center and mailed them to the management of each plant. The result was that the managers planned for an educational tour of the plant which met the requirements of the young tourists. In addition to culminating in a learning situation for the pupils, each excursion helped the managers and owners of the plant to understand more thoroughly the work of the school.

In 1942 Williams sent questionnaires, relative to the use of the school journey in the schools of the United States, to one hundred supervisors, teachers, superintendents, and principals in most of the forty-eight states. Information was received from twenty-one states, including Texas. The reports included data on 576 school journeys of elementary grade classes and 1,410 excursions of high school groups. The following findings were reported:

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, used this 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.<sup>29</sup>

Williams also reports that 73.9 percent of the 176 schools surveyed in Arizona during 1940 used the school journey as a teaching aid.<sup>30</sup> She found that 498 school journeys were made by elementary grade pupils in schools of Texas in 1942, and 104 were made by high school classes. Long journeys both in and out of state for Texas pupils were reported for high schools in Odessa, Denton, Huntsville, Van, Longview, Kaufman, McCamey, Ennis, and El Paso.<sup>31</sup>

In 1941 Baldwin surveyed the use of the school journey in the social-studies curriculum of schools in Texas. He says that 137 reported the use of the school journey in 1934-35, while 236 reported its use in 1940-41.<sup>32</sup> These

---

<sup>29</sup>Uleta Ray Williams, "The School Journey: An Evaluation of Techniques and Procedures," (Unpublished Master's Thesis, Department of Education, North Texas State Teachers College, Denton, Texas, 1942), pp. 63-64.

<sup>30</sup>Ibid., p. 66.

<sup>31</sup>Ibid., pp. 74-75.

<sup>32</sup>J. W. Baldwin, A Survey of the Present Status and Curriculum Trends in the Social Studies Curriculum in Texas Schools, p. 52.

data indicate that many educational leaders are agreed that one of the school's most important purposes is to teach wholesome living and social responsibility and to provide opportunities for pupils to practice functional citizenship.

Valuable results of school journeys in Chicago were reported by Good in 1940. He says that a series of excursions for pupils of classes in self-appraisal and the careers resulted in the participation of more than 300,000 students in Chicago in three hundred different excursions.<sup>33</sup> The program was based on the concept that citizenship involves more than knowing how to avoid doing a social wrong. It is related to desirable ideals, habits, and careers, that are conducive to building up a better home, school, and community.

A summary of the preceding evaluations assigned to the school journey by men and women who have had experience with such a program leads to the conclusion that the school excursion has gained recognition as one procedure for achieving objectives which educators in general have recognized as being desirable. It appears that the school journey is conceded to be a vehicle for transforming the traditional curricula into the modern-school program. It is designed to constitute a core of vital experience which has social significance and can give vitality to the traditional subject-matter curricula.

---

<sup>33</sup>Charles H. Good, "Tours for High School," Chicago School Journal, XXI, (May-June, 1940), quoted by Williams, op. cit., p. 67.

An analysis of preceding evaluations made by educators who help to formulate present day educational policies and by administrators and classroom teachers who have used the school excursion, leads the writer to believe that this instructional aid can be called a valuable educational tool. It makes school activities more meaningful, provides for changes in attitudes, produces interest, and provides opportunities for application of information. Since it does these things, it seems that it can be considered a valuable technique for realizing the general objectives of modern education.

### CHAPTER III

#### AN ANALYSIS OF CERTAIN TECHNIQUES USED IN THE CITY- EXCURSION METHOD OF TEACHING AND LEARNING

The school excursion is one of the methods of teaching which is receiving emphasis today as a means of achieving the objectives of the new social studies program.<sup>1</sup> Local conditions of environment or individual institutional set-ups probably will cause different methods to be used in different localities. However, there are certain general approaches which will be of value, with varying degrees of emphasis, in practically any kind of a comprehensive educational program. The success of a technique for any individual excursion depends upon the teacher's skill and accuracy in selecting the procedures best adapted to the immediate journey. The excursion can be utilized by any teacher, whether the traditional course of study or the experience program is used in the school.

The three major aspects of the excursion technique are planning, conducting, and following-up or retrospective use. Each of these aspects is discussed in the paragraphs that

---

<sup>1</sup>Committee on the Function of the Social Studies in General Education, The Social Studies in General Education, p. 3.

follow. Prior to these discussions, however, it seemed advisable to describe Fraser's report on the excursion procedures used by a senior class in the Lincoln School of Teachers College, Columbia University in 1938.<sup>2</sup> The group undertook the experimental excursion for the purpose of studying national and regional planning. The objectives of this group were different from those set up for a junior high school social studies class, yet the procedures are not vastly different. The discussion is included in the present study in detail as somewhat of a pattern for understanding the techniques of a school excursion.

During the planning period or preparatory study of the excursion reported by Fraser, individual teachers worked with class members on the following items: general organization, transportation, overview of anticipated problems, suitable music to be used as the group's contribution to others' enjoyment, and art techniques and materials which were expected to be necessary. The class was divided into groups and studied problems which were related to an understanding and appreciation of anticipated experiences on the excursion.

Committees were formed within each group for the purpose of planning and carrying on the study of special problems and for functioning during the actual excursion. Guidance was afforded by appropriate staff members.

---

<sup>2</sup>Fraser, op. cit., pp. 1-7.



Pupil-teacher planning and studying resulted in an outline of procedures which were mimeographed and distributed to the group. The following paragraphs concluded the outline:

On our return we will spend several weeks in a follow-up study and in gaining more historical perspective about the factors we find to be involved.

Keep in mind that we are each involved in a rare opportunity for learning, but let us not forget that more important than acquiring facts is our ability to learn to think about those facts, to form intelligent opinions and creative attitudes so that we may act as better informed persons and citizens.

There will be an extraordinary demand on each of us to be our most expert selves in matters of co-operation, understanding and respect for persons. Here is a chance seldom had by a group such as our class to develop expertness in human relationships.

Your teachers are desirous of helping you, advising you and learning with you but they cannot learn for you. That job is up to you as an individual. May we all find satisfaction, happiness and success in accomplishing it!<sup>3</sup>

The first lap of the excursion carried the group from New York City to Norris, Tennessee. There the pupils visited interesting places in the vicinity for three days. Informal and spontaneous teaching procedures during the excursions included aid in interpreting observations and understanding technicalities of lectures and explanations given by engineers.

The next major stop in Clarksville, Georgia, provided an opportunity for a visit to a power plant and a comparison of private and government ownership. Experiences in building a farm home and practising soil conservation were provided in a soil-eroded area. Pupils, teachers, college students, local boys and girls, and newspaper reporters participated in the informal teaching which supplemented the experiences.

---

<sup>3</sup> Ibid., p. 5.

The return trip provided additional opportunities for studying national and regional planning as visits were made to several housing projects. Informal discussions of observations and experiences characterized the return trip.

The follow-up activities of the excursion included round-table discussions, debates, teachers' lectures, and library research. Groups were formed for further study of specific problems which had their inception during the excursion.

Throughout the excursion program, from the planning through the culminating follow-up activities, informality, pupil participation, purposeful activities, consideration of social problems, and provision for individual interests and differences characterized the teaching and learning procedures.

Test results indicated that the school excursion was one procedure for implementing modern concepts of education, and for gaining desirable information. Fraser summarized his findings by saying that "it may be justly claimed that the study excursion is an effective procedure for bringing the individual into contact with the culture which is his birthright in such fashion as to widen and deepen his consciousness of his relation to the life of the past, the present, and the future, and to aid in the development of those attributes which are most needed if he is to play intelligently his role in the drama of cultural continuance and cultural change."<sup>4</sup>

---

<sup>4</sup>Ibid., p. 79.

### Techniques for Planning an Excursion

It has been said that the success or failure of a school trip is in direct ratio to the amount and kind of planning which has been made.<sup>5</sup> The cooperation of the school administration, classroom teachers, pupils, parents, and the community is necessary for the success of an excursion. Important factors in insuring maximum achievement from any excursion include adequate preparation of all details on the part of all who are concerned.

Hoban suggests the following steps for planning a school excursion: make a preliminary survey of the immediate surrounding; determine the time required for the journey; determine the purposes for which the excursion is made; make necessary arrangements with persons in charge of places to be visited; plan for instructions enroute; carry on a follow-up or follow-through program; and make an evaluation.<sup>6</sup>

Dale includes the following items in his checklist for teachers who are planning excursions: (1) preparation of teacher and of pupils, (2) observation, (3) follow-through, which includes group discussion, creative projects, tests, and reports, and (4) evaluation of the excursion.<sup>7</sup>

---

<sup>5</sup>Kenneth B. Haas and Harry Q. Packer, Preparation and Use of Visual Aids, p. 169.

<sup>6</sup>Charles F. Hoban, Sr., Charles F. Hoban, Jr., and Samuel B. Zisman, Visualizing the Curriculum, pp. 46-47.

<sup>7</sup>Edgar Dale, Audio-Visual Methods in Teaching, pp. 155-156.

Atyeo says that planning for an excursion generally includes the following definite steps: (1) creation of interest and an awareness of the need for the excursion, (2) making plans for the mechanical details, (3) preparation of the teachers, and (4) preparation of the class.<sup>8</sup>

The writer fused the suggestions of several people who have made recommendations relative to planning an excursion. The following items appeared to be common among the suggestions and were selected as captions for the present discussion: (1) meeting pupils' needs, (2) preparing the community for a school-excursion program, (3) selecting criteria for judging a proposed journey, (4) preparing the teacher, (5) preparing the pupils, (6) arranging for mechanical details such as transportation and expenses, and (7) considering a tentative follow-up program.

Meeting pupil's needs.--Atyeo says that a prerequisite for a successful excursion is the pupil's awareness that the trip will meet some definite need which exists, such as the following:

. . . a need for more factual knowledge regarding a subject--knowledge which might obviously be acquired at the headquarters of some municipal department, or at a museum; need of opportunity to become acquainted with some manufacturing process, or with particular working conditions--opportunity which would perhaps be afforded by a visit to a factory; need for securing some kind of personal experience, such as viewing great works of art, or witnessing a dramatic

---

<sup>8</sup> Atyeo, op. cit., p. 96.

performance, experience which must be presupposed in any attempt to develop aesthetic appreciation of such forms of art; need for such materials for study as might be collected during a field trip.<sup>9</sup>

The preceding concepts confirm the thesis that learning is valuable only to the extent that it effectively extends the experiences of the pupil. Development of ability to use information in order to satisfy a need is as important as the acquisition of knowledge.

Kilpatrick emphasizes functional procedures in the realm of social studies when he asserts that pupils should have experience in assuming active responsibilities for citizenship enterprises of various types so they will learn to do by doing.<sup>10</sup> This means that situations should be provided through which the pupils can see the functional operations within a place instead of just the place. As an example, they should experience helping unfortunate families instead of merely visiting the Welfare Office.

Preparing the community for the school-excursion program.--  
The development of a favorable attitude toward school excursions among the community's constituency is a very important factor in the success of the program. This step knowledge, and the teacher's wholehearted belief in the soundness of the excursion enterprise. Sometimes it is

---

<sup>9</sup>Ibid., p. 97.

<sup>10</sup>William H. Kilpatrick, "Citizenship by Practicing Citizenship," Foreword to Roy Winthrop Hatch, Training in Citizenship, p. vi.

a slow process, but gradually it can be brought to pass by those who believe that children need the enriched opportunities afforded by the school journey.

Selecting criteria for judging a proposed excursion.--

The following criteria, set up by Aldrich for judging the value of community activities, have been selected as a basis for evaluating the excursion in the present study, and have been included in their entirety because of their appropriateness for the present study:

A. Criteria in terms of level of difficulty.

There are several levels of difficulty that must be recognized in working out community studies. The criteria below are arranged so that one class may undertake studies which meet only the first groups; more advanced classes may attempt activities which meet a larger number. While a good community activity may not meet all of these criteria, the activities may be improved as they are revised to meet as many as possible.

1. Does the activity acquaint the pupils with the resources of their own community?
  - a. Does it relate to a phase of community life?
  - b. Is this phase of community life typical? If not, is it recognized by teacher and pupils as an atypical phase?
  - c. Is the study based on a fair picture of this phase of community life, and would it be considered fair by a person engaged in the activities relating to it?
  - d. Does the study show the relationship of this phase of community life to other phases in this community and in other communities?
2. Does the activity permit the pupils to envision the community as a social organism with human interrelations?
  - a. Does it permit the pupils to see as many of the social and economic forces which cause community life as is possible with this age group?
  - b. Does it offer contact with persons who are seen as human beings with needs, desires, and ideals?

- c. Can the activity be related to several phases of community life?
  - d. Does it offer opportunities to observe conflicts between individuals and groups in the community?
  - e. Does it offer opportunities to observe differences between professed aims and objectives of individual and group conduct and real aims and objectives?
3. Does the activity encourage the pupil to acquire a relatively objective and well-balanced point of view toward all communities?
- a. Does it approach the community on an objective plane, or can prejudice be reduced to a minimum? (See 2d, e, above.)
  - b. Can it be related to ways of living in other communities?
  - c. Can safeguards be developed against romanticizing about the community?
  - d. Can it be related to social processes at work in all communities?
4. Does the activity utilize the immediate community as an illustration of broader and basic contemporary problems and trends?
- a. Can the activity relate a local problem to a broad national or international problem typical of all communities?
  - b. Does the activity relate to a basic problem or trend rather than to superficial aspects of it?
  - c. Does the activity make concrete and real the trends and tensions of American life?
5. Does the activity give the pupil opportunity to participate cooperatively in community movements?
- a. Does the activity enable the pupil to participate actively in community life?
  - b. Does the activity permit the pupil to assume the responsibility of citizenship himself?
  - c. Can the activity actually affect community life?
  - d. Is the activity within the power of the pupils to complete with a minimum of adult dominance?
- B. Criteria in terms of social value to the community
- While a good community activity may not meet all of these criteria, the activities may be better as they are revised to meet as many as possible.
- 1. Does the activity relate to a basic continuing problem rather than to superficial aspects of it?

2. Does the activity lead to a desire to participate actively in community life, rather than to withdraw from it?
  3. Does the activity relate to the normal and usual functioning of community life, rather than to the abnormal and unusual, or is it recognized as abnormal or unusual?
  4. Can the community be brought to accept the activity as a legitimate phase of the school program?
  5. Does the activity seek to learn realities about the community, rather than to search for reasons for bolstering community self-esteem?
  6. Does the activity develop a recognition of the inevitability of social change?
  7. Does the activity cultivate a disposition to act for the general welfare?
  8. Does the activity provide for cooperation with community agencies?
- C. Criteria in terms of educational value to the pupil
- Community activities which have been placed in their general educational perspective, and which have social value, must also have educational value to the pupil. A good community activity may not meet all of these criteria, but activities improve as they are revised to meet as many as possible.
1. Can the activity be related to the present living experiences of boys and girls?
  2. Is the activity interesting and challenging to boys and girls?
  3. Can the pupils be led to understand the social significance of the activity?
  4. Do the pupils participate in planning the activity?
  5. Does the activity provide for differences in abilities and interests of the pupils?
  6. Can the activity provide for attempts to seek answers, realizing that final answers may be years or decades in the future?
  7. Is the activity on a level of maturity in keeping with the abilities of the pupils?
  8. Does the activity contribute to the growth and development of habits, skills, knowledges, procedures, and ideals which are normally used by boys and girls in the important activities of life?
  9. Does the activity promote critical thinking?<sup>11</sup>

---

<sup>11</sup>Julian C. Aldrich, "The Teacher Explores the Community," Utilization of Community Resources in the Social Studies, Ninth Yearbook of the National Council for the Social Studies, pp.23-25.



Preparing the teacher.--In order for an excursion to be most successful, it is necessary that the teacher have a working knowledge of the territory to be covered and of the activities to be experienced. This means that an efficient leader on an excursion must be personally acquainted with the community in general and with the local place of visitation in particular. Often it is advisable for a visit to be made in advance to the place selected for an excursion. Sometimes correspondence will take the place of a visit. Regardless of the method used, it is necessary for the teacher to get a preview of the trip and foresee and plan for all problems that may arise.

Preparing the pupils.--Stratemeyer, Forkner, and McKim say that "the meaning which the learner finds in various experiences. . . depends upon the degree to which he has shared in the planning."<sup>12</sup> It is the consensus of opinion that the value of excursions would be limited if they did not leave ample opportunity for freedom and initiative on the part of the teacher and the pupils.

Teacher-pupil planning is possible and desirable in the problems of organization of committees, selection of group leaders, provision of equipment, securing of parental permission, setting up of objectives, deciding on rules of conduct,

---

<sup>12</sup>Florence B. Stratemeyer, Hamden L. Forkner, and Margaret G. McKim, Developing a Curriculum for Modern Living, p. 63.

and planning for follow-up activities. Since pupil participation is one of the essentials of a dynamic and realistic educational activity, it is understood how educational tours can be utterly meaningless, unless they are properly developed along lines consistent with carefully planned teacher-pupil objectives.<sup>13</sup>

One of the most valuable sources of teacher-pupil-community planning is a local survey. Modern educational objectives, incorporated in the new role which schools have accepted, make it necessary that community resources and problems be discovered, and that provision be made for the pupil's experiences in utilizing these resources.<sup>14</sup> If the school is considered a social agency, its purposes must be designed to bring about desirable changes in the school population and in the community through pupil participation in home-school-community activities. These concepts form the framework of every effective school excursion and are the foundation of today's social studies program.

Specific preparation of the pupil for an excursion includes the following: an awareness of the need for the trip, an overview of anticipated problems, and a perfect understanding of the procedures to be followed. Completeness of

---

<sup>13</sup>M. Rife, "Tours in Dynamic Education," Educational Method, XX (February, 1941), 223.

<sup>14</sup>Amanda Johnson, The Teaching of History and Citizenship in the Grades and in Junior High School, p. 125.

these preparations determine, more or less, the value of the excursion to each particular pupil.

Arranging mechanical details.--Plans for the mechanical details of an excursion generally include the following steps:

1. Obtaining authorization for an excursion from school authorities.
2. Making suitable arrangement with appropriate officials of the organization to be visited.
3. Securing permits from the parents.
4. Arranging for suitable transportation.
5. Making preparation among class members.
6. Choosing place of visitation.
7. Setting time for excursion.<sup>15</sup>

The preceding arrangements presuppose that the need for the excursion has had its inception in the pupils' experiences and that the teacher, the class, and the community have been put in readiness. Many of the details in arranging an excursion can be attended to by the pupils. Others require the attention of the teacher. The former includes selection of time and place, organization of committees, and setting up objectives. The latter includes obtaining authorization for the trip from the proper school administration and an official of the organization to be visited, securing permission from

---

<sup>15</sup>Atyeo, op. cit., p. 101.

parents, providing for transportation if the scene of visitation is not within walking distance, and arranging for expenses if any are entailed.

Planning for following up the excursion.--The real value of an excursion lies in the use made of the knowledge gained on the trip. In order for the proper and most effective use to be made of the data obtained, definite plans for a follow-up program must be made.

Atyeo says that the evidence of a well-planned follow-up program includes increased interest in the subject of study, effective participation in class discussion, spontaneous initiative on other excursions, increase in books and magazines read, and increase in the gaining of knowledge as shown by test results.<sup>16</sup>

#### Techniques for Conducting an Excursion

A carefully-planned excursion is generally easy to conduct. Loebeck suggests that too much time should not be spent in getting to the scene of action. He also warns against the danger of crowding too much into a single trip. He says that members of the excursion should participate actively if they are to derive the greatest benefit from the journey. For example, that the pupils should participate in sketching, drawing, planning, taking pictures, writing descriptions, and other similar activities. He

---

<sup>16</sup>Ibid., pp. 171-172.

emphasizes the importance of making the excursion simple and easy. He summarized his recommendations with the following sentence: "Before leaving one place of observation go over systematically all that has been observed, sum it up in topical form, and leave the job finished in ship-shape fashion."<sup>17</sup>

In the present discussion, the following three phases of conducting an excursion are included: (1) traveling period to the scene of visitation, (2) observation and participation at scene of visitation, and (3) trip home.

Traveling period.-- This phase of the excursion calls for planned activities which can be enjoyable and profitable for the pupils and teachers who are making the trip. The distance of the destination and the size of the group generally determine what types of activities are carried on. In some instances, the journey is a period of study, while in another it is a period of recreation and leisure.

Regardless of the type of activity planned for the trip, consideration should always be given to behavior problems. Pitluga says that "existing evidence indicates that some teachers hesitate to attempt an excursion because of the problem of discipline."<sup>18</sup> This problem should be previewed

---

<sup>17</sup>Armin K. Lobeck, "The Organization of Field Excursions," Aids to Teaching in the Elementary School, Thirteenth Yearbook, Bulletin of the Department of Elementary School Principals, National Education Association, p. 274.

<sup>18</sup>George E. Pitluga, Science Excursions in the Community, p. 20.

and planned for. In addition, specific work and play activities should be provided for. The entire traveling period should be enjoyable and informative.

Atyeo sums up his suggestions for the traveling period in the following paragraph:

It is often noted that students respond to a period of relative freedom during the trip by an increased readiness to settle down to work when the destination is reached. If necessary for pupils to do considerable walking--as it is on many field trips--it may be well to walk first to one of the more distant points in order to give outlet for some of the superfluous energies and spirits which so easily take the form in all sorts of pranks. But the problem of conduct on the trip is practically always dependent on so many factors that its details must be settled afresh for every new excursion according to the circumstances which it presents.<sup>19</sup>

Observation and participation at scene of visitation.--

When the class arrives at its destination, no time should be lost in beginning observation and participation. If the management provides a guide, the pupils should cooperate in his guidance. If the teacher directs the visit, the same cooperation should be in evidence.

If a guidesheet or checksheet containing specific observations to be made is provided, data should be written down on the sheet at opportune times. If no written information is desirable, quiet, orderly discussions should be carried on. These discussions should have the following

---

<sup>19</sup>Atyeo, op. cit., p. 112.

characteristics: provide for social training, promote functional citizenship, create a deeper interest in the community, and increase factual knowledge.

Specific activities engaged in by the pupils while they are observing or participating at the scene of visitation include the following: asking questions, listening attentively, taking notes, taking pictures, making sketches, collecting specimens, and other similar activities. A pupil can become a good citizen by functioning in the capacity of a member of his school social group while engaged in such a program.<sup>20</sup>

The return trip.--The same rules of etiquette observed on the trip to the scene of visitation should be in evidence on the trip home. If the excursion has been so exciting that the pupils want to begin work on their follow-up activities, such a beginning should be initiated. If recreation and leisure-time activities are desired, they should be participated in, but they should be carefully planned and executed.

#### Techniques for the Follow-up Program

Retrospective use of excursions include oral reports, dramatizations, written reports, experiments, motion pictures, filmstrips, radio programs, exhibits, public speeches which describe events of the trip, community projects, and other excursions. All of these activities are designed to provide

---

<sup>20</sup> Joe C. Hutchinson, "Aiming at Citizenship, Texas Outlook, XXII (September, 1938), 18.

avenues for using the information which is gained on school excursions. Such activities can stimulate interest, provide for a wide range of learning situations, and make classroom procedures practical and useful in solving the problems of everyday life.

One of the important features of the follow-up activities is the possibility for the development of functional citizenship through cooperation and participation. The teacher of social studies should emphasize the opportunities which will develop the pupil's understanding of the community's social-civic structure and which will inculcate proper social reactions.<sup>21</sup> Emphasis should be placed on the fact that pupils can experience what democracy means by participating in a democratic school.<sup>22</sup>

Whatever type of follow-up program is selected, the teacher should bear in mind that an increasing value should be placed on wholesome living and functional citizenship. It is not so much what the pupils learned on the excursion as what they will do with what they learned. The outcomes of the excursion, especially of its retrospective use, should tend to make the pupils useful, helpful, and valuable to themselves, to their family and friends, and to the community.<sup>23</sup>

---

<sup>21</sup> Harry L. Kriner, "Civic Education for the Public Schools," Social Studies, XXVI (January, 1935), 33.

<sup>22</sup> Harold U. Rugg, "Some Implications of Citizenship Education," Clearing House, IV (June, 1930), 497.

<sup>23</sup> Orlana Hensley, "Training for Citizenship," Junior-Senior High School Clearing House, V (May, 1931), 563.



## CHAPTER IV

### A SUGGESTED CITY-EXCURSION PROGRAM FOR SOCIAL STUDIES IN THE JUNIOR HIGH SCHOOLS OF DALLAS, TEXAS

#### Justification of City Excursions

Since the local community is one of the most fertile areas for pupil participation in social-civic affairs, and since school excursions are recommended as a valuable means of pupil participation, the writer endeavored to plan a suggested city-excursion program to be integrated with the present adopted plan of social studies in the junior high schools of Dallas. This new-type teaching aid was suggested because the writer believes that it is the task of social studies teachers to aid their pupils in developing a philosophy and in having experiences that will make them feel that they are needed in Dallas, and that they have an important part to play in their local community. Moreover, the writer believes that the following three irreducible elements of democracy should be experienced by junior high school pupils: (1) respect for the individual, (2) dependence upon others, and (3) fair play as a means of getting along together. All of these elements can be emphasized in the excursion type of teaching which is adaptable to many kinds of situations.

The writer also believes that the development of the individual pupil comes from direct participation in the practical activities of citizenship. The basis for this belief is the consensus of opinion among educators which is expressed in the following lines:

The association of adolescents with adults engaged in civic enterprises. . . affords the best possible means for the realistic interpenetration of school and community and for the controlled social maturing of young citizens.<sup>1</sup>

#### Purpose of the Suggested City-Excursion Program

Purpose relative to teachers.--The purpose of planning the suggested excursion program was to furnish a pattern which would indicate to teachers of social studies the possibilities of guiding the experiences of junior high school pupils in meeting their social-civic needs through home-school-community participation. Furthermore, the writer hoped that the suggested excursions would be a means of helping teachers to plan for the development of a deeper understanding and appreciation of practical democracy as it now operates in Dallas. From this point, it is hoped that an understanding and an appreciation of true democracy, as it operates in world-wide American culture, will emerge. It is expected that the flexibility of the suggested excursion program will permit teachers to take

---

<sup>1</sup>Committee on the Function of the Social Studies in General Education, The Social Studies in General Education, p. 288.

advantage of the varying possibilities of the community's resources.

Increased interest in community living and the expanding emphasis upon the community in education demand that social-studies teachers understand the purpose of a community study, the techniques which may be employed, the advisability and possibility of incorporating the study in the school's curriculum, and the natural resources available for use. The library, museum, bank, post office, city and county government, churches, schools, businesses, civic, social, and service organizations are all, in action, the hub of community life. One purpose of the suggested city excursions was to aid teachers in planning and directing experiences in the use of these agencies.

Purpose relative to pupils.--Statistics from the United States Children's Bureau for 1940 show that almost one percent of the 17,000,000 children in the United States, between the ages of ten and sixteen years inclusive, are brought before juvenile courts annually for delinquency.<sup>2</sup> Such a situation indicates that adolescents need more and better training in functional citizenship and wholesome living. One purpose of the suggested city-excursion program was to provide opportunities for pupils to be good citizens as they explore their community and see it in operation. When they take excursions

---

<sup>2</sup>Stratemeyer, Forkner, and McKim, op. cit., p. 54.

to various places and associate themselves with the group which is visiting and the one being visited, they are experiencing social-civic relationships. The suggested excursions were selected in order that the pupils might have opportunities for social-civic experiences that would make them better citizens through participation in the following local problems:

1. The community's physical structure and appearance.
2. Composition, character, and distribution of population.
3. Vocational, recreational, political, religious, and educational activities and possibilities.

The following additional purposes of the city-excursion program are related to individual development in a more definite way:

1. To familiarize pupils with institutions and resources of Dallas in order that they may discover and understand local problems that vitally concern junior high school pupils and that are, at the same time, socially significant.
2. To provide opportunities for social situations that demand team-work in cooperative projects for the purpose of experiencing social competence and poise, fair play, acceptance of responsibility, and social recognition.
3. To provide experiences that may help the pupils in choosing a vocation.

4. To provide experiences that may foster rich and rewarding leisure-time interests.

5. To provide experiences that will habituate the pupils in fruitful use of various institutions and resources as a means for educational, social, civic, spiritual, and cultural growth.

#### Suggested Steps in Organizing an Excursion

Much has been written on the best way to plan an excursion and carry out the plans. In the writer's estimation, Williams has fused practically all of the suggestions into the following plan 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 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. Weight and use pupil suggestions.

- (c) Teacher preparation.

- (1) Preview of trip.

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

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

(d) Pupil Preparation.

(1) Through 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.<sup>3</sup>

#### A Suggested City-Excursion Program for the Junior High Schools of Dallas

The foundation of social studies in the junior high school is made up of materials and activities which deal with human

---

<sup>3</sup>Uleta Ray Williams, "The School Journey: An Evaluation of Techniques and Procedures," (Unpublished Master's Thesis, Department of Education, North Texas State Teachers College, Denton, Texas, 1942), pp. 63-64.

relations. The program which follows was designed to furnish information on the problems in Dallas which are related to food, clothing, shelter, standards of living, races, religions, sources of livelihood, sources of modern conveniences, communication, transportation, government, cultural advantages, geographical features, and welfare activities. The program was organized in the form of questions and answers. The questions are related to the content of social studies and the answers are names of places to which excursions should be made .

#### A Tentative City-Excursion Program<sup>4</sup>

1. How do people on various social and economic levels live?
  - a. The richer residential sections of the city; excursion to Highland Park.
  - b. The poor residential section of the town; excursion to West Dallas.
  - c. The wealthy hotels; excursions to the Adolphus and the Baker.
2. How can housing for the poor be improved?
  - a. Excursions to Housing Projects for Mexicans.
  - b. Excursions to Housing Projects for Negroes.

---

<sup>4</sup>This plan was adapted from David A. Weaver, "Excursions in a Metropolitan Center," Aids To Teaching in the Elementary School, Thirteenth Yearbook, Department of Elementary School, Thirteenth Yearbook, Department of Elementary School Principals, National Education Association, pp. 292-293.

3. What are the racial and religious groupings of the community?
  - a. Excursions to Negro Town, Little Mexico.
  - b. Excursions to Protestant Churches, Catholic Churches, a Jewish Synagogue.
4. How does the city get its power?
  - a. Excursion to power plant.
  - b. Excursion to Dallas Power and Light office.
5. How do people make a living?
  - a. Excursions to factories:
    - (1) Real Silk Hosiery Mill.
    - (2) Dallas Cotton Mill.
    - (3) Morten Flour Mill.
    - (4) Brick yard.
    - (5) Pottery plant.
    - (6) Garment factory.
  - b. Excursion to retail stores:
    - (1) Neiman Marcus or A. Harris.
    - (2) City Market.
    - (3) Chamber's Lumber Company.
  - c. Excursion to wholesale companies:
    - (1) Swift and Company.
  - d. Excursions to day laborers, construction work.
  - e. Excursion to business and professional offices:
    - (1) Mercantile Bank Building.
    - (2) Medical Arts Building.



6. How and where do people get their life necessities?

(Names of specific sources not included, because teachers should be guided by location of school.)

- a. Excursions to a dairy farm.
- b. Excursions to a bottling plant.
- c. Excursions to a bakery.
- d. Excursions to a clothing factory.
- e. Excursions to a department store.
- f. Excursions to a freight depot.
- g. Excursions to a trucking corporation.

7. How do people travel to places?

- a. Excursions to and on street cars - Dallas Traction Co.
- b. Excursions to and on busses - Greyhound Bus Station.
- c. Excursions to and on trains - Union Depot.
- d. Excursions to and on (if possible) airplanes - Love Field.
- e. Excursions to automobile concerns. - Assembly Plant.

8. How do people communicate?

- a. Excursions to Bell Telephone Company.
- b. Excursions to the United States Post Office.
- c. Excursions to Western Union Telegraph.
- d. Excursions to WFAA Radio Station.

## 9. How are people informed about events?

- a. Excursions to daily newspapers - Dallas Morning News.
- b. Excursions to publishing house - Hollands Magazine.
- c. Excursions to book store - Cokesbury Bookstore.

## 10. How do people govern themselves?

- a. Excursions to city government - City Hall.
- b. Excursions to county government - Court House.

## 11. How are people protected?

- a. Excursions to Dallas Police Department.
- b. Excursions to court session.
- c. Excursions to Fire Station.
- d. Excursions to City Street Cleaning Department.
- e. Excursions to City and County Health Department.
- f. Excursions to Water Purification Plant.
- g. Excursions to Milk Pasteurization Plant.

## 12. How do people enrich themselves?

- a. Excursions to Fair Park recreational center.
- b. Excursions to Dallas Public Library; Southern Methodist University Library.
- c. Excursions to Majestic Theatre or Palace Theatre.
- d. Excursions to Dallas Art Museum.
- e. Excursions to Museum of National History.
- f. Excursions to Texas Historical Building.
- g. Excursions to Fair Park Aquarium.

- h. Excursions to McFarland Auditorium.
  - i. Excursions to a local church service.
13. How does Dallas exchange products with the outside world?
- a. Excursions to railroad freight depot.
  - b. Excursions to truck terminal.
  - c. Excursions to airport when freight is loaded and unloaded.
14. What are the geographical features of Dallas?
- a. Excursions to White Rock Lake.
  - b. Excursions to Trinity River.
15. How is weather for Dallas determined?
- a. Excursions to Weather Bureau.
  - b. Excursions to Love Field Administration Building.
16. How are unfortunate people cared for in Dallas?
- a. Excursions to Community Chest.
  - b. Excursions to Salvation Army.
  - c. Excursions to Red Cross.

#### Suggested Follow-Up Activities

The retrospective use of an excursion is one of the most important phases of the activity. Educators consider it very essential and recommend that the teacher should follow-up the journey in a very definite manner. The writer suggests the following activities as potential means for attaining maximum value of the excursions suggested in the previous discussion:

1. Conclusions related to democratic procedures and home-school-community relationships in Dallas might be expressed creatively in pictures, cartoons, poems, essays, short stories, plays, music, and discussions.
2. Oral reports, debates, round-table and panel discussions regarding observations and conclusions of social-civic problems in Dallas might be given in classrooms and assemblies.
3. Pupils who went on the excursions might appear before community groups, such as parent-teachers associations, women's and men's clubs, service, social, and study clubs, and community forums, and present their conclusions.
4. Articles about information gained from the excursions might be written for the local school paper, local daily newspapers, and periodicals.
5. Letters to public officials might be written, endorsing or challenging certain prevalent situations contacted on the excursion.
6. Pupils might interview community leaders and officials for the purpose of discussing community problems which were discovered on the excursion.
7. Pupils might make a scrapbook containing their observations and conclusions. Newspaper items regarding the specific problem under consideration might be added as they are published, culminating in a complete analysis of the situation.
8. Other excursions might be made.

A Detailed Plan for an Excursion to a  
Meeting of the City Commissioners

The following steps in initiating, conducting, and following-up an excursion in the area of learning about the city government in Dallas are suggested as a pattern for other excursions:

1. Motivation

- a. Unit on city government
- b. Lead pupils to realize that they can understand democratic governmental procedures better if they see them in action.
- c. Establish miniature city government in room and operate it.

2. Preparation

a. Teacher

- (1) Visit a city commissioner's open meeting and get overview of procedures.
- (2) Secure permission for excursion from school authorities and mayor or city manager.
- (3) Plan transportation.
- (4) Outline materials and methods for preparing pupils to understand what they see and hear.

b. Pupils

- (1) Discuss time, place, and procedures to be followed with teacher.

- (2) Set up objectives of the excursion.
- (3) Make a list of things they wish to see and hear.
- (4) Read about the city government in newspapers. Note particularly the problems to be discussed in the meeting to be attended.
- (5) Select committees if necessary and appoint leaders.
- (6) Discuss conduct on street car and on other public conveyances and at city hall.
- (7) Provide materials needed, such as checksheet (made out by teacher-pupil planning), and pencils.

### 3. Initiation of the journey

#### a. Travel period on street car.

- (1) Informal conversation.
- (2) Observations as pupils ride through the city.

#### b. Activities at city hall.

- (1) Introduction of mayor or person who greets the group and invites them into city commissioner's council room.
- (2) Listening in on transaction of business.
- (4) Taking notes on procedures--filling out checksheets.

- (4) Asking questions at proper time.
- (5) Thanking mayor or commissioners for opportunity of attending session.

c. Trip home on street car

- (1) Informal discussion of problems discussed at the meeting.
- (2) Comparison of checksheets.

4. Retrospective use of excursion

a. Follow-up activities

- (1) Writing letter of thanks to commissioners.
- (2) Oral reports
- (3) Written reports
- (4) Writing articles for school newspaper
- (5) Writing article for Dallas Morning News regarding conclusions related to the democratic procedures experienced or regarding suggestions to be made about some local problem which emerged as a result of the excursion.
- (6) Creative expressions in pictures, cartoons, poems, essays, short stories, short plays.
- (7) Debate on some phase of the problems discussed at the meeting.
- (8) Pupils appear before parent teachers' association or some other community group and tell about their impression of the city

government in Dallas and their reaction to its operation.

- (9) Pupils write letter to mayor endorsing or challenging certain prevalent situations called to their attention on the new excursion.
- (10) Scrapbook containing newspaper accounts of the commissioner's meeting and pupils' contributions, such as stories, cartoons, and others, could be made.
- (11) Dramatization of the commissioner's session.
- (12) Organization of miniature city-form of government in the classroom for the purpose of continuing the study initiated at the commissioner's session or for undertaking other studies of local problems that grew out of the excursion.
- (13) Make other excursions. Visit the county commissioner's session and compare the city and county forms of government.
- (14) Carry on similar activities related to county government as were experienced in the study of city government.
- (15) Outgrowths of studies on city and county government should be studies of state, national, and foreign governments. Emphasis



should be placed on the values of democracy and the responsibility of each pupil as a present and future citizen.

b. Anticipated outcomes

- (1) Active and intelligent participation in certain aspects of city affairs, then state, national, and world participation on the pupil's maturity level.
- (2) Competency in all areas of social-civic experiences.
- (3) Acquisition of certain desirable basic knowledges, attitudes, habits, and skills which are necessary to wholesome living and imperative for social-civic acceptance and recognition in Dallas and other areas of our democracy.
- (4) Personal development to the point that each pupil will feel at home in the social, physical, and political world as presented in the city of Dallas and other places where he may live later.

An evaluation of the Suggested City-Excursions

In order to evaluate the city excursions suggested for the social studies program in the junior high schools of Dallas, four representative excursions were compared with

the criteria selected for measuring the value of a social-studies activity. Table 1 contains a composite of the evaluations made by three public school teachers:

TABLE 1

A COMPARISON OF ANTICIPATED OUTCOMES OF FOUR EXCURSIONS  
AND CRITERIA FOR JUDGING THE VALUE OF AN ACTIVITY

Items in Criteria*	Criteria Met by Outcomes of Excursions to:							
	Flour Mill		Little Mexico		Union Depot		Radio Station	
	Yes	No	Yes	No	Yes	No	Yes	No
1. Does the activity acquaint the pupils with the resources of their own community?	X		X		X		X	
2. Does the activity permit the pupils to envision the community as a social organism with human inter-relations?	X		X		X		X	
3. Does the activity encourage the pupil to acquire a relatively objective and well-balanced point of view toward all communities?								
4. Does the activity utilize the immediate community as an illustration of broader and basic contemporary problems and trends?	X		X		X		X	

\*Criteria were adapted from Julian C. Aldrich, "The Teacher Explores the Community," Utilization of Community Resources in the Social Studies, Ninth Yearbook of the National Council for the Social Studies, pp. 23-25.

Table 1--Continued

Items in Criteria	Criteria Met by Outcomes of Excursions to:							
	Flour Mill		Little Mexico		Union Depot		Radio Station	
	Yes	No	Yes	No	Yes	No	Yes	No
5. Does the activity give the pupil opportunity to participate cooperatively in community life?		X	X			X	X	
6. Does the activity relate to a basic continuing problem rather than to superficial aspects of it?	X		X		X		X	
7. Does the activity lead to a desire to participate actively in community life, rather than to withdraw from it?	X		X		X		X	
8. Does the activity relate to the normal and usual functioning of community life, rather than to the abnormal and unusual, or is it recognized as abnormal or unusual?	X		X		X		X	
9. Can the community be brought to accept the activity as a legitimate phase of the school program?	X		X		X		X	
10. Does the activity seek to learn realities about the community, rather than to search for reasons for bolstering community self-esteem?	X		X		X		X	

Table 1--Continued

Items in Criteria	Criteria Met by Outcomes of Excursions to:							
	Flour Mill		Little Mexico		Union Depot		Radio Station	
	Yes	No	Yes	No	Yes	No	Yes	No
11. Does the activity develop a recognition of the inevitability of social change?	X		X		X		X	
12. Does the activity cultivate a disposition to act for the general welfare?	X		X		X		X	
13. Does the activity provide for cooperation with community agencies?		X	X			X	X	
14. Can the activity be related to the present living experiences of boys and girls?	X		X		X		X	
15. Is the activity interesting and challenging to boys and girls?	X		X		X		X	
16. Can the pupils be led to understand the social significance of the activity?	X		X		X		X	
17. Do the pupils participate in planning the activity?	X		X		X		X	
18. Does the activity provide for differences in abilities and interests of the pupils?	X		X		X		X	

Table 1--Continued

Items in Criteria	Criteria Met by Outcomes of Excursions to:							
	Flour Mill		Little Mexico		Union Depot		Radio Station	
	Yes	No	Yes	No	Yes	No	Yes	No
19. Can the activity provide for attempts to seek answers, realizing that final answers may be years or decades in the future?	X		X		X		X	
20. Is the activity on a level of maturity in keeping with the abilities of the pupils?								
21. Does the activity contribute to the growth and development of habits, skills, knowledges, procedures and ideals which are normally used by boys and girls in the important activities of life?	X		X		X		X	
22. Does the activity promote critical thinking?	X		X		X		X	

Data in Table 1 show that the four city-excursions contributed to the achievement of practically all recommendations in the criteria. However, the committee on evaluations did not consider that the excursions to a flour mill and to the union depot would give the pupils an opportunity to participate cooperatively in community movements, or to cooperate with community agencies.

An analysis of all the evaluations shows that two of the four excursions under consideration met all of the twenty-two requirements in the criteria, and that the remaining two excursions met twenty of the requirements. From these findings, the writer concluded that the four excursions could be rated as desirable. Furthermore, since the other twelve suggested excursions were considered to be of equal value as the four compared with the criteria, the writer concluded that the city-excursion program suggested for the junior high schools of Dallas could be called appropriate and desirable.

#### Report of an Experiment in City Excursions

A more colorful excursion than the one suggested and planned in the preceding pages was reported by Williams in 1942. Because of its minuteness in details, the description is incorporated in its entirety and is suggested as a pattern for teachers who direct excursions in the junior high schools of Dallas:

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. Routine (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, enchiladas, 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.<sup>5</sup>

---

<sup>5</sup>Williams, op. cit., pp. 50-53.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The problem of this study was a suggested city-excursion program for social studies in the junior high schools of Dallas, Texas, with emphasis on the development of functional citizenship. A review of literature on the values attributed to the excursion and an analysis of suggested techniques were included as a background for the investigation. Data collected on the problem were organized into the following form: Introduction, A Review of Literature on the Excursion, An Analysis of the School Excursion As a Teaching and Learning Aid, A Suggested School-Excursion Program for Social Studies in the Junior High Schools of Dallas, Conclusions, and Recommendations.

#### Conclusions

An analysis of data obtained on the excursion as a teaching and learning aid, and a comparison of the anticipated outcomes of four suggested excursions with accepted criteria for judging the values of an excursion, led the writer to arrive at the following conclusions:

1. The school excursion is a valuable medium for providing firsthand community contacts for the pupil and for developing functional citizenship.

2. The school excursion has the following powers: to increase interest, deepen appreciation, develop accuracy in observation, secure longer retention of knowledge acquired, develop initiative, leadership, acceptance of responsibility and other attributes of functional citizenship, and provide other desirable experiences in the social-civic area.

3. The excursion is recommended by people who have used it as well as by those who merely have observed its use.

4. The school excursion is used widely in Texas and in other parts of the United States.

5. Anticipated outcomes of four representative excursions suggested for the social studies program in the junior high schools of Dallas, Texas, meet practically all of the requirements of an accepted criteria for judging the values of an excursion.

6. Since an effort has been made to suggest other excursions that are comparable in value to the four measured by the criteria, it is concluded that all of the suggested excursions have potential value as a teaching and learning aid.

### Recommendations

An evaluation of obtainable data on the extent to which the excursion reportedly is used and the outcomes which are attributed to its use, led the writer to make the following recommendations:

1. The school excursion should be used when appropriate for teaching and learning both general and specific knowledges.
2. The school excursion should be a part of the school's curriculum and should be made during school hours unless the place to be visited is inaccessible at such hours, or unless some other legitimate factor prevents.
3. Teachers of social studies should acquaint themselves with recommended techniques for a successful excursion and with community resources available for excursionary uses.
4. A city-excursion program for the junior high schools of Dallas should be planned and incorporated in the curriculum, with enough flexibility of methods and materials that would allow its successful adaptation by each group in the social studies classes.

## BIBLIOGRAPHY

### Books

- Atyeo, Henry C., The Excursion As a Teaching Technique, New York, Bureau of Publications, Columbia University, 1939.
- Baldwin, James Willis, A Survey of the Present Status and Current Trends in the Social Studies Curriculum in Texas, Austin, The University of Texas Publication, No. 4132, August 22, 1941.
- Committee on the Function of the Social Studies in General Education, The Social Studies in General Education, New York, D. Appleton-Century Co., Inc., 1940.
- Dale, Edgar, Audio-Visual Methods in Teaching, New York, The Dryden Press, 1946.
- Dewey, John, Interest and Effort in Education, New York, Houghton Mifflin Co., 1913.
- Fraser, James Anderson, Outcomes of a Study Excursion, New York, Teachers College, Columbia University, 1939.
- Hass, Kenneth B., and Packer, Harry Q., Preparation and Use of Visual Aids, New York, Prentice-Hall, Inc., 1946.
- Hatch, Roy Winthrop, Training in Citizenship, New York, Charles Scribner's Sons, 1926.
- Hoban, Charles F., Hoban, Charles F., Jr., and Zisman, Samuel B., Visualizing the Curriculum, New York, The Cordon Company, 1937.
- Johnson, Amanda, The Teaching of History and Citizenship in Junior High School, Madison, Wisconsin, The Parker Co., 1932.
- Norsworthy, Naomi, and Whitley, Mary Theodora, The Psychology of Childhood, New York, The Macmillan Company, 1918.
- Pitluga, George E., Science Excursions into the Community, New York, Teachers College, Columbia University, 1943.

Stratemeyer, Florence B., Forkner, Hamden L., and McKim, Margaret G., Developing a Curriculum for Modern Living, New York, Bureau of Publications, Teachers College, Columbia University, 1947.

Wrightstone, J. Wayne, An Appraisal of Newer Practices in Selected Public Schools, New York City, Teachers College, Columbia University, 1943.

#### Articles

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

Dakin, W. S., "Making Pupil Activities Serve Constructive Ends," The Elementary School Journal, XVI (Dec., 1941), 281.

Dewey, John, "What is Social Study?", Progressive Education, XV (May, 1938), 367-369.

"Editorial News and Editorial Comments," The Elementary School Journal, XLIII (October, 1942), 70.

Good, Charles H., "Tours for High School," Chicago School Journal, XXI (May-June, 1940), 67.

Hensley, Orlana, "Training for Citizenship," Junior-Senior High School Clearing House, V (May, 1941), 563.

Hutchinson, Joe C., "Aiming at Citizenship," Texas Outlook, XXII (September, 1938), 18.

Judd, Charles H., "A Complete Program of Social Studies," The Elementary School Journal, XLII (February, 1942), 509.

Kriner, Harry L., "Civic Education for the Public Schools," Social Studies, XXVI (January, 1935), 33.

Kruglak, Haym, "The Specialized Field Trip," Educational Screen, XX (October, 1941), 341.

"Outlying Schools Arrange Tours of the Neighborhood," The Elementary School Journal, XLIII (March, 1942), 494-495.

Rife, M., "Tours in Dynamic Education," Educational Method, XX (February, 1941), 223.

Rugg, Harold U., "Some Implications of Citizenship Education," Clearing House, IV (June, 1930), 597.

Sanders, Mary F., "Producing Curriculum Material about the Community," The Elementary School Journal, XLIII (June, 1943), 603.

### Reports

Aldrich, Julian C., "The Teacher Explores the Community," Utilization of Community Resources in the Social Studies, Ninth Yearbook of the National Council for the Social Studies, pp. 74-80.

Borgeson, F. C., "Excursions in School Life," The Principal and His Community, Eleventh Yearbook, Bulletin of the Department of Elementary School Principals, Washington, D. C., National Education Association, p. 461.

Burke, Harry R., "Excursions Into Music," The Principal and His Community, Eleventh Yearbook, Bulletin of the Department of Elementary School Principals, Washington, D. C., National Education Association, pp. 471-475.

Daniels, Sybil L., "A School Journey to the Beach," Aids to Teaching in the Elementary School, Thirteenth Yearbook, Bulletin of the Department of Elementary School Principals, Washington, D. C., National Education Association, p. 295.

Lobeck, Armin K., "The Organization of Field Excursions," Aids to Teaching in the Elementary School, Thirteenth Yearbook, Department of Elementary School Principals, Washington, D. C., National Education Association, p. 274.

McCallum, Jessie, "All Aboard for Excursions," The Principal and His Community, Eleventh Yearbook, Bulletin of the Department of Elementary School Principals, Washington, D. C., National Education Association, p. 458.

Price, R. H., "A Study of the Values of Field Trips," Aids to Teaching in the Elementary School, Thirteenth Yearbook, Bulletin of the Department of Elementary School Principals, Washington, D. C., National Education Association, pp. 302-305.

Shaw, Ellen Eddy, "Visiting the Botanic Garden," The Principal and His Community, Eleventh Yearbook, Bulletin of the Department of Elementary School Principals, Washington, D. C., National Education Association, pp. 476-481.

Vicheller, Marguerite, "Lessons from the Zoo," The Principal and His Community, Eleventh Yearbook, Bulletin of the Department of Elementary School Principals, Washington, D. C., National Education Association, pp. 482-485.

Weaver, David A., "Excursions in a Metropolitan Center," Aids to Teaching in the Elementary School, Thirteenth Yearbook, Bulletin of the Department of Elementary School Principals, Washington, D. C., National Education Association, p. 289.

#### Unpublished Material

Williams, Uleta Ray, "The School Journey: An Evaluation of Techniques and Procedures," (Unpublished Master's Thesis, Department of Education, North Texas State Teachers College, Denton, Texas, 1942), pp. 63-64.