Travel experiences of eighth grade students

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Boston University

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SCHOOL OF EDUCATION

Thesis

TRAVEL EXPERIENCES OF EIGHTH GRADE STUDENTS

Submitted by

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(B.S. in Ed., Bridgewater State Teachers College, 1949)

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Master of Education
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First Reader: William H. Cartwright, Assistant Professor of Education

Second Reader: W. Linwood Chase, Professor of Education
Acknowledgments

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CHAPTER I
THE PROBLEM

Teachers of the Social Studies recognize travel experiences as an important factor in the teaching of the subject. In building concepts and attitudes in the Social Studies, actual travel experiences help the studies at hand to become alive and meaningful.

"And why is travel desirable?" asks Littledale. "Because it is a mark of an alive, receptive, explorative spirit -- the expression of an attitude of mind, while enjoying the tried and true, the familiar and dear, sees the desirability of new viewpoints, wider horizons, deeper understanding and appreciation."

Today, when international affairs dominate our newspapers and much of our public discussion, international understanding becomes a part of our everyday life. According to Taba, "Travel has always been regarded as an important aid to international understanding. In spite of some evidence to the contrary, such as the emphasis of the returning tourists on the inadequacy of bath tubs and of sanitary

1 Clara Savage Littledale, "Travel Together," Parents Magazine, 14:17, April 1939
facilities and on indigestibility of food, we continue to regard travel as an important means of developing understanding of other peoples."

It was the purpose of this survey (1) to show by what means the eighth grade students have traveled (2) to show the extent of travel of the eighth grade students (3) to compare the travel experiences of eighth grade students from a high economic level, residential town like Wellesley with the travel experiences of eighth grade students in an industrial city like Brockton. Since the populations of both places varies and since the number of children answering the questionnaire was larger in Brockton, any analysis that was made, was done on a percentage basis.

1. Hilda Taba, "Travel for Developing Tolerance" Elementary School Journal, 45: 189-190, December, 1944, p.189
CHAPTER II
REVIEW OF LITERATURE AND RESEARCH

Our through highways are tying America together as no country was ever tied before. With our new and swifter autos, we may tour the United States almost as easily as we could a county in the horse-and-buggy days. More and more people of the country are taking their vacations that way.

Booksellers reported that in 1948 the demand for travel books was on the upgrade, and some booksellers that the sale would have been much better if there was a few more books to meet the specific demands. Guide books - particularly volumes that tell where to stay, just how to get from one place to another, what it costs, and so on - were more in demand than the general books on travel.

"The tourist takes with him not merely his pocketbook," says Curtis, "but also his intelligence and social attitudes. He often discovers things that may well be transplanted back home, and he also becomes a teacher of American ways to the country he visits. He promotes international understanding and friendship, and as such becomes a powerful ally of peace. The world traveler tends to become a world citizen."

Adults are not only traveling, but Langdon reports that children are really traveling these days—by car, by train, by boat, by plane—little children, big children, middle-sized children. Automobile traffic, train schedules and even big passenger liners are back onto their schedules once again.

Shaw states that a journey for a teacher to new lands provides an opportunity for enrichment of professional background. When a teacher takes a trip Ross advises a journey into the interior of a region to enlarge one's concept of a country, its problems, and its people. Of course, such excursions are not always easy to arrange and time is usually at a premium on an organized cruise.

Curtis states the danger of our children becoming provincial.

Because the children of our schools do not have the time or the opportunity to experience at first hand very many of the things of which they read, travel is the medium I suggest to teachers for acquiring broadening experiences with which to help the child. The child's background for his lesson is often lacking, or is made up of vicarious


2. Shaw, Earl B., "Educational Values in Travel", Education 60:201-4 December 1939

3. Ross, R.C., "We Discover America", Parents Magazine 16:32 May 1941

experiences. Therefore, the teacher who must supply much of the background for what she teaches, should eagerly accumulate as many experiences of her own as possible in order that she may more vividly explain to the children the ideas intended behind the words they read. 1

A fine method of an organized method of travel is reported by Curtis. In this method she plans one summer what to do the coming summer, reads up about it, saves her money, and by the time summer comes, she is ready to start off on her new adventure. Ross gives as rule number one in his formula "read, see and read again." This should be followed by those who hope to get the most of their field work.

Cairns believes that these new experiences are just as valuable and useful in teaching geography and other social studies as in teaching reading; the traveler gains, and can impart a better understanding of human nature and occupations. 5

In order to profit from travel, Ross emphasizes, the first point is the acquisition, through reading, of some knowledge of the territory to be visited.

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2. Curtis, Helen Perry, Op Cit., p.21
4. Cairns, Patience, p.130
5. Ross, R.C., Op Cit., p.201
All of us who are adults, have discovered our own Americas, and then lost them by taking them for granted and misplacing that sense of wonder which is the juice of living. To rediscover America, to have the tedium of travel routed by excitement or the routine lifted into adventure, we have only to see the country through eleven-year-old eyes.  

It is possible, according to Langdon to travel comfortably with children. There are people who do this with great success, but it takes thought and planning. Picture taking will make your trip a real educational experience is a rule offered by Ross.

"The new auto is swifter and swifter and more comfortable than the old, and it gives us more miles to the gallon of gas," says Curtis. Harry Price reports that trains now have non-fogging windows, scientifically designed individual reclining chairs, radio amplification systems in all cars, heating and air-conditioning, and no struggling and pushing to open the doors between cars. Just touch the pressure lever and the door opens - a welcome improvement.

One need not travel far. The thing to be emphasized is not the extent of travel, but the attitude of observation.

5. Price, Harry, "How To Leave Home and Like It" House Beautiful, 89:100, April 1947
Ross believes that maps express to the geographer what road signs show the automobile driver, and in most cases maps express much more. In their extensive research Day and Landis found that those who have climbed farthest in social status, as measured, by education, have moved the farthest territorially.

On his trip Ross sought encyclopedias and reference books to check the data which he had picked up. Sometimes he prepared for the experiences of the next day by reading about them the night before. All types of trips are being offered for young people. Curtis reports that there are summer trips for young people planned with sailings, third-class stays at youth hostels, and travel by bicycle or on foot, which cost unbelievably little. There are more expensive tours of every variety, efficiently conducted by men or women of long travel experience, ranging from informal, one-suitcased groups of college boys and girls to deluxe motor trips including private baths and American beefsteaks.

Crawford and McDonald assert that in the study of

geography there is no adequate substitute for travel. Some things can be more effectively learned by going and seeing them than by any other method. For this reason geography teachers are making more and more use of the journey method of teaching. In its essence the journey method means simply doing as much traveling and seeing things directly as circumstances permit. Smith says "Journey geography is a name given to that type of presentation which seeks to inform the pupil by arousing his interest in some imaginary trip."

Curtis says,

To my way of thinking it is a most enriching experience to live in different parts of the country, to study in a college at the opposite end of America from the town in which you were brought up, to travel as widely as possible.

Littledale adds that once you change your attitude or mind, once you begin to travel, your habits change. You will always travel. Perhaps that is why some people dare not start! You will want to see not only your own country, but its neighbors to the north and to the south, and you will want to see Europe.

Elsie Byrd Nickens in 1947 made a study concerned with the travel experiences of three hundred Negro children in grades four through eleven in Lancaster County, Virginia. The results from the questionnaire showed that few people in Lancaster County owned their own vehicles and that people were very much dependent upon public means of transportation. It also showed that the children had not traveled very much in the South and in the West and there was very limited airplane travel. The children had very little realistic knowledge of oceans and mountains, but had been aware of their surroundings when traveling. To overcome these factors, there was a wide use being made of the opportunity to attend the movies.

Definite conclusions reached by Miss Nickens are listed:

1. More travel should be encouraged in Lancaster County.
2. Teachers should use the persons who have traveled to tell of their experiences in the classroom.
3. The social studies should include descriptions of interesting places so that the desire to travel may be motivated.
4. An appreciation of the values of travel should be taught.
5. Children should be encouraged to see as many different historic and interesting places as are available when traveling.
6. Excursions and trips should be planned.

Elizabeth Piper Sherman in 1949 made a study of the travel experiences of the fifth grade children in Wellesley, Massachusetts and in Southbridge, Massachusetts. In her study, which was done by the "questionnaire-to-the-pupils" method, Miss Sherman arrived at an analysis summary of forty-two points. The most significant one was that there was no marked difference in the total travel experiences of the boys and girls. Sixteen countries outside the United States had been visited by the pupils, while the majority of children had not traveled more than 300 miles from home. The pupils from Wellesley had more travel experience than the pupils from Southbridge. Wellesley is a residential town of high economic level, while Southbridge is a factory town of approximately the same size. Thus in all phases of the survey by Miss Sherman, the Wellesley children had experienced more travel than the Southbridge children.

Definite conclusions reached by Miss Sherman are listed:

1. Children need to travel more extensively in order to make their geography and history more meaningful.

2. Teachers need to encourage more travel through well taught geography courses that will arouse the pupils' desire to go and see the world about them.

3. A way must be found to direct travel along educational lines.

4. The teacher should enrich the social program by planning worthwhile trips and excursions that relate to the units of study.

5. Pupils who have traveled should share their experiences with others.

6. Films and filmstrips must be used to supplement the limited experiences.

7. People have traveled in places you are studying about should be invited to tell their experiences to the pupils.

Definite conclusions reached are listed below:

1. Teachers of the Social Studies, as far as practical, should enrich their backgrounds by traveling extensively.

2. Children's desires to travel may be heightened by outside speakers who have traveled.

3. The program may be enriched with worthwhile excursions to places of interest near the school.

4. Pupils in the classroom or in the building should share their experiences with their classmates.

5. Visual aid materials should be used to stimulate learning and to help build concepts of the places being discussed.

6. Pupils need to be taught about the many fine historical spots that are within easy traveling distance of their home.

7. To appreciate the peoples of our own country and to understand foreign problems, pupils need to travel more.
CHAPTER III
PLAN AND PROCEDURE FOR THE STUDY

Various articles on travel in magazines and books were read. A questionnaire was then constructed, revised and approved by the advisor. A test run was given to eighty-nine students in the Junior High School at Whitman, Massachusetts with very satisfactory results. The questionnaire was given to five hundred and seventy-two eighth grade students in Brockton, Massachusetts (301 boys and 271 girls) and to two hundred and five eighth grade students in Wellesley, Massachusetts. The results of the questionnaire were tabulated and a critical analysis made of the figures.

A copy of the questionnaire follows. Part I deals with various types of land, water and air modes of travel. Section A of Part I lists twenty-five methods of land travel; Section B lists nine methods of travel on water; Section C, five modes of air travel. These questions could be answered by placing a check mark in the parenthesis provided.

Part II lists seven places of historical importance or interest that the students might have visited. This part was, also, answered with a check mark to indicate having visited a particular place.
AN ANALYSIS OF YOUR TRAVEL EXPERIENCES

THIS IS NOT A TEST

PART I
Put a check mark \( \checkmark \) in the parenthesis ( ) before each way of travel that you have used.

A. Land

- Auto
- Motor Bus
- Electric Bus
- Train
- Subway
- Street Car
- Cable Car
- Trailer
- Truck
- Ski Tow
- Elevator
- Escalator
- Tractor

B. Sea

- Raft
- Kayak
- Canoe
- Row Boat
- Sail Boat
-Power Boat
- Excursion Boat
- Ocean Liner
- Speed Boat

C. Air

- Balloon
- Dirigible
- Sea Plane
- Land Plane
- Other

PART II
Check, if you have visited the following places.

- Plymouth Rock
- Boston
- Concord
- Lexington
- Salem
- New York City
- Washington, D.C.

PART III
List the four longest trips you have taken.

1. 
2. 
3. 
4. 
PART IV
Put a ✓ in the ( ) of the States that you have visited.

( ) Maine
( ) New Hampshire
( ) Vermont
( ) Connecticut
( ) Rhode Island
( ) New York
( ) Alabama
( ) Arizona
( ) Arkansas
( ) California
( ) Colorado
( ) Delaware
( ) District of Columbia
( ) Florida
( ) Georgia
( ) Idaho
( ) Illinois
( ) Indiana
( ) Iowa
( ) Kansas
( ) Kentucky
( ) Louisiana
( ) Maryland
( ) Michigan
( ) Minnesota
( ) Mississippi
( ) Missouri
( ) Montana
( ) Nebraska
( ) Nevada
( ) New Jersey
( ) New Mexico
( ) North Carolina
( ) North Dakota
( ) Ohio
( ) Oklahoma
( ) Oregon
( ) Pennsylvania
( ) South Carolina
( ) South Dakota
( ) Tennessee
( ) Texas
( ) Utah
( ) Virginia
( ) Washington
( ) West Virginia
( ) Wisconsin
( ) Wyoming

PART V
List four places you would like to visit in the future. What State or Country and what you would like to see.

1.
2.
3.
4.
Part III was concerned with four of the longest trips that the student had taken.

Part IV presented a list of the forty-eight states and the District of Columbia. This was answered with a check mark if the person had visited a particular state. For ease in marking and scoring the New England States and New York State were placed at the top of the list.

Part V concerned itself with the listing of four states or countries that the student might like to visit in the future.
CHAPTER IV
ANALYSIS OF THE DATA

The questionnaire was submitted to the eighth grade students in Brockton, Massachusetts and Wellesley, Massachusetts. It was done with the purpose of comparing the travel experiences of the students of an industrial community like Brockton with a residential community like Wellesley.

TABLE I
TOTAL NUMBER OF EIGHTH GRADE STUDENTS IN TWO COMMUNITIES ANSWERING THE QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Community</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Wellesley</td>
<td>111</td>
<td>94</td>
<td>205</td>
</tr>
<tr>
<td>Brockton</td>
<td>301</td>
<td>271</td>
<td>572</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>412</strong></td>
<td><strong>365</strong></td>
<td><strong>777</strong></td>
</tr>
</tbody>
</table>

There were 777 students answering the questionnaire - 412 were boys and 365 were girls. There were 367 more pupils answering the questionnaire in Brockton than in Wellesley due to the larger eighth grade enrollment. The first part of the questionnaire was concerned with various methods of land travel which the students have used.
Table II gives the number and percentage of students having traveled by auto.

TABLE II
THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE IN AN AUTOMOBILE

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
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<td></td>
<td>Num-</td>
<td>Num-</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>ber</td>
<td>ber</td>
</tr>
<tr>
<td></td>
<td>Cent</td>
<td>Cent</td>
<td>Cent</td>
</tr>
<tr>
<td>Wellesley</td>
<td>111</td>
<td>94</td>
<td>205</td>
</tr>
<tr>
<td>Brockton</td>
<td>301</td>
<td>271</td>
<td>572</td>
</tr>
<tr>
<td>Total</td>
<td>412</td>
<td>365</td>
<td>777</td>
</tr>
</tbody>
</table>

Every student in the two communities had been for a ride in an automobile.

Table III shows the number and percentage of students that have been for a ride on a motor bus.

TABLE III
THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE ON A MOTOR BUS

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Num-</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>ber</td>
<td>ber</td>
</tr>
<tr>
<td></td>
<td>Cent</td>
<td>Cent</td>
<td>Cent</td>
</tr>
<tr>
<td>Wellesley</td>
<td>108</td>
<td>88</td>
<td>196</td>
</tr>
<tr>
<td>Brockton</td>
<td>286</td>
<td>250</td>
<td>536</td>
</tr>
<tr>
<td>Total</td>
<td>394</td>
<td>338</td>
<td>732</td>
</tr>
</tbody>
</table>

Approximately the same percentage of boys and girls reported having traveled on a motor bus, with the boys having a slight advantage over the girls. Almost all the students have
traveled in this manner.

Table IV shows the number and percent of students in the two communities that have been for a ride on an electric bus.

**TABLE IV**

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE ON AN ELECTRIC BUS

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
</tr>
<tr>
<td></td>
<td>number</td>
<td>number</td>
<td>number</td>
</tr>
<tr>
<td></td>
<td>Cent</td>
<td>Cent</td>
<td>Cent</td>
</tr>
<tr>
<td>Wellesley</td>
<td>54</td>
<td>51</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>49</td>
<td>54</td>
<td>51.5</td>
</tr>
<tr>
<td>Brockton</td>
<td>151</td>
<td>128</td>
<td>279</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>47</td>
<td>48.5</td>
</tr>
<tr>
<td>Total</td>
<td>205</td>
<td>179</td>
<td>384</td>
</tr>
<tr>
<td></td>
<td>49.5</td>
<td>50.5</td>
<td>49.8</td>
</tr>
</tbody>
</table>

Of the total number having ridden on an electric bus, 348 more reported having ridden on a motor bus than an electric bus. About the same percentage of boys and girls reported having used the electric bus, while only fifty percent in the two communities have used this mode of travel.

Table V shows the number and percentage of the students that have ridden on the train.

**TABLE V**

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE ON A TRAIN

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
</tr>
<tr>
<td></td>
<td>number</td>
<td>number</td>
<td>number</td>
</tr>
<tr>
<td></td>
<td>Cent</td>
<td>Cent</td>
<td>Cent</td>
</tr>
<tr>
<td>Wellesley</td>
<td>105</td>
<td>86</td>
<td>191</td>
</tr>
<tr>
<td></td>
<td>95</td>
<td>91</td>
<td>93</td>
</tr>
<tr>
<td>Brockton</td>
<td>232</td>
<td>215</td>
<td>447</td>
</tr>
<tr>
<td></td>
<td>77</td>
<td>79</td>
<td>78</td>
</tr>
<tr>
<td>Total</td>
<td>337</td>
<td>301</td>
<td>638</td>
</tr>
<tr>
<td></td>
<td>86</td>
<td>85</td>
<td>85.5</td>
</tr>
</tbody>
</table>
About the same percentage of boys and girls reported having been for a ride on a train, but with fifteen percent more of the Wellesley students than the Brockton students having used the train. One hundred and thirty-nine pupils reported they had not been for a train ride, of these seventy-five were boys and sixty-four were girls. Both communities have train service.

Table VI shows the number of students having used the subway.

**TABLE VI**

**THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE ON A SUBWAY**

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Wellesley</td>
<td>104</td>
<td>94</td>
<td>86</td>
</tr>
<tr>
<td>Brockton</td>
<td>261</td>
<td>87</td>
<td>231</td>
</tr>
<tr>
<td>Total</td>
<td>365</td>
<td>90.5</td>
<td>317</td>
</tr>
</tbody>
</table>

Only eighty-nine percent of the total number reported using the subway, with the percentage of boys and girls almost the same. The difference of six and one-half percent in the students from Wellesley over the students from Brockton may be explained in the fact that Wellesley is closer to Boston where subway travel is available.

Table VII is concerned with the number and percentage
of the students having used the street car.

**TABLE VII**

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE ON A STREET CAR

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys Number</th>
<th>Boys Per Cent</th>
<th>Girls Number</th>
<th>Girls Per Cent</th>
<th>Total Number</th>
<th>Total Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellesley</td>
<td>105</td>
<td>95</td>
<td>87</td>
<td>92</td>
<td>192</td>
<td>93.5</td>
</tr>
<tr>
<td>Brockton</td>
<td>224</td>
<td>74</td>
<td>202</td>
<td>74</td>
<td>426</td>
<td>74</td>
</tr>
<tr>
<td>Total</td>
<td>329</td>
<td>84.5</td>
<td>289</td>
<td>83</td>
<td>618</td>
<td>84</td>
</tr>
</tbody>
</table>

Eighty-four percent of the total reported having used the street car. About the same number of boys and girls have been for a ride on a street car, while 19.5% more students from Wellesley than Brockton reported having used the street car.

Table VIII shows the number of students having been for a ride in a cable car.

**TABLE VIII**

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE IN A CABLE CAR

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys Number</th>
<th>Boys Per Cent</th>
<th>Girls Number</th>
<th>Girls Per Cent</th>
<th>Total Number</th>
<th>Total Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellesley</td>
<td>26</td>
<td>23</td>
<td>15</td>
<td>16</td>
<td>41</td>
<td>19.5</td>
</tr>
<tr>
<td>Brockton</td>
<td>32</td>
<td>11</td>
<td>19</td>
<td>7</td>
<td>51</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>17</td>
<td>34</td>
<td>11.5</td>
<td>92</td>
<td>14.2</td>
</tr>
</tbody>
</table>
Of the total number of boys in the two communities, more boys from Wellesley reported having been for a ride in a cable car. The students from Wellesley lead the students from Brockton in this type of travel experience. The fact that fourteen percent reported having traveled in a cable car may be explained in that the majority did not know what a cable car was.

Table IX gives the number of students having been for a ride in a trailer.

**TABLE IX**

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE IN A TRAILER

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Num-</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>ber</td>
<td>ber</td>
</tr>
<tr>
<td></td>
<td>Per</td>
<td>Per</td>
<td>Per</td>
</tr>
<tr>
<td></td>
<td>Cent</td>
<td>Cent</td>
<td>Cent</td>
</tr>
<tr>
<td>Wellesley</td>
<td>26</td>
<td>19</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>20</td>
<td>21.5</td>
</tr>
<tr>
<td>Brockton</td>
<td>58</td>
<td>40</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>59</td>
<td>143</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>17.5</td>
<td>19.3</td>
</tr>
</tbody>
</table>

More students from Brockton reported having had the experience of traveling in a trailer, but the percent is lower than that of Wellesley students. Only nineteen percent reported having traveled this way, with the boys and girls having approximately the same percentage.

Table X shows the number and percentage of students in both communities having traveled in a truck.
TABLE X

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE IN A TRUCK

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
</tr>
<tr>
<td>Wellesley</td>
<td>96</td>
<td>86</td>
<td>71</td>
</tr>
<tr>
<td>Brockton</td>
<td>276</td>
<td>92</td>
<td>231</td>
</tr>
<tr>
<td>Total</td>
<td>372</td>
<td>89</td>
<td>302</td>
</tr>
</tbody>
</table>

Brockton leads in the number and percent of students reporting having been for a ride in a truck. This is a significant fact since Brockton is an industrial city, while Wellesley is mainly a residential town. Eighty-four percent of the total reported having traveled in a truck, with the boys ahead of the girls by nine percent.

Table XI shows the number of pupils having had the experience of using a ski tow.

TABLE XI

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING USED A SKI TOW

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
</tr>
<tr>
<td>Wellesley</td>
<td>19</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>Brockton</td>
<td>29</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>13</td>
<td>28</td>
</tr>
</tbody>
</table>
Eleven and one-half percent more of the students from Wellesley reported having had the experience of using a ski tow than those from Brockton. Eleven percent of the total reported having used a ski tow, with the boys and girls having approximately the same percentage.

Table XII gives the number and percent of the children from both communities having rode in an elevator.

**TABLE XII**

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE IN AN ELEVATOR

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Num-</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>ber</td>
<td>ber</td>
</tr>
<tr>
<td></td>
<td>Per</td>
<td>Per</td>
<td>Per</td>
</tr>
<tr>
<td></td>
<td>Cent</td>
<td>Cent</td>
<td>Cent</td>
</tr>
<tr>
<td>Wellesley</td>
<td>105</td>
<td>91</td>
<td>196</td>
</tr>
<tr>
<td></td>
<td>95</td>
<td>97</td>
<td>96</td>
</tr>
<tr>
<td>Brockton</td>
<td>275</td>
<td>251</td>
<td>426</td>
</tr>
<tr>
<td></td>
<td>91</td>
<td>93</td>
<td>92</td>
</tr>
<tr>
<td>Total</td>
<td>380</td>
<td>342</td>
<td>622</td>
</tr>
<tr>
<td></td>
<td>93</td>
<td>95</td>
<td>94</td>
</tr>
</tbody>
</table>

One hundred and fifty-five of the students answering the questionnaire reported not having had the experience of riding in an elevator, with approximately the same percentage from both communities. Of these not having had the experience thirty-two were boys and twenty-three were girls.

Table XIII shows the number and percentage of the students in the two communities having used an escalator.
TABLE XIII

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE IN AN ESCALATOR

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Wellesley</td>
<td>92</td>
<td>83</td>
<td>82</td>
</tr>
<tr>
<td>Brockton</td>
<td>188</td>
<td>62</td>
<td>186</td>
</tr>
<tr>
<td>Total</td>
<td>280</td>
<td>72.5</td>
<td>268</td>
</tr>
</tbody>
</table>

Of the percent of students reporting having used an escalator there is a twenty percent difference between those from Wellesley and Brockton, with Wellesley being the higher. In both Brockton and Wellesley the percentage of girls having used an escalator is higher than the boys. Seventy-five percent of the total reported having used an escalator.

Table XIV gives the number and percentage of the eighth grade students having been for a ride on a tractor.

TABLE XIV

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE ON A TRACTOR

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Wellesley</td>
<td>58</td>
<td>52</td>
<td>28</td>
</tr>
<tr>
<td>Brockton</td>
<td>142</td>
<td>47</td>
<td>66</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>49.5</td>
<td>94</td>
</tr>
</tbody>
</table>
Twenty-two and one-half percent more boys than girls reported having been for a ride on a tractor. It is, also, significant to note that five and one-half percent more of the pupils from Wellesley than Brockton have been for a ride on a tractor, with only thirty-eight percent of the total reporting having had this experience.

Table XV shows the number and percentage of the eighth grade pupils answering the questionnaire having been for a horseback ride.

TABLE XV

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE ON HORSEBACK

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys Number</th>
<th>Per Cent</th>
<th>Girls Number</th>
<th>Per Cent</th>
<th>Total Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellesley</td>
<td>72</td>
<td>65</td>
<td>72</td>
<td>77</td>
<td>144</td>
<td>71</td>
</tr>
<tr>
<td>Brockton</td>
<td>212</td>
<td>70</td>
<td>171</td>
<td>63</td>
<td>383</td>
<td>66.5</td>
</tr>
<tr>
<td>Total</td>
<td>284</td>
<td>67.5</td>
<td>243</td>
<td>70</td>
<td>527</td>
<td>69.2</td>
</tr>
</tbody>
</table>

Sixty-nine percent of the total number reported having been for a horseback ride. Of the percentage having been for a horseback ride, more boys from Brockton and more girls from Wellesley reported having been for a ride than the boys from Wellesley and the girls from Brockton.

Table XVI shows the number having been for a ride in a horse-drawn wagon.
TABLE XVI

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE IN A HORSE-DRAWN WAGON

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
</tr>
<tr>
<td>Wellesley</td>
<td>47</td>
<td>42</td>
<td>48</td>
</tr>
<tr>
<td>Brockton</td>
<td>139</td>
<td>46</td>
<td>171</td>
</tr>
<tr>
<td>Total</td>
<td>186</td>
<td>44</td>
<td>219</td>
</tr>
</tbody>
</table>

Even though Brockton is the industrial community used as a basis for comparison in this survey, more pupils in Brockton reported having been for a ride in a horse-drawn wagon than in Wellesley. Twelve percent more girls than boys have used this method of travel, with fifty percent of the total reporting having used this method.

Table XVII shows the number of pupils having traveled in a rickshaw.

TABLE XVII

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE IN A RICKshaw

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
</tr>
<tr>
<td>Wellesley</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Brockton</td>
<td>2</td>
<td>.6</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>1.8</td>
<td>3</td>
</tr>
</tbody>
</table>
Of the seven hundred and seventy-seven students answering the questionnaire, eight reported having had the experience of traveling in a rickshaw. Five boys, three from Wellesley and two from Brockton reported having traveled in a rickshaw; while three girls, two from Wellesley and one from Brockton reported this experience.

Table XVIII gives the number and percentage of the eighth grade students under study having been for a sleigh ride.

**TABLE XVIII**

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A SLEIGH RIDE

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>b-</td>
<td>Cent</td>
<td>b-</td>
</tr>
<tr>
<td>Wellesley</td>
<td>45</td>
<td>41</td>
<td>48</td>
</tr>
<tr>
<td>Brockton</td>
<td>266</td>
<td>88</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td>311</td>
<td>59.5</td>
<td>138</td>
</tr>
</tbody>
</table>

A larger percentage of boys from Brockton and the girls from Wellesley reported having been for a sleigh ride than the boys from Wellesley and the girls from Brockton. Of the total percentage more students from Brockton reported having had a sleigh ride experience than the Wellesley students, with fifty percent of the total reporting having used this method of travel.
Table XIX shows the number of eighth grade pupils answering the questionnaire having been for a ride in a taxi.

**TABLE XIX**

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS and 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE IN A TAXI

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
</tr>
<tr>
<td>Wellesley</td>
<td>102</td>
<td>92</td>
<td>86</td>
</tr>
<tr>
<td>Brockton</td>
<td>266</td>
<td>88</td>
<td>259</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>368</td>
<td>90</td>
<td>345</td>
</tr>
</tbody>
</table>

Both communities have had ninety-two percent of the eighth grade students having had the experience of traveling in a taxi. Approximately the same percentage of boys and girls having reported using a taxi as a means of travel.

Table XX deals with those who have been for a ride on a cog railway.

**TABLE XX**

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE ON A COG RAILWAY

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
</tr>
<tr>
<td>Wellesley</td>
<td>12</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Brockton</td>
<td>25</td>
<td>8</td>
<td>33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>37</td>
<td>9.5</td>
<td>42</td>
</tr>
</tbody>
</table>
The same percentage of students from Wellesley and Brockton reported having had the travel experience of traveling on a cog railway. Only ten and three tenths percent of the total number of eighth grade students questioned reported having had this experience, with approximately the same percentage of boys and girls.

Table XXI shows the number and percentage of students having been for a ride on a miniature railway.

**TABLE XXI**

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE ON A MINIATURE RAILWAY

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Num-</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Per</td>
<td>ber</td>
</tr>
<tr>
<td>Wellesley</td>
<td>43</td>
<td>39</td>
<td>28</td>
</tr>
<tr>
<td>Brockton</td>
<td>151</td>
<td>50</td>
<td>123</td>
</tr>
<tr>
<td>Total</td>
<td>194</td>
<td>44.5</td>
<td>151</td>
</tr>
</tbody>
</table>

Forty-one percent of the total reported having been for a ride on a miniature railway. More boys than girls have been for a ride on a miniature railway, while more students from Brockton than Wellesley reported having had this experience.

Table XXII gives the number having been for a ride in a one-horse shay.
TABLE XXII

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE IN A ONE-HORSE SHAY

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Wellesley</td>
<td>12</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Brockton</td>
<td>37</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>11.5</td>
<td>32</td>
</tr>
</tbody>
</table>

Only eleven and five-tenths percent of the students answering the questionnaire reported having been for a ride in the once popular one-horse shay. Five percent more of the students from Wellesley than Brockton reported having used a one-horse shay with the same percentage of boys and girls reporting having used the one-horse shay.

Table XXIII deals with the number and percentage of the eighth grade students answering the questionnaire having traveled through a tunnel. While traveling through a tunnel is not a means of travel, it is a direct travel experience that always brings a thrill to youngsters.

TABLE XXIII

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE THROUGH A TUNNEL

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Wellesley</td>
<td>95</td>
<td>86</td>
<td>75</td>
</tr>
<tr>
<td>Brockton</td>
<td>244</td>
<td>81</td>
<td>211</td>
</tr>
<tr>
<td>Total</td>
<td>339</td>
<td>83</td>
<td>286</td>
</tr>
</tbody>
</table>
Three and one-half percent more of the total number of boys reported having traveled through a tunnel, than the total number of girls. Eighty-one and three tenths percent of the total reported having traveled through a tunnel. Approximately the same percentage from Wellesley as Brockton reported having had this experience.

Table XXIV shows the number and percentage of pupils having rode a bicycle.

**TABLE XXIV**

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys Number</th>
<th>Boys Per Cent</th>
<th>Girls Number</th>
<th>Girls Per Cent</th>
<th>Total Number</th>
<th>Total Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellesley</td>
<td>95</td>
<td>86</td>
<td>92</td>
<td>98</td>
<td>187</td>
<td>92</td>
</tr>
<tr>
<td>Brockton</td>
<td>287</td>
<td>95</td>
<td>269</td>
<td>99</td>
<td>556</td>
<td>97</td>
</tr>
<tr>
<td>Total</td>
<td>382</td>
<td>90.5</td>
<td>361</td>
<td>98.5</td>
<td>743</td>
<td>94.5</td>
</tr>
</tbody>
</table>

Ninety-four and five tenths percent of the seven hundred and seventy-seven eighth grade students reported having had the experience of riding a bicycle. Thirty boys have not ridden a bicycle, with sixteen of these from Wellesley and fourteen from Brockton. There are only four girls who have not ridden a bicycle, with two being from Wellesley and two from Brockton.

Table XXV shows the number of students having been for
a ride on a motorcycle.

TABLE XXV

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE ON A MOTORCYCLE

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
</tr>
<tr>
<td>Wellesley</td>
<td>35</td>
<td>32</td>
<td>11</td>
</tr>
<tr>
<td>Brockton</td>
<td>77</td>
<td>26</td>
<td>43</td>
</tr>
<tr>
<td>Total</td>
<td>112</td>
<td>29</td>
<td>54</td>
</tr>
</tbody>
</table>

One hundred and sixty-six of those answering the questionnaire reported having been for a ride on a motorcycle. There were fifteen percent more boys than girls that have had the experience. There was only a one percent variance between Brockton and Wellesley of those reporting having ridden on a motorcycle.

Table XXVI gives the number and percentage that have traveled on a motor scooter.

TABLE XXVI

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE ON A MOTOR SCOOTER

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
</tr>
<tr>
<td>Wellesley</td>
<td>23</td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td>Brockton</td>
<td>65</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
<td>21.5</td>
<td>37</td>
</tr>
</tbody>
</table>
More than twice as many boys reported having been for a ride on a motor scooter as girls. Sixteen percent of the total reported having had this experience with the same percentage from Wellesley and Brockton.

Section B of Part I deals with the water travel experiences of the eighth grade students of Wellesley and Brockton.

Table XXVII shows the number and percentage that have floated on a raft.

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
</tr>
<tr>
<td>Wellesley</td>
<td>78</td>
<td>70</td>
<td>48</td>
</tr>
<tr>
<td>Brockton</td>
<td>200</td>
<td>66</td>
<td>87</td>
</tr>
<tr>
<td>Total</td>
<td>278</td>
<td>68</td>
<td>135</td>
</tr>
</tbody>
</table>

Fifty-four and eight tenths of the total reported having been on a raft. More boys reported having had the experience of paddling around on a raft than have the girls. Eleven and one half percent more of the total students from Wellesley have floated on a raft than those from Brockton.

Table XXVIII gives those who have traveled in a kayak.
TABLE XXVIII

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE IN A KAYAK

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys Number</th>
<th>Boys Percent</th>
<th>Girls Number</th>
<th>Girls Percent</th>
<th>Total Number</th>
<th>Total Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellesley</td>
<td>33</td>
<td>30</td>
<td>6</td>
<td>6</td>
<td>39</td>
<td>18</td>
</tr>
<tr>
<td>Brockton</td>
<td>54</td>
<td>18</td>
<td>12</td>
<td>4</td>
<td>66</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
<td>24</td>
<td>18</td>
<td>5</td>
<td>105</td>
<td>14.5</td>
</tr>
</tbody>
</table>

Only fourteen and five tenths percent reported having been for a ride in a kayak. Nineteen percent more of the boys reported having had the experience of paddling a kayak than the girls, with a larger percent of the total of boys and girls being from Wellesley.

Table XXIX deals with the eighth grade students, that were questioned, who have traveled in a canoe.

TABLE XXIX

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE IN A CANOE

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys Number</th>
<th>Boys Percent</th>
<th>Girls Number</th>
<th>Girls Percent</th>
<th>Total Number</th>
<th>Total Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellesley</td>
<td>88</td>
<td>79</td>
<td>70</td>
<td>74</td>
<td>158</td>
<td>76.5</td>
</tr>
<tr>
<td>Brockton</td>
<td>162</td>
<td>54</td>
<td>106</td>
<td>39</td>
<td>268</td>
<td>46.5</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>66.5</td>
<td>176</td>
<td>56.5</td>
<td>426</td>
<td>61</td>
</tr>
</tbody>
</table>

Ten percent more boys than girls reported having traveled in a canoe, while thirty percent more Wellesley
students than Brockton students have used this method. Sixty-one percent reported that they had used this method of water travel.

Table XXX shows those that have been on the water in a row boat.

### TABLE XXX

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE IN A ROW BOAT

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
</tr>
<tr>
<td>Wellesley</td>
<td>104</td>
<td>94</td>
<td>86</td>
</tr>
<tr>
<td>Brockton</td>
<td>271</td>
<td>90</td>
<td>217</td>
</tr>
<tr>
<td>Total</td>
<td>375</td>
<td>92</td>
<td>303</td>
</tr>
</tbody>
</table>

In the total percentage of eighty-eight and eight tenths, more students from Wellesley reported having been for a ride in a row boat than Brockton and more boys have been out than girls.

Table XXXI gives the number and percentage of the students that have used the sail boat as a form of water transportation.
TABLE XXXI

THE NUMBER AND PERCENTAGE OF EIGHTH GRADE STUDENTS
(412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE IN A SAIL BOAT

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys (Number)</th>
<th>Girls (Number)</th>
<th>Total (Number)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td></td>
</tr>
<tr>
<td>Wellesley</td>
<td>81</td>
<td>73</td>
<td>61</td>
</tr>
<tr>
<td>Brockton</td>
<td>124</td>
<td>41</td>
<td>95</td>
</tr>
<tr>
<td>Total</td>
<td>205</td>
<td>57</td>
<td>158</td>
</tr>
</tbody>
</table>

More boys than girls reported having had the experience of traveling in a sail boat, while of the total number eighteen and one half percent more of the Wellesley students than the Brockton students have had this experience. Almost fifty percent reported as having had this experience.

Table XXXII shows the number that have traveled in a power boat.

TABLE XXXII

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE IN A POWER BOAT

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys (Number)</th>
<th>Girls (Number)</th>
<th>Total (Number)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td></td>
</tr>
<tr>
<td>Wellesley</td>
<td>89</td>
<td>80</td>
<td>49</td>
</tr>
<tr>
<td>Brockton</td>
<td>188</td>
<td>62</td>
<td>93</td>
</tr>
<tr>
<td>Total</td>
<td>277</td>
<td>71</td>
<td>142</td>
</tr>
</tbody>
</table>

Almost thirty percent more boys than girls reported having traveled in a power boat. Of the total percentage
the Wellesley students lead those from Brockton, with fifty-seven percent reporting this type of experience.

Table XXXIII shows the number and percentage of eighth grade students in the two communities that have traveled in an excursion boat.

**TABLE XXXIII**

**THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE IN AN EXCURSION BOAT**

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Num-</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>ber</td>
<td>ber</td>
</tr>
<tr>
<td>Wellesley</td>
<td>63</td>
<td>46</td>
<td>109</td>
</tr>
<tr>
<td>Brockton</td>
<td>135</td>
<td>109</td>
<td>244</td>
</tr>
<tr>
<td>Total</td>
<td>198</td>
<td>155</td>
<td>353</td>
</tr>
</tbody>
</table>

Almost fifty percent reported having traveled on an excursion boat. There is only a minor difference in the number of boys and girls that reported having traveled by excursion boat. Eleven percent more from Wellesley than Brockton have used this method.

Table XXXIV shows the number and percentage of the students that have been fortunate enough to take a journey on an ocean liner.
TABLE XXXIV

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE ON AN OCEAN LINER

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Num-</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>ber</td>
<td>ber</td>
</tr>
<tr>
<td></td>
<td>Cent</td>
<td>Cent</td>
<td>Cent</td>
</tr>
<tr>
<td>Wellesley</td>
<td>21</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>Brockton</td>
<td>34</td>
<td>30</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>38</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>10</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Twelve and five tenths percent of the total number reported having traveled on an ocean liner. Five percent more boys than girls reported having been on a journey by ocean liner. There is only an insignificant difference between the eighth grade students of the two communities in this regard.

Table XXXV shows the number and percentage of the boys and girls having been for a speed boat ride.

TABLE XXXV

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE IN A SPEED BOAT

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Num-</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>ber</td>
<td>ber</td>
</tr>
<tr>
<td></td>
<td>Cent</td>
<td>Cent</td>
<td>Cent</td>
</tr>
<tr>
<td>Wellesley</td>
<td>67</td>
<td>58</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>61</td>
<td>64</td>
</tr>
<tr>
<td>Brockton</td>
<td>170</td>
<td>112</td>
<td>282</td>
</tr>
<tr>
<td></td>
<td>56</td>
<td>41</td>
<td>48.5</td>
</tr>
<tr>
<td>Total</td>
<td>237</td>
<td>170</td>
<td>407</td>
</tr>
<tr>
<td></td>
<td>61.5</td>
<td>51</td>
<td>56.3</td>
</tr>
</tbody>
</table>

More boys than girls reported having been for a ride.
in a speed boat, and more students from Wellesley than Brockton have been for a ride. Fifty-six percent reported having had this experience.

Section C of Part I deals with the travel experiences that the eighth grade students in the two communities have had in the air.

Table XXXVI deals with those that have been up in a balloon.

**TABLE XXXVI**

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
</tr>
<tr>
<td>Wellesley</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Brockton</td>
<td>.3</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>.7</td>
<td>0</td>
</tr>
</tbody>
</table>

Two boys, one from Wellesley and one from Brockton reported having had the unique experience of going up in a balloon. No girls reported having made the venture.

Table XXXVII shows the students having been for a ride in a dirigible.

**TABLE XXXVII (Continued on next page)**
TABLE XXXVII

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE IN A DIRIGIBLE

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys Number</th>
<th>Per Cent</th>
<th>Girls Number</th>
<th>Per Cent</th>
<th>Total Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellesley</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Brockton</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>.7</td>
<td>2</td>
<td>.4</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>.7</td>
<td>4</td>
<td>.8</td>
</tr>
</tbody>
</table>

Two boys from Wellesley and two girls from Brockton reported having been for a ride in a dirigible.

Table XXXVIII gives the number and percentage of those who have traveled in a sea plane.

TABLE XXXVIII

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE IN A SEA PLANE

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys Number</th>
<th>Per Cent</th>
<th>Girls Number</th>
<th>Per Cent</th>
<th>Total Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellesley</td>
<td>11</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Brockton</td>
<td>17</td>
<td>6</td>
<td>10</td>
<td>4</td>
<td>27</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>8</td>
<td>12</td>
<td>3</td>
<td>40</td>
<td>5.5</td>
</tr>
</tbody>
</table>

A total of forty students in the two communities reported having been for a ride in a sea plane amounting to a little more than five percent of the total questioned. More than twice as many boys as girls have used this mode of travel.
Table XXXIX gives the data on the students who have used the land plane as a means of travel.

TABLE XXXIX

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING BEEN FOR A RIDE IN A LAND PLANE

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys Number</th>
<th>Boys Per Cent</th>
<th>Girls Number</th>
<th>Girls Per Cent</th>
<th>Total Number</th>
<th>Total Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellesley</td>
<td>40</td>
<td>36</td>
<td>18</td>
<td>17</td>
<td>58</td>
<td>26.5</td>
</tr>
<tr>
<td>Brockton</td>
<td>77</td>
<td>26</td>
<td>36</td>
<td>13</td>
<td>113</td>
<td>18.5</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>31</td>
<td>54</td>
<td>15</td>
<td>161</td>
<td>22</td>
</tr>
</tbody>
</table>

A total of one hundred and sixty-one eighth grade pupils under study reported having used the land plane as a means of travel. More than twice as many boys as girls and eight percent more Wellesley students than Brockton students have had this experience.

Part II of the questionnaire deals with specific places of historical significance and interest that the students have visited.

Table XL shows the number that have been to historic Plymouth and have seen the Plymouth Rock.

TABLE XL

THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING VISITED PLYMOUTH ROCK.

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys Number</th>
<th>Boys Per Cent</th>
<th>Girls Number</th>
<th>Girls Per Cent</th>
<th>Total Number</th>
<th>Total Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellesley</td>
<td>77</td>
<td>69</td>
<td>76</td>
<td>81</td>
<td>153</td>
<td>75</td>
</tr>
<tr>
<td>Brockton</td>
<td>263</td>
<td>87</td>
<td>240</td>
<td>89</td>
<td>503</td>
<td>88</td>
</tr>
<tr>
<td>Total</td>
<td>340</td>
<td>78</td>
<td>316</td>
<td>85</td>
<td>656</td>
<td>81.5</td>
</tr>
</tbody>
</table>
Eighty-one and five tenths percent of the total number reported having had visited Plymouth Rock. More girls than boys reported having visited Plymouth Rock. Thirteen percent more students from Brockton have visited the site as compared with Wellesley. This may be due to the proximity of Brockton to Plymouth.

Table XLI shows the number having visited the capital of Massachusetts, Boston.

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Num-</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>ber</td>
<td>ber</td>
</tr>
<tr>
<td></td>
<td>Per</td>
<td>Per</td>
<td>Per</td>
</tr>
<tr>
<td>Wellesley</td>
<td>109</td>
<td>93</td>
<td>202</td>
</tr>
<tr>
<td></td>
<td>98</td>
<td>99</td>
<td>98.5</td>
</tr>
<tr>
<td>Brockton</td>
<td>289</td>
<td>269</td>
<td>558</td>
</tr>
<tr>
<td></td>
<td>96</td>
<td>99</td>
<td>97.5</td>
</tr>
<tr>
<td>Total</td>
<td>398</td>
<td>362</td>
<td>760</td>
</tr>
<tr>
<td></td>
<td>97</td>
<td>99</td>
<td>98</td>
</tr>
</tbody>
</table>

Seventeen of the eighth grade students answering the questionnaire reported they had not visited Boston. Fourteen of these were boys and three were girls. Two of the boys were from Wellesley and twelve were from Brockton. Of the girls reporting never having visited Boston, one was from Wellesley and two were from Brockton.

Table XLII gives the number and percentage having visited Concord, Massachusetts.
TABLE XLII
THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING VISITED CONCORD, MASSACHUSETTS

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Wellesley</td>
<td>82</td>
<td>74</td>
<td>70</td>
</tr>
<tr>
<td>Brockton</td>
<td>93</td>
<td>31</td>
<td>57</td>
</tr>
<tr>
<td>Total</td>
<td>175</td>
<td>52.5</td>
<td>127</td>
</tr>
</tbody>
</table>

Fifty percent of the total number reported having visited Concord, with approximately the same percentage of boys and girls having made the visit. Forty-eight percent more of the Wellesley students reported having visited Concord as compared to Brockton. This may be due to the nearness of Wellesley to Concord.

Table XLIII shows the number and percentage having visited Lexington, Massachusetts.

TABLE XLIII
THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING VISITED LEXINGTON, MASSACHUSETTS.

<table>
<thead>
<tr>
<th>Town</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Wellesley</td>
<td>80</td>
<td>72</td>
<td>68</td>
</tr>
<tr>
<td>Brockton</td>
<td>83</td>
<td>26</td>
<td>49</td>
</tr>
<tr>
<td>Total</td>
<td>163</td>
<td>49</td>
<td>117</td>
</tr>
</tbody>
</table>
Forty-seven percent of the total number reported having visited Lexington, Massachusetts. Fifty percent more of the Wellesley students reported having visited Lexington. About the same percentage of boys and girls reported having visited this town. This again may be explained as the nearness of Wellesley to Lexington as in the case of Concord.

Table XLIV shows the number having visited Salem, Massachusetts.

**TABLE XLIV**

**THE NUMBER AND PERCENTAGE OF THE EIGHTH GRADE STUDENTS (412 BOYS AND 365 GIRLS) IN TWO COMMUNITIES HAVING VISITED SALEM, MASSACHUSETTS**

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys Number</th>
<th>Boys Per Cent</th>
<th>Girls Number</th>
<th>Girls Per Cent</th>
<th>Total Number</th>
<th>Total Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellesley</td>
<td>51</td>
<td>46</td>
<td>54</td>
<td>57</td>
<td>105</td>
<td>51.5</td>
</tr>
<tr>
<td>Brockton</td>
<td>120</td>
<td>40</td>
<td>89</td>
<td>33</td>
<td>209</td>
<td>36.5</td>
</tr>
<tr>
<td>Total</td>
<td>171</td>
<td>43</td>
<td>143</td>
<td>45</td>
<td>314</td>
<td>44</td>
</tr>
</tbody>
</table>

Forty-four percent of the total number reported having visited Salem, Massachusetts. There is no significant difference in the percentage of boys visiting Salem as compared with the girls, but fifteen percent more of the students from Wellesley reported having visited the town as compared with Brockton.

Table XLIV gives the number and percentage of the students having visited New York City.
Eighteen percent more of the Wellesley students than the Brockton students reported having visited New York City. There is no appreciable difference of visitations between the boys and girls. Forty-three percent of the total number reported having visited New York City.

Table XLVI shows the number and percentage of eighth grade students in the two communities having visited our nations capital, Washington, D.C.

### TABLE XLVI

<table>
<thead>
<tr>
<th>Town</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Num-</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>ber</td>
<td>ber</td>
</tr>
<tr>
<td></td>
<td>Cent</td>
<td>Cent</td>
<td>Cent</td>
</tr>
<tr>
<td>Wellesley</td>
<td>56</td>
<td>51</td>
<td>107</td>
</tr>
<tr>
<td>Brockton</td>
<td>104</td>
<td>89</td>
<td>193</td>
</tr>
<tr>
<td>Total</td>
<td>160</td>
<td>140</td>
<td>300</td>
</tr>
</tbody>
</table>

Eighteen percent more of the Wellesley students than the Brockton students reported having visited New York City. There is no appreciable difference of visitations between the boys and girls. Forty-three percent of the total number reported having visited New York City.

Table XLVI shows the number and percentage of eighth grade students in the two communities having visited our nations capital, Washington, D.C.
Even though the number of Brockton boys answering the questionnaire was greater by one hundred and ninety than the Wellesley boys, Wellesley reported more boys that have visited Washington, D.C., than has Brockton. Thirteen percent more of the Wellesley students than the Brockton students reported having visited our nation's capital. Seventeen percent of the total number of students reported having visited Washington.

Part III is concerned with the four longest trips that the eighth grade students in the two communities have taken. The data has been catalogued into four categories. Trips taken in Massachusetts; trips taken outside Massachusetts, but in New England; trips taken outside New England, but inside the limits of the continental United States; and, trips taken outside the continental United States. The trips taken outside the United States are still broken down further to show the ultimate destination of the journey. Table XLVII shows the results of this tabulation.

TABLE XLVII
(Continued on page 47 )
The analysis of the states visited by the students follows in Tables XLVIII and XLIX. The boys and girls of Brockton have confined the majority of their long trips to the inside borders of the New England States, while the students from Wellesley lead by a large margin the trips taken outside New England and outside the continental United States.
of the States visited by the eighth grade pupils in the two communities answering the questionnaire. Table XLVIII gives the computation of states visited for the boys and Table XLIX gives the results for the girls.
TABLE XLVIII

TOTAL NUMBER OF EIGHTH GRADE STUDENTS (412 BOYS) IN TWO COMMUNITIES HAVING VISITED EACH OF THE FORTY-EIGHT STATES AND THE DISTRICT OF COLUMBIA

<table>
<thead>
<tr>
<th>State</th>
<th>Wellesley Pupils</th>
<th>Percents</th>
<th>Brockton Pupils</th>
<th>Percents</th>
<th>State</th>
<th>Wellesley Pupils</th>
<th>Percents</th>
<th>Brockton Pupils</th>
<th>Percents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maine</td>
<td>78</td>
<td>70</td>
<td>134</td>
<td>44</td>
<td>Minnesota</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>1.9</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>99</td>
<td>89</td>
<td>176</td>
<td>59</td>
<td>Mississippi</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1.9</td>
</tr>
<tr>
<td>Vermont</td>
<td>79</td>
<td>71</td>
<td>104</td>
<td>35</td>
<td>Missouri</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>1.1</td>
</tr>
<tr>
<td>Connecticut</td>
<td>71</td>
<td>64</td>
<td>155</td>
<td>51</td>
<td>Montana</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>1.3</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>74</td>
<td>67</td>
<td>217</td>
<td>72</td>
<td>Nebraska</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>1.2</td>
</tr>
<tr>
<td>New York</td>
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<td>59</td>
<td>121</td>
<td>41</td>
<td>Nevada</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td>1.6</td>
</tr>
<tr>
<td>Maine</td>
<td>78</td>
<td>70</td>
<td>134</td>
<td>44</td>
<td>New Jersey</td>
<td>28</td>
<td>25</td>
<td>46</td>
<td>15</td>
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<td>New Hampshire</td>
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<td>89</td>
<td>176</td>
<td>59</td>
<td>New Mexico</td>
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<td>4</td>
<td>3</td>
<td>1.9</td>
</tr>
<tr>
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<td>71</td>
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<td>35</td>
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<td>3</td>
</tr>
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<td>0</td>
</tr>
<tr>
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<td>217</td>
<td>72</td>
<td>Ohio</td>
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<td>12</td>
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</tr>
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<td>121</td>
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<td>3</td>
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<td>1.9</td>
</tr>
<tr>
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<td>70</td>
<td>134</td>
<td>44</td>
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<td>3</td>
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<td>1.6</td>
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<td>10</td>
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<td>3</td>
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<td>2</td>
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<td>Ohio</td>
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TABLE XLIX

TOTAL NUMBER OF EIGHTH GRADE STUDENTS (365 GIRLS) IN TWO COMMUNITIES HAVING VISITED EACH OF THE FORTY-EIGHT STATES AND THE DISTRICT OF COLUMBIA

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<thead>
<tr>
<th>State</th>
<th>Wellesley Pupils</th>
<th>Wellesley Per Cent</th>
<th>Brockton Pupils</th>
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<table>
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<th>State</th>
<th>Wellesley Pupils</th>
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<th>Brockton Pupils</th>
<th>Brockton Per Cent</th>
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</table>
Table L shows the number and percentage of the places that the eighth grade students would like to visit in the future. The data has been analyzed in two main categories. Those who chose spots in the United States and the places chosen outside the United States. Each student was asked to give four places of preference.

### TABLE L

<table>
<thead>
<tr>
<th>Boys Wellesley</th>
<th>Boys Brockton</th>
<th>Girls Wellesley</th>
<th>Girls Brockton</th>
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<tr>
<td>Blanks</td>
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</table>

The data shows a marked preference for future travel in the United States. In their choice for visits in Europe, the Wellesley boys choose England, Switzerland, Norway, Sweden and Ireland as the leaders. The Brockton boys showed a preference for England, Italy, Switzerland, France, Sweden
and Egypt. The Brockton girls preferred Italy, England, France, Scotland and Norway, while the Wellesley girls chose Scotland, Norway, Sweden and England as the leaders for hopes as future visitations.
CHAPTER V
SUMMARY AND CONCLUSIONS

The travel experiences of the eighth grade students in Wellesley, Massachusetts, and in Brockton, Massachusetts were surveyed by administering a questionnaire. A summary of the analysis of the data follows:

1. 100% of all the students have been for a ride in an automobile.

2. Approximately the same number of boys and girls have traveled on a motor bus.

3. 348 more students have ridden on a motor bus than on an electric bus.

4. The same percentage of boys and girls have traveled on an electric bus.

5. A larger percentage of Wellesley students than Brockton students have traveled by train.

6. 139 of the students had not been for a ride on a train.

7. A larger percentage of boys than girls have traveled on the subway.

8. About the same percentage of boys and girls have been for a ride on the street car.

9. A larger percentage of boys than girls have been for a ride on a cable car.

10. A larger percentage of Wellesley students than Brockton students have been for a ride in a trailer.

11. A larger percentage of Brockton students than Wellesley students have been for a ride in a truck.

12. Only 11.8% of the students have had the experience of using a ski tow.
13. A larger percentage of girls than boys have had a ride in an elevator.

14. 155 of the total number of students have not had a ride in an elevator.

15. A larger percentage of girls than boys have had a ride on an escalator.

16. Twice as many boys than girls have been for a ride on a tractor.

17. A larger percentage of girls than boys have been for a horseback ride.

18. A larger percentage of Wellesley students than Brockton students have been for a horseback ride.

19. A larger percentage of girls than boys have been for a ride in a horse-drawn wagon.

20. A larger percentage of Brockton students than Wellesley students have been for a ride in a horse-drawn wagon.

21. Eight students have been for a ride in a rickshaw.

22. A larger percentage of boys than girls have been for a ride in a sleigh.

23. A larger percentage of Brockton students than Wellesley students have been for a ride in a sleigh.

24. A larger percentage of the boys from Brockton and the girls from Wellesley have been for a sleigh ride than the boys from Wellesley and the girls from Brockton.

25. A larger percentage of girls than boys have been for a ride in a taxi.

26. The same percentage of students from Wellesley as the students from Brockton have been for a ride in a taxi.

27. A larger percentage of girls than boys have been for a ride on a cog railway.

28. A larger percentage of Brockton students than Wellesley students have traveled on a miniature railway.
29. Only 11.5% of the total number have been for a ride in a one-horse shay.

30. A larger percentage of boys than girls have traveled through a tunnel.

31. 30 boys of the 412 boys answering the questionnaire have not been for a ride on a bicycle.

32. Four of the 365 girls answering the questionnaire have not been for a ride on a bicycle.

33. A larger percentage of boys than girls have been for a ride on a motor cycle.

34. The same percentage of Wellesley students and Brockton students have been for a ride on a motor scooter.

35. More than twice as many boys as girls have been for a ride on a motor scooter.

36. A larger percentage of boys than girls have used the 25 forms of land transportation with the exception of seven - Elevator, escalator, horseback, horse-drawn wagon, taxi, cog railway and bicycle.

37. A larger percentage of Wellesley students than Brockton students have used the 25 types of land transportation with five exceptions - truck, horse-drawn wagon, sleigh, miniature railway, bicycle - both were equal in the use of the motor cycle.

38. A larger percentage of boys than girls have used the nine methods of water transportation that were listed.

39. A larger percentage of Wellesley students than Brockton students have used the nine methods of water transportation that were listed.

40. Two boys, one from Wellesley and one from Brockton, have been in a balloon.

41. Four students have been for a ride in a dirigible - two boys from Wellesley and two girls from Brockton.

42. More than twice as many boys as girls have been for a ride in a sea plane.
43. A larger percentage of Wellesley students than Brockton students have used the forms of listed air travel.

44. A larger percentage of girls than boys have visited Plymouth Rock.

45. A larger percentage of Brockton students than Wellesley students have visited Plymouth Rock.

46. Seventeen of the students answering the questionnaire have not visited Boston - fourteen of these were boys and three were girls.

47. A larger percentage of Wellesley students than Brockton students have visited Boston, Concord, Lexington, Salem, New York City and Washington, D.C.

48. A larger percentage of girls than boys have visited Concord, Massachusetts.

49. A larger percentage of boys than girls have visited Lexington, Massachusetts.

50. A larger percentage of girls than boys have visited Salem, Massachusetts; New York City; Washington D.C.

51. A larger percentage of Wellesley students than Brockton students have traveled outside of New England.

52. A larger percentage of Wellesley students than Brockton students have traveled outside of the United States.

53. All the students in both communities prefer to travel in the United States in the future.

Definite conclusions reached are listed below:

1. Teachers of the Social Studies, as far as practical, should enrich their background by traveling extensively.

2. Children's desires to travel may be heightened by outside speakers who have traveled.

3. The program may be enriched with worthwhile excursions to places of interest near the school.
4. Pupils in the classroom or in the building should share their experiences with their classmates.

5. Visual aid materials should be used to stimulate learning and to help build concepts of the places being discussed.

6. Pupils need to be taught about the many fine historical spots that are within easy traveling distance of their homes.

7. To appreciate the peoples of our own country and to understand foreign problems, pupils need to travel more.
BIBLIOGRAPHY


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Ross, R.C., "We Discover America", Parents Magazine, 16:32 May 1941.

