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EXCURSIONS IN WINSTON-SALEM, NORTH CAROLINA TO SUPPLEMENT  
THE SEVENTH GRADE COURSE OF STUDY

by

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42/4

A thesis submitted to  
the Faculty of  
The Consolidated University of North Carolina  
in partial fulfillment  
of the requirements for the degree  
Master of Arts in Education

Greensboro

1949

Approved by

Anna Reger  
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## CHAPTER I

### THE PROBLEM

#### Introduction

The word excursion calls to the mind such ideas as adventure, pleasure, relaxation, and excitement. However, in this study the word means more than a pleasure trip; it is a learning trip. But it is a pleasant and exciting way of learning. Henry C. Atyeo says:

The expression, "school excursion" is used....to designate any kind of definitely organized trip with a primarily educational purpose, made by a group of pupils as a part of their regular school work. Any trip that grows out of the study of a subject, and is undertaken by a group of students for its instructional value, falls within the scope of the school excursion as defined above.<sup>1</sup>

Before the world had printed materials, learning by excursion was the only method by which people increased their knowledge of situations away from their own locality. Down through the ages, traveling has been considered a good way of learning. A craftsman in the middle ages was not considered a master in his chosen craft until he had been a journeyman, traveling throughout the continent, visiting and working with artists. "The idea that the workman must travel in order to perfect his moral education and his professional training was deeply embedded.... 'Gentlemen' of the middle ages were not completely

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1 Henry C. Atyeo, The Excursion as a Teaching Technique. Contributions to Education, No. 761. New York: Bureau of Publications, Teachers College, Columbia University, 1939. 225 pp.

'educated' until they had taken the 'Grand Tour'.<sup>2</sup>

European schools have for the last fifty years included excursions as a part of the school curriculum. Before the war, in Germany, particularly, the pupils were taken on trips so that each had a first-hand knowledge of his native land. The excursions were of various lengths and durations, from a part of the school day to several weeks. Throughout Germany hostels were set up for overnight accommodations. Pupils, accompanied by teachers, walked or rode to all parts of the country. Thus the German youth learned to know his nation and its people.

In England, several organizations have been formed to further learning by excursions. One of these groups, The English Secondary School Travel Trust, has as its motto, "The world belongs to him who has seen it." This slogan is an indication of the importance given to educational trips in this country.

The Soviets, in their desperate effort to change a country of ignorant peasants into a leading nation of the world, recognized the efficiency of the excursion method of teaching. Albert Rhys Williams, in his book about Russia and its advancing people states:

They still go on excursions, the new decree prescribing "three visits to electric-stations, factories or farms." The schools still hold to the principle that the best way to learn about life is by participating in life.<sup>3</sup>

Although England and Germany have been the pioneers in the excursion technique, it was used, before the war, in Poland, France,

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<sup>2</sup> Henri Hauser, "Journeyman's Societies," Encyclopaedia of the Social Sciences (1937) IV, 424-427.

<sup>3</sup> Albert Rhys Williams, The Soviets. New York: Harcourt, 1937. p. 340.

Austria, Italy, and Japan to some extent. It is interesting to note that the excursion plan, as other educational methods, was so employed as to further nationalistic aims. However, Atyeo states that it may do much more than this. He concludes:

The influence of the excursion in liberalizing the traditional school curriculum has been profound, and its potential influence on the furtherance of international understanding and world peace is recognized. With the continuance of the excursion programs, and the widening of their scope, the countries of Europe may in time find themselves united through a chain of hostels running from the British Isles to the Ural Mountains and from the far northlands to the Mediterranean Sea.<sup>4</sup>

America has not developed this method of teaching to such an extent as foreign countries have. However, as far back as 1892, excursions were introduced into this country by students returning from the continent. C. C. Van Liew, on his return, enthusiastically endorsed the school excursion. He saw some of the objections to them in America and answered them in the following manner:

In America, it is true, we have to contend with factors that would be reduced to a minimum almost anywhere in Europe. For example, there are our broad expanses of country offering but little diversity and few natural attractions other than can be seen at home; with few exceptions, points of historical and artistic interest are rare and far apart; the expense would consequently prove greater in America than elsewhere, if each day were made to furnish its full contribution of interesting and diverse experiences. These, perhaps, embody the chief difficulties; not one, however, is a universally valid objection; not one but can be more or less completely surmounted. Many of our localities offer greater riches in some lines than Europe. We still have regions, close to very centers of habitation and civilization, that would yield inexhaustible sources of observation in physical geography and natural sciences. Observations made under such circumstances are educative in a sense that no other scientific instruction can be. Again we are not very often apt to underestimate the

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<sup>4</sup> Atyeo, *op. cit.*, p. 27.

value of our more immediate surroundings in nature; one does not need to go far to find types of what is true the world over.<sup>5</sup>

Many obstacles have been set forth to explain the slowness of the growth of the excursion method in America. First, there is such a difference in school systems here and abroad. European schools have rigid, traditional discipline, and conventions. Here schools allow much more freedom. Then, too, American children have more personal freedom, more books at home, and more opportunities of traveling with their parents. Radio and moving pictures supplement the child's learning to a great extent. Another reason for the few excursions here is the teachers' lack of familiarity with the technique. There has been an increasing amount of literature on the subject and more teachers and administrators have been undertaking school excursions. Ernest Horn says:

In the United States the number of these school excursions has increased rapidly during the past decade. Since 1937 there has been for the pupils in civic classes in New York a regular series of boat trips which afford an excellent overview of urban life as seen from the Hudson and East Rivers. In Minneapolis, a special assistant in the office of the Superintendent of School plans and directs field trips for classes and groups of pupils in the city, making of such trips a regular phase of social-studies instruction. Sociology classes in the schools of Washington, D. C. have a regular program of class trips, small group or committee trips, and individual trips for pupils. In many smaller school systems, school trips are made on an equally systematic basis; in no small number of rural schools the school busses are used regularly for peripatetic trips.<sup>6</sup>

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5 C. C. Van Liew, "A School Journey," Educational Review, VIII (July 24, 1894), 32.

6 Ernest Horn, Methods of Instruction in the Social Studies. Report of the Commission on the Social Studies. New York: Scribner, 1937. p. 123.



Not only the large cities, mentioned above, but many smaller communities and even rural districts are offering excursions as a part of the regular school work or as after school activity. Notably among these are the senior class trips of smaller high schools, which take the pupils to the nation's capital, state capital, or larger cities. Often after the close of the term, teachers conduct tours throughout the country for pupils wishing to participate. The camp life offered American children is another phase of excursions that is popular in America.

The short local excursion is doing much to teach the children about their own community. This type of trip can be very valuable and is one in which a large group of children may participate at a cost which can be met by most children. Because of this many communities are making surveys of possible excursions and encouraging teachers to use them to facilitate learning.

A. W. Crouse, Superintendent of Schools of Grand Rapids, Michigan, after using the excursion as a part of the school curriculum, concludes:

. . . children are becoming sensitive to what is involved in the activities that constitute community life of the neighborhood they know. They are better understanding the social concepts which underlie the situations they meet on the street, on the playground, at the store or in society anywhere. They are having essential practice in meeting their responsibilities to these situations. Such actual experiences, responsibly faced, offer limitless opportunities for the development of a responsible, socially intelligent, young people, concerned with the welfare of all peoples.<sup>7</sup>

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<sup>7</sup> A. W. Crouse, Excursion Guide. Grand Rapids, Michigan: Public Schools, 1948. p. 35.

### Statement of the Problem

In as much as many communities have found that excursions into the community have educational value, this study was made to discover what excursions in Winston-Salem could supplement the North Carolina Course of Study for the seventh grade.

To answer the problem, these subproblems were considered:

1. What supplementation is needed in the seventh grade?
2. What criteria should be used to plan and conduct an effective excursion?
3. What places in Winston-Salem can be visited with profit by seventh grade pupils?
  - A. How would the excursion supplement the course of study?
  - B. What anticipatory experiences are needed for each trip?
  - C. What do teachers need to know about the mechanics necessary for each trip?
  - D. What experiences may the class expect to meet on the excursion?
  - E. What kind of evaluation can be used at the conclusion of each excursion?

### Scope of the Study

This problem is confined to excursions suitable for seventh grade students which will supplement the North Carolina Course of Study. The centers of interest used for supplementation are those in Winston-Salem, North Carolina which can be visited during the school day.

## Method

The first problem was to examine the suggested curricula to determine where there was need of supplementation. An examination of A Suggested Twelve Year Program for the North Carolina Public Schools,<sup>8</sup> Handbook for Elementary and Secondary Schools,<sup>9</sup> Language Arts in the Public Schools of North Carolina,<sup>10</sup> Art in the Public Schools of North Carolina,<sup>11</sup> and Sciences for Elementary Schools<sup>12</sup> was made.

The second essential problem was to determine the necessary preparation and methods of conducting excursions. After extensive reading and the participation in excursions, the writer set up criteria that teachers could use to conduct effective excursions.

The next step was to visit places of interest in Winston-Salem. Preview trips were made to determine the possibility of taking a class to the place, to see if there was anything of educational value to be

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8 State Superintendent of Public Instruction, A Suggested Twelve Year Program. Publication No. 235. Raleigh, North Carolina: The Superintendent, 1942. p. 293.

9 State Superintendent of Public Instruction, Handbook for Elementary and Secondary Schools. Prepared by Division of Instructional Service. Publication No. 255. Raleigh, North Carolina: The Superintendent, 1945. p. 217.

10 State Superintendent of Public Instruction, A Suggested Twelve Year Program. Publication No. 235. Raleigh, North Carolina: The Superintendent, 1942. p. 293.

11 State Superintendent of Public Instruction, Art in the Public Schools of North Carolina. Publication No. 238. Raleigh, North Carolina: The Superintendent, 1941. p. 115.

12 State Superintendent of Public Instruction, Science for the Elementary School. Publication No. 227. Prepared by Julia Wetherington. Raleigh, North Carolina: The Superintendent, 1941. p. 115.

observed, and to gather any necessary data concerning a class trip. As each visit was made, the data obtained were outlined, giving the name of the place to be visited, relation to course of study, anticipatory experiences, whom to contact, mechanics of the trip, nature of the experience, and follow-up activities.

#### Survey of the Literature

To avoid duplicating previous work and to secure help for the problem at hand, the following indexes were carefully checked:

United States. Library of Congress. Catalogue Division. List of American Doctoral Dissertations. Washington, D. C.: Government Printing Office, 1913-1938.

Doctoral Dissertations Accepted by American Universities. Compiled for the National Research Council and the American Council of Learned Societies by the Association of Research Libraries, New York: Wilson, 1933/34-1945/46.

United States. Office of Education. Library. Bibliography of Research Studies in Education. Washington, D. C.: Government Printing Office, 1929-1940.

Good, Carter Victor. "Doctors' Theses Under Way in Education," Journal of Educational Research, January, 1931-January, 1949.

Gray, Ruth. "Recent Theses in Education." School Life, 1933-1949.

As the author surveyed the current educational literature, it became evident that the excursion is widely used in the curriculum of many schools. Books on teaching devote chapters on the values of field trips and methods of conducting them. Prior to the second World War,

educational periodicals published many articles on this technique but the war curtailed the use of automobiles and busses for school excursions and the number of articles found in magazines was smaller during that period. Some authorities took advantage of the lull to take stock of excursions. Alexander Frazier,<sup>13</sup> in his article, Is This School Trip Necessary?, stated that many excursions have failed because the limited time makes off-campus experiences incomplete. He listed many types of learning that would become more vivid if field trips were used. He concluded that if schools in the years to come attempt to collect more meaningful data, gain a broader view point, choose tours for significance rather than availability, and provide adequate planning, the school excursion will be an economical method of teaching.

Charles Herbert Covert<sup>14</sup> wrote a thesis entitled, Study Trip Possibilities for Elementary Grades in Cambridge and Findlay, Ohio, in which he outlined the scope and significance of study trips. He followed this with the results of a survey of Cambridge and Findlay, Ohio, listing possible excursions and the information necessary for conducting a tour. He did not limit his findings to any particular grade or course of study. In conclusion, Covert stated that better community-school relations, more cooperation between schools and industries, and a higher development of children resulted from using excursions in the schools.

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13 Alexander Frazier, "Is This School Trip Necessary?" Educational Administration and Supervision, XXXII (March, 1946), 171-176.

14 Charles Herbert Covert, Study Trip Possibilities for Elementary Grades in Cambridge and Findlay, Ohio. Master's Thesis. Columbus, Ohio: Ohio State University, 1940. p. 202.

In Excursions in Oklahoma High Schools,<sup>15</sup> Andrew J. Evans compiled data concerning trips taken by a number of schools throughout the state. He discovered that groups of pupils numbering from eleven to twenty were most easily handled; that field trips lasting one to five days were most frequent; that arrangements were made by the administration; and that expenses were assumed by pupils. He noted that there were some objections due to lack of real interest on the part of the pupils, the cost, and parental objection. In justifying excursions, he listed character building, appreciation of the community, and the development of a wider outlook as reasons for continuing the use of field trips.

An Experimental Evaluation of the School Excursion, a doctor's dissertation by Ella Callista Clark,<sup>16</sup> showed that children who took field trips evinced a greater interest in more phases of the topic and expressed a desire to carry on a greater number of voluntary activities after visits than children who received the information by other means.

George E. Pitluga<sup>17</sup> has done an excellent piece of work in Science Excursions into the Community. He gives a number of science expeditions that may be used in grades four through eight, dividing his study into nine parts: suggested aims, contributing facts and

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15 Andrew J. Evans, Excursions in Oklahoma High Schools. Master's Thesis. Oklahoma A. & M. College, 1940. p. 132.

16 Ella Callista Clark, "An Experimental Evaluation of School Excursions." Journal of Experimental Education, XII (September, 1943), 10-19.

17 G. E. Pitluga, "Science Excursions into the Community." Teachers' College Record, XLV (November, 1945), 128.

generalizations, possible approaches, introduction to the material involved, teacher's bibliography, preparation for the excursion, suggestions for the excursion, follow-up activities, and children's bibliography.

In The Excursion as a Teaching Technique,<sup>18</sup> Henry C. Atyeo traces the excursion to Germany and England, where it was used extensively. He recognizes the numerous values that this technique contributes to the curriculum and thinks the knowledge of the community that the child obtains justifies its inclusion in the school program.

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18 Atyeo, loc. cit.

## CHAPTER II

### THE EXCURSION AS A MEANS OF TEACHING

#### Introduction

The schools of today are increasingly emphasizing the importance of learning through concrete, meaningful experience and observation. This does not mean that learning or the deductive processes are not important but that teachers are realizing the school curriculum is much broader. All experiences which the children have contribute to learning and the school must furnish experiences that are interesting as well as educational.

Educators have found that the school excursion offers such experiences. Field trips have increased understanding, heightened interest, and facilitated retention at all levels. To seventh grade children, who are undergoing marked physical, emotional and mental changes, the excursion appeals, expands their interest, and offers adventurous activity; therefore, this means of supplementation should be used often during the seventh year.

There is an old Chinese saying that a picture is worth a thousand words. To paraphrase this, one excursion is worth a thousand words. For this reason, it is time for teachers to take advantage of the vast possibilities of increasing learning by using outside the classroom situations. Pupils may read of some process of manufacturing or some conditions that existed or now exist, but because of unfamiliar words or the lack of background experiences may be unable to comprehend.



However, a trip to see some article made, a department of city or state administration at work, an airport or other such experiences may make a lasting impression on the pupil.

Excursions are not limited to any one subject field. There have probably been more excursions to supplement social studies than any other field of study, but the writer has found that all subjects would benefit by using this teaching technique. A close study of a North Carolina Suggested Twelve Year Program showed that there are many places where an excursion will offer the needed supplementation.

#### The Social Studies

The chief value of the social studies is to give pupils an understanding of how people live together. They expand the environment, make possible the comprehension of contemporary problems, and establish habits of thinking. Observation, then, is changed from casual looking to purposeful seeing.

The social studies include those materials in the curriculum which are drawn from the fields of history, geography, economics, sociology, political science, psychology, and ethics. They permeate all fields of the curriculum and are therefore one of the richest sources of materials for the child's program. Some of the effective integrations of learnings take place in the development of social studies units of work. For example, many valuable language arts skills emerge from the reading, writing, and speaking needed in studying a social problem.<sup>1</sup>

The social studies program has many opportunities for the excursion supplementation. Since a main objective of this program should

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<sup>1</sup> State Superintendent of Public Instruction. A Suggested Twelve Year Program for the North Carolina Public Schools. Publication No. 235. Raleigh, North Carolina: The Superintendent, 1942. p. 154.

be to develop fundamental concepts concerning the economic, social, and cultural life of the people, it may be accomplished through exploring the community.

Winston-Salem is especially rich in material for exploration and study since Salem is a typical early religious settlement with many of the original landmarks standing. A small group of Pennsylvania Moravians of Bohemian origin bought a tract of land in Piedmont Carolina in 1752. Salem was carefully laid out in 1756 and given the name, Salem, meaning "peace." The town grew rapidly, established a water system, built stores, homes, and shops, and began industries. Salem has seen many historical events: Nathanael Greene and Cornwallis passed through here with their armies, and George Washington visited here. Then in 1849, Forsyth County was created from Stokes County, and Winston, the new county seat, soon developed into an industrial center and market. In 1913 by vote, Winston and Salem were consolidated as Winston-Salem, the "Twin City."

So a study of American people could be made much more interesting by excursions into the community of Winston-Salem. Salem has many of the original buildings which may be seen by classes, committees, or individuals. The museum, Salem Tavern, churches, Salem College buildings, Bethabara and Bethania, and the graveyard are worth visiting, since each contains examples of early colonial life. The Moravians have retained many of the interesting customs of colonial times. The Candle Tea, held each winter, affords the opportunity for children to see candles molded as they were in 1766; the Moravian recipes for cookies are still used; the Christmas and Easter services, the Moravian Love Feasts—all retain some customs of early life in Salem.

Winston-Salem has progressed with the United States. Each new step of progress has also had its effect here. The growth and development of the American people can be studied in the immediate environment. Industries, established by early settlers, now number over 250; agricultural developments are astounding; transportation has progressed from the plank road to modern highways. Diesel engines and airlines here equal the progress found anywhere in the United States.

An excursion to any or all of these places would be of educational value to boys and girls. Not only would history become more real; but there would be an increased appreciation of the community and the interdependence of people in this modern world.

Geography cannot be learned from books alone; it is a subject that needs supplementation for clearer understanding. Selma Abrams thinks observation is most important, saying:

The generally accepted definitions and scope of geography as a school subject is: the interrelationship between the physical factors of the environment and all forms of life. Two elements are here involved: the physical factors and the forms of life. Since both of these elements are observable, the functions of the teacher of geography and of the geography text are secondary to observation. The main function of the teacher is to supply to the students the opportunity for observing the physical factors of the environment and all forms of life, and through properly guiding the student in his observations, and in his use of the text, to bring about an understanding of the relationship between the two elements.<sup>2</sup>

Seventh-grade boys and girls study the effect of temperature and rainfall on distribution of population. Why not an excursion to the United States Weather Bureau to learn about their own community's weather?

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<sup>2</sup> Selma Abrams, "Summary of the First Summer Field Course in High School Geography of the New Orleans Public Schools," Journal of Geography, XXIX (January, 1930), 25.

A study of farming, manufacturing, mining, and stock-raising in Forsyth County would provide an excellent insight into like industries in other parts of the United States. Excursions may be arranged to a tobacco farm to see this important crop being prepared for market, to a tobacco sale and later to see the raw material made into cigarettes and smoking tobacco. Cotton mills, iron works, hosiery mills, airports, and railroad yards should be visited to understand present-day industrial development and its relationship to this environment.

#### Music

Music is an important part of the seventh-grade curriculum. Not only are the children taught to sing and play musical instruments, but they are taught appreciation of the finer types of music. Several excursions in this field are available in Winston-Salem. The Civic Orchestra, a newly organized symphony, plays two concerts each season. The children of public schools, either as a class or as individuals, should be encouraged to attend. In addition, the Piedmont Festival has offered for the last two years a concert for children and the North Carolina Symphony plays a children's concert annually in Winston-Salem.

In an article, Excursions into Music, Harry Burke declares:

The symphony orchestra has a proper place in a wise scheme of education. It draws from the individual--to the extent of his responsiveness to immortal music--resources of perception which open the way to enduring wealth. Wealth, perhaps, in the Paulian sense: the weal, the good of solacing beauty. After the gloom, the perplexities and the despairs of recent years, perhaps, we may perceive the one great truth of history: that the only survival from any civilization that has preceded

this mechanical and materialistic regime of ours, is the beauty it created.<sup>3</sup>

In addition to the symphony concerts, there are other musical programs through which the goal of creative listening may be achieved. The Piedmont Festival has an opera program for children, and there are several operettas produced in Winston-Salem each year. The dress rehearsals of these are opened for children at a small fee. Teachers may take classes or smaller groups to these performances. The program for each concert should be studied in advance in order to prepare children for concerts. An attempt should be made to arouse interest in the mood of the music, the emotion expressed by the composer, the personality of the composer, and the significance of the particular composition.

#### Arithmetic

The state course of study states that the "arithmetic curriculum should provide activities which promote both phases of arithmetical learning: namely, meaning and habits of use."<sup>4</sup> In the seventh grade the emphasis is upon the student's present and probable future interests and needs. "The search for illustrative materials should send mathematics teachers and students to.....banks, shops, stores, farms, court-houses, offices, etc...."<sup>5</sup>

Winston-Salem offers all of these excursion possibilities. A

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<sup>3</sup> Harry R. Burke, "Excursions into Music." The Principal and His Community. Eleventh Yearbook of the National Education Association. Department of Elementary School Principals. Washington, D. C.: The Association, 1932. p. 471.

<sup>4</sup> State Superintendent, op. cit., p. 114.

<sup>5</sup> Ibid., p. 136.

trip to a bank can be most enlightening to pupils when they study banking. A visit to the post office to see how mail is handled, how parcel post is sent and received, and how money orders are obtained, is a most valuable experience. Then, there are committee excursions to markets, to sites of construction, to ticket offices of trains, busses, and planes. There is no limit to the information that may be obtained this way, and the teacher should take advantage of all opportunities to develop mathematical concepts.

#### Science

Science in the seventh grade has no state-adopted text book. The teacher must, therefore, teach with the aid of supplementary books, observations, and experiments. A suggested list of units suitable for this grade includes one on "Making Our Community Safer through Science." This includes a study of water supply, disease control, and sanitary provisions. To be of real value to the pupils, the local situations should be studied. There are several excursions that could be made to supplement this unit: to the water works, to dairies, to the health center, to the manufacturers of bottled drinks, and to local bakeries.

Transportation and communication units may be integrated with the history of the development of our country. These excursions have already been discussed.

America, though always considered wealthy in natural resources, has suddenly awakened to the fact that there is an end to its supply. Consequently, conservation should be an important unit of the science study. Excursions to the country to see how fields are being treated to prevent erosion would be most worthwhile, particularly to city

children, since so often they know nothing about the production of crops.

### Language Arts

Throughout the entire bulletin, Language Arts in the Public Schools,<sup>6</sup> there are references to trips and excursions as means of effective teaching. Field trips provide the background for organizing materials, special reports, and interviews. They also give meaning to words that have been unfamiliar before.

There are many occasions in an excursion for written expression. Pupils may write letters asking for permission to visit some industry. All excursions should be followed by notes of appreciation for the courtesies extended to the class. Reports, in the form of booklets, stories, plays, or class publications, are valuable means of improving written expression.

Often a story read in class may suggest an excursion. Trips in all subject fields may need some research and require reading. New words are added to both oral and written vocabularies through direct contact with outside classroom experiences.

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<sup>6</sup> Superintendent of Public Instruction. Language Arts in the Public Schools. Prepared by Hattie Parrott and others. Raleigh, North Carolina: The Superintendent, 1949. p. 393.

## CHAPTER III

### STANDARDS FOR EDUCATIONAL FIELD TRIPS

#### Introduction

Excursions, to be of value, must be conducted so that the maximum learning may take place. Many criticisms of the excursion technique have come from the trips without purpose or plan. There is much literature on the subject. Many educators have found these expeditions are invaluable in teaching, but that certain criteria need be set up to obtain the most satisfactory results.

The first consideration is the planning. At the beginning of a school year, the teacher should plan for the field trips that she will use during the entire year. A preview of the total school program should be made so that there will be a balance of trips for the various subjects. The time element must be considered since some excursions are seasonal. No trip should be made just for the trip; it must have direct connection with classroom activities. The excursion should not be a repetition of a previous trip and should be suitable for the age group.

Emma Fenerstein, in an article, "Excursions, How to Get the Most Out of Educational Trips," says this about planning:

It is desirable to anticipate the year's work, surveying your community for those excursion opportunities which contribute the maximum learning for children at your grade level

.....

Some of the questions the teacher should be able to answer in the affirmative about prospective trips are the following:

1. Can the children be prepared to understand what they see?



2. Will the children get as much from this experience now as they would get at any other grade level?
  3. Will this experience contribute more to their education than any other classroom experience could?
  4. Have I, myself, made the proposed trip recently enough to prepare the children for it?
  5. If I am limited in the number of trips on which I may take my class, is this trip one of the richest in educational value?
  6. Can permission to visit this place be obtained for a time when the children can be taken there?
  7. Is the trip short enough so that the children will not grow fatigued and lose interest?
- If there is the slightest danger involved in the trip it is not advisable for the teacher to set out alone.<sup>1</sup>

Teachers who have used the excursion most effectively have found that a teacher needs to take the trip prior to taking her class so that she may plan anticipatory experiences, procedure, and the best method of using the information obtained. G. E. Pitgula, one who has used this method extensively, says:

The sina qua non of any successful excursion is the preview trip made by the teacher. Going over the path, or through the plant, before you take the children makes it possible for you to do several important things. You can discover what will be of particular interest to the children. The opportunity of you gaining some technical understanding is offered. The hazards, if any, can be spotted and later discussed with the class prior to the trip. If a guide is to take the children through a plant, you have the opportunity to explain to him the interests of the group, and particularly their limited understanding of technical terms. You can also estimate how much help, if any, you will need to handle the group. Of course knowing the amount of time required to make the trip is one of the benefits of the preview.<sup>2</sup>

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1 Emma Fenerstein, "Excursions, How to Get the Most Out of Educational Trips," Grade Teacher, XLVIII (September, 1940), 36.

2 G. E. Pitluga, "Science Excursions as a Teaching Technique," School Science and Mathematics, XLVII (May, 1947), 460-469.

Lee and Lee think that an excursion will contribute much to children's understanding if it is made for a purpose and is well-planned. They say:

1. A trip should be made when it will contribute some unique experience that will help in realizing the outcomes of the unit.
2. Trips should not be made when they will not further contribute to pupils experience. Often a class is taken to a place they all know. A discussion would have been as valuable as the trip.
3. The class needs to know what they want to find out from the trip before they go and be as fully prepared as possible.
4. The trip needs to be carefully planned in advance from the physical aspects of going and coming and conduct while there. All safety precautions must be taken.
5. Parents must be fully informed and their permission obtained.
6. The experience needs careful analysis upon return to school. There should be many questions to discuss and opportunity for pooling observations.<sup>3</sup>

In many systems, teachers and parents need an educational program. Teachers have failed to take advantage of excursions because they have had no experience or training in field work; they feel unsure of class discipline away from school; school schedules make arrangements difficult; or the teachers feel that the classes are too large, expenses too great, or the responsibility of handling so many children away from school is more than they are willing to assume. To overcome these handicaps, Henry J. Otto and Shirley Hamrin<sup>4</sup> suggest that the parents and community should be prepared to accept excursions as a teaching technique through Parent-Teacher Associations and study clubs. Not only parents but teachers so often need preparation. This may be done by a survey of the community

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<sup>3</sup> Murry J. Lee and Doris May Lee, The Child and His Curriculum. New York: Appleton-Century, 1940. pp. 255-260.

<sup>4</sup> Henry J. Otto and Shirley Hamrin, Co-Curricular Activities in Elementary Schools. New York: Appleton-Century, 1937. pp. 12-45.

to discover and suggest appropriate places for the class to visit. Pertinent data should be gathered, such as name and location of the place to be visited, reasons for selecting that place, the age group best suited for the particular trip, the specific educational value, means of transportation, estimated cost, whom to contact, time of day to make the excursion, the number of pupils that should go, and any other necessary information. In advance the teacher should formulate in his own mind what specific values he thinks the pupils can gain from the undertaking. A list of questions should be prepared by the pupils. The program must be flexible and amendable to any necessary change. Transportation and conduct on the trip must be arranged with safety paramount. No child should be permitted to leave school without a written note from home. The teacher or principal must obtain the cooperation of the owners of the place to be visited. This can be done by personal contact, telephone, or correspondence. Above all things the excursion must be related to school work.

James Tippet feels that the teacher is responsible for planning and conducting the journey but...."provision and conducting excursions and encouragement in making them are the duties of the administration."<sup>5</sup>

There are several types of excursions and trips for many purposes. The entire class may go to some places and each child will gain information. On other trips smaller groups should participate. Often teachers divide classes into small committees, each having a definite problem to solve through excursions. The teacher should go with each

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<sup>5</sup> James S. Tippet, Schools for a Growing Democracy. Boston: Ginn, 1936. pp. 66-84.

committee. Sometimes one child may go alone and bring his findings to the class in the form of an oral report. Visits to other schools are often beneficial. A class leaving a school at the end of the term may be the guest of their future school in order to become acquainted with the plant, pupils, and faculty. A group of student government officers may visit the council of a neighboring school.

Some excursions are to be solely audience situations; in others, pupils may participate by asking questions or taking part in some activity. Many science trips are for the purpose of gathering specimens. For each of these excursions, there must be appropriate preparations. Pupils must understand just what they must do or observe while on the trip. For example; Marian Paine Stevens says, "If a museum trip is taken, go directly to the material sought for and spend but a brief time in study. Children, like adults, can be confused by the abundance and variety in a museum, and should come away before the saturation point is reached."<sup>6</sup>

Parents should be informed of the trip and written permission obtained prior to the excursion. Many schools have form letters on which the children fill blank spaces with the necessary information. There is a space for the parents' signature if they approve of the trip. This approval is necessary before the children leave school and should be filed in the office.

Transportation is of various types. If possible, the class may walk to the place to be visited, but in larger communities this is im-

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<sup>6</sup> Marian Paine Stevens, The Activities Curriculum in the Primary Grades. Boston: Heath, 1931. p. 212.

possible. Parents usually are willing to take their cars. This is a convenient way to go since private cars can go any place and the time can be arranged more easily. It is also often advisable to have other adults on the trip, and the parents who drive can assist in handling the class. However, the teacher must have control at all times.

The commercial bus is probably the most convenient. Duke Power Company will charter a bus for class trips at reasonable cost. A driver will be at the school at the desired time and remain at the site being visited during the trip. A. C. Selke has this to say about bus transportation:

The commercial bus has many advantages. It is capable of carrying large groups; it can go almost everywhere that a private automobile can go; it can insure coherence of the group; and it permits instruction en route if the proper loud speaking device is used.<sup>7</sup>

Any excursion that is worth taking is worth spending time discussing it on return to school. There are always many points that the pupils need to clarify. Oral discussions are the most common method of evaluating the trip. It is wise not to expect written work from each visit because the children will soon dread the evaluation and then the trip will lose its value.

#### Criteria

Ernest Horn, professor of education and director of Iowa State Elementary Schools, has set up this criteria:

Out of several years' experience with the excursion taken in this county and in connection with geography and the social

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<sup>7</sup> A. C. Selke, "Standards for Educational Field Trips," Journal of Higher Education, XII (October, 1941), 386.

studies, the following conclusions seem to have emerged:

1. Excursions should be strictly subordinated to the course of study in the social studies.
2. Excursions should be selected and planned because they make a contribution greater than or different from that of any other school activity.
3. An important factor in choosing an excursion is the students' background of experience.
4. There should be a clear recognition on the part of both students and teachers of precisely what is to be accomplished on the excursion.
5. The greatest value is obtained from excursions that have been carefully prepared for in the regular work of the school, through readings, discussions, and, in case some industrial process is to be observed, carrying out certain parts of the process in a simple way in the class room...
6. Excursions should be carefully planned with a view not only as to what is to be accomplished but also as to the manner in which the trip is to be made.
7. Any excursion worth taking is worth spending time on after it is over.
8. It is essential that the cooperation of the parents be secured.
9. It is imperative that every precaution be taken to guarantee the safety of the students in transit.
10. One of the most important values of the excursion is an interest in the problems and resources of the community.<sup>8</sup>

An analysis of the professional literature written on excursions as a teaching technique and the writer's experience in conducting excursions in the various subject fields have led to the development of these criteria:

#### I. General

- A. Is the excursion an outgrowth of regular classroom activity?
- B. Can the needed supplementation be best secured through an excursion?

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<sup>8</sup> Ernest Horn, Methods of Instruction in the Social Studies. Report of the Commission on the Social Studies. Part XV. New York: Scribner, 1937. pp. 411-412.

C. Do the results anticipated justify the class time that will be consumed by the excursion?

D. Are all precautions necessary for the safety of the pupils taken into consideration?

## II. Preparation

A. Did the teacher take the excursion prior to the class trip to determine

1. Time convenient for the business establishment and the pupils?

2. Amount of time needed for the excursion including transportation?

B. Was permission obtained from

1. The owner or manager of the place to be visited?

2. The principal of the school?

3. The parents of the pupils?

C. Were the children prepared as to

1. Conduct in transit and at the place visited?

2. Hazards that may be met?

3. Processes or things to be observed?

4. Terms used that up until now were unfamiliar?

5. Committee or individual solutions to be sought?

## III. Excursion

A. Was there adequate guide service furnished?

B. Did the pupils conduct themselves in a creditable

manner?

C. Was there a sufficient amount of active participation on the part of the pupils?

D. Was there adequate time for observation?

IV. Was there adequate evaluation on return to school?



## CHAPTER IV

### EXCURSION GUIDE

The purpose of this survey is to help teachers who are willing to enrich the school program with excursions, and yet hesitate to venture forth because of the lack of familiarity with this technique. Where to go? What to do? What to see? How to see it? These are some of the problems that are answered here.

It is not assumed that the following list of excursions is for the seventh-grade only, or that those mentioned are all the possible educational tours within Winston-Salem. Each suggested trip merely presents some suggestions by which the course of study for the seventh grade may be supplemented. The excursions are not, however, proposed as a series to be followed by a class. Moreover, a teacher may find in the list only one or two that would be useful during the year's work. She must let the interest and the ability of her class determine her choice of excursions.

The excursions<sup>1</sup> are divided into five sections as follows:

1. Relation of the Excursion to the Curriculum
2. Anticipatory Experiences
3. Mechanics
4. Nature of the Experience
5. Follow-up Activities

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<sup>1</sup> See Appendix A for a list of excursions grouped by subject field, and Appendix B for a list of places visited.

In the section, relation of the excursion to the curriculum, the author suggests parts of the course of study that needed supplementation. This does not imply that these are the only places that the excursion would enliven the daily classroom routine. However, the only definite requirement would be that the excursion should have direct bearing on the regular class activities.

The section on anticipatory experiences merely suggests possible activities that will prepare the pupils for the trip. Without some background to incite interest and supply sufficient information for intelligent observation, the trip may not accomplish the desired aims. Often children may list questions that they wish answered and send these to the place to be visited prior to the excursion. The guide may then use them to determine procedure during the tour.

The mechanics necessary for the teacher to conduct a tour are given briefly here. Pupils may assist in making the necessary arrangements. These may be made by telephone, letter, or preferably on a pre-visit by the teacher.

The nature of experiences is not given in detail. The reasons for the excursion determine the experiences that the pupils have. The experiences suggested have been found by the author to be of interest and value to elementary children.

The follow-up activities are also merely hints. Each teacher and her pupils may find new and different activities to supplement or supplant those proposed. The ability and interests of the class are the determining features. Discussions are probably necessary after the return to the classroom to check up on all questions. The original list of

solutions sought should be again examined to see if the excursion produced them. Misunderstandings and material too complicated for the children may be simplified by the teacher. Often some children see more than others and should be given an opportunity to tell the class about their observations.

Place: First National Bank

Relation of the Excursion to the Curriculum:

The course of study in arithmetic for the seventh grade calls for using arithmetic in life-like situations, and the application of the processes to problem situations. One of the applications is the use of a bank. The study of banking is rather hard for children to comprehend, but an excursion to one to see just how a bank can be used by the average American citizen is of great value in teaching banking problems.

Anticipatory Experiences:

A bank, to many children, is a formidable place and one in which they have had little or no contact. Many terms used in banking are new; hence, time should be taken to give meaning to banking terms and to familiarize the children with the various functions of banking. Children are more interested in how the bank handles and keeps money for people and the questions of loans. If anyone in the class has opened an account, he should report on it. If not, have the children find out from their parents how to open a savings and checking account. Discuss in class. Learn the terms: signature, deposits, checks, stubs, endorsement, bank balance, and statement. With blanks obtained from a bank or mimeographed forms, have the children practice making out deposits, writing checks, keeping a check book, and endorsing a check.

Children need to know about borrowing money. By special reports, the class may learn about interest on money borrowed, how to obtain a

loan, and how a loan is to be paid. Blank note forms may be obtained and the children practice filling one out.

For the excursion, plan for individual children to be prepared to ask for the various services at the bank. The guide will be prepared to perform the operations (pretend) for the pupils. One may also pretend to buy travelers' checks, and to secure a certified or a cashier's check.

Mechanics:

Permission obtained from Mr. Guy Dudley, phone 7103.

Time: Arrange with Mr. Guy Dudley, First National Bank, for the time. After banking hours and certain times of the month are more convenient for the bank.

Duration: One hour.

Transportation: City buses will take the children to town.

Nature of Experiences:

1. Children will see how services are performed.
2. The bookkeeping department will be in operation.
3. Children will be taken into the vault to see where the money is kept.

Follow-up Activities:

1. Class discussion to clear up any questions.
2. Practice again check writing, filling out deposit slips, and other forms.
3. Find out how checks are cleared through clearing houses.

HEALTH  
SCIENCE

COMMUNITY HEALTH

Place: City Water Works

Relation of Excursion to the Curriculum:

In science, the seventh grade studies a unit on community health. An excursion to the city water works will acquaint the children with the careful work with which the city insures a pure water supply for its citizens.

Anticipatory Experiences:

1. Study the source of Winston-Salem's water supply.
2. Learn the various methods that are used for the purification of water, namely: aeration, filtering, and chemicals.
3. Learn which chemicals are used and the purpose of each.
4. Study drawings of filters; plan construction of one for the classroom.<sup>1</sup>
5. Locate the standpipes in Winston-Salem.

Mechanics:

Permission obtained from Mr. Raymond Ebert, phone 8624.

Time: Any time that is convenient with Mr. Ebert.

Duration: One hour.

Transportation: Chartered Duke Power Bus or private cars.

Cost: No cost except bus fare.

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<sup>1</sup> Julia Wetherington, Science for the Elementary School.  
Raleigh: State Superintendent of Public Instruction, 1941. p. 48.

Suggestions: Insist that children stay as close together as possible in order that all may hear explanations.

Nature of Experiences:

Mr. Ebert will take the children to the laboratory to tell them the processes that are used in Winston-Salem to purify water. In his talk he gives the answers to many of the questions about the source of the city's water supply, the chemicals used, how they are added to the water, how the water is tested, and how often, and the location of standpipes.

The children are allowed to follow the water from the time it enters the station until it leaves for the reservoirs. One of the filtering pools will be cleaned while the pupils are there. They will see the instruments for measuring the amount of water used, the pumps and machinery.

Follow-up Activities:

1. Purify water from a muddy pool in the classroom. Allow some to stand so that the mud sinks to the bottom.
2. Construct a filter.
3. Use alum to cause precipitation.
4. Trace steps in water purification.
5. Make special reports on source of water supply in old Salem.
6. Report on the Yadkin River Project.

HEALTH  
SCIENCE

COMMUNITY HEALTH

Place: Coca-Cola Bottling Company

Relation of Excursion to the Curriculum:

The North Carolina Course of Study for science in the seventh grade calls for a unit on "Making Our Community Safer through Science." The bottling of soft drinks is an industry that works under the strictest health laws. An excursion to this plant will give the children an excellent idea of the laws which are made to protect the communities' health.

Anticipatory Experiences:

1. Look up state and local laws that pertain to the production of soft drinks.
2. Discuss the methods of bottling and distributing soft drinks.

Mechanics:

Permission obtained through Mr. Buchanan or Mr. Harper, phone 6188.

Time: 8:00 A.M. - 11:00 A.M.      1:00 P.M. - 3:00 P.M.

Number of Children: Entire class.

Cost: None except transportation.

Duration: Thirty minutes.

Transportation: Chartered bus or private automobiles.



Nature of Experiences:

A guide will take the children through the plant, showing the sterilization of bottles, filling and inspecting the bottles. In addition to the observation of the health laws in force, the children will be impressed with the way man has made machines work for him. The company has a moving picture film that they will show the children. This movie lasts twelve minutes and shows that the production of Coca-Cola is dependent on other industries not found in Winston-Salem. It gives an excellent view of the glass and steel industry.

Follow-up Activities:

1. Review the health laws that were observed in the bottling plant.
2. Make a list of all industries that contribute to the soft drink industry.
3. Make graphs to show the growth of the bottled drink industry.
4. This study may easily lead into the study of other industries.

HEALTH  
SCIENCE

COMMUNITY HEALTH

Place: Farmer's Dairy  
Southern Dairies

Relation of Excursion to the Curriculum:

One of the most vital forms of community safety is found in the Pure Food Laws. These laws have been passed to protect the public from an insanitary food supply. Milk, because it is a good vehicle for various harmful bacteria, must be prepared for market under the most sanitary conditions. A visit to one of the dairies will impress upon the children the care taken to supply Winston-Salem with pure milk.

Anticipatory Experiences:

1. Study the relationship of pure milk to public health.
2. Find requirements for the care of cows.
3. Visit, if possible, a farm to see barns, milking, and preparation for dairy pick-up.

Mechanics:

Permission obtained through Mr. Thacker or Mr. Carter of Farmer's Dairy and Mr. Lambeth of Southern Dairies.

Time: After 10:00 A.M.

Duration: Thirty minutes.

Number of Children: 20 - 35

Cost: None except transportation.

Transportation: Bus or private automobiles

Nature of Experiences:

1. See the sterilization of bottles.
2. See pasteurization of milk.
3. See filling of bottles. (Southern Dairies has a complicated machine for making and filling cardboard bottles.)
4. Watch the making of ice cream.
5. Visit the refrigerator rooms.

Follow-up Activities:

1. Draw a mural showing milk from the cow to delivery.
2. List all milk products. Reports of the making of cheese, butter, and canned milk.
3. Gather recipes using milk.
4. Have a party for parents, using for refreshments food with milk as the basic ingredient.

HEALTH  
SCIENCE

COMMUNITY HEALTH

Place: Jones Bakery, 1004 South Marshall Street.

Relation of Excursion to the Curriculum:

To insure the pure food supply, communities have passed certain laws to safeguard public health. Of all the things we eat, bread is the most important to the largest number of people. An excursion to a large modern bakery, therefore, will emphasize the importance of cleanliness and accuracy in the making of bread.

Anticipatory Experiences:

1. Report on bread and its importance from early man.
2. Study methods of wheat-growing and milling.
3. Make a list of the kinds of bread.

Mechanics:

Permission obtained from Mr. Small, phone 2-4951.

Time: 1:00 P.M. - 3:00 P.M.

Duration: Thirty to forty minutes.

Number of Children: Entire class.

Transportation: Chartered bus.

Guide furnished.

Nature of Experiences:

In the bakery of to-day, machines operated by skilled bakers do the work automatically. Nothing is left to chance. Ingredients are

accurately weighed out, temperature and humidity regulated, and each process timed.

The children watch the making of the bread from the very beginning to the loading of the trucks.

Follow-up Activities:

1. Look up state and federal laws pertaining to the manufacture of bread.
2. List other products of bakeries.
3. Make bread.
4. List other cereals used for bread besides wheat.

Place: The Candle Tea at the Brother's House. Salem.

Relation of Excursion to the Curriculum:

Each year the Woman's Society of Home Moravian Church offers an unusual opportunity to the citizens of Winston-Salem. In preparation for the Christmas Love Feast, thousands of beeswax candles must be made. The old method of pouring melted wax into molds is used. The public is invited to see the making of the candles. In addition to this, there is a unique display of Christmas Putz, scenes built under Christmas trees. The putz shown are the manger scene, the hillside near Bethlehem, miniature farms, villages, and mill wheels. Most of these are hand-carved and represent the oldest and most interesting putz in Salem.

The Brother's House in which the tea is held is the original building constructed by the early Salemites. The walls, six feet thick, the fireplace, fitted for cooking, the cellars for storage are excellent examples of colonial architecture.

Taking a class to the Candle Tea would in itself be an interesting experience as well as supplement the study of colonial life in North Carolina.

Anticipatory Experience:

1. Study the history of Salem.
2. Report on the Moravian Church.
3. Discuss life in early Salem days.
4. Visit Wachovia museum.
5. Invite a Moravian to tell of the customs still observed in Winston-Salem.

Mechanics:

Tour must be arranged with the society. Watch the newspapers for the announcements concerning the tea.

Time: The first week in December.

Duration: An hour.

Cost: Twenty-five cents per child.

Transportation: Chartered bus.

Guides furnished.

Nature of Experiences:

1. Visiting an original building in old Salem.
2. Watch candles made.
3. See women dressed in costumes of the early Moravians.
4. See the putz.
5. Hear the story of "The Little Red Man," a fairy tale that belongs to the Brother's House.
6. Receive coffee and sugar cake.

Follow-up Activities:

1. Make candles.
2. Collect old Salem recipes.
3. Draw pictures of the trip.
4. Make sand table of old Salem.

HISTORY

COLONIAL HISTORY

NORTH CAROLINA HISTORY

Place: Wachovia Historical Museum, South Main Street.

Relation of Excursion to the Curriculum:

In the study of the early settlements of North Carolina or any original colony settlement, the children of Winston-Salem have an unusually good source of information in the Wachovia Museum and Hall of History. This is in Old Salem, the Moravian settlement which was begun in 1753 on a tract of one hundred acres obtained from Lord Granville. It was called Wachovia after the Austrian estate of Count Nicholas Louis von Zinzendorf, an early protector-patron of the sect. The museum is housed in the old Boy's School building on Salem Square. The building itself is worth seeing since it stands as it was built at the time of early settlement. The original fireplaces, indoor bake oven, vaulted cellar, self-supporting winding stairs, and other features should be noted.

An excursion to the museum seems imperative during the study of early colonial life. There are many things to be seen and it is impossible to see all in one visit. A good plan is to divide the class into committees, with each committee responsible for some aspect of colonial life. The following committees are suggested:

1. Industries.--There are excellent exhibits on pottery, weaving, gunsmiths, candle-making, and tin and metal work.
2. Transportation.--Exhibits include stage coaches, baby carriages, and later modes of travel.



3. Home life.--Notice particularly the house itself, furniture, method of heating, lighting, and labor-saving devices.

4. Dress.

5. Indian life.

6. Professions.

7. School.

Have the guide show the whole class through the museum with children noting the source of their assignment. Allow a few minutes for groups to gather information for their report.

Mechanics:

Permission obtained by calling Mrs. T. J. Boyd, phone 6918.

Time: There is no heat in the museum so the excursion should be taken when the weather is not too cold. Mrs. Boyd will suggest a time for you.

Duration: Allow at least an hour.

Transportation: Bus or private car.

Cost: No cost.

Suggestions: If the children have never been to a museum, an explanation of the arrangement of exhibits should be made.

Nature of Experiences:

There are very good exhibits of early life in Wachovia. Interesting maps, suit-case exhibits, and tools used in those days offer excellent material to make the study of colonial life more real.

Follow-up Activities:

1. Make a sand table reproduction of Salem.
2. Make candles either by dipping or molds.
3. Study early transportation--make booklets or reproductions of stage coaches and roads.
4. Write an original play with the setting in early Salem.
5. Make clay pottery.
6. Make hat box exhibits patterned after the suit-case ones.
7. Draw a map of early Moravian settlements.

HISTORY

PRINTING

ENGLISH

Place: Carmichael Printing Company  
Winston Printing Company

Relation of Excursion to the Curriculum:

A study in history of communication would not be complete without a review of printing. Benjamin Franklin and his printing press are always a part of United States history. To supplement this, an excursion to a modern printing company would be quite valuable.

As a supplement for English and a motivation of story writing, a visit to see a magazine printed, made up and mailed would be excellent. Also in connection with library work, it would be interesting to see books printed and bound.

Anticipatory Experiences:

1. Special reports on picture writing, the origin of our alphabet, Guttenberg, Chinese printing, modern press.
2. Discuss the dependency of the world of today on the printing press.
3. Special report on the use of color in printing.
4. Learn the parts of a book.

Mechanics:

Permission obtained from Mr. Robert Carmichael, Carmichael Printing Company, phone 2-4137, and Mr. I. B. McLeod, Winston Printing Company, phone 6146.

Time: Arranged.

Duration: Thirty minutes.

Number of Children: Groups of not more than fifteen.

Transportation: Private cars.

Guide furnished.

Nature of Experiences:

1. Carmichael Printing Company.--Type setting, printing, color printing, making a magazine, on modern presses.
2. Winston Printing Company.--Printing, lithographing and book binding.

Follow-up Activities:

1. Report from committees participating in the excursion.
2. Practice block printing, stencilling, and printing with toy press.
3. Prepare a magazine or newspaper for class publication using school news or historical or fictional news.
4. Collect pictures of all types of printing.

HISTORY

COMMUNICATION

ENGLISH

Place: Journal and Sentinel Office.

Relation of Excursion to the Curriculum:

The newspaper plays such an important part in the community life of today that a trip to its office will be most informative and interesting. This excursion would supplement the study of communication in American History. It would add much interest to compare Benjamin Franklin's printing press with one of today. In English children are taught to read a newspaper and write articles for one. To see the afternoon paper being published would add much to the children's knowledge of this form of communication.

Anticipatory Experiences:

1. Report on early newspapers in the United States.
2. Learn the different kinds of newspaper articles.
3. Find out how many kinds of workers are needed to publish a paper.
4. Discuss what makes news.
5. Find out how paper is made.

Mechanics:

Permission obtained by calling 2-4141.

Time: By arrangements.

Duration: 45 minutes.

Transportation: Downtown bus or chartered bus.

Guide furnished.

Nature of Experiences:

The children will be taken through the entire plant. They will first see the classified ad department; from there they will proceed to the news room where reporters are writing the afternoon articles. They will see the teletype machines bringing in outside news. In the composing room they will see the linotype machines, the make-up man placing the columns in page sized forms, the paper-mache mats made and the metal plates cast. The printing presses run only certain hours and it would be wise to plan the trip for those hours, if possible. After the papers are printed, they are rushed to the circulation room where they are sent throughout the city and state.

Follow-up Activities:

1. Prepare and edit a school paper or a class paper. Divide class into committees to prepare each section of the paper. If it is a class paper, some historical or fictional data may be used and all articles should be based on events of that time.
2. Compare several newspapers from different cities to observe the variation in the style.
3. Learn to read a newspaper.

HISTORY

COMMUNICATION

ENGLISH

Place: Radio Station WSJS

Relation of Excursion to the Curriculum:

In giving us entertainment and information the radio is unequal in the life of today. Children are familiar with stations, programs and personnel of local stations and many have been on children's programs. However, much can be learned from a visit to the station. Elementary children cannot comprehend the scientific technicalities of radio but they can increase their understanding of it. This excursion may supplement English or history. In planning a program for assembly, the class may visit a broadcast and gain ideas that will help them.

Anticipatory Experiences:

1. Reports on the history of radio.
2. Make a survey of children's programs on local stations.
3. Make a list of words that the use of radios have added to everyone's vocabularies.
4. List all types of programs heard.
5. Find out how stations get call numbers.
6. Discover uses of radios other than entertainment.

Mechanics:

Permission obtained by calling Station WSJS.

Time: 9:00 A.M. - 3:00 P.M.

Duration: Thirty minutes.

Transportation: Downtown bus.

Guide furnished.

Nature of Experiences:

1. See the studio. Note particularly the sound-proof walls, the broadcasting room, the visitors' seats and the microphone.
2. See the sound engineer with his panel of dials and meters manipulating instruments to insure a smooth transmission.
3. See the sound-effect devices.
4. See the instruments that play recordings.
5. Find out how network programs are received and broadcast from the local station.

Follow-up Activities:

1. Make a simple crystal radio.
2. Prepare and give a radio script with home-made sound effects.
3. Have an amateur operator talk to the class.
4. Plan a variety of radio programs, a sports broadcast, a news commentator, a soap opera, and musical program.
5. Report on television.



## HISTORY

## TOBACCO INDUSTRY

## GEOGRAPHY

Place: Carolina Warehouse.

Relation of Excursion to the Curriculum:

No child in Winston-Salem should leave elementary school without visiting a tobacco sale. Since tobacco is the most important crop of Forsyth County and the tobacco industry the leading industry, the pupils in public schools should become acquainted with the entire process of raising, preparing for market, the selling and manufacturing of tobacco. A tobacco sale is peculiar to so few localities that people come from miles around to observe one. Surely, the schools should see to it that pupils have a chance to attend a sale. It is an interesting and exciting experience.

Anticipatory Experiences:

1. Visit a tobacco farm to see how the tobacco is raised and prepared for market.
2. Prepare a vocabulary of words peculiar to the tobacco industry.
3. Have reports on the raising and curing of tobacco in other parts of the world; flue cured, shade, sun cured and air cured.
4. Discuss the kinds of soil and climate necessary for tobacco growth.

Mechanics:

Permission obtained from Mr. Herman Bouldin, phone 3-1472.

Time: Must be arranged since warehouses have sales at different times each day during tobacco season.

Duration: Thirty to forty minutes.

Transportation: Chartered bus.

Guide furnished.

Nature of Experiences:

1. See the farmers bringing the tobacco to the warehouse.
2. See the preparation for a sale.
3. Follow a sale, have children notice the auctioneer, watch to see if they can tell when a bid is made and a sale is completed.
4. Find out how the farmer is paid.
5. Notice the various grades of tobacco. Watch the buyer and auctioneer judge the quality.

Follow-up Activities:

1. Make a tobacco farm--include seed beds, fields, and tobacco barns.
2. Bring to class some tobacco in all forms.
3. List products of tobacco.
4. Draw a tobacco warehouse during a sale.
5. Find out the average price tobacco is bringing.
6. Make graphs to show amount of tobacco sold in Winston-Salem.
7. Draw maps to show other tobacco markets.

HISTORY

INDUSTRIAL GROWTH

GEOGRAPHY

Place: Reynolds Tobacco Company.

Relation of Excursion to the Curriculum:

Every child in Winston-Salem should visit Reynolds Tobacco Company because of the important place it plays in this community. The tobacco industry is greatly responsible for the growth of Winston-Salem. It gives employment to thousands of the population of the city. This excursion may fit into the course of study of history or geography. One unit concerns industrial growth in the United States. At this point, an excursion through one of the factories that have been the cause of progress in North Carolina would be an excellent supplement.

Anticipatory Experiences:

1. Study how tobacco is grown and prepared for market.
2. Visit, if possible, a tobacco farm during the curing of tobacco.
3. Visit a tobacco warehouse during a sale.
4. Find out how tobacco is cured.
5. Discuss how man makes machines work for him.

Mechanics:

Permission obtained by calling Mr. G. H. Dalton, phone 7171.

Time: 9:00 - 11:00 A.M. 1:00 - 3:00 P.M. Monday through Friday.

Duration: Forty-five minutes.

Number of Children: An entire class.

Transportation: Regular city bus, private cars, or chartered bus.

Guide furnished.

Nature of Experiences:

1. A guide will meet the group and conduct them through the cigarette factory, where they will watch cigarettes being made. As the guide conducts the tour, he will lecture on the way the tobacco is prepared for the cigarettes, the total number of cigarettes made each day, and the United States revenue received from cigarette taxes. He will also answer any questions.

2. The group will then see the cigarettes placed in packages, cartons, and boxes for shipping.

3. A trip through the Prince Albert plant will follow. Here the children will see the tins made and packed with smoking tobacco.

Follow-up Activities:

1. Draw a mural showing the raising, curing, marketing, and manufacturing of tobacco.

2. Draw graphs to show the growth of Reynolds Tobacco Company, number of employees, and production.

3. Draw a map showing countries to which Camels are shipped.

4. Write reports on various steps in the making of cigarettes.

HISTORY

COMMUNICATION

ARITHMETIC

Place: Post Office.Relation of Excursion to the Curriculum:

Making arithmetic more meaningful is an objective of the seventh-grade course of study, which contains a unit on arithmetic in communication. This includes sending goods by parcel post and money orders as a method of sending money. An excursion to the post office will add interest and stimulate further study.

As a supplement to history, a visit to the post office will furnish much information on modern communication. The children can compare Benjamin Franklin's mail services with the ones of today.

Anticipatory Experiences:

1. Find out the duties of the Postmaster General.
2. List all services of the post office.
3. Look up postal regulations concerning the various classes of mail, including parcel post.
4. Look up the rules concerning post office personnel. What are the requirements of the employees?
5. Find out the most common denomination of stamps.
6. Have report on stamp collecting.

Mechanics:

Permission obtained from Mr. Bryan Booe, phone 8137.

Time: Any morning after nine o'clock.

Duration: Thirty minutes.

Number of Children: Class.

Transportation: Bus or private cars.

Guide furnished.

Nature of Experiences:

Children will see

1. Incoming mail, separation and preparation for delivery.
2. Filling boxes in Post Office.
3. Out-going mail, cancellation and bagging.
4. Packages sent by parcel post.
5. Vault for keeping stamps.

They will learn about

1. Air mail and special delivery mail.
2. Postal saving.
3. Money orders.
4. Dead letters.

Follow-up Activities:

1. Write stories following a letter from school to New York.
2. Draw graphs to show amount of mail sent from and received in Winston-Salem.
3. Fill out money order blanks. Learn how to send and cash one.
4. Locate on a city map, the main post office and branch offices.

HISTORY

COMMUNICATION

ARITHMETIC

Place: Western Union.

Relation of Excursion to the Curriculum:

In the study of communication and its progress, a visit to Western Union will present a picture of the wonderful proficiency and speed of modern times. This excursion will supplement history, arithmetic, or geography since all have units on communication.

Anticipatory Experiences:

1. Study all means of communication, from the tom-toms to television.
2. Have special reports on Morse, Edison, and the beginning of the telegraph.
3. List all ways in which the telegraph is used.

Mechanics:

Permission obtained from Mr. Blackwelder, phone 7131.

Time: Arranged.

Duration: Fifteen to thirty minutes.

Number of Children: Class.

Transportation: Regular city bus, private cars or chartered bus.

Guide: Mr. Blackwelder.

Nature of Experiences:

1. Talk on uses of telegraph.

2. See messages received and transmitted; money sent; in-city services; stock reports received; sports; news reported; and news pictures received.

3. Learn how Western Union receives the correct time.

4. Practice writing out telegrams, receive instructions on calling in telegrams.

5. Learn the various types of messages available.

Follow-up Activities:

1. Discuss the excursion to clear up any questionable points.

2. Make a simple transmitter or use a commercial one. Send messages by using Morse code.

3. Draw a communication mural, from the beginning to now.

4. Write telegrams, day letters, and other types of messages.

5. Check the list made prior to the excursion to see if all services of the telegraph company were noted.



HISTORY

INDUSTRIES

SCIENCE

Place: Briggs-Shaffner Company, 500-540 Brookstown.

Relation of Excursion to the Curriculum:

One of the most interesting and often neglected industries in Winston-Salem is the Briggs-Shaffner Company. This company casts iron and other metals and does general machine work. During the study of the industrial growth of the United States, an excursion to this factory would be good supplementation, as it is one of the few local metal industries.

Anticipatory Experiences:

1. Locate on a United States map, iron mines.
2. Study the processes that iron goes through from the raw ore to the steel stage.
3. List most commonly used minerals.
4. List uses of metals.

Mechanics:

Permission obtained by calling 2-2571.

Time: Must be arranged in order to visit during the time castings are made.

Duration: Thirty to forty minutes.

Number of Children: Entire class.

Transportation: Chartered bus or private cars.

Guide furnished.

Nature of Experiences:

1. Watch the melting and casting of iron, brass, and bronze.
2. See special machinery made to order.
3. Watch anodizing of aluminum trays, glasses, and bowls.

(This is a process of placing an adherent coating of aluminum for protection and beauty on articles.)

4. Casting of aluminum stair rails and architectural work is to be seen.

Follow-up Activities:

1. Make a collection of articles that have been anodized.
2. Write stories of the excursion.

HISTORY  
SCIENCE

TRANSPORTATION

Place: Smith Reynolds Airport

Relation of Excursion to the Curriculum:

In this air-minded world, children should be familiar with the services offered by commercial planes. Winston-Salem has one of the most modern and attractive airports in the South for a city of this size. Its administration building, designed along the more modern lines, its long runways, and offices of the Piedmont and Eastern Air Lines offer the children an excellent opportunity to see airplanes at work. This excursion will offer supplementation to the study of transportation in history or science. The unit in the arithmetic course of study on transportation includes a study of timetables, traveling by plane, and sending goods and mail by air. An excursion to the airport would afford the opportunity to obtain this information.

Anticipatory Experiences:

1. Special report on the Wright brothers.
2. Study all the uses of planes.
3. Report on use of planes during the war.
4. Obtain timetables and learn to read them.
5. Compare the cost of traveling by plane, train,  
and bus.
6. Find out how planes are directed from one port  
to another.

Mechanics:

Permission obtained from Mr. Morris, phone 3-2443.

Time: By arrangement.

Duration: Forty-five minutes.

Transportation: Chartered bus.

Guide furnished.

Nature of Experiences:

1. See administration building.
2. Visit control tower. Observe planes landing and taking off according to directions from tower.
3. See close connection between weather reports and travel by air.
4. Visit hangars to see planes and men working on them.
5. Learn meaning of light signals.

Follow-up Activities:

1. Make a model airport.
2. Have an exhibit of model planes.
3. Draw a mural of Reynolds Airport.
4. Plan imaginary trips by plane, reading timetables.
5. Find out baggage limit.
6. Find out how many times air mail leaves the city.

HISTORY

COMMUNICATION

SCIENCE

Place: Southern Bell Telephone and Telegraph Company

Relation of Excursion to the Curriculum:

Communication is an important topic in the seventh grade. In the study of American History, the inventions that have helped to make the America that we know today are studied. Alexander Graham Bell's invention of the telephone is one that seventh-grade pupils study with much interest. Following the study of the first telephone, a visit to the modern telephone company is a natural supplementation. This excursion could supplement the same study in science or a unit in spelling.

Anticipatory Experiences:

1. Biographical study of Alexander Graham Bell.
2. Construct simple telephone.<sup>1</sup>
3. Collect pictures of early telephones or real models.
4. Select a committee to check all school texts, encyclopedias, and reference material for information on telephones.
5. Have special report on overseas telephones and pictures by telephone.
6. List questions that children want answered, as:
  - (1) How are long distance calls made?
  - (2) How do dial phones work?

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<sup>1</sup> Warren Knox and others, The Wonderworld of Science. New York: Scribner, 1941. pp. 98-99.

(3) How is one telephone which is on a party line rung without ringing the other telephones?

(4) How many telephones are there in Winston-Salem?

(5) Does the Bell Telephone Company operate all the phones in the United States?

Mechanics:

Permission obtained from Ned E. Huffman, phone 9011.

Time: 9:00 A.M. - 3:00 P.M.

Duration: Thirty minutes.

Transportation: Chartered bus or private cars

Nature of Experiences:

1. The most surprising experience for most visitors is to see the cables that bring in national radio programs. The programs are sent by telephone wire from the telephone building to the local radio stations which then broadcast them for local listeners.

2. On the second floor, the pupils will see the information desks, the long distance switchboards and operators.

3. The dial telephone switchboards are fascinating to watch, though so mechanical, that it is hard to grasp the way in which they work.

4. There are several moving picture films that the telephone company has produced. They will show one of these to the visiting children.

Follow-up Activities:

1. Make graphs of the number of telephones in Winston-Salem

in 1910, 1920, 1930, 1940, and today.

2. Make graphs showing telephones in the United States as compared to major European countries.

3. Write a play on Bell's invention of the telephone.

4. Draw murals and posters.

5. Write stories of the use of telephones in our modern world.

HISTORY  
SCIENCE

TRANSPORTATION

Place: Southern Railway Yards.

Relation of Excursion to the Curriculum:

Modern transportation is always an interesting unit in history, science, and geography. Without the train, covering the great expanse of the United States, this country would have been unable to progress as it has. Trains, engines, and engineers are fascinating to children, yet many reach the seventh grade without any close contact with them. A trip to the yards will enliven any study of transportation.

Anticipatory Experiences:

1. Study history of trains.
2. Make a collection of pictures and models of trains of today and yesterday.
3. Find out all the ways trains contribute to everyday living.
4. Collect pictures of various kinds of railroad cars.

Mechanics:

Permission obtained from Mr. Stanfield, phone 6242.

Time: Arranged.

Duration: Forty minutes.

Transportation: Chartered bus.

Guide furnished.



Nature of Experiences:

Since Winston-Salem is not on the main line of the railroad, the experiences in the railway yards are limited. The children will be taken to the round house where they will see engines being repaired, fired and prepared for duty. They will watch engines being turned around. Usually there is a Pullman in the yards during the day and this will be shown. A Diesel engine may be seen. Some classes take a train ride to Kernersville where they are met by a bus or private cars.

Follow-up Activities:

1. Written reports on the trip.
2. Art work of progress in trains.
3. Collection of models.
4. Letters of appreciation.

## MUSIC

## SYMPHONY ORCHESTRA

Place: North Carolina Symphony Children's Concert

Piedmont Festival Children's Concert

Relation of Excursion to the Curriculum:

Attending a concert of a large symphony orchestra is a climax to the study of music appreciation. Both of these concerts come late in the school year so can offer a culminating experience of the study of orchestras and composers. It is a thrilling experience for the children to hear and see a large orchestra playing compositions with which they are familiar.

Anticipatory Experiences:

Prior to the concert, the North Carolina Symphony Orchestra sends out booklets containing the program, biographical sketches of the composers, a bibliography and annotations on the orchestra itself. With this material the music teacher may prepare the pupils for the program by playing records of compositions to be used and studying about composers.

The program of the Piedmont Festival Concert is sent to the schools several weeks before the concert. Here, too, the music teacher may prepare the pupils for the concert. However, in a few lessons it will be impossible to teach the make-up of the entire orchestra. All year music classes must emphasize appreciations and the study of famous composers.

Mechanics:

Permission: The North Carolina Orchestra Concert is under the music department's direction. Tickets are given each school for pupils interested in music.

The Festival Concert charges a small fee and all children who wish to go may attend.

Time: According to scheduled appearance.

Duration: One hour.

Transportation: Chartered bus.

Suggestions: Auditorium manners must be discussed.

Follow-up Activities:

1. Make a symphony orchestra with pipe cleaner men and paper instruments.
2. Make booklets on famous composers and orchestras.
3. Carve string instruments out of balsa wood.
4. Make posters of instruments of the orchestra.
5. Prepare and report on famous composers.
6. Play records of music on program for review.

## SCIENCE

## WEATHER

Place: United States Weather Bureau

Relation of Excursion to the Curriculum:

Charles Dudley Warner once made a remark, often credited to Mark Twain, that "Everybody talks about the weather, but nobody does anything about it." Today, we are doing something about it. The United States Weather Bureau has been established to forecast information concerning weather conditions to aid ships, farmers, cattlemen, fruit growers, air lines, and many others. A science unit on weather offers much of interest to seventh-grade students. After studying about weather, pressure, humidity, and wind, pupils wish to know how the weather man makes his predictions. An excursion to the bureau will, even though the work is very technical, answer many questions.

Anticipatory Experiences:

1. Learn about winds, cold and warm fronts, air movements, pressure and humidity.
2. Study a thermometer and barometer.
3. Study a weather map.
4. Listen for broadcasts about weather.

Mechanics:

Permission obtained by calling 3-2250.

Time: 10:00 A.M. to 3:00 P.M.

Duration: Fifteen minutes.

Transportation: Chartered bus or private cars.

Number of Children: Entire class.

Guide furnished.

Nature of Experiences:

1. See instruments for measuring temperature and rainfall.
2. Watch weather maps made.
3. Listen to talk on weather.

Follow-up Activities:

1. Study weather maps.
2. Make a collection of "weather sayings."
3. Keep weather record.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

Excursions, if they are well-planned and conducted, make learning more pleasant and effective. Any process that is accompanied by desirable concomitants is, of course, to be sought. In addition to many desirable character traits, pupils acquire increased vocabularies, a liking for schools and teachers, interest in an expanded community, and sympathy for peoples of all vocations. Excursions are unique in their effect in motivation, in centralization of activities, in stimulating thinking, in enriching the curriculum, and in clarifying factors involved in problem solving.

One of the greatest values derived from an excursion is the formation of better community-school relations. Since schools are operated with public funds, any activity that fosters understanding and sympathy is to be encouraged. It is well for business men to come in contact with school projects. In many of the business establishments approached about school excursions, the management welcome the children as future citizens. Business men feel that an informed and appreciative public will result from these contacts. The schools benefit also. Teachers often become so involved in classroom routine and problems that they lose sight of the larger community. Visits to industries, business houses, and historical sights give insight that will not be obtained elsewhere.

In a classroom an excursion vitalizes the curriculum. Used as a motivation, a field trip opens up new fields of learning. A common background of experiences is a basis for many school activities. It stimulates reading, gives meaning to words not comprehended before, encourages oral and written expression, opens up additional problems and inspires handwork. The excursion may be a culmination of class work. This way, facts that were dull and incomprehensible come alive, meaningful, and interesting. Meaning and concreteness are given to daily work.

Because pupils experience emotional, aesthetic, social, and intellectual growth, the greatest values are reaped. From the class-participated planning of a trip, boys and girls gain in self-reliance and organization. On the excursion itself, pupils learn cooperation, the following of directions, and many stimulating pieces of information. After the trip they must organize their findings, report to the class, and solve additional problems that have arisen.

Pupils begin to see themselves as a part of a larger community. They discover that their every-day living is dependent on a great many people doing various types of labor. It is hoped that a sympathetic understanding for labor and its problems may result. It is too much to expect elementary school children to comprehend the social problems that beset a community, but in trips through the city, they will become aware of housing, conditions under which people work, recreational facilities, and economic problems. An awareness of these may continue to grow as the pupils progress through school. Then, as adults, they will have developed determination to improve existing conditions.

Teacher-pupil relations are improved with excursions. A trip planned together, taken together, and discussed does much to bring pupils and teachers closer to each other. An experience shared outside of classrooms knits a bond of friendliness not quite the same as a school-room activity. Pupils often see the teacher in an entirely different capacity. Children who have been unable to accomplish much in class sometimes become leaders in excursions. In this new setting, better understanding of each other may result.

Not the least value obtained through excursions is the vocational guidance that may be altogether incidental. One of the problems confronting the youth of today when he graduates from high school is that of finding a job. Schools should make every effort to guide boys and girls into positions where they are capable of making the highest economic returns, and where at the same time, they may lead a happy, well-rounded life. An excursion taken in elementary school may be the guidance necessary for some boy or girl to find his or her place in society.

#### Recommendations

In conclusion, the writer wishes to make the following recommendations.

It is recommended that the teachers of Winston-Salem promote a program of visiting in the city to familiarize themselves with excursion possibilities. A program of this kind was begun several years ago by the Grammar Grade Association but was not participated in by a great number of the school personnel. Mr. Harry Krusz, secretary of the Chamber of Commerce, endorsed the move most heartily. He felt that



to understand the community and serve it more efficiently, the teachers should know the economic background of the pupils in public schools. The office of the Chamber of Commerce arranged several trips which proved most instructive. The places visited were limited because the teachers were not free of school duties while the plants were in operation.

The administration may be able to make the arrangements necessary for a program of this kind. It is hoped that in the near future the state legislature will see the need of teachers reporting to work several days prior to the opening of school. During this pre-school planning period this would be an excellent project to be undertaken. However, a teacher should visit a place before taking a class.

Complete data should be filed in an accessible place. All information necessary for a teacher to plan an excursion should be included. Some trips are more adapted to younger children and supplement the course of study for that age group. This should be noted on the file. Other data should include the name of the place, time most convenient for making the trip, the duration of the trip, and the person to contact for arrangements. After a class has made the excursion, any additional information should be noted.

Beginning in the primary grades, children should be taken on field trips each year. Excursion manners and conduct grow with experience. If excursions are rare, the children fail to grasp the significance of them in the excitement of leaving school. But, if from the first grade, pupils plan trips, learn to follow directions, and stay together, practice observing for a purpose and evaluating their ex-

periences, excursions in the upper grades will be of great educational value.

It is also recommended that no trip be made without some follow-up work. Each excursion should leave some imprint upon the children. Besides the facts obtained and the solution to the immediate problem found, the pupils should benefit in character development. Such habits as looking at the source for the answer, demanding all the facts before forming an opinion, and learning to discriminate may result from excursions and the lessons that follow them.

In some systems, the school activity buses are used as transportation. This is an excellent and convenient means of transporting children on field trips. It is recommended that as soon as possible a bus for the use of elementary school children in the city be obtained.

The safety of the children while away from school is a great responsibility and one that hinders teachers from using the excursion technique more often. A teacher who has made the pre-trip and discusses the hazards and desirable conduct while on the excursion with the children and practices all reasonable precautions has nothing to fear. The boys and girls should thoroughly understand the directions, and, unless willing to follow them, should be left at school. If the group participating is very large, it is wise for the teacher to have some assistance. A teacher, supervisor, principal, or parent may accompany the class. In the upper grades, the pupils may be divided into groups with a reliable pupil in charge.

In visiting the interesting places in Winston-Salem, the writer found that there are many more possible excursions that would be of

educational value to children. Someone should explore the community for these supplementary materials. Also there are several interesting excursions outside the city limits that children could make during the school day. A trip to Guilford Battleground, to the quarry at Mount Airy, to the Chapel Hill planetarium, or to the state capital would add much to the children's experiences. Some teachers may even attempt a longer excursion after they have developed the technique.

There are an unlimited number of excursions and ways of using community resources within the reach of the teachers of Winston-Salem. These would add much to the curriculum, would stimulate class activities, and would supplement the course of study. Excursions require the encouragement of the administration, initiative and effort on the part of the teacher, cooperation of children, parents, and the community but the results obtained justify all.

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APPENDIX



APPENDIX A

EXCURSION GUIDE--SUBJECT FIELD

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