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Resources available for enrichment of the curriculum in the Fiske Elementary School, Lexington, Massachusetts

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Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis
RESOURCES AVAILABLE FOR ENRICHMENT OF THE CURRICULUM IN THE FISKE ELEMENTARY SCHOOL, LEXINGTON, MASSACHUSETTS

Submitted by
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(B.A., University of New Hampshire, 1947)

In Partial Fulfillment of Requirements for
The Degree of Master of Education

1958
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J. Richard Chambers
Assistant Professor of Education
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CHAPTER ONE

THE PROBLEM

The utilization of local resources to provide learning experiences and enrichment opportunities is growing in many school systems. These resources are to be found in field trips: visits to local historic sites, business establishments, or museums, and in lay volunteers who have traveled or who have interesting hobbies to display and explain.

Every community abounds in rich sources of experience for its schools, and by using them the child becomes aware of local surroundings and gains an assurance of an understanding of wider scenes.

Too often a busy school system neglects the resources near at hand. A survey of these resources brings to light an enrichment program too valuable to be ignored.

Statement of the Problem: The purpose of this study was to determine the community resources available in the town of Lexington, Massachusetts and surrounding areas for enrichment of the curriculum in the Fiske Elementary School, Lexington, Massachusetts. A further purpose of this study was to collect, catalogue and make available to the teachers of Fiske school a list of suitable field trips and resource visitors that may be used for enrichment of the curriculum.
**Justification.** Numerous surveys have been conducted concerning the use of resources in elementary schools. However, although a similar survey has been conducted for the Junior High School in Lexington no complete listing of community resources is available for the use of elementary teachers. Rather than attempt a survey of resources for all elementary schools it was thought that a list of those available for one school might be more practical.

The literature on community resources indicates that many schools are aware of the importance of finding and using community resources, and that learning is improved when such resources are made available to the children.

**Method.** Only that material that could be correlated with the elementary curriculum was used. An analysis of social studies programs and curriculum outline guides was made to determine what resource material would be valuable. Teachers were asked to list those resources which they were using, and others which would interest them.

Children were given questionnaires to take home for their parents to complete and return. A more thorough survey was attempted through asking parents to report anyone they knew who might be available. This would include people who had no children in school.
The data collected were screened as to their value, and divided into two main categories: (1) resource visitors, and (2) field trips. These two headings were considered inclusive enough to take care of elementary classes.
CHAPTER TWO
REVIEW OF LITERATURE

For some years now forward looking schools have been capitalizing on many of the natural resources which exist in every community. Primary children in particular have made visits to the fire station, post office, and police station, to gain first hand knowledge of how these community helpers go about their daily work. Too often, however, schools have stopped here in their utilization of community resources.

One major rich source for curriculum enrichment which has been overlooked by many communities is the "human resource."

In every community there are people with rich and varied backgrounds. They can be called resource visitors because they are people who can be called into the school to demonstrate special accomplishments or special interests which are of value to children. They are both able and willing to display, discuss, and present their particular achievements before a group of children. Resource visitors are not utilized for the purpose of entertainment, but rather for serious educational purpose, that of creating better understanding of the

activity, problem, or unit on which the children are planning or working. For example, a dairyman could explain the process of pasteurization; the librarian could tell of new books; a parent could demonstrate a certain handicraft; a person who has done considerable traveling could describe a far away country.

Lee and Lee define the resource visitor as follows:

"Resource visitors are people with interesting hobbies, foreign backgrounds or living experiences, or occupations which can be shared with children. Such people are generally willing to come into the classroom to talk, answer questions, demonstrate, exhibit, or otherwise share their interests and abilities with children."

Writing of the vast storehouse of resource materials present in the community, Albert Ayars and Amo DeBernardis point out that:

"Every community is a rich storehouse of educational tools, equipment and supplies which it would not be practical for the schools to own. Increasingly teachers enlist the cooperation of local citizens to lend, explain and demonstrate such aids. The farmer may lend a setting hen and some eggs; the garage mechanic his measuring instruments; the health department, films; the steel mill samples of ore; the dry goods store, a display of textile samples; the grocer, some used price tags or an old coffee grinder, and a parent, a collection of coins."


3/ Albert Ayars and Amo DeBernardis, "The Community Laboratory of Citizenship," The Grade Teacher, October, 1953, pp. 30-35.
Stratemeyer discusses the use of the resource visitor:

"Community resources come to the schools as often as children go out into the community. The wide awake teacher will call on local business men, parents who have traveled in foreign lands, the local geologist, city officials, members of the community who have special talents, and others to share their experiences with the school."

In writing of community resources and the resource visitor, Harrison J. Cameron states:

"These guest speakers are extremely valuable for guidance purposes and for instruction in current business practice. These speakers may also serve as effective means to establish good community relations..."

Albert Ayars writes of teacher's awareness of resources in the community:

"Good teachers everywhere are alert to the need for real experience to supplement book learning for pupils. They are aware of the necessity for young people to do things rather than just talk about them, if they are to be properly equipped to resume responsibility as workers, parents, community members and voters. They know it is important for pupils to observe how classroom principles are given practical application beyond the school's four walls."


6/ Ayars, op. cit., p. 135
Laurence E. Palmer discusses the use of community resources:

"The general education dictum that everyone would learn to understand the world in which he lives and become a member of the community of which he is a part may well be implemented by using community resources to enrich the school science program."

The public relations value of the resource visitor is mentioned by Richard C. Brown:

"...and remember when you invite a guest to your classroom you are not only giving your students a profitable experience. If you treat your guest properly and give him a stimulating experience - you've made a friend for your school."

In discussing the need for classroom enrichment and the limitations of context in developing understanding Gates, Jersild, McConnell and Chalmann state:

"There are definite limitations to the extent to which context itself, apart from actual experiences with things can provide basic concept. Vicarious experience proceeds largely on the basis of analogy. Since we must construct our ideas from our own experiences, the richer our first hand contacts with objects, persons, situations, and events, the more successful we will be in understanding and enjoying what has happened to others."

A field trip is an organized excursion taken by children


primarily for educational purposes as an integral part of their classroom program. It should offer firsthand acquaintance with all the physical and social features of the local environment with the opportunity to secure firsthand information through investigation and discovery by the class.

Gertrude Forester claims that the benefits derived from field trips are as follows:

1. "Field trips enrich and motivate regular class work. They increase pupil understanding.
2. Field trips arouse and cultivate curiosity.
3. Field trips tend to bring forth other problems not previously thought of."

Field trips bring the community into the school as well as the school out into the community. Dale H. Gramley suggests that one of the best ways of acquainting the community with the school is the organization of field trips:

"Few things in the school program are more effective than field trips in bringing home to employers and their employees the learning process. The class visit itself is generally flattering to the personnel of the host business, industry, or institution. It is a reminder of the existence and vitality of the school and it is a practical demonstration that others than teachers may be partners in educating children."


In evaluating field trips, Hoban, Hoban and Zisman say:

1. "They offer opportunities to present subjects of study in their natural setting or as they function.

2. They offer concrete evidence necessary to clarify instruction.

3. They stimulate interest in:
   a. Art - through visits to art galleries, churches, specimens of architecture.
   b. History - through visits to historic shrines, museums, old villages etc.
   c. Music - through concerts, manuscript rooms, homes of musicians.
   d. Nature Study - through visits to natural curiosities, gardens, arboreteums, zoological gardens.
   e. Vocational Subjects - through visits to commercial establishments, hospitals, courts, banks.

4. They blend school work with actual life.

5. They serve as an effective means of correlating the subjects of the school curriculum.

6. They afford opportunities to develop keenness of observation.

Stratemeyer says of the field trip:

"Children who are learning to use the community resources in this way are growing steadily in their acquaintance with the world in which they live. This acquaintance is being built up in concrete terms by things they see and objects they handle. In addition they are building up techniques for securing information about their world."

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14/ Stratemeyer, op. cit., p. 417.
Hildreth agrees with this. She says:

"Among the advantages that result from educational trips are the vividness of personal experience ('being on the ground') the opportunity to visualize action more effectively by being able to learn things (historical, social or industrial) that are peculiar or characteristic of the local scene and are not available in textbooks."

She goes on to say:

"The values derived from trips depend in part on the preparatory and follow-up work done. The teacher or possibly a parent makes a preliminary visit to explore the possibility before the trip is arranged. Preparing for the trip can be as valuable a learning experience for the children as the trip itself."

The use of the school trip has grown greatly in the last few years; much has been done to acquaint the public with its procedure and its value, and much still need to be done.

Writing of this growth of the use of field trips

Merriam declares:

"The influences that are facilitating the development of the school trip are (1) a broadened outlook on the part of parents and professional educators; (2) a sincere desire to capitalize on all of the instructional opportunities, materials and devices available; (3) a recognition and appreciation of the educational possibility of the school trip; (4) a knowledge of successful


16/ Ibid., p. 270.

European practice; (5) the ease and low cost of modern transportation; and (6) the hearty cooperation of officials of visiting points of destinations."

Dale writes of the field trip and its use in connection with classwork:

"The chief difference between a field trip and other educational experiences is that the pupils or students get their experiences in the field and not in the classroom. The field trip then is a going-out process in which students study the work-a-day world in operation. It is a serious educational study aimed to reach important, planned purposes. It is a way of hitching the theory of the classroom to the practice of life itself. This does not mean that classwork is only theoretical and that field experience alone is practical. But life in the classroom can cover only a small portion of our total life and we must get outside the school walls and into the community as students and as working participants if our learning is ever to become full and well-rounded."

The American Association of School Administrators Yearbook has this to say concerning local field trips:

"Extensive field trips and excursions need not always be taken. We have too often overlooked the possibilities in our own backyards. A nearby gully or roadside cut, an eroded pathway cut across the corner of a playfield, an overgrazed hillside, or a nearby creek or river bed will be more effective than any written or pictured account."

Hoban, Hoban and Zisman also write of local field trips:

"When the pupil in a purposeful and definitely planned trip visits a fire department, court of council in session, post office, charitable institution,


19/ American Association of School Administrators, Conservation, Twenty-ninth Yearbook, 1951, National Education Association, Washington, D.C.

20/ Hoban, op. cit., p. 69."
industrial or commercial establishment, famous memorial, natural wonder, place of scenic beauty, or an area of geologic interest, he acquires information that is complete, accurate because it is correlated with some idea of relationship that is being presented in his school work, and functional because it is direct and firsthand. The trip is a vital connecting link between school life and real life. It provides vestibular learning, a very definite introduction to the important phases of community life."

Concerning field trips to distant points these authors point out:

"Even in trips to more distant points the pupil is really becoming acquainted with his own community because these trips bring him into contact with things that his own community might or might not profitably have and also afford him an understanding of the relationships that they might bear to the institutions, events, individuals, and activities of his own community. The importance of these trips becomes all the more evident when it is realized, as has been suggested before, that man's modern life is far more complex than it was when the community was largely independent and self-sustaining."

Summary

The value of curriculum enrichment by the use of the resource visitor and the field trip has been pointed out by a review of current literature. The increased use of these important tools of education can be seen in all grades in many schools.

21/ Hoban, loc. cit.
The literature also points out that school and community are closely related and cannot be separated in modern society. Many authors are in agreement that the learning experiences in community resources are of inestimable value, and they strongly endorse the use of these resources.

Through the use of community resources the school is not only made aware of the community but the community is made aware of school activities and support is won for the educational program.

In view of this, this project listing community resources that are available for teachers in the Fiske School, Lexington, Massachusetts, should be a valuable aid to the teachers.
CHAPTER THREE

Procedure

Community resources have been used by many teachers in many schools, but it was the feeling of the writer that more teachers would make use of them if they could learn what resources were available.

The purpose of this problem was to make available to the teachers in the Fiske School a list of field trips and resource visitors that could be referred to quickly and easily. The survey was made for one school only because it was felt that a more thorough listing could be made in that way.

The resources surveyed in this report are those which are in or near the town of Lexington. It includes those places which it was felt were near enough to visit without being time consuming, and the resource people included are people who have some connection with the school - parents or friends of parents.

The Questionnaire

The first step in this survey was to determine what resources were available in and near the town of Lexington. Questionnaires found in other surveys were examined, and the outstanding features of these were used in making one for this survey.
The finished questionnaires were given to all children in the school. A letter accompanied the questionnaire explaining the purpose of the survey and asking the cooperation of all in finding these community resources. The first returns were discouraging. A total of five hundred questionnaires were sent out, and of the one hundred returned only about one half could be considered as useful. A further screening brought this number down to about twenty-five.

After return of the questionnaires the information was recorded as to type of resource. The two types were field trips and resource visitors. The information was organized and compiled as to subject matter area and grade level. A description of each experience was made to help teachers determine the suitability of the resource for their own classes. The resources were listed and indexed with a subject key.
CHAPTER FIVE
SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was to survey the resources available in the Fiske School area in Lexington, Massachusetts. These resources are to be used to enrich the school program.

By a systematic listing of the resources it is hoped that teachers will be able to plan for the use of these community resources and select the ones that will best fit their programs.

Although the initial listing in this survey is small it is felt that the list will grow each year as more resources are brought to the attention of the school staff.

The staff of the Fiske Elementary School will have the duplicates of the survey available for their use. Copies will be kept in the office of the principal. Each page in the survey is a separate guide to a single resource.

Conclusions

1. The town of Lexington has many resources available for the enrichment of the school curriculum.
2. Many people are anxious to cooperate with the school in helping to enrich the educational program.
3. Historical societies, museums, and business establishments are glad to welcome children in groups as visitors.

4. A more thorough survey, or one conducted for each school, or one conducted every school year, will bring a substantial addition to the present list.
CHAPTER FOUR
SURVEY
Key to Research

Resource visitors are arranged alphabetically by last name.

Field trips are listed alphabetically according to the first word in the title of the resource.

Listed below are the page numbers of related resources in the different subject matter fields:

Art:
20, 24, 27, 28, 40, 44, 49, 57.

Geography:
22, 26, 27, 30, 32, 41, 45.

History:
21, 24, 27, 34, 35, 38, 39, 42, 43, 46, 47, 48, 50, 52, 53, 55.

Language Arts:
25, 41, 51, 54.
Music:
23, 33, 49.

Science:
56, 57.

Social Studies:
20, 22, 24, 25, 27, 28, 29, 30, 31, 34, 35, 36, 37, 41, 44, 45, 47, 49, 52, 53, 55, 56, 57.
RESOURCE VISITOR

1. Visitor: Prof. Albert Bush-Brown
2. Address: 27 York Street  Tel: Vo - 2-3390
3. Topic: Architecture of Western Europe
4. Subject Correlation: Social Studies, Grade 6

5. Pre-instruction: A knowledge of the different types of architecture found in Western Europe, usually studied in the various units.

6. Arrangements and Particulars:
   A. Time of Day Best for Visitor: Monday or Friday AM
   B. Time Required for Experience: 15 to 30 minutes
   C. Advance Notice: 1 week

7. Description of Experience:
   Professor Bush-Brown will explain the different types of architecture found in Western Europe. He has a collection of slides which he will show to illustrate these types.
RESOURCE VISITOR

1. Visitor: Dr. and Mrs. Robert Carpenter
2. Address: 18 Pine Knoll Road Tel: VO-2-4369
3. Topic: Williamsburg, Virginia
4. Subject Correlation: Social Studies, Grade 5
5. Pre-instruction: Colonial America
6. Arrangements and Particulars:
   A. Time of Day Best for Visitor: 9 A.M.
   B. Time Required for Experience: Call Dr. Carpenter at least one week in advance. He may wish to do some editing of his film.
   C. Advance Notice:
7. Description of Experience:
   Dr. and Mrs. Carpenter have films of Colonial Williamsburg. They will also bring literature and pictures of the restoration of the colonial capital.
RESOURCE VISITOR

1. Visitor: Prof. J. Harvey Evans
2. Address: 33 Robinson Road Tel: V0-2-4226
3. Topic: A Trip to California by Automobile
4. Subject Correlation: Social Studies, Grade 5
5. Pre-instruction: United States History and Geography
6. Arrangements and Particulars:
   A. Time of Day Best for Visitor: Fridays (to be arranged)
   B. Time Required for Experience: Up to 3/4 of an hour
   C. Advance Notice: 2 weeks
7. Description of Experience:
   Professor Evans drove to California and back in 1956. He will show colored slides and talk about his trip.
RESOURCE VISITOR

1. Visitor: Mrs. Otto Gambosi
2. Address: 26 Hancock Street    Tel: VO-2-4069
3. Topic: Violin Music
4. Subject Correlation: Music Appreciation, Grades 4 - 6
5. Pre-instruction: None necessary
6. Arrangements and Particulars:
   A. Time of Day Best for Visitor: Friday morning
   B. Time Required for Experience: About 30 minutes
   C. Advance Notice: 2 weeks
7. Description of Experience:
   Mrs. Gambosi and some of her friends will play violin and piano music for the children.
RESOURCE VISITOR

1. Visitor: Mrs. Harry Hansen
2. Address: 41 Woodland Road  Tel: VO-2-2841
3. Topic: Greece and Rome
4. Subject Correlation: Social Studies, Grade 6
5. Pre-instruction: History of Greece and Rome

6. Arrangements and Particulars:
   A. Time of Day Best for Visitor: Varies, contact Mrs. Hansen
   B. Time Required for Experience: About 30 minutes
   C. Advance Notice: At least 1 week

7. Description of Experience:
   Mrs. Hansen has colored slides of Greece and Rome including Athens and the Valley of the Kings. She also has slides of the Far East and the Middle East.
RESOURCE VISITOR

1. Visitor: Mrs. Daniel Jones
2. Address: 30 Colony Road Tel: VC-2-5643
3. Topic: Children's Books
4. Subject Correlation: Reading, Grade 4-6
5. Pre-instruction: None necessary
6. Arrangements and Particulars:
   A. Time of Day Best for Visitor: Contact Mrs. Jones
   B. Time Required for Experience: About 30 minutes
   C. Advance Notice: At least 1 week
7. Description of Experience:
   Mrs. Jones is the librarian at Fiske School and has a
great interest in children and what they read. She will
tell the children about new books that are available.
RESOURCE VISITOR

1. Visitor: Mrs. Frank D. Lewis
2. Address: 15 Woodland Road  Tel: VC-2-1720
4. Subject Correlation: Social Studies, Grade 5

5. Pre-instruction: History and Geography of U.S.

6. Arrangements and Particulars:
   A. Time of Day Best for Visitor: Various, contact Mrs. Lewis
   B. Time Required for Experience: About 30 minutes
   C. Advance Notice: At least 1 week

7. Description of Experience:
   Mrs. Lewis has slides of Disneyland, The Grand Canyon and Washington, D.C. You might want more than one visit by her.
1. Visitor: Mr. Theodore D. Lockwood
2. Address: 545 Bedford Street  Tel:  VC-2-4520
3. Topic: France and Germany
4. Subject Correlation: Social Studies, Grade 6
5. Pre-instruction: History of France and Germany
6. Arrangements and Particulars:
   A. Time of Day Best for Visitor: Must be arranged for a time when Mr. Lockwood is free.
   B. Time Required for Experience: About 30 minutes
   C. Advance Notice: At least 1 week
7. Description of Experience:
   Mr. Lockwood is a professor of modern European history at MIT. He will be glad to come to school and talk with the children about France and Germany during the 19th and 20th centuries.
RESOURCE VISITOR

1. Visitor: Miss Simone Oudot

2. Address: Mass. Council for Sch. Tel: 00-7-2176

3. Topic: France

4. Subject Correlation: Social Studies, Grade 6

5. Pre-instruction: History of France

6. Arrangements and Particulars:
   A. Time of Day Best for Visitor: To be arranged
   B. Time Required for Experience: About 30 minutes
   C. Advance Notice: 2 weeks

7. Description of Experience:

   Miss Oudot is from France and works for the Massachusetts Council for Public Schools while attending Boston University. She will bring slides of France and talk with the children about that country.
RESOURCE VISITOR

1. **Visitor:** Mr. Robert M. Piper

2. **Address:** Piase School  
   Tel:

3. **Topic:** Leningrad, U.S.S.R., Summer, 1957

4. **Subject Correlation:** Social Studies, Grade 6

5. **Pre-instruction:** Unit on Russia and its people

6. **Arrangements and Particulars:**

   A. **Time of Day Best for Visitor:** To be arranged

   B. **Time Required for Experience:** 30 minutes to 1 hour

   C. **Advance Notice:** Arrange with principal

7. **Description of Experience:**

   The slides of Leningrad were taken in the summer of 1957 and include churches, museums, palaces. A talk accompanies the slides.
RESOURCE VISITOR

1. Visitor: Mrs. Charles C. Putman

2. Address: 138 Burlington Street   Tel: VC-2-4602

3. Topic: California

4. Subject Correlation: Social Studies, Grade 5

5. Pre-instruction: History and Geography of California

6. Arrangements and Particulars:
   A. Time of Day Best for Visitor: Anytime except Wednesdays
   B. Time Required for Experience: About 30 minutes
   C. Advance Notice: 1 month

7. Description of Experience:
   Mrs. Putman has lived in California. She will bring colored slides and other materials to show the class.
RESOURCE VISITOR

1. Visitor: Mrs. Hugh Redick
2. Address: 30 Adams Street  Tel: VC-2-0555
3. Topic: Education in India
4. Subject Correlation: Social Studies, Grade 6
5. Pre-instruction: Knowledge of the people of India
6. Arrangements and Particulars:
   A. Time of Day Best for Visitor: Contact Mrs. Redick
   B. Time Required for Experience: About 30 minutes
   C. Advance Notice: 2 weeks
7. Description of Experience:
   Mrs. Redick will bring a film called "Each One Teach One."
   This film shows how the illiterates are taught in India,
   by use of an unusual phonetic system, portrayed in
   picture form on charts.
RESOURCE VISITOR

1. Visitor: Mrs. Mary Wilson
2. Address: 16 Oakland Street  Tel: V0-2-4688
3. Topic: Postcards From All over the World
4. Subject Correlation: Social Studies, Grades 5 and 6

5. Pre-instruction: None necessary

6. Arrangements and Particulars:
   A. Time of Day Best for Visitor: Contact Mrs. Wilson
   B. Time Required for Experience: About 30 minutes
   C. Advance Notice: Contact Mrs. Wilson

7. Description of Experience:
   Mrs. Wilson has a collection of postcards from all over the world. She will arrange a display and tell the children about them.
RESOURCE VISITOR

1. Visitor: Mrs. Donald E. Williamson  
   Mrs. Harriet F. Stewart

2. Address: 15 Patriot's Drive  
   Tel: VC-2-5444

3. Topic: Instrumental Music

4. Subject Correlation: Music Appreciation, Grade 5 and 6

5. Pre-instruction: Some knowledge of chamber music.

6. Arrangements and Particulars:
   A. Time of Day Best for Visitor: Any time. Contact
   B. Time Required for Experience: 20 to 30 minutes
   C. Advance Notice: 2 weeks

7. Description of Experience:
   Mrs. Williamson and Mrs. Stewart will offer chamber music on the cello and piano.
RESOURCE VISITOR

1. **Visitor:** Lt. Col. R.F. Zedi

2. **Address:** 92 North Street  
   **Tel:** VC-2-4483

3. **Topic:** Korea

4. **Subject Correlation:** Social Studies, Grade 6

5. **Pre-instruction:** Knowledge of Korea and the Korean War.

6. **Arrangements and Particulars:**
   
   A. **Time of Day Best for Visitor:** Anytime, Check by telephone
   
   B. **Time Required for Experience:** About 30 minutes
   
   C. **Advance Notice:** 2 days

7. **Description of Experience:**
   
   Col. Zedi participated in the United Nations Military Command armistice in Korea, and was on duty in Korea for sixteen months. He will bring slides and talk about his experiences.
FIELD TRIP

1. **Name**: Battle Ground or Common
2. **Address**: Lexington
3. **Contact**: None necessary
4. **Type of Resource**: Historical Site
5. **Subject Correlation**: Social Studies, Grade 4
6. **Pre-instruction**: Revolutionary Period in Lexington

7. **Arrangements and Particulars**:
   A. Number of Students: Unlimited
   B. Guide Furnished: No
   C. Literature and Materials: No
   D. Time of Day: Dawn to sunset
   E. Time Required for Tour: As long as desired
   F. Advance Notice: No
   G. Age Level: No limit

8. **Description of Field Trip**:
   The Battle Ground is the "Birthplace of American Liberty." Here the children will see a statue of Captain Parker, leader of the Minute Men, monuments to men who fell in the battle, and a granite pulpit marking the site of the first three meeting houses in Lexington.
FIELD TRIP

1. Name: Boston Fish Pier
2. Address: Boston
3. Contact: Lyons Fish Company  Tel: LI-2-8105
4. Type of Resource: Fish unloading and processing
5. Subject Correlation: Social Studies Grades 4 and 5
6. Pre-instruction: The role of fish in New England as a commodity and a resource.
7. Arrangements and Particulars:
   A. Number of Students: 30
   B. Guide Furnished: Yes
   C. Literature and Materials: No
   D. Time of Day: 8:00 to 4:00
   E. Time Required for Tour: 30 minutes
   F. Advance Notice: 2 or 3 days
   G. Age Level: 9 - 12
8. Description of Field Trip:
   A tour of the Boston Fish Pier includes seeing the fishing boats unload, fish auction, and the processing and packaging of fish.
FIELD TRIP

1. **Name**: Boston Naval Shipyard
2. **Address**: Charlestown, Mass.
3. **Contact**: Public Information Officer  
   **Tel**: CH-2-1400
4. **Type of Resource**: Shipyard and Historical Site
5. **Subject Correlation**: Social Studies, Grades 4 and 5
6. **Pre-instruction**: History of "Old Ironsides"

7. **Arrangements and Particulars**:
   A. **Number of Students**: 40
   B. **Guide Furnished**: Yes
   C. **Literature and Materials**: No
   D. **Time of Day**: 10:00 to 4:00
   E. **Time Required for Tour**: 1 to 2 hours
   F. **Advance Notice**: At least 1 week
   G. **Age Level**: 8 - 12

8. **Description of Field Trip**:
   Children go on board the U.S.S. Constitution (Old Ironsides) as it was in 1800. The ship is equipped exactly in the style of the early nineteenth century. They may also see many of the newest ships of the E.S. Navy.
FIELD TRIP

1. Name  Buckman Tavern
2. Address: Mass. Ave., Lexington (Near the Green)
3. Contact: Caretaker
4. Type of Resource: Historical Site
5. Subject Correlation: Social Studies, Grade 4
6. Pre-instruction: Revolutionary Period in Lexington

7. Arrangements and Particulars:
   A. Number of Students: Unlimited
   B. Guide Furnished: Yes
   C. Literature and Materials: Free folder with map
   D. Time of Day: 10:00 to 5:00
   E. Time Required for Tour: 30 minutes
   F. Advance Notice: Not necessary, but better if convenient
   G. Age Level: No limit

8. Description of Field Trip:

   The Buckman Tavern is one of twelve taverns doing business at the time of the British attack. It was built in 1703. It stands near the Battle Green and was the rendezvous of the Minute Men on the morning of the battle. The children will see many historic articles.
FIELD TRIP

1. **Name**: Bunker Hill Monument

2. **Address**: Breed's Hill, Charlestown

3. **Contact**: None

4. **Type of Resource**: Historical

5. **Subject Correlation**: Social Studies, Grades 4 and 5

6. **Pre-instruction**: American Revolution

7. **Arrangements and Particulars**:
   
   A. **Number of Students**: 40
   
   B. **Guide Furnished**: No
   
   C. **Literature and Materials**: For purchase
   
   D. **Time of Day**: 9:00 to 5:00
   
   E. **Time Required for Tour**: 1 hour
   
   F. **Advance Notice**: None
   
   G. **Age Level**: 8 - 12

8. **Description of Field Trip**:

   This monument marks the battle on June 17, 1775. In 1824 Lafayette laid the cornerstone. Daniel Webster delivered the oration. The children may go inside the obelisk and climb the 296 steps to view the harbor and city.
FIELD TRIP

1. Name  Children's Art Center
2. Address:  36 Rutland Street, Boston
3. Contact:  Front Desk  Tel:  KE-6-9666
4. Type of Resource:  Art
5. Subject Correlation:  Art, Grades 4-6
6. Pre-instruction:  None

7. Arrangements and Particulars:
   A. Number of Students:  40
   B. Guide Furnished:  Yes
   C. Literature and Materials:  Yes
   D. Time of Day:  10:00 to 4:00
   E. Time Required for Tour:  1 hour
   F. Advance Notice:  1 week
   G. Age Level:  8 - 12

8. Description of Field Trip:

   Only fine arts museum in the world for children. Exhibitions by contemporary artists change every three weeks. Classes in drawing and painting every afternoon and Saturday morning.
FIELD TRIP

1. Name: Christian Science Mapparium and Publishing House
2. Address: Norway Street, Boston
3. Contact: Guide Service Tel: 60-6-4330
4. Type of Resource: Newspaper Plant and Globe
5. Subject Correlation: Language, Social Studies, Geography, Reading
6. Pre-instruction: Exhibit and read a copy of the Christian Science Monitor
7. Arrangements and Particulars:
   A. Number of Students: 40
   B. Guide Furnished: Yes
   C. Literature and Materials: Yes
   D. Time of Day: 9:00 to 2:00
   E. Time Required for Tour: 2 hours
   F. Advance Notice: 1 week
   G. Age Level: 8 - 12
8. Description of Field Trip:
   A tour through America's international newspaper. The plant is extra clean and soundproofed. The mapparium is unique. A glass ramp leads through the center of a 20 foot glass globe, each country is a different piece of glass.
FIELD TRIP

1. **Name**: Granary Burying Ground
2. **Address**: Tremont St., Boston
3. **Contact**: Walk in
4. **Type of Resource**: Historical Site
5. **Subject Correlation**: Social Studies, Grade 5
6. **Pre-instruction**: Revolutionary heroes

7. **Arrangements and Particulars**:
   A. Number of Students: 40
   B. Guide Furnished: No
   C. Literature and Materials: No
   D. Time of Day: Dawn to sunset
   E. Time Required for Tour: 20 minutes
   F. Advance Notice: No
   G. Age Level: 9 - 12

8. **Description of Field Trip**:

   Here are the graves of John Hancock, Samuel Adams and Robert Treat Paine, signers of the Declaration of Independence. Also the Boston Massacre, Boston's first Mayor, John Phillips, Mary Goose (Mother Goose) and nine early governors.
FIELD TRIP

1. Name: Hancock-Clarke House
2. Address: Hancock St., Lexington
3. Contact: Caretaker
4. Type of Resource: Historical Site
5. Subject Correlation: Social Studies, Grade 4
6. Pre-instruction: Revolutionary Period in Lexington
7. Arrangements and Particulars:
   A. Number of Students: Unlimited
   B. Guide Furnished: Yes
   C. Literature and Materials: Free folder with map
   D. Time of Day: 10:00 to 5:00
   E. Time Required for Tour: 30 minutes
   F. Advance Notice: Yes, if convenient
   G. Age Level: No limit
8. Description of Field Trip:

    The Hancock-Clark house was built in 1688. It was here that Samuel Adams and John Hancock were sleeping when aroused by Paul Revere on the night of April 18, 1775. The house contains a valuable collection of relics connected with the early history of the country.
FIELD TRIP

1. Name: Isabella Stewart Gardner Museum

2. Address: Fenway Court, Boston

3. Contact: Front Desk Tel: LO-6-1401

4. Type of Resource: Museum

5. Subject Correlation: Social Studies, Art, Grade 6

6. Pre-instruction: Architecture of Venice

7. Arrangements and Particulars:
   A. Number of Students: 40
   B. Guide Furnished: Yes at 11:00 AM weekdays
   C. Literature and Materials: No
   D. Time of Day: Tues., Thurs., Sat. 10:00 to 4:00
   E. Time Required for Tour: 1 to 2 hours
   F. Advance Notice: No
   G. Age Level: 8 - 12

8. Description of Field Trip:
   A beautiful Venetian court with an ever-changing display of flowers. Galleries overlook the court and contain fine tapestries and European paintings, especially Fra Anglico, Rembrandt, Botticelli, Titian, Rubens, and Vermeer. Fine stained glass, furniture and other objet d'art.
FIELD TRIP

1. **Name**: John Hancock Building
2. **Address**: 200 Berkeley St., Boston
3. **Contact**: Guide Service  
   **Tel**: HA-6-5000
4. **Type of Resource**: Geographical Point
5. **Subject Correlation**: Social Studies Grades 4 and 5
6. **Pre-instruction**: A map of Boston would be helpful

7. **Arrangements and Particulars**:
   - **A.** Number of Students: 40
   - **B.** Guide Furnished: Yes
   - **C.** Literature and Materials: Yes
   - **D.** Time of Day: 10:00 to 2:00
   - **E.** Time Required for Tour: 1 hour
   - **F.** Advance Notice: No
   - **G.** Age Level: 8 - 12

8. **Description of Field Trip**:

   The children will be taken through a replica of John Hancock's house. They will see the work carried on in a large office building, and on the observation deck they will get a wonderful view of eastern Massachusetts and on a clear day a bit of New Hampshire and Rhode Island.
FIELD TRIP

1. Name: King's Chapel
2. Address: Tremont St., Boston
3. Contact: Sexton, Tel: LA-3-1749
4. Type of Resource: Historical Site
5. Subject Correlation: Social Studies, Grades 4 and 5
6. Pre-instruction: Colonial period in Boston

7. Arrangements and Particulars:
   A. Number of Students: 40
   B. Guide Furnished: Yes
   C. Literature and Materials: No
   D. Time of Day: 9:00 to 4:00
   E. Time Required for Tour: 30 minutes
   F. Advance Notice: No
   G. Age Level: 8 - 12

8. Description of Field Trip:
   Founded in 1636. Here British officers worshipped during the siege. In back is the burial ground placed on the church grounds because none but Puritans could be buried in the Granary burying ground. Here are buried Gov. Winthrop, Rev. Cotton, and Mrs. John Winslow (Mary Childston) first woman of the Mayflower to touch America.
FIELD TRIP

1. Name: Massachusetts State House
2. Address: Beacon Hill At Park St., Boston
3. Contact: Police Sergeant on Desk Tel: CA-7-4600
4. Type of Resource: Historic and Civic Site
5. Subject Correlation: Social Studies, Grades 4 and 5
6. Pre-instruction: Organization of State Government

7. Arrangements and Particulars:
   A. Number of Students: 40
   B. Guide Furnished: Yes
   C. Literature and Materials: No
   D. Time of Day: 9:00 to 4:00
   E. Time Required for Tour: 1 to 2 hours
   F. Advance Notice: No
   G. Age Level: 8 - 12

8. Description of Field Trip:
   The State House was completed on July 4, 1795. It contains statuary, historical paintings, battle flags and war relics. The House of Representatives houses the celebrated sacred codfish. The dome is laid with gold leaf.
FIELD TRIP

1. **Name**  Munroe Tavern
2. **Address**: 1332 Mass. Ave., Lexington
3. **Contact**: Caretaker  Tel: 
4. **Type of Resource**: Historical Site
5. **Subject Correlation**: Social Studies, Grade 4
6. **Pre-instruction**: American Revolutionary Period in Lexington

7. **Arrangements and Particulars**:
   A. **Number of Students**: No limit
   B. **Guide Furnished**: Yes
   C. **Literature and Materials**: Free folder with map
   D. **Time of Day**: 10:00 to 5:00
   E. **Time Required for Tour**: 30 minutes
   F. **Advance Notice**: Not necessary but better if convenient
   G. **Age Level**: No limit

8. **Description of Field Trip**:

   The Munroe Tavern was built in 1695. When Earl Percy reached Lexington with reinforcements to cover the retreat of the British, April 19, 1775, he made this his headquarters. Here his wounded soldiers were cared for. Washington was entertained here in 1789. It contains an interesting collection of historic articles.
FIELD TRIP

1. Name: Museum of Fine Arts

2. Address: Huntington Ave. and Fenway, Boston

3. Contact: Front Desk at Museum Tel: 66-3866

4. Type of Resource: Museum

5. Subject Correlation: Social Studies, Art, Music, Gr. 5 and 6

6. Pre-instruction: Function of a Museum

7. Arrangements and Particulars:
   A. Number of Students: 40
   B. Guide Furnished: Yes
   C. Literature and Materials: Yes, by purchase
   D. Time of Day: 10:00 to 5:00 Closed Mondays
   E. Time Required for Tour: 2 - 3 hours
   F. Advance Notice: No
   G. Age Level: 8 - 12

8. Description of Field Trip:
   The tour takes the children through the best Asiatic collection in the country. Also, fine collections of royal Egyptian sculpture, Greek sculpture, textiles and prints, as well as full-sized rooms of each major period of history, decorative and minor arts.
FIELD TRIP

1. Name: North Bridge
2. Address: Monument Street, Concord
3. Contact: Tel:
4. Type of Resource: Battle site
5. Subject Correlation: Social Studies, Grades 4 and 5
6. Pre-instruction: Revolution Period in Lexington & Concord

7. Arrangements and Particulars:
   A. Number of Students: Unlimited
   B. Guide Furnished: No
   C. Literature and Materials: No
   D. Time of Day: Dawn to sunset
   E. Time Required for Tour: 45 minutes
   F. Advance Notice: No
   G. Age Level: 8 - 12

8. Description of Field Trip:
   The children cross the Concord River on the North Bridge which had been held by the British, and recall the battle which occurred here. The bridge is now replaced by a cement structure and is used for the sole purpose of viewing the Minute Man statue.
FIELD TRIP

1. Name: The Old Manse

2. Address: Monument Street, Concord

3. Contact: Tel: BR-2-3909

4. Type of Resource: Historical house

5. Subject Correlation: Literature, Grade 5 and 6

6. Pre-instruction: Some knowledge of the Emersons

7. Arrangements and Particulars:
   A. Number of Students: Unlimited
   B. Guide Furnished: Yes
   C. Literature and Materials: No
   D. Time of Day: After 9:30
   E. Time Required for Tour: 30 minutes
   F. Advance Notice: 2 days
   G. Age Level: 10 - 12

8. Description of Field Trip:

   This house was built by the patriotic Rev. William Emerson, Ralph Waldo's grandfather, in the year 1769. Children touring this old house will see the preservation of furniture, books and pictures. Both Ralph Waldo Emerson and Nathaniel Hawthorne lived in the Old Manse.
FIELD TRIP

1. Name: Old North Church
2. Address: 193 Salem Street, Boston
3. Contact: Sexton
4. Type of Resource: Historical Site
5. Subject Correlation: Social Studies, Grades 4 and 5
6. Pre-instruction: Revolutionary War Period

7. Arrangements and Particulars:
   A. Number of Students: 40
   B. Guide Furnished: Yes
   C. Literature and Materials: No
   D. Time of Day: 10:00 to 12:00 and 1:00 to 2:00
   E. Time Required for Tour: 30 minutes
   F. Advance Notice: No
   G. Age Level: 8 - 12

8. Description of Field Trip:

   Oldest church edifice in Boston, built in 1723.
   In its tower the lanterns were hung to signal Revere and Dawes that the British were marching to Lexington and Concord. Nearby are Paul Revere House and the Old State House which might be visited on the same trip.
### FIELD TRIP

1. **Name**: Old State House
2. **Address**: 206 Washington St., Boston
3. **Contact**: Bostonian Society  
   Tel: LA-3-7033  
   c/o Old State House
4. **Type of Resource**: Historical Site
5. **Subject Correlation**: Social Studies, Grades 4 and 5
6. **Pre-instruction**: Colonial America

7. **Arrangements and Particulars**:
   - **A. Number of Students**: 40
   - **B. Guide Furnished**: Yes
   - **C. Literature and Materials**: Yes, for purchase
   - **D. Time of Day**: 9:00 to 4:00
   - **E. Time Required for Tour**: 30 minutes to 1 hour
   - **F. Advance Notice**: No
   - **G. Age Level**: 8 - 12

8. **Description of Field Trip**:
   
   The Old State House was built in 1657 and rebuilt after 1747. It is the oldest state building in the U.S. and contains a valuable collection of early Americana. Here the convention met to adopt the Federal Constitution. Here too, are old whipping posts and stocks.
FIELD TRIP

1. Name: Orchard House
2. Address: Lexington Road, Concord
3. Contact:
4. Type of Resource: The home of the Alcotts, 1856-1877
5. Subject Correlation: Literature, Grades 5 and 6
6. Pre-instruction: Some knowledge of Louisa May Alcott and her books.
7. Arrangements and Particulars:
   A. Number of Students: 30
   B. Guide Furnished: Yes
   C. Literature and Materials:
   D. Time of Day: 9:00 to 5:00
   E. Time Required for Tour: 1 hour
   F. Advance Notice: Yes
   G. Age Level: 9 - 12
8. Description of Field Trip:
   The children will visit the home of the Alcotts where the first part of "Little Women" was written. They will see drawings, furniture, pictures, many books and personal mementoes.
   An admission is charged. Check first.
FIELD TRIP

1. **Name**: Paul Revere House
2. **Address**: North Street, Boston
3. **Contact**: Desk, Tel: None
4. **Type of Resource**: Historical Site
5. **Subject Correlation**: Social Studies, Grades 4 and 5
6. **Pre-instruction**: The American Revolution

7. **Arrangements and Particulars**:
   A. **Number of Students**: 40
   B. **Guide Furnished**: Yes
   C. **Literature and Materials**: Yes, for purchase
   D. **Time of Day**: 10:00 to 4:00
   E. **Time Required for Tour**: 1 hour
   F. **Advance Notice**: No
   G. **Age Level**: 8 - 12

8. **Description of Field Trip**:

   This is the oldest house in Boston, built in 1660. Paul Revere lived here from 1770 to 1800. It is furnished as it was in 1770. A fee is charged but a reasonable reduction is given to school groups. Details should be arranged ahead of time for reduced rates.
FIELD TRIP

1. Name: Telephone Office
3. Contact: Mr. Lee Coit or Mr. R. Mulhall
4. Type of Resource: Central office of the Telephone Company
5. Subject Correlation: Social Studies, Science, Grades 3 and 4
6. Pre-instruction: Some knowledge of how we get telephone service.
7. Arrangements and Particulars:
   A. Number of Students: 40
   B. Guide Furnished: Yes
   C. Literature and Materials: Yes
   D. Time of Day: At your convenience
   E. Time Required for Tour: 1 hour
   F. Advance Notice: Few days
   G. Age Level: 9 - 12
8. Description of Field Trip:

   The office in Arlington has a switchboard and telephone operators. The children will be taken on a tour and see how telephone calls are handled and how the operators do their work.
FIELD TRIP

1. Name: The Children's Museum
2. Address: 60 Burroughs St., Jamaica Plain
3. Contact: Front Desk Tel: JA-4-1550
4. Type of Resource: Children's Museum
5. Subject Correlation: Science, Art Nature Study, Social Studies, Grades 2 - 6
6. Pre-instruction: Minerals, birds, etc.
7. Arrangements and Particulars:
   A. Number of Students: 40
   B. Guide Furnished: Yes
   C. Literature and Materials: Yes, for purchase
   D. Time of Day:
   E. Time Required for Tour: 1 hour
   F. Advance Notice: 2 or 3 weeks or more
   G. Age Level: 8 and over
8. Description of Field Trip:

   Talks are given for specific studies and interests of the class and are not general. A list of topics that will be discussed during each month is available from the museum for the asking. Best times to visit are in September, October, May and June when the schedule is not crowded and more time can be given to each class.
BIBLIOGRAPHY


37. Pearl, Mary, "Your Field Trip," The Grade Teacher, (September, 1953).


