A study of the origin and development of the educational excursion and field trip

Harriet A. Woods
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A STUDY OF THE ORIGIN AND DEVELOPMENT OF THE EDUCATIONAL EXCURSION AND FIELD TRIP

by

Harriet A. Woods

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Arts, in the Department of Education, in the Graduate College of the State University of Iowa

August, 1937
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CHAPTER I
INTRODUCTION

Historical Approach To a Study Of Excursions And Field Trips

The idea of first-hand contacts with the real things of life is not new in education. Certainly since the time of Comenius¹ there has been a continuous stream of advocates of the need for reality and genuine experiences in school life. Rousseau,² Pestalozzi,³ and Froebel⁴ made their respective contributions. In our own country, Mann,⁵ Barnard,⁶ Sheldon,⁷ Parker,⁸ and Dewey⁹ have helped to break down artificiality, isolation, and pretense in education. The excursion or field trip,  

²Ibid, pp. 530-531
³Ibid, p. 541
⁴Ibid, p. 768
⁵Edward P. Cubberley, Public Education in United States, Houghton Mifflin Company, Chicago, 1934, p. 225
⁶Ibid, p. 226
⁷Ibid, p. 386
⁸Ibid, p. 474
⁹Ibid, p. 506
while only one of many ways of introducing reality and objectivity into instruction, has great possibilities in the modern elementary school.

The changing of customs, ideas, opinions, and philosophies often come about very slowly. There are always those who are willing enough to accept newer points of view and to discard useless and outworn methods, but the majority of people cling to well-established ideas and customs. Organized society is reluctant toward change.

David A. Weaver states that the excursion is a type activity embodying the basic ideas of reality in education, readily illustrated by the fact that Rousseau considered it a chief method in Emile's education. Emile was to learn his place in nature and in society by moving from place to place and by engaging in immediate contact with the objects in his environment. The ideas of Rousseau are the foundation upon which contemporary progressive education is built.

Contemporary efforts at creating the new type of school made use of the excursion extensively.

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If the purposes of the school are to teach pupils to do better the desirable things that they will do anyway and to reveal higher activities, at the same time making them desired and to a degree possible, then the excursion becomes important. By it the school is able to acquaint pupils with the various museums, memorials, industries, and natural phenomena of a community, thus making them intelligent concerning their environment and widening their interests. The excursion may be used to enrich courses of study and to motivate work.¹¹

Progressive schools in Germany, Russia, England, and many other countries are turning to the excursion in a manner which suggests that American educators may well re-examine and re-evaluate this vital aid to enriched learnings.

Purpose of This Study

The purpose of this study is to review in some detail the history and development of the excursion and field trip in their relationship to the teaching of geography, and to investigate such

¹¹Thomas H. Briggs, "The Excursion as a Means of Education," Teachers College Record XXII, (November, 1921) p. 416
methods of teaching procedure in order to find their effectiveness in teaching.

To obtain this objective it will be necessary to consider the various countries in which the field trip and excursion are used as a teaching procedure, and to survey the different methods and results of such teaching.

This investigation deals in most part with the elementary school excursion and field trip; yet some mention is made of such practice in the secondary field. No survey has been made of the so-called commercial or adult excursion.

Definitions of Excursion and Field Trip

A school excursion is a journey of the pupils of an entire school, or of grades within a school, including one or more teachers and lasting two full days or more.\(^\text{12}\)

An educational excursion may be defined in general terms as that type of school activity which takes the pupils under the leadership of the teacher away from the school to a more or less

\(^{12}\text{Ibid, p. 3}\)
remote place to study an object, an activity, or an institution that relates to an interest engaging the attention of the school at the time.\textsuperscript{13}

A field trip is usually one conducted into the open spaces, parks, farms, zoos, or similar places; while an industrial trip may also be in the open, but it concerns itself primarily with indoor processes. Preparations must be made for both classes of trips, but the industrial trip usually requires special permission.\textsuperscript{14}

Method of Procedure

This thesis is purely a library study in which all available material on excursions and field trips has been carefully analyzed. The writer has read and surveyed books, periodicals, bulletins, yearbooks, pamphlets, translations, and courses of study dealing with excursions not only in the United States, but also in foreign countries. Information was obtained through conferences with educators in the field of geography and education, and with those

\textsuperscript{13} Roland C. Geist, "The Excursion in the Teaching of Geography," \textit{High Point} XIII, (September, 1931) p. 37

\textsuperscript{14} Harvey S. Gruver, "School Excursions," \textit{National Elementary Principal} XIV, (October, 1935) p. 47
who have successfully practiced the use of the excursion and field trip. Valuable information was obtained through correspondence with Dr. Thomas Alexander, Columbia University, New York, and from an interview with Mr. Alvin B. Roberts, Principal of the High School at Gilson, Illinois, who has experienced unusual success with the long excursion. It has been the writer's aim to make available in condensed form the important material that has been written upon educational excursions and field trips.

This material has been classified according to countries. A survey of the movement in Germany, Russia, England, Poland, Finland, France, Switzerland, Japan, and United States is presented in the following chapters.

A bibliography of all material consulted appears at the end of this study.
CHAPTER II
HISTORY AND EVALUATION OF EXCURSIONS AND FIELD TRIPS

History of the School Excursion

Excursions are not a modern development by any means. Practices akin to them are found in earlier periods. Josiah, a king of Judah, is credited with making an excursion early in the history of mankind in his walks to the fields about the Holy City.¹

The crusades may in a sense be considered gigantic excursions, in that men got away from the ordinary affairs of life by seeing new people, lands, and objects, and by feeling new experiences. Every aggressive war has an element of excursion in it. Kandel states: "Historically the school excursion may be connected with the wandering and begging students of the Middle Ages. The distinct educational value of travel was recognized by most of the writers on education of the sixteenth and seventeenth centuries.² Walks and longer journeys of exploration were taken by the pupils in the school Vittorina da Feltre during the first half of the fifteenth century.³

¹Roland C. Geist, "The Excursion in the Teaching of Geography," High Point, XIII, (Sept., 1931) p.36
The naturalists beginning with Aristotle all made excursions into nature before formulating their laws. In the sixteenth century Montaigne in his struggle against what he called "book learning" wanted the whole world to be the book of his pupils. This was the philosophical beginning of excursions. Rousseau exerted the first lasting impression by reviewing Montaigne's point of view, and then strengthening it. German philanthropists were influenced by his philosophy and at the close of the eighteenth century and the beginning of the nineteenth supported actual excursions of children as we now know them.

Value of Field Trips and Excursions
As a Teaching Procedure

The school excursion is an educational measure of first rank. We find Collings organizing a school program around such activities as: story projects, hand projects, and excursion projects.⁴ Even earlier, Junius Meriam had employed the excursion as one of the centers for the organizing of school activities.⁵

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⁵ Junius L. Meriam, Child Life and The Curriculum, World Book Company, 1920, Chapter XIII, pp. 277-302
The success of the school journey has been assured for many years. Besides being instructive, the journey is health-giving, instills the lessons of team work, and makes a real unity in school life.

A new use of the school journey has been suggested. The mentally deficient children are segregated for teaching purposes from normal pupils in special schools, and they stay in school until sixteen years of age in order to give them a chance of getting fit for daily occupation. The school journey is clearly one of the ways by which the ban of backwardness will be removed, and the growing boy and girl will grow mentally as well as physically.

Formerly, educators thought of subject matter as something fixed, ready made, usually found in text books, and perhaps quite outside the child's experience; hence, the traditional pouring-in process formerly called teaching.

But the new conception of education is child growth and it is the work of educators to select

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6Editorial, Times Educational Supplement (February 15, 1930) p. 71.

7Harvey S. Gruver, "School Excursions," National Elementary Principal XIV (October, 1935) p. 275
those worth while experiences that will contribute to his desirable growth, mentally, socially, and physically.

Such a conception allows a teacher to break with tradition, and to build into the lives of her pupils new and invaluable experiences formerly unheard of. Outstanding in the new teaching is the increasing use of the class excursion.

The Germans feel that the school excursion is an educational method of teaching of great value. In order that the child makes proper use of the freedom which will be his on the journey, he first must have learned to conform to regulations in the schoolroom. He has to make many decisions on the school journey, which will discipline his mind and aid in character building. Among the decisions he has to make are: which course to take at the cross roads, whether to try to reach the next town when a storm is approaching, whether to walk to a distant bridge, or to wade a stream, or where to stay for the night. It would be a mistake for the teacher to make all of these decisions, which would make the journey too easy for the pupils.

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8 Translations from the German. Material from Dr. Ernest Horn's library, College of Education (W. A. Ortmeyer) p. 3
The child is able to make his decisions more accurately in the environment which the free open air affords. His general well-being is improved by the strengthening of his muscles, the expansion of his lungs, and his happy state of mind. He has better opportunities of being his real self in such surroundings that free him from the narrow influences of the school room. Often the quiet, introspective child becomes an interesting imaginative story-teller, and the extrovert at home finds that he is lacking in the many skills necessary on the school journey. The self-conceited and jealous individuals are sure to be found out, as circumstances arise during the journey that call for these dormant tendencies.

On the school excursion the observing teacher has a splendid opportunity to get acquainted with the children, which he can get in no other way. Through frank discussions with them, about their family, school, and social life, he finds out just what their outlook on life is, and is more able to direct their ways of thinking. The school room

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9 Ibid, p. 4
10 Ibid, p. 5
does not provide opportunities for a mutual understanding between the teacher and pupil as the close relationship existing on the school excursion does.\textsuperscript{11}

Isiah Bowman introduces his first chapter in his book, Geography in Its Relation to the Social Sciences, with the following:\textsuperscript{12}

Geography invites exploration -- the search for facts about the yet undiscovered parts of the earth, which, if we have never before observed them closely, may be the tilled field and the well-traveled route as well as Antarctica and the Empty Quarter of Arabia.

Francis W. Parker also states the following:\textsuperscript{13}

Field lessons are an indispensable means in teaching geography. The absolute dependence of the imagination, or the powers of apperception, upon those concepts which come into the mind by observation is probably the best known and the most undeniable fact in psychology. The strength of the activity in apperception depends mainly, if not wholly, upon the clear and vivid concepts gained by observation, which concepts, under the direction of the teacher are to be blended and united into new wholes. The product of field lessons should be vivid pictures of natural features, and the solution of problems in relation to cause and effect which grow out of the conditions of such natural features.

Any given area is made up of two landscapes markedly different—the natural and the cultural.

Each is the result of combinations of features, and

\textsuperscript{11}\textit{Ibid}, p. 4

\textsuperscript{12}Isiah Bowman, \textit{Geography and the Social Studies}, V. Charles Scribner's Sons, Chicago, 1934, p. 1

\textsuperscript{13}Francis W. Parker, \textit{How to Study Geography} D. Appleton and Co., New York, (1910) p. 121
together they form the geographical landscape. The natural landscape is made up of such things as hills, valleys, plains, slopes, waters, mineral resources, vegetation, and animal life. Cultural landscape is made up of the things which man has put on the natural landscape—such as towns, houses, fields, crops, fences, roads, and bridges. The two landscapes, natural and cultural, form the basis for geographical interpretation; therefore field work should be concerned with observations of the things that make up the cultural landscape. By noting the relationships between activities represented by the cultural landscape and the natural environment represented by the natural landscape, the geographical landscape may be more easily interpreted.

Thus the importance of the school excursion for actual instruction is unquestioned. Every school strives to have the soul of the child become more receptive each day, to have him see and observe more clearly, and to have him develop many and varied interests. Nothing can do this better than the excursion. He can hardly grasp all the impressions which contact with nature and man bring him. One week of a school journey offers more and varied interests and materials to work over and digest than ten times this amount of regular school experience.
CHAPTER III
THE EXCURSION AND THE FIELD TRIP IN GERMANY

Germany leads the world in school-journey practice. Here journeys are the medium through which school children are getting definite and practical knowledge of the fatherland, the country and the people; how they live, what they do, and what they are thinking.

In the year 1852, K. V. Stoy, professor of pedagogy in Jena, began excursions for members of the seminary or teachers' training school. These were continued by him personally over a period of twenty years and had a wide influence throughout all Germany. At about the same time Professor Shiller of Leipzig and his university seminary devoted much time to the theoretical side of the question, and his writings had an extensive influence both in Germany and in neighboring countries. The combined work of these two men continued to live under the leadership of Professor Reims of the University of Jena. Much credit for the success of the excursion is due to Professor Reims. ¹

¹Translations from the German. Material from Dr. Ernest Horn's library, College of Education (W. A. Ortmeyer) p. 11
Journeys in Germany contribute to every school subject concrete elements: initiative, self-activity, health, and worthy use of leisure time. The country is in the grip of a thoroughly organized and adequately financed youth movement, through which the young people are studying all great ideas, seeing at first hand the country and its problems, and participating wherever possible in all types of social and governmental practice.²

In his homeland, even the conventional type of German travels with serious zeal and complete abandonment to the pleasures of the "open road." With characteristic fondness for tracing to their roots in the past such changes as are often attributed to war and revolution alone, German educators have gone back an entire century to discover that the "Father of German Gymnastics" was also the "Father of the Wander-Movement" in the schools. One hundred years ago Jalim was holding his classes for sports and gymnastics in the open air, as do the German schools today, and he was also taking his boys on long journeys afoot even into the Scandinavian countries.

School journeys as a common practice first appeared toward the close of the World War

²C. F. Hoban, "English and German Students Make Long Trips at Low Cost," School Life. XVI, (April, 1931) p. 146
as a part of the health program, and the movement has been gaining ever since. The frequency and extent of such trips are amazing until one becomes aware of particular conditions in Germany that favor school journeys so that every school and every child can pursue pleasant paths of direct experience in learning without many hindrances.

Why do we find the school excursion practiced so extensively in Germany? In the first place, Germany is a country whose regions are geographically distinct and rich in variety of scenery and occupation, and whose cultural history is preserved, not only in enduring structures of wood and stone, but also in the varied living customs of the people.

Life there was seldom a quick growth and has not been standardized to any considerable degree, so that relics of the past have been well preserved through centuries. Even the smallest village is a storehouse of beauty, legend, and history, with almost every cottage unique in design and color; yet the group of them compose a whole, suggestive of the ways of people long ago. Germans fear the hand of the past; yet they love old customs and are
proud of their cultural inheritance.  

In addition to the surviving symbols of the past in Germany there have grown up all sorts of industrial development common to every land in the modern world, and the German children become as keenly interested in these factories as in the relics of the past.

Another reason for the interest in school journeys in Germany arises from the conditions that make walking a pleasure in that country. Germany is not motorized. Villages are frequently miles from a railroad, and many streets know no traffic except the passing of a slow ox-cart. In towns that are large enough to have street cars both taxicabs and private automobiles are rare, but special side paths are built for the many cyclists. There are only about a dozen German cities where motor traffic equals that which passes through any American town of a few thousand inhabitants. Consequently, the pedestrian can go his way almost everywhere in safety and quiet.

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Distances between villages are never great. In rolling country there are often two or three church spires in sight, and that means that the hiker has to cover only three or four miles at the most to find food and a night's lodging. One can travel by rail from one corner of Germany to another in about twelve hours. Most school trips are so scheduled as to be made in three or four hours or in a little longer time, if a considerable distance is to be covered.⁵

The school journey in Germany could not be a success if it had to depend upon its geographical location solely for its advancement. Following the World War the morale and physical condition of the German people both young and old fell to such a low point that the central government felt the need for immediate action on its part to bring about the restoration of the former condition of her people. It was deemed advisable to reinstate the pre-war custom of recreation through physical exercise in order at least to divert temporarily the minds of the people from the problems they had to face daily. Although the necessity for the physical recuperation

⁵ Ibid., p. 57
of the German people gave a very great impetus to the movement for "wandering," there are other factors that are of equal importance. There is the taste for adventure and the romantic love of nature so deeply rooted in German character and directly expressed in the school-journey movement. There is also the socialist tendency seeking to unite all classes in human brotherhood and discovering a common bond in love of out-door life. To know the German hills and forests, the lakes and rivers, the villages and cities, is to love them more deeply, and the educational leaders of today are anxious to put every child of the land in touch with this store of natural beauty and cultural tradition. Germany is seeking national unity in a truer sense than her people have known for many decades. Here the idea of "Deutschland", or Pan Germany has long been emphasized. The child is first to be familiarized with his immediate environment, then from this knowledge develops the feeling for the great German Fatherland, and then for all foreign countries.

In so far as geography is studied in Germany to show the children the industrial greatness
and the industrial necessity of the Fatherland, every item in the course of study aims at impressing on the child's mind an idea which is intended to make him a more patriotic German, a German who sees the need for national conservation and defense and expansion across the seas. Geography furnishes the material with which the child is made to justify the aims and ideals of his native land. 6

The German National Railways responded to the demand of the schools for lower rates and granted a fifty per cent reduction to pupils traveling with their teachers. The pressure of economy led them to rescind this order in April, 1925, and to allow only one-third reduction on pupils' tickets. The former reduction of fifty per cent was finally restored in 1926. The steamboat lines have also reduced their rates to school children. Even so, the cost of excursions is not yet as inviting as it should be to the German school children.

Educators have also cooperated with the school movement, and have persuaded the authorities to provide for monthly trips for each class. 7


7Thomas Alexander and Beryl Parker, op. cit., p. 57.
Practice Of The School Journey In Germany

So important have school journeys seemed to the state departments of education in their progress for the physical regeneration of the school population and the enrichment of instruction through direct experiences, that they have passed a law requiring every school class to spend one day a month as a "Wandering Day" outside of school walls. This law is quite generally observed, although there are communities where teachers and parents are indifferent to the practice so that the regulation is not carried into effect.  

German teachers are permitted to conduct local journeys at their discretion and are encouraged to make at least two long journeys during the year. While long journeys are sometimes taken at the Christmas and Easter recess periods, the summer vacation has become the preferred time for extended trips. These summer journeys have become so general a practice and are utilized by such large numbers that Germany easily leads Europe, and perhaps the world in school journey activities.  

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8Ibid, p. 58
9C. F. Haban, "English and German Students Make Long Trips at Low Cost," School Life, XVI (April, 1931)
Educators who believed in the values to be derived from school journeys did not stop short of persuading the authorities to issue a decree requiring monthly trips for each class, but they gathered the experiences of successful teachers of such trips and combined them into a set of suggestions for more effective management of school journeys. As a result of their efforts an excellent workable program has been adopted for carrying on such an undertaking.

As a result of the interest shown by the schools and patrons of the excursion and field trip the observer will find through the spring, summer, and autumn months classes out of doors all the time, and everywhere hundreds of children leave the dull school room behind for a day or a week and set out on a quest for adventure in their own land. These trips are planned for the different grades of the school; viz, kindergarten, elementary, and secondary.

The kindergarten makes more frequent use of the school excursion than older classes can, for the younger children are not bound to desks and books and fixed standards of attainment. German kindergartens are not a part of the regular school system, but
they are usually supported and managed by the City and State Bureau of Child Welfare.

In Hamburg during the summer months when school is in session it is a common sight to see a young teacher board the street car with her group of four-or-five-year old children who are going to spend the morning in the park. They travel at an hour when public conveyances are not crowded and they find good shelter pavilions in the park for protection in case of changing weather. Although the children are separated from the instructional devices which the kindergarten room holds, their own ingenuity finds natural playthings and materials in abundance. Songs, stories, and games have their usual place. Milk can be obtained from the stores in the park for the under-nourished. Rest on the sunny meadow, or in an open pavilion is more refreshing than in the school. In some parks there are enclosures where children take sun baths and romp about completely unclothed. There are many sand piles, wading pools and play grounds with simple apparatus.10

A new kind of kindergarten, "The Wandering Kindergarten," was established in Germany by Mrs. Rosa Katz. She established this as a means of relieving mothers and fathers who were traveling and were compelled to bring their children along with them. This kindergarten was maintained by Mrs. Katz during the months of June, July, and August.11

This "wandering kindergarten" was open from 9:00 A.M. until 12:00 A.M. and from 1:00 P.M. until evening. Parents were required to bring

10 Thomas Alexander and Beryl Parker, op. cit., p. 59

11 Translations, op. cit., p. 10
the children to the school, but the school assumed the responsibility of returning them to their parents.

While in the kindergarten, the children lived according to a definite schedule. At ten o'clock in the morning, all were called together and ate their breakfast, which they had brought from home. They engaged in a variety of activities, such as playing on the beach in the sand, making different things from sand, building a cave, or playing Indian. After lunch each child was required to rest, and at 3:30 he drank his milk. If the weather was unsuitable to playing outside, the children were compelled to spend some time indoors where an attractive room was provided. Care was taken to avoid any games or the telling of stories that might stimulate fear. While indoors, the children were also taught to perform such tasks as sweeping, dusting, washing dishes, and washing and dressing themselves.

This kindergarten proved a success and Mrs. Katz recommends the establishment of kindergartens in the large hotels during the winter season.12

The excursion for the elementary groups

12Rosa Katz, op. cit., p. 493
extends over a period of a few hours or of several days. These boys and girls carry their lunches in their knapsacks, and some of the boys wear belts, canteens and knives; yet they do not seem to tire of their burden. One or more teachers are with the group and indirectly conduct the excursion.

The elementary school children have three types of school trips; viz, those taken for pleasure, those for health and recreation, and those for both pleasure and recreation, and yet always there is found in each type of trip the important aim of cultural and geographical landscapes studied; however, picnic fun is not omitted.

One interesting type of study done by an intermediate group of children was a trip to Hamelin, where they studied the Pied Piper of Hamelin.\(^{13}\)

The eighth grade carries on a type of journey which is a culmination of its elementary school course. Often the journey of this group extends over a period of ten days, visiting an industrial city, a cathedral, a trip on the Rhine, and possibly the Black Forest.

Perhaps the most ambitious program of the school journey is carried out in the elementary field; yet in many secondary schools it has gradually become the custom to round out the course, and to

\(^{13}\) Thomas Alexander and Beryl Parker, \textit{op. cit.} p. 60.
polish off their graduates with a "grand tour" course, at least once before graduation with a vacation trip to some foreign country, such as England, France, or Italy, to get acquainted with some features of foreign life and to promote a spirit of international good will.

It is not only during the school year that educational excursions are taken, but during the summer vacation period in Germany thousands of school children go on definitely organized school journeys. These are always done in a thoroughly systematic way, being carefully planned with particular reference to the geographical study of various regions. In order to stimulate this journey movement, the government and municipalities have either purchased or erected youths' houses in nearly every large city where the children may have lodgings.

Hostels for Youth

In every German city and in many of the small villages the letters D. J. H. appear over the door of some inn or house to designate the location of a Deutsche Jugendherberge. This
The house is what is known as a German Hostel for Youth. What are these hostels? They are houses which open their doors to school boys and girls, and to all young working people who seek shelter and food at low cost, as they make walking tours through the country to visit national shrines and to enjoy regions of natural beauty. They are distinctly for youth rich in ideals, although poor in purse.

Origin of Hostels

The history of the Jugendherberge goes back to 1900, when an elementary schoolmaster in Westphalia conceived the idea of a chain of inns to accommodate those who were undertaking school journeys. Previous to 1900 the elementary school groups had been neglected; so the schoolmaster's first aim was to care for their needs on the journey. In a very short time these hostels became popular, and it was deemed necessary to form an association to take charge of

14 Thomas Alexander and Beryl Parker, op. cit., p. 62.
them.

The Central Bureau of the Deutche Jugendherberge is at Hilchenbach in Westphalia, and branches of the Jugendherberge Association are found in many towns throughout Germany. At the head of the association were a school teacher, a business man, and a specialist in physical education. Under their management the association progressed, and in 1913, the hostels cared for 20,000 over-night guests. The World War caused a decline in the youths' participation in journeys; so the hostels did not flourish.

After the World War, the pre-war interest was shown in these hostels, and in 1919, sixty thousand persons took lodging in the inns over night. In 1923 there were 533 local associations with 78,000 members maintaining 1,700 hostels in which over 1,000,000 guests were received annually. Of this number, two-thirds were school children, and almost one-fourth of all the guests were girls. In their annual report for 1936, the association listed 2,300 hostels which had 2,107,000 guests that year. Thirty per cent were elementary pupils; thirty-two per cent, secondary
and university students; and thirty-eight per cent young working people.  

The association is not yet satisfied with its membership list. It wishes to see every one of the 55,000 elementary and secondary schools of Germany enrolled.

The Association of Hostels for Youth is not a part of the school system of Germany, but it works in cooperation with the schools. Schools take out memberships in this association. There are three definite sources of income for the Hostels for Youth: (1) membership fees which are paid into the central office—schools pay three marks (about seventy-five cents) for an annual school membership, and an additional mark for a complete directory of the hostels; individuals pay an annual fee of one mark; (2) the income from over-night guests and meals; the usual price for a pupil to pay is twenty pfennig (five cents) for bed and forty pfennig (ten cents) for breakfast, while other persons are charged twice that amount; and (3) a tax of five pfennig (one cent)

\[^{15}\text{Ibid}, \text{p. 40.}\]
per head on the voting population. Other sources of aid are bequeaths of land, building or money by some benefactor or business firm. Some of the hostels are war memorials.16

Each hostel is under the control of its local committee, and is in charge of a house father or more frequently a married couple. They see that the regulations of the local committee are enforced, and that the rules of the house are respected. The house father must pass upon the qualifications of all guests. Before any traveler can be admitted, he must present an identification card which is similar to a passport.

In many hostels those in charge provide the coffee for breakfast and serve something hot at every meal to supplement the lunch each traveler carries in his knap-sack. Often they furnish bedding, but many hikers prefer to carry their own light sleeping bags. Provision for cooking is usually afforded the hikers. Doors are closed at ten o'clock at night.17

No other country has gone so far as Germany in making provision for lodging school groups.

16 Ibid, p. 42.
17 Ibid, p. 43.
Supervision Of The School Journey in Germany

The German people put much emphasis on the preparation for the school journey taken in their schools. It must fit into their course of study and be associated with every branch of learning. The Herbartian method of creating a lasting interest in the child through instruction is clearly evidenced in their administration of the school journey.¹

The pupils are kept in a happy, cheerful mood, for interest is best maintained when pupils are happy and congenial.

The preparation for the journey often extends over the entire school year. A study of the excursion is taken up with the different subjects without the pupils becoming aware of the reason that they are being stressed. But just before the journey is taken, this information is all assembled and organized, in order that the pupils will know just what they are to look for on the trip.²

The German teachers are concerned about subject matter related to material dealing with

¹Translations, p. 5, (W. A. Ortmeyer)
²Ibid, p. 2.
geography, nature study, history, and the morale of the group.

In order to prepare the pupils physically for the long marches, strenuous exercises are practiced in the physical education classes for several weeks previous to the journey. Next, the pupils are divided into groups and are told what they are to take with them. A careful check is made to see that the proper equipment has been provided. This includes "one suit in good condition, shoes tight but not new, one or two shirts with collars, two pair of socks, two or three handkerchiefs, leather slippers, towel, wash rag, soap, tooth brush, comb or hair brush, talcum powder (for sore feet) and a coat for protection against rain. Each group takes a clothes brush, shoe brush and polish, needles, thread, buttons and a drinking cup. The entire company take a few drugs for disorders of the stomach and to care for minor wounds, a telescope, a compass, magnifying glass, measuring instrument, a small plant press, insert flask, stone hammer, aneroid

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3 Ibid, p. 6.
Before the group leaves for the journey it has a short devotional service and prayer. Careful instruction is given to the children in regard to etiquette that must be observed on the trains or on the march. The rest periods are not long, but come at intervals of two or three hours in length. At these rest intervals cool water, milk, or orange juice are taken.

Occasionally the children sleep out in the open, but in recent years the Hostels for Youth are used in preference to sleeping out of doors. Plans for staying all night at the hostels are made in advance. The evening meal and the breakfast are usually taken at the hostels. This is followed by the singing of songs and devotions; then they retire.\(^5\)

At stated places along the journey instruction periods are observed in which the pupils discuss interesting experiences. Conferences are held once each day in order to take care of disciplinary measures.

The instruction which follows the excursion must be well organized and closely related to

\(^5\text{Ibid, p. 5.}\)
the regular class procedures. In all of the instruction periods that follow, the teacher must recall the appropriate and suitable experiences of the excursion. These may be done in the form of a review written by the teacher, or by discussions lead by the teacher and participated in by the pupils.⁶

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⁶ Thomas Alexander and Beryl Parker -- op. cit., p. 59.
CHAPTER IV
THE EXCURSION AND FIELD TRIP IN OTHER EUROPEAN COUNTRIES

Since the World War, most European nations seem inclined to search more carefully into all their relations with neighbor countries; further, they seem to look inward as well as outward, and to investigate more closely their own domain. This has affected the subject of geography by stimulating numerous contacts with other regions, in the way of organized excursions, exchange classes, or travel scholarships. Also there is a greater interest in the local region as a result of the community study, and finally a feeling of internationalism is being developed through the school excursion.

Great Britain

The school-journey movement in Great Britain originated in 1898, when a geography teacher discovering that none of his pupils (not even he) had ever seen a glacier, decided to take them to Switzerland to see one. At the close of the year, sixty boys, in charge of their masters, took a month's trip to Switzerland. This was the
beginning of the school journey in England.¹

The school excursion had a long fight in Great Britain for recognition by local and national authorities. At first the trips were confined to vacation periods, but since 1906 the Board of Education has permitted them to be taken during the course of the year. At first the teachers organized the trips, which were taken in old barges and antiquated railway carriages. However, the teachers were responsible for the organizing of the School Journey Association, which was formed to supervise the journeys and to reduce the expense. Membership in the association numbers 4000 schools. By 1911 the journey movement in Great Britain was well established. By 1913, the railroads were allowing students a round-trip ticket at one-half the price of a one-way fare.

The last twenty-five years has evidenced much change in geography teaching in Great Britain. It was in December, 1936, that there was celebrated in Westminster, England, the Silver Jubilee of the School Journey Association. During

²Charles W. Ferguson, "Schools Out", The Reader's Digest, XVIII (March, 1936) p. 105
the previous year, 1935, 70,000 school children had made journeys. Of this number 11,000 had made continental tours. The leaders of this school-journey association feel that they are only at their beginning in developing the school excursion, and what they need most is well-equipped hostels. It has been a source of embarrassment to Great Britain that while their children were housed in lycées in France, in Jugencherbergen in Germany and Switzerland, little or no similar provision existed in the British Isles. This condition is rapidly being changed and quarters for the entertainment of foreign children are being established. Both domestic and foreign railway companies are earnestly seeking to promote every facility for these journeys. The British School Journey Association has the cooperation of many helpful organizations, such as the Youth Hostels' Association, the League of Nations Union, the International Bureau at Geneva, and the Rotary International.

The plans at present call for a Homeland Journey for pupils from eight to ten years of age, a special Homeland Journey for selected pupils from

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4 S. W. Downs, op. cit. p. 541.
twelve to thirteen years of age, and a Continental Journey for pupils from sixteen to eighteen years of age. Practically every continental country has been visited, and even some of the groups have ventured into northern Africa.  

These British school journeys fall into the following groups: (1) Sight seeing, which are contacts with municipal and official organizations and friendly exchange of social contacts with local schools; (2) Walking tours that are Jugendherbergen (youth hostels) affording a more intimate contact with foreign youth similarly engaged; (3) Group exchange of pupils who are foreign children living in English homes and attending English schools with their hosts for three or four weeks, and returning to their own land with their hosts for a similar program; and (4) Grouping of parties from different countries in camps and hostels.

Through the medium of the school journey, British teachers have made their educational methods very practical. Wherever it is possible,

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6 W. S. Downs, op. cit., p. 54.
they place their school children in direct touch with objects of instruction. The work in the study of geography of England is done largely in the field, and school journeys are the channels through which excellence in the subject is attained. These journeys are practiced in both the elementary and the secondary schools, and today have an established place in the school system of Great Britain.

The trips are designed as a preparation for leisure time. Groups composed of both boys and girls, are introduced to as many and as varied interests as is possible. This open-air school with its unusual amount of freedom is the present educational practice of the more recently organized schools of Great Britain.8

7C. F. Hoban, op. cit. p. 147.
Russia

The School Excursion is practiced to some extent in Russia, but owing to the size of Russia and to its geographical location, the excursion is going to be much slower in taking root there than in many of the smaller countries of Europe.

Russian educators believe that the genuine excursion is most intimately bound up with the idea of activity and therefore can develop to the fullest only in an active school. It necessarily involves the direct study by the pupil of some fact or phenomenon in its normal development.

The excursion in Russia may assume three forms; namely, the illustrative, the experimental, and the heuristic, which implies to find out for oneself. In the first type of excursion only that which is already known to the pupils is studied; the children remain mentally passive. In the heuristic and experimental excursion the pupils are both intellectually and physically active. In Russian schools, teachers seek to organize the last two types of excursions. In actual practice, however, they find it difficult to organize a
distinctly pure type.¹

The Russian educator Savadovsky has condemned the so-called encyclopedic excursion, where the leader gives out names and facts for the pupils to memorize, thus taking away from the excursion its activity value.

Krupskaiain her article, "Method of the Excursion," suggests the following procedure to be used in the conducting of any type of excursion: a study of different types of peasants' homes should be made from the point of view of equipment, working power, and organization. In the same way the nearby soviet household should be investigated and compared with the peasant's household. The aid the peasant receives through cooperation with the government, the benefits he derives from the land division, and the extent and nature of his actual needs should all be determined. The contemporary household should also be compared with that of pre-revolutionary times for the purpose of discovering the changes brought

²Ibid., p. 266
about by the revolution. A study of the economic and political relationship between city and village is likewise very important. Also the role of the various village organizations, such as the soviet, the communist cell, the Komsomol, and the church, should all be investigated.

Excursions to handicraft workers, to factories, to mills, and to mercantile establishments should be made.

Pinkevitch emphasizes the three phases of conducting an excursion: the preparation for the enterprise, the excursion itself, and the treatment of the collected material. The preparation for the excursion is indispensable, and should not be made dogmatic by the leader, as the pupils must discover for themselves through exploration much of the worthwhile observations. When on the excursion, the leader must refrain from talking as much as possible. The pupils should make the discoveries, and draw their own conclusions. The excursion must be followed by a thorough working over of the material. This may be in the form of a description, drawing, molding, or diagrams.

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3Ibid., 266
It is always the aim of the leaders of the excursion to make comparisons between conditions previous to the time of the formation of the republic and present conditions under the republic.

More and more the excursion is being adopted as a teaching device in the Russian schools.

France, Sweden, and Finland
French schools are gradually changing from passive to active objectives for primary courses in geography. It is believed that much study in the open should lead the child to attach reality to geographical terminology and to obtain general ideas of geographic forms. Travel excursions, although not commonly practiced in France, are widely recommended in theory. Visits to industrial districts are more popular than any other type of journey.¹

In Sweden, the primary purpose of geography teaching is to teach school children to know the natural landscape of the fatherland, and the population and the industrial conditions that depend

¹Rose B. Clark, Geography in the Schools of Europe, Doctor's Dissertation, Lincoln, Nebraska, (1933)
upon it. Ferguson states that approximately 60,000 Swedish children travel each year, and the Swedish railroads arrange special tours to the mountain regions.

Finland has a state commission charged with the sole duty of attending to school journeys, which are regularly planned to the native town and its neighborhood. Industrial centers are visited many times during the school year.

Poland

Previous to the World War the excursion was very popular in Poland, for the geography and history of Poland were excluded from the schools in order that the partitioning powers might keep the Poles ignorant of their country. Consequently, the excursion was substituted for such work in the schools.

After Poland became a republic the Ministry of Education showed much interest in the school excursion, and supported it either by subsidies or

\footnotesize{\textsuperscript{2} Ibid., p. 250.}

\footnotesize{\textsuperscript{3} Charles W. Ferguson, "School's Out," The Reader's Digest, XXVIII (March, 1936) pp. 105-106.}

\footnotesize{\textsuperscript{4} A. Janowski, "School Excursions", The New Era, (January, 1930) p. 24.}
by providing for facilities such as the use of classrooms during vacation time for dormitories for the housing of those on the excursions. In 1927, 2,172 children were accommodated in these houses. Poland was frankly attempting to build a strong spirit of nationalism in the schools of their recently formed republic.

The Ministry of Education also encouraged the building of excursion shelters by public initiative. Subsidies are granted to those individuals or organizations that build shelters in localities where the Ministry has not built them.5

The excursions are conducted according to a carefully planned program. Each group of thirty is in charge of one teacher. Among the places visited on these excursions are: scenic places, districts of natural wealth, relics of the past in art and architecture and historical scenes.

In Poland the preparation of the school excursion is stressed. The children must be properly dressed for hiking, items of special interest are discussed, maps are drawn of the regions to be visited and literature appropo to

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5 Ibid., p. 25.
the region is studied. Finally the group is carefully organized, so that every need will be looked after on the excursion. As a provision for recreation, community songs of Poland are learned, and those on the excursions can delight both themselves and the peasants in the locality where they visit.

As a taste for collecting is developed in the children, to every school is brought material collected on the trips for its museum.

A discussion of the tour is made a part of the oral and written composition work. Often the older pupils relate their excursion experiences to the younger children who have not yet participated in the excursion.

By means of the excursion in Poland, the children are taught good citizenship and patriotism, by observing rules of etiquette regarding property, nature, and the rights of others.

Switzerland

The schools of Switzerland from the lowest grade in the common school up through the university, see to it that the children gain a first-hand knowledge of their native land. School excursions
under the guidance of competent teachers are an important part of the school curriculum. Frequent occurrences in every school are half-day excursions to some historical landmark or natural scenic spot. One day excursions are taken every semester, and a two-day excursion is taken once a year. Many of these excursions are taken to the Alpine region where glaciers, mountains, and lakes are studied.

Not only the schools but the central government is interested in this school journey movement. Much has been done by the universities in promoting excursions.

As a result of the school excursion in Switzerland, patriotism is firmly rooted in the Swiss boy and girl. Other countries could profitably follow Switzerland’s type of instruction.

Japan

An educational theory prevalent in Japan is that no child is properly educated unless he


7 *Ibid.*, p. 76
has a first hand knowledge of a considerable part of his country, and has seen at least the most noted and beautiful of its sights.

In the last two years of the elementary school many school journeys are made. They also take an important place in the high school course. The excursions in the elementary schools are taken in early summer, and again in October and November. These journeys are compulsory, and both boys and girls participate in them.

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THE SCHOOL EXCURSION AND FIELD TRIP IN THE UNITED STATES

As a result of a visit to the University of Jena, Dr. J. M. Rice in 1894 conducted an excursion from Anderson, Indiana, to and through the state of Virginia. Over 1,875 miles were covered by a special train in the eight-day journey. Fifty-four pupils in grades eight to twelve, fifteen teachers, a doctor, and the state inspector of schools made up the group. Although the expense was prohibitive, the excursion was felt to be worthwhile because of its influence not only upon its participants, but also upon the general development of school excursions in the United States.¹

Since the excursion conducted by Dr. Rice, school trips have been increasing in popularity as a teaching device in this country. The contact of the McMurrws and other educational leaders with the Herbartian movement in Germany, no doubt gave impetus to the development of the excursion here.

From the time of its organization under John Dewey, the University of Chicago has utilized

¹ Translations from the German. Material from Dr. Ernest Horn's library, College of Education, (W. A. Ortmeyer) p. 11
the excursion as a prominent part of the work of its laboratory school. Various kinds of trips, such as collecting expeditions in the parks, excursions to the dunes, and visits to factories and art museums, have been found to be highly valuable as teaching measures.²

A series of excursions for its first year, or seventh grade pupils have been scheduled as a part of the regular curricular program for several years by the Speyer Experimental Junior High School, Teachers College, Columbia University. Each pupil spends one afternoon each week on an excursion, and several other regular class periods in preparation and in reports. Preceding the trip the pupils have their program carefully outlined. Some center of interest for each excursion is kept in mind. All of the pupils are expected to realize the importance of the place selected and to develop by preparation an anticipatory interest in it. Committees of pupils are appointed to arrange the trip. They decide the means of transportation, considering economy of time and money. After these details are looked

after, the committee makes a time-table, collects money for the fares, appoints leaders of squads, and writes to the manager to complete the details of the trip. A close "follow up" is made of the trip in succeeding class periods. 3

Repetition of the trips by the pupils on Saturdays or Sundays and during vacations shows that the excursion has real value in stimulating interest. Experience has led the teachers to conclude that excursions are valuable as a means of enriching and extending the ordinary work of the school. 4

The excursion has also been scheduled as a regular part of the curricular program by the University Elementary School at the University of Missouri.

Readings on the excursion in the United States reveal numerous accounts of the school journey and trip of short duration. In Atlanta, Georgia, in the Murphy Junior High School, excursions are a part of the regular school program. Trips are taken to the Western Union Telegraph, the Atlanta Journal Office, new

4 Ibid., p. 418.
streamlined trains and numerous places of interest within the city. The primary aim of these trips is for the class to see community life in vivid, living action, and to understand the processes used by the people about them.5

In Minneapolis, Minnesota, much emphasis has been placed on the school excursion. The Minneapolis plan of pupil activities and community contacts has received warranted recognition by educators. Pupils, representing their classes, meet for conferences, group discussions, and field trips. Then they report back to their own class groups. Vocational information is given special attention, as well as phases of community, social, and political activity. This plan is carefully worked out, definite objectives are outlined, and the teachers are given suggestions for helping their pupils to obtain the greatest benefit from this type of activity.6

In Oakland, California, in an elementary grade school one teacher makes twenty-five trips


6W. H. Shephard, "Field Trips, Ninth Grade Civics," Historical Outlook, XVII (January, 1926) 14-16
with her class in one semester, the entire work of the class being centered around community contacts. This is a part of "the new type of curriculum which integrates the whole experience of the child, his life within the school and out." Some of the trips taken in the Oakland schools are to the grocery store by the second grade, where they learn through real experience how a grocery store is arranged and something of its management.

A fourth grade class in Oakland after studying early California Indian life made a visit to a museum. A trip to the railway station was also made, where trains were studied. This was followed by the building of a toy train. Practically all of the excursions of this class were incorporated in its activity program.

At Gilson, Illinois, in the Haw Creek Township High School, the excursion has been used as a regular part of the educational program since 1935. A carefully organized program has been worked out for the excursion, including transportation, aims, places to be visited, educational planning, preparation, supervision of the

7Wm. R. Givens, "School Journeys Oakland, California Public Schools," American Childhood, XIX (September, 1933) pp. 6-7.
tour, and organization and assimilation. The plan at Gilson provides for eight tours annually, four each semester, four for the juniors and seniors, two each for the freshmen and sophomores. It requires four years for one student to make all the tours as now scheduled. In doing so he will travel more than 2,000 miles. The places to be visited include: Lewiston Mounds, Keokuk Dam, Historic Nauvoo, and New Salem State Park; at Springfield, Lincoln's Home, Tomb, New and Old state Houses, Governor's Mansion, and Museum; on the St. Louis Tour, Historic Alton, Woodriver Refinery, Shaw's Gardens, Jefferson Memorial, the Forest Park Zoo, Art Museum and Grant's Cabin, the Home of Mark Twain, and the Mark Twain Cave; on the northern tours the Laura Pumping Station, Hennepin Canal, Starved Rock Park; in Chicago the Field Museum Shedd Aquarium, the Planetarium, and Sand Dunes Park, Indiana; in Rock Island the Rotary Dam, Locks and Old Fort Armstrong. For these Gilson, Illinois, tours the school owns the bus. Gas, oil, and driver's expenses are paid for by the school board. For

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the first semester in 1936 the total cost to the board for the tours was approximately $30.00. One hundred and ten students were taken on the four tours, making the cost to the school board per pupil less than thirty cents, while the pupils only expense was meals.  

It will be seen that these trips range from a few miles to 600 miles in length. These journeys have made it possible for the pupils in a small high school to extend their experiences to the city. Likewise city pupils may use the country as their laboratory.

The following letter was sent out by A. B. Roberts, Principal of Haw Creek Township High School, Gilson, Illinois, to the parents of the pupils who were to take the Washington, D. C. tour May 28 to June.
To the Parents of Students Making the Washington Tour:

In planning this tour to the Capitol it is necessary that we have the best of driving conditions, and the nicest cooperation on the part of the students in order to make it in the time set. Time lost at any point on the tour will result in some part being dropped from our itinerary, or extra driving at night. With the exception of the first day out, we expect to do little, if any, night driving. In order that the students may cooperate more fully with us, I am sending you the following information concerning the trip and preparations for it:

**TIME:**

(a) We are planning to leave Gilson at 1:00 A.M. on the morning of May 26. I am asking all students who live at some distance from Gilson to stay with someone near, so we can be sure to start promptly.

(b) We are requiring all students to bring in their heavy suitcases so they can be packed on the bus before 4:00 o'clock on the afternoon of May 27.

(c) Please see that the students get to bed early and get at least five or six hours sleep before starting time.

**FINANCES:**

The total cost of the tour has been planned as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Board and lodging for the tour</td>
<td>$15.00</td>
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<tr>
<td>(This includes meals beginning the evening of May 28)</td>
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<tr>
<td>Entry fees</td>
<td>$1.00</td>
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<tr>
<td>(Monticello, Mount Vernon, Natural Bridge)</td>
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<tr>
<td>Optional - Moonlight Cruise</td>
<td>$.50</td>
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<tr>
<td>(On the steamer &quot;Capitol City&quot;)</td>
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<tr>
<td>Spending Money</td>
<td>$2.00</td>
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</table>

Total cost of tour $18.50

(Including the cruise on the "Capitol City" and $2 minimum spending money)
If you wish to send $5 or $10 with the students you may deposit the amount with me and I will carry it in the form of travelers' checks, to be drawn upon by the students when extra funds are needed according to your directions.

LUNCH:

Students are to carry their breakfast and noonday lunch for the first day, May 28.

CLOTHING:

(a) Girls should have one good outfit for street wear while in Washington, D.C.

(b) Boys should have a suit or suitable sweater and trousers for wear while in Washington, D.C.

(c) Girls should wear slacks or other comfortable clothing on the trip to and from Washington.

(d) Boys may wear wash trousers if they care to. Be sure to include plenty of clean shirts for the boys!

(e) Sweaters or coats should be carried on the bus because, since we will be traveling from early morning until late in the evening in a few instances, wraps may be needed for comfort.

(f) Each student is to have one good pillow covered with heavy dark material for use on the bus while traveling.

BAGGAGE:

Boys are allowed one suitcase for each two boys. Girls are permitted one suitcase each. Girls are permitted to carry little bags in the bus, in which they may carry darning cotton, thread, scissors, and other feminine necessities. There will be no opportunity for buying needed articles.
CAMERAS:

Students taking cameras are requested to provide themselves with a supply of film before leaving home. Sixteen have reported they are taking cameras. If they do not carry a supply of film, it means many times the loss of a good picture and a loss of time in trying to find places to buy the film. Consequently, if you are planning for your boy or girl to take a camera, please see that you supply them with enough film to last throughout the trip. (Probably from forty-eight to sixty-four pictures.) The extra film should be packed in a cigar box or other wooden container, so as to prevent damage from light or heat.

POSTAGE:

Please see that the students have a supply of stamps for letters and post cards. Generally on a tour of this kind, the students like to mail cards from a historical place, and this is impossible since many times stamps are not available. Consequently, it will save considerable time if all the students are provided with a supply of stamps before leaving home. These could be taken care of by pasting an envelope in the back of their notebooks. They would then always be on hand when needed.

MISCELLANEOUS:

One small box of mentholatum to be carried in the pocket or pocketbook where it is convenient. Since riding a long distance sometimes causes "sea-sickness", students should have one or two lemons packed conveniently, so as to get them when necessary. Students who are in a habit of taking a laxative should be sure to take a supply for the trip. This last item is decidedly important because our hours will probably
be irregular and we will be drinking several different kinds of water while on the trip.

MAP:

Enclosed you will find a map on which I have outlined the tour. Each evening I will send a telegram to Mrs. Eckman, giving our location for the night. You may check our location on the map. Telegrams will not be sent after our arrival in Washington, D.C., until we start the return journey. Our hotel while in Washington is The Kern, 1912 G Street, N.W., Washington, D.C. Please address mail as follows: Haw Creek Township High School Tour, The Kern, 1912 G Street, N. W., Washington, D.C., following this the student's name.

PRECAUTIONS:

Every precaution concerning the safety of the students will be taken while making the tour. In case of fog or other weather conditions making driving hazardous, we will not travel. Students will be looked after while on the trip in every way that it is possible for us to care for them. HOWEVER, WE ARE NOT RESPONSIBLE FOR ANY ACCIDENT OR OTHER MISFORTUNE THAT MIGHT OCCUR TO THE STUDENTS WHO LEAVE THE HOTEL WITHOUT OUR KNOWLEDGE AND PERMISSION.

CHAPERONS:

Mrs. Roberts, Mrs. Heistad, and Mrs. Eckman will assist as chaperons on the tour. Mr. Heistad will act as assistant manager.

I have tried to bring up and answer all questions in this letter, but if there is still other information you desire, I will be glad to have you call personally or write me.

Sincerely,

enc. Alvin E. Roberts, Principal

ABR:S
The following is a temporary itinerary and study guide which was given at the eight weeks study course previous to the Washington D. C. tour. Those starred required a written account of the place visited:
<table>
<thead>
<tr>
<th>FRIDAY, MAY 28</th>
<th>SATURDAY, MAY 29</th>
<th>SUNDAY, MAY 30</th>
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<tbody>
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<td>Dayton, Ohio</td>
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<td>*Ash Lawn - (Madison)</td>
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THURSDAY, JUNE 3  FRIDAY, JUNE 4  SATURDAY, JUNE 5

Pittsburg       Huntington, Indiana
Canton, Ohio    Peru
Mansfield       Gilman, Illinois
Bucyrus         Peoria

McKinley Memorial Gilson
(Canton)
The New Orleans High School offers a course in the excursion, and gives credit in geography for those registered. One of the trips is a nine and one-half day cruise, extending into the tropical waters and including visits to Cuba and Honduras.\(^{10}\)

An outline of lesson topics are prepared previous to the excursion. Such topics are New Orleans Harbor, Havana, and Cuba, including an historical sketch with general climatic and surface conditions. The banana industry is studied in the banana region of Honduras. Much interest is added to geography by means of such an excursion. However, such an excursion is only available to a limited number of students, but it reveals what can be done on less extensive trips as well.

Numerous courses of study in geography have been investigated by the writer, and many are found to list the excursion as a definite part of their geography curriculum. In the Cleveland, Ohio Public Schools field trips are recommended as a regular part of pupil activities.\(^{11}\) In Los Angeles, California, short excursions are recommended in the

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\(^{10}\)Ibid, p. 29

\(^{11}\)Course of Study in Geography, Cleveland, Ohio Public Schools, Bulletin No. 4, File No. 6-09-01. (1929) p. 56.
elementary school.\textsuperscript{12} The Course of Study in Geography for the elementary school in the District of Columbia was used to introduce the geography curriculum.\textsuperscript{13}

Personal experiences are undoubtedly the best, and no materials can ever take the place of field trips where intimate associations broaden the personal experiences of the child. Careful preparation should precede each excursion—arrangements should be definitely made, particularly if the trip is to a patriotic concern. Some discussion or study should precede the trip in order that the class may have a background of information to observe intelligently. Teacher and pupils should have a definite purpose and plan in mind to direct their study on the trip into worthwhile channels.

The Wichita, Kansas, Elementary Course of Study in Geography\textsuperscript{14} lists excursions as one of the concrete materials that may be used in the teaching of geography. It states that "Geography needs an epidemic of excursions." In the course in Kansas state geography, the unit, "Learning To Know My State First Hand," provides for some

\begin{enumerate}
\item[\textsuperscript{12}] Los Angeles Elementary Course of Study, Grade VI, 1930
\item[\textsuperscript{13}] District of Columbia I to VI, Course of Study in Geography (1931) p. 5.
\item[\textsuperscript{14}] Wichita, Kansas Elementary Course of Study In Geography, 1928, p. 11
\end{enumerate}
worthwhile excursions. Four different excursions are scheduled to be taken, and no child is permitted to go on more than one of these excursions, because there are not enough buses to accommodate pupils for more than one trip a year. Plans are carefully made for each excursion. A form sheet of what to seek is provided each pupil, competent bus drivers are employed, and a nurse accompanies each bus. Expenses are budgeted so that each pupil knows the exact amount that he can spend. The pupils pay for their own transportation and for their meals. These excursions last but one day from 8:30 A.M. to 6:00 P. M.

Places visited on these excursions are Ft. Riley, a Russian settlement, a Swedish settlement, Old Capitol Junction City, Western Kansas fossil deposits, gypsum mines at Sun City, salt mines at Hutchinson, and the state institutions.

Excursions have been demonstrated as a part of the regular training in many of the normal schools and teachers colleges in the United States for more than thirty years, and are now recognized as a valuable part of the program in most progressive schools.
In many of our public schools, both elementary and secondary, the excursion and field trip are being practiced most generally in local situations. However, in the United States in the elementary school the excursion and field trip are inadequate from the point of view of both time and distance. Even the short excursion is not so frequent as in Europe. Longer trips have never gained the prominence that they have in European countries.

Owing to the vast extent of our country, and the wide areas over which the same geographical landscape extends, too much time and money are consumed in getting the groups to and from the places of interest. At present, railroads do not offer rates to school groups, and even busses are too expensive for most students. The cost of staying in a hotel or in a tourist cabin is prohibitive; neither is camping satisfactory with a large group. Our highways are motorized to the extent that it is a dangerous undertaking to take a group of boys and girls on them afoot.

Another reason why school excursions are less frequent in United States than in Europe
is because there is a lack of appreciation of their value by executives and teachers. The majority of teachers have had no training or experience in their use. Many administrative problems are also involved in taking the children away from the building, as schedules of classes must be changed, which will necessitate the consulting of executives and teachers.

In many of the schools of the United States, the sixteen millimeter non-inflammable film is being used instead of the excursion for gaining first-hand knowledge. Its use fits into our clock-like school systems, the simplicity and economy of its manipulation is such that it requires less effort on the part of both teachers and pupils, and no doubt it will continue as a substitute for the excursion and field trip in many of our public schools.

However, many of our schools have found that it is possible to surmount the difficulties involved in taking an excursion or field trip, and regular use is being made of excursions in the teaching of the social studies and geography.
PROBLEMS ARISING IN CONDUCTING THE SCHOOL EXCURSION AND FIELD TRIP

There are many problems arising when school excursions are undertaken. It is the work of the teachers and administrators to eliminate as many of these difficulties as possible.

There should be established a fair point of view in the community toward such a program. This step requires tact, knowledge, and a whole-hearted belief in the soundness of the enterprise.

Aims of Excursions and Field Trips

All excursions and field trips must have an aim. Every one who goes on one should know definitely what he is to see and do, and what he is expected to get from the experience. The trip must have one definite aim. A wise trip leader will so arrange the trip that in going and returning, other things that should interest the pupils will be passed unnoticed. It is better to see one thing well, than to half see several things. There must be efficiency on trips as well as in the classroom work.
It is a good plan about a week before each excursion for the teacher and about four of the pupils to go on a preliminary trip. In the selection of the trip care should be taken to enrich as many different school units as possible and trips that are too complicated should be avoided. Every excursion must be adapted to suit the age and experience of the pupils; not too much should be attempted at one time.

Preparation for the Field Trip

After the place to be visited has been chosen the next step is that of preparation for the trip. Success depends on preparation and guidance given beforehand by the teacher in charge. An interest in the trip must be aroused in the pupils. They must be in the proper mood, have the right attitude, and an anticipatory interest. Preparation should be carried on in the class. All material on the objects to be visited should be brought, and textual references, clippings, and stories should be read or made available. It would be well, to have a

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1 Jessie M. Dillon, "Field Trips in Geography in the Elementary School," Thirty-Second Yearbook, N.S.S.E. 1933, p. 520.
2 Berkeley California Course of Study in Geography for the Elementary Grades, 1927, p. 5
committee go over the details of preparing for the trip. Suggestions as what to look for should be given. It is advisable to have a committee who is responsible for letters of inquiry in planning a trip, and for letters of thanks for courtesies extended.4

The selection of the means of transportation will depend upon proximity to place visited, time of year, and rates of transportation. It is much more satisfactory to have busses transport the pupil rather than individual cars.

The kind of clothing to wear on the trip will depend upon the time of year and the type of place visited. For instance, the industrial trip will require the ordinary practical school clothes, while trips where climbing and much hiking are done will necessitate the wearing of comfortable shoes, knickers or breeches, rubbers in winter and spring, and hat in summer. All items of clothing must be carefully discussed prior to going on the excursion.5

Provisions must be made for the food. If the trip is only of short duration, it is a good plan to bring light lunches, consisting of eggs, sandwiches,
fruit, raisins, nuts and chocolate. If the trip's duration is over the week-end, dehydrated foods purchased from sporting goods dealers may be used. On long tours it is advisable to carry chocolate bars. Precaution must be taken as to drinking water.

The following suggestions regarding the planning for excursions seem pertinent and practical. 6

1. Make a survey of the possible places to visit and build a program of excursions systematically.
2. Make previous arrangements with the authorities in the establishment to be visited.
3. Be sure that the points visited are new to the students who go so that they offer genuine opportunities for education.
4. Choose the excursions carefully to correlate with the class study.
5. Arrange for flexibility in the schedule so that a group may be gone from school for as long as two hours at a time.
6. Avoid taking too many children on the trip.
7. Provide plenty of guides.
8. Provide groups small enough so that each student can hear what the guide says when he is giving descriptions and explanations.
9. Plan carefully regarding the routine factors of transportation, expense, schedules, and meeting places, so that the values will not be lost through mismanagement.
10. Provide competent leaders to take charge of the group while going and returning.
11. Maintain good discipline on the trip.
12. Prepare a card for each pupil containing printed directions, such as
   (a) Take notebook and pencil.
   (b) Keep hands off.
   (c) Let the guides go first.
   (d) Let the teacher go last.
   (e) Listen to what the guide says.
   (f) Thank the guide when you leave.

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13. Work out a definite plan so that the administrative office can know at all times what trips are scheduled or in process.

14. Have each parent sign a permission card authorizing the school to take his child on a trip.

15. Motivate the excursion by previous study.

Objections to Be Met

Frequently many objections must be met by the teacher who is planning a field trip or excursion. The teacher must have the hearty cooperation of the parents of the children. It will in many instances be necessary to contact them in order to secure an absolute understanding between the parent and the school. Parents should sign a statement absolving the school and the driver from responsibility in case of accident. If the student is more than twenty-one, he signs a similar statement.\(^7\)

The parent's signature should be required even on a short trip on foot from the school. Care should always be exercised by the teacher to insure the safety and the comfort of the children on all trips.

One of the frequently used arguments against the school excursion is that the pupil cannot afford to make it because of expense, but

\(^7\)L. C. Davis, op. cit., p. 85.
in many schools the transportation is provided by the school, and the pupils take care of the expense of food and lodging.

Other problems also confront the teacher who wishes to use the excursion or field trip as a teaching device. Other teachers in the school may refuse to permit pupils to be absent from class; often the principal fails to see the value of excursions; and then there are cases where a pupil refuses to take the excursion because he feels that other subjects in the curriculum are more important. All of these objections must be satisfactorily overcome before the trip can be successfully made.

**Supervision of the Field Trip**

In the conducting of the trip, the group must be well organized into smaller groups for guide service. Observation of the trip ordinarily should precede explanation and discussion. The teacher should direct and supervise all the work on the tour, but precautions should be taken to avoid making the observations seem too didactic. Pupil initiative must be in evidence. Because of a scientific attitude

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of mind concerning nature and common-place environ-
ment, the pupil's curiosity will often carry him
forward when once started.

The teacher who directs the trip and
the guides should see to it that things are kept
in action. The interest should not drag. Neither
should the teacher appear hurried or concerned about
the schedule, for nothing so detracts from a young
person's complete absorption in his task, as to be
thinking what has to be done next, and to be urged
to hasten at every step.\textsuperscript{9} It is a wise plan for the
teacher not to announce to the members of the party
all of the plans, for the plans may be changed, and
it is excellent to spring surprises.\textsuperscript{10}

Follow-Up of the Field Trip

After the class returns from the trip, it
is well to start the "follow up" work at the next
class meeting. This is to be a summary which will
aid in clearing up wrong ideas, in giving additional
explanations, and in allowing the pupils to have an
opportunity to express themselves.

\textsuperscript{9}\textit{Ibid.}, p. 275
\textsuperscript{10}\textit{Ibid.}, p. 276
Many schools have the class make a scrap book including materials seen on each trip. This device adds new interest to the "follow up", and also is a worthwhile activity. The sixteen millimeter film is used by some schools, as is also the thirty-five millimeter still film which is handled as lantern slides. These are used not only in the class room, but in P.T.A. organizations and others to stimulate an interest in the activity. Excursions and field trips should form a basis and starting point for further work.

How Problems Are Met at the University Elementary School of the State University of Iowa

The University Elementary School of the State University of Iowa is doing excellent work in the practice of the school excursion and field trip. Through the courtesy of Miss Maude McBroom, principal of the school, the writer was given the following material in regard to the procedure practiced in the school.

1. The trip is planned in the room by the teacher setting up the material to be looked for on the trip. The listing and copying of the
material depends on the grade which makes the trip. Rules to be observed and the general behavior of the group are discussed.

2. The approval of the principal of the school must be secured at least one day in advance of when the trip is to be taken.

3. All arrangements are made by the teacher and a committee from the grade with the manager in charge of the place to be visited.

4. Letters are sent to parents. These must be signed by the parent, otherwise the pupil does not go on the trip.

5. The teacher makes arrangements for all transportation. The children pay their own expenses on the trip.

6. After the class returns from the excursion, a close "follow up" of their observations is made by means of class discussions and of further study.

The following letters are copies of letters which have been sent to the parents previous to the excursion.
Dear Patron,

The first grade children will visit a rural school, East Lucas No. 3, on Friday, November 13.

We plan to ride to the edge of town on the bus and walk the remaining distance. The round trip ticket will be ten cents. (10c) Miss Root will buy the tickets for the children, if you will please send the money on Thursday.

We will go in the morning and return before regular dismissal at 3:30 P. M. Your child will take his own lunch. Please include a drinking cup or glass. The children should wear over shoes or rubbers.

If you prefer for any reason that your child should not make the trip, you may call Miss Root at school or at home, telephone number 2755.

Yours cordially,

Mable Root
First grade teacher
University Elementary School
Iowa City, Iowa
June 29, 1936

Dear Parent,

The junior primary is planning a train excursion to West Liberty on Thursday, July 2.

The children will be taken to the station in autos provided by reliable adults. They will return to Iowa City by auto.

The children will come to school at the regular time and dismissal will be from the school house at 12:00 o'clock. In case there should be some delay, parents are asked to wait for the children at noon.

Each child is asked to bring sixteen cents (16c) to pay for his car fare.

Please sign the following statement if you wish to have your child go on this excursion.

Yours cordially,

Bernice E. Stormes
Teacher
I am willing to have my child __________ go by train to West Liberty.

(The children must be at the school at 8:30 since the train leaves the station at 9:06 and we must have ample time to go to the station and purchase tickets. Children who come late will not be able to go.)

____________________
Signature
To the parents of the second grade children:

For the last few years the second grade has visited the Sauk and Fox Indians at Tama. They have an opportunity to come in contact with some real Indians, see an Indian wickiup, a cemetery and many other things of interest. Would you care to have your child take such a trip? If enough of the parents approve the plan, we shall go on Friday, June 12.

Since Tama is about eighty miles distant, it will be necessary to take the entire day for the trip. We shall start at eight o'clock in the morning from the Elementary School, and be back at the Elementary School by six. There will be several adults besides the drivers of the cars to help care for the children. If it is raining on Friday morning, the trip will be postponed. Each child will be asked to take along his own lunch. Arrangements will be made for each child to have an ice cream cone in addition to what he brings with him. For this, each child should bring five cents.

The children are enclosing a list of rules they will be willing to keep. Will each parent please talk these rules over with the children and see that they are thoroughly understood?

Any child, whose parents feel that they do not care to have him go, may be excused for the day. Will you please fill in the blanks below and return this sheet not later than Tuesday morning.

Yours sincerely,

Chrystal Holmes
Second grade teacher
I am willing to have my child go on an excursion to Tama.

Parent's signature

For certain reasons I prefer that my child should not make the trip to Tama.

Signature

Rules for the Trip to Tama

1. We will sit still in the car and not disturb the driver.

2. We will not put our hands or heads out of the car window.

3. We will stay with the group when we reach Tama.

4. We will eat slowly and rest after we have eaten.

5. We will listen to the teacher when she stops the group to explain something.
As an example of what may be done in the way of excursions and field trips in a midwestern city of 15,000 population the following excursions and field trips in the University Elementary School for 1936-1937 suggest what may be done by other schools:

**Junior Primary**

1. Trip to Pohler's grocery store for crates.
2. Trip to a grocery store.
3. Trip to the greenhouse to buy plants for gardens.
4. Excursion over campus to get pine cones.
5. Trip to the chemistry building to see the glass blowers and get minerals.

**First Grade**

1. To Iowa City Poultry and Egg Company to sell chickens.
2. To Mr. Dane's farm.
3. To Sidwell's dairy.
4. To a rural school.

**Second Grade**

1. Trip to historical society to see Indian tools and weapons.
2. Trip to MacBride Hall to see Eskimo exhibit.
3. Trip to Tama to Indian Reservation.
4. Trip to MacBride Hall to see animals for regional study.

**Third Grade**

1. To the museum to see snakes.
2. To the log cabin at the city park to see pioneer articles.
3. Trip to Mr. Dey's to see old wall.
4. Trip to the museum to see and draw birds.
Fourth Grade

1. To Meredith's to see tropical fish.
2. All morning excursion to Rock Island passenger and freight depots.

Fifth Grade

1. Observation of coral and limestone on hill at play ground.
2. Trip to bluffs on western side of river to see limestone, glacial ice and loess.
3. Excursion to bluff road to observe erosion.
4. Trip to gas plant.
5. Trip to the city park to see trees.
6. Excursion to Fine Arts Building to see printing exhibit.
7. Visit to Hydraulic Laboratory.

Sixth Grade

1. Trip to water plant.
2. Excursion to Sewage Disposal Plant.
3. Trip to surgery department of general hospital.
4. Trip to Chemistry Building to see cancer display.
5. Trip to Union and Fine Arts building to see Art exhibit.

These excursions were taken at The Elementary School in connection with social science units. The one in sixth grade to the Union and Fine Arts building was taken by all of the pupils.
CHAPTER VII
SUMMARY AND CONCLUSIONS

This study was undertaken for the purpose of reviewing the history and practice of the school excursion and field trip in the last twenty-five years, with special emphasis upon their use in the elementary grades.

In this survey of material the writer has found that the excursion and field trip have high educational value, for in addition to their being instructive, they are health-giving, and aid in socializing the pupil. When the excursions are extended into their countries, there is developed in the boy and girl a feeling of internationalism, resulting in a better understanding between the peoples of different nations.

The material surveyed reveals that Germany leads the world in the practice of the school excursion. The long excursion is practiced to a greater extent in Germany than in the United States because of the proximity of the cities and towns to each other, thus making lodging for the night available.
The school excursion and field trip were not in evidence in the United States to any extent until the beginning of the twentieth century. They are not practiced here as much as they are in European countries because of the high cost of travel, board and lodging, and of the indifference of teachers and school executives. In some localities, the excessive use of the automobile makes the highways dangerous for walking, and in a measure responsible for the infrequent use of the school excursion and field trip. Many schools have surmounted these difficulties, however, and are making regular use of the short excursion and field trip in the teaching of geography, history and many other subjects.

In the other foreign countries in which the excursion and field trip were investigated, Great Britain ranks second to Germany in their use of it as a teaching device. The British schools are not only promoting the short trips, but also excursions on the continent are being regularly taken. Other European countries in which this movement was found are Russia, France, Poland, Sweden, and Switzerland, and to a slight extent in Japan.
Conclusions

After surveying the material written on practice of the excursion and field trip, and after contacting those who have been in a measure successful in their practice, the following conclusions have emerged:

1. Excursions should be selected or planned because they make a contribution greater than or different from those of any other school activity.

2. Excursions and field trips give the pupils first-hand information of materials in the regions visited.

3. They give education a decidedly practical direction, since they involve a study of the realities of life. In other words, they help to bridge the gulf between the school and life.

4. Excursions and field trips are of more interest to pupils than are the more bookish types of classroom procedure.

5. The excursion or field trip affords a means by which the pupils of the class room may study first hand the materials which the community has to offer.

6. Well chosen trips afford valuable
 vocational or educational guidance by offering the pupils a chance to explore and become acquainted with a wide range of occupational activities.

7. The excursion offers an enlarged outlook upon the surroundings and a feeling of respect for the contributions made by the community.

8. The trips stimulate children to read in order to find out more about points in which interest has been aroused during the excursion.

9. The excursion arouses a spirit of inquiry, develops the power of active investigation and imagination and aids in the visualization of other areas. An understanding of the local community helps in filling in the gaps when far away lands are considered.

10. An appreciation of the importance of careful planning and organization of any undertaking, but especially of such a trip is a worthwhile experience.

11. School excursions and field trips must be carefully prepared, planned, and organized. Friendly relations should be established with the people in the places visited. Every member of the class should be given an opportunity to make a report on any phase of the trip.
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