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# Utilizing excursions in the kindergarten

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UTILIZING EXCURSIONS IN THE KINDERGARTEN

Submitted by  
Louise Sherman

B. S. in Ed. Boston University 1948

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## CHAPTER I

The purpose of this study is to develop a program of excursions at the kindergarten level utilizing experiences within the community.

### SUMMARY OF PREVIOUS RESEARCH

Education today has outgrown the classroom, and even the very young child needs experiences which will broaden his outlook and make life more meaningful.

Seeley<sup>1</sup> says that one of the functions of the kindergarten is to make the child feel "at home" in the school environment from the first school day of his life.

In substantiation of that fact, Golden agrees by saying,

Excursions about the school plant followed by directed discussion help the beginners to overcome their feeling of strangeness in new surroundings.<sup>2</sup>

Foster and Headley state,

There is almost no end to the number of things in which the kindergarten child can be interested if his attention is called to them. It is not that

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<sup>1</sup>Seeley, Marion E., "Home Visiting by the Children," Childhood Education, 10:90, November 1933.

<sup>2</sup>Golden, Emma, "Getting Acquainted with School," Instructor, 56:21, September 1947.

the five-year-old delves deeply into the how's and why's of things. Rather than delving deeply he is eager to investigate and explore widely. We are not so much interested in building up within the kindergarten child a great fund of specific accurate scientific data as we are eager to help him build for himself an inquiring mind and a seeing eye. We want the child to wonder and inquire about this and that. There is an old and true saying that "the world will not grow old from lack of wonders but from lack of wonder." It is precisely this spirit of wonder and inquiry along with careful observation which we must seek to cultivate if the child is to make the most of his environment.<sup>1</sup>

According to Harden,

A child can no longer be adequately educated to meet the needs of modern society within the confines of the classroom. Education must give him a richer and broader understanding of the world in which he lives. He should be 'going places and seeing things'.<sup>2</sup>

Pratt<sup>3</sup> believes that the primary reason for understanding and also for extending the understanding of the environment is that the individual may become independent enough to continue making his contacts without help.

The school excursion as modern education in United States understands it at the present time, originated in Europe.

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<sup>1</sup>Foster, Josephine C., and Headley, Neith E., Education in the Kindergarten, American Book Co., Boston, Massachusetts, 1948, p. 315.

<sup>2</sup>Harden, Mary, "Going Places and Seeing Things," Educational Methods, 14:324-31. March 1935.

<sup>3</sup>Pratt, Caroline, "Children in their Neighborhoods," Child Study, 6:110-12. February 1929.

Atyeo says,

Considerable evidence exists to show that it is the German and English excursions, especially the former, which have in large part inspired the adoption of the excursion technique in this country. In Germany, a ministerial decree requires that one day a month be used for an excursion in the elementary schools. Sweden makes participation in a stated number of excursions a condition of graduation from the elementary schools. The excursion is not compulsory in England, nor in Japan, but school authorities in both countries not only recommended its use but also have taken steps to provide opportunity for it. In Italy and Russia, where education is definitely under governmental control, the excursion is much in favor and is made to serve militaristic and political as well as more purely academic ends, as it is also in Germany.<sup>1</sup>

Modern education in this country is becoming increasingly aware of the excursion and its importance today.

Gruver reports,

Nothing has happened during these years to stimulate the growth of teachers more than planning educational excursions and applying their results to our educational processes. They have given our teachers a much broader point of view, a much more intelligent interpretation of what an educational program should accomplish.<sup>2</sup>

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<sup>1</sup>Atyeo, H. C., Excursion as a teaching technique, Bureau of Publications, Teachers' College, Columbia University, New York City, 1939, p. 175.

<sup>2</sup>Gruver, Harvey S., "School Excursions," National Elementary Principal, 15:47-8, October 1935.

Schwamm<sup>1</sup> states that techniques which make learning a rich and exciting adventure are worthy of adoption, especially when they result in a type of education that is more meaningful to individuals than is possible through the exclusive use of verbal methods.

Kindred and Stephenson say,

Those who have experimented extensively with field trips are convinced that through them many of the more important purposes in teaching can be achieved.<sup>2</sup>

Vasche says,

The most important value of the excursion is that it gives the student an opportunity to study actual places and objects, and thus to relate classroom theories into actual life situations.<sup>3</sup>

Dale agrees with this statement,

The educational theory underlying the field trip is that you discover what something means by responding actively to it. You can see it in operation. You cannot learn what it means by looking it up in a dictionary or encyclopedia and then repeating what was said there. You can, it is true, get some of the meaning this way, but the richer our direct experience with each of the works used in the definition

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<sup>1</sup>Schwamm, Gustave, "Field Trip: Education by Contact," Educational Screen 23:291-2. November 1944.

<sup>2</sup>Kindred, L. W., and Stephenson, O. W., "Techniques of the Field Trip," Social Education 5:21-5. January 1941.

<sup>3</sup>Vasche, J. B., "School Excursions," Sierra Educational News 35:34-5. May 1939.

the more meaningful the definition will be. And the more meanings we can bring to an experience the more meaning we can get out of it. Our richest experiences and thus our richest meanings come only when we respond both physically and mentally to a new situation.<sup>1</sup>

Hoban, Hoban, Jr., and Zisman<sup>2</sup> believe that the school journey as a method of visual instruction is introduced as the first of the visual techniques for three reasons:

(1) because it brings the pupils into direct contact with a functional situation in which the elements being studied are perceived in their various relationships as they actually exist; (2) because it provides experience in all elements of concreteness; (3) because it is the most accessible and often the least expensive of the techniques of visual instruction: the school journey literally awaits in the back yard of every teacher and pupil.

Bowen reports,

The school journey in its limitless variations, offers to the imaginative teacher an unexcelled means of bringing the pupil into an understanding of the real "meaning of things." If our goal is the enrichment of education, surely the school journey is one of the most promising paths toward that goal.<sup>3</sup>

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<sup>1</sup>Dale, Edgar, Audio-Visual Methods in Teaching, The Dryden Press, New York City, 1946, p. 136.

<sup>2</sup>Hoban, Charles F., Hoban, Charles F. Jr., and Zisman, Samuel B., Visualizing the Curriculum, The Cordon Company, New York, 1937, p. 29.

<sup>3</sup>Bowen, Ward C., "The School Journey," Educational Screen 19:185-6. May 1940.

Morris explains this a little more fully when she says,

Study trips are an excellent means of arousing and encouraging intellectual curiosity and a scientific attitude on the part of the children. By means of these they can study the community, watch the people at various kinds of work, find the answers to their own questions and come back to school where meanings are further clarified by discussion, pictures, books, experimentation, construction and dramatic play. A greater interest of parents in the school is often aroused through hearing their children discuss their experiences.<sup>1</sup>

Briggs states,

The activities of a school are determined by its purposes. If these are to teach pupils to do better the desirable things that they will do anyway and to reveal higher activities, at the same time making them desired and to an extent possible, then the excursion becomes important.<sup>2</sup>

Rushing says,

A number of social values are developed by the school excursion. Participants become less prone to criticize classmates or persons who are working in various industries because they learn consideration for the rights of others. They gain self-control and self-knowledge, and learn to take responsibility. Cooperation and sharing develop as close contact gives understanding. Situations arise in which safety first instruction becomes meaningful and valuable. The pupils learn to aid the weaker ones and to respect the stronger ones. They learn to be courteous and more thoughtful. Through excursions pupils learn to do more than look; they really see.<sup>3</sup>

<sup>1</sup> Morris, Nelle, "Trips in Experience Curriculum," Childhood Education 15:347-51. April 1939.

<sup>2</sup> Briggs, Thomas H., "The Excursion as a Means of Education" Teachers' College Record 22:415-19. November 1921.

<sup>3</sup> Rushing, Frances, "Organizing School Excursions," Instructor 53:29. February 1944.

Collett<sup>1</sup> believes that the excursion has become a search for materials and experiences which help children to understand the society in which they live, to adapt themselves to it when necessary and to improve it whenever possible.

However, whether an excursion is carried out on a kindergarten or college level it must have a carefully made plan behind it for it to be really worth while.

Light says,

The teacher who busies herself getting the children out into the street to see things may be doing something effective in education. On the other hand, she may be using excursion teaching in a stereotyped fashion reminiscent of an earlier period when object teaching was the order of the day. An excursion must offer something of potential value to the child--an opportunity to discover and find out something in the environment that is really worth knowing from his point of view.<sup>2</sup>

The Raleigh Public Schools state,

The best planned trips are those with some specific purpose which may be accomplished in a reasonably short time. Following any trip there should be a discussion either written or oral. Many other activities may follow, such as: painting pictures, making designs on paper or in wood, clay modeling, and so forth.<sup>3</sup>

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<sup>1</sup>Collett, Cyril H., "School Excursions as a Force in Education," Elementary School Environment and Modern Curriculum, 13th Yearbook, p. 111-15.

<sup>2</sup>Light, N. S., "Living and Learning in the Community," Childhood Education 14:243-4. February 1938.

<sup>3</sup>Raleigh Public Schools, "Field Trips and Excursions," American Childhood 22:8-10. April 1937.

Miller agrees that plans must be made beforehand,

Today many classes, from elementary to college level, take organized trips which enable them to gain knowledge and attitudes through first hand experiences. The value of such trips can be incalculable, provided the necessary ground work has been carefully laid by the teacher.<sup>1</sup>

Rushing says,

The value of an excursion depends on careful planning. The organization of the excursion is the key to success in obtaining satisfactory results. Many teachers do not encourage school excursions. The value to be had from such an experience is obscured by the responsibility and the amount of preparation involved. The excursion must be on the group level and it must contribute both to the group as a whole and to individuals.<sup>2</sup>

Feuerstein<sup>3</sup> believes that the teacher should ask herself these questions before taking her class on an excursion:

(1) Can the children be prepared to understand what they will see? (2) Will the children get as much from this experience now as they would at another grade level? (3) Will this experience contribute more to their education than any classroom experience would do? (4) Have I, myself, made the proposed trip recently enough so that the children will not grow fatigued and lose interest?

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<sup>1</sup>Miller, Edith F., "Let's Take a Field Trip," Instructor 56:29. February 1944.

<sup>2</sup>Rushing, Frances, "Organizing School Excursions," Instructor 53:29. February 1944.

<sup>3</sup>Feuerstein, Emma, "How to get the most out of Educational Trips," Grade Teacher 58:36. September 1940.

Emmert reports,

It is very important that the objectives be clearly in view beforehand. One must know the exact reason for the school journey and what results to expect. Only then can the journey be effectively planned to achieve the desired end.<sup>1</sup>

Brink says,

First excursions may have to be of short duration and of a very simple nature--perhaps going to see only one thing. Later, as the children grow in self-control and in ability to stay organized and to follow out the purpose set for the trip, the excursions may be longer. The success will depend largely, of course, upon how well planned the excursions are before the teacher and the children leave the classroom. By taking time to plan what is to be looked for, how to conduct themselves, who is to be the leader (not necessarily always the teacher) and how things are to be collected, recorded and so on there is a feeling of unity that tends to hold the group together through a common understanding and specific purpose.<sup>2</sup>

Ewald and Ludeman<sup>3</sup> agree that the excursion, when well organized and based upon sound principles, offers wide opportunities for teachers in all grades and is well suited to primary children.

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<sup>1</sup>Emmert, Wilbur, "Panel Discussion--The School Journey," Educational Screen 19:25. October 1940.

<sup>2</sup>Brink, Ida I., "Science Excursions in Winter," Instructor 49:25. January 1940.

<sup>3</sup>Ewald, Hattie, and Ludeman, W. W., "Excursion Method in Primary Reading," Educational Administrators and Supervisors 24:172-6. March 1938.

Frazier feels that there is much more to be done with making the best use of experiences. He says,

The literature of the excursion is full of advice on how to organize student groups, how to herd them in and out of vehicles and places of visitation, and how to arrange for and acknowledge the favor of being shown around the premises. Not so much attention has been given, however, to making the best use of the experience. The most fruitful methods of observation and subsequent classroom use of results are still to be worked out for many kinds of excursions.<sup>1</sup>

Through a child's interest in exploring the unknown he can be led to a more meaningful way of life with others.

Owen agrees with this when she says,

The love of exploration is an inheritance which offers a vast opportunity for socializing our children. In a day when self is so prone to take precedence, what better way is there to teach the dependence of one upon another for mere existence? Inestimable values lie in contact between school and community, between the child and his school and among the children themselves.<sup>2</sup>

Stall<sup>3</sup> tells of an experiment with excursions which has definite aims in dealing with young children. The aims are: To give child feeling of security and freedom from fear in his relationships at school; to provide experiences which

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<sup>1</sup>Frazier, Alexander, "Is this School Trip Necessary?" Educational Administrators and Supervisors 32:171-6. March 1946.

<sup>2</sup>Owen, Estelle, "A Practical Aid to School Excursions," Childhood Education 9:146-8. December 1932.

<sup>3</sup>Stall, D., "Being "Six" In the City," Childhood Education, 22:190-4. December 1945.

will gradually broaden his small world and give it more meaning; to help him rely more and more on himself and on his own judgement in areas where he can take full responsibility; to guide him in forming solid friendships with his contemporaries; to help him enjoy creative work and to know that his own expression of what he sees and feels is of greater value than anything he could imitate; to create the kind of democratic atmosphere in which he feels free to express his agreements and disagreements with adults and other children and in which he can understand that rules grow out of living together both in the classroom and in the school as a whole; to give him a sense of his value to the group; to provide the guidance and facilities necessary for him to develop skills appropriate to this age--manual, rhythmic and language.

The importance of excursions in the kindergarten program is evidenced in these reports. Therefore the purpose of this study is to plan a program of excursions suited to the community.

## CHAPTER II

PLAN OF THE STUDY

Early in the year the writer made a survey of the community to discover opportunities for excursions which might provide enrichment in the kindergarten.

The survey showed within easy walking distance of the school the following places of interest:

1. The school plant itself
  - a. Principal's office
  - b. Superintendent's office
  - c. Clinic rooms
  - d. Cafeteria
  - e. Upper grade classrooms
2. Store
3. Post Office
4. Fire Station
5. Library
6. Railroad Station
7. Gasoline Service Station
8. Pond
9. Art Gallery (at boys' private preparatory school nearby)
10. Biology Laboratory (at same school)

In addition, places easily accessible by private car were:

1. Farm
2. Zoo

The superintendent and the principal of the school were consulted. They were very cooperative and offered assistance in the completion of the excursions as planned.

In order to get permission for the children to go on the trips, the following letter was duplicated and sent home to each child's parents.

Dear Kindergarten Parents,

We are planning to take some excursions to places of interest around town. These trips will be held on Tuesdays and Thursdays, weather permitting. We hope you will be willing for your child to go with us. Sometimes we may need some assistance but we will understand if you are unable to help at this time.

Will you please fill out the slip below and return it to school as soon as possible.

Very sincerely,

-----  
I am willing for \_\_\_\_\_ to go on the excursions.

I have a car available and can take \_\_\_\_ children. Yes \_\_\_ No \_\_\_

I have no car but would be willing to help in other ways. Yes \_\_\_  
No \_\_\_

Signed \_\_\_\_\_

The slips were all returned granting permission and a list of available cars and the number of children which could be taken in each car were recorded for future reference.

In order that a careful study of the excursions might be made, the writer devised the following check list, using previous research to substantiate the various items.

EXCURSION CHECK LIST

Place visited \_\_\_\_\_

Means of reaching  
 Foot \_\_\_\_\_  
 Private Car \_\_\_\_\_

Total amount of time required for trip \_\_\_\_\_

Number of children participating \_\_\_\_\_

Preparations made by teacher  
 With people connected with trip  
 By going over route herself \_\_\_\_\_  
 By telephone \_\_\_\_\_  
 By letter \_\_\_\_\_  
 By word of mouth \_\_\_\_\_  
 None \_\_\_\_\_

With children  
 Discussion \_\_\_\_\_  
 Permission from parents \_\_\_\_\_  
 None \_\_\_\_\_

Social behavior during trip  
 Group was:  
 enthusiastic \_\_\_\_\_  
 bored \_\_\_\_\_  
 easily controlled \_\_\_\_\_  
 difficult to control \_\_\_\_\_  
 talkative \_\_\_\_\_  
 quiet \_\_\_\_\_  
 self-confident \_\_\_\_\_  
 shy \_\_\_\_\_

polite \_\_\_\_\_  
 rude \_\_\_\_\_  
 questioning \_\_\_\_\_  
 indifferent \_\_\_\_\_  
 Individual outstanding reactions:

Carry over into classroom

Through play \_\_\_\_\_  
 art \_\_\_\_\_  
 conversation \_\_\_\_\_  
 dramatization \_\_\_\_\_  
 music and rhythms \_\_\_\_\_  
 construction \_\_\_\_\_  
 other ways \_\_\_\_\_

Did the trip have real values and is it worth repeating  
 another year? \_\_\_\_\_

The check lists were filled out as soon as possible after the completion of the trip and the carry over of the excursion into the classroom was carefully noted.

In order to save time on the day of the excursion, duplicate slips were fastened to the door of the kindergarten room and a notice was sent to the principal telling her of the planned trip.

The slip read as follows:

Date \_\_\_\_\_

Kindergarten excursion to \_\_\_\_\_.

Leaving at \_\_\_\_\_.

Expect to return about \_\_\_\_\_.

Parents assisting:

All the excursions took place on either Tuesday or Thursday, usually Tuesday morning and Thursday afternoon.

Both groups were taken to the same place during the same week except in the case of the trip to the Biology laboratory which could be visited only in the afternoon due to classes at the boys' school. In that case, a trip to the Art Gallery was substituted for the morning kindergarten.

Because of the similarity between the two kindergarten groups it is possible to treat them as one group except in the case of the number of children participating in the excursions.

There were fifty-eight children in two groups; thirty-two in the morning and twenty-six in the afternoon. Parents assisted the director in caring for children when the trips were at a distance.

The check lists of the excursions were analyzed and results are presented in the next chapter.

A long range plan of the school year, making use of the excursions found available in the survey of the community was carefully worked out. Holidays, seasons, and children's needs and interests were considered in the final plan for taking the trips in the following order:

1. Principal's office
2. Upper grade classes
3. Superintendent's office
4. Clinic rooms
5. Pond
6. Store

7. Railroad Station
8. Library
9. Fire Station
10. Gasoline Service Station
11. Farm
12. Post Office
13. Zoo
14. Biology Laboratory
15. Cafeteria
16. Art Gallery

In the case of the kindergarten taking part in this study there was a more than ordinary need for having the children feel at home in their school environment. The teacher had no assistant and it was necessary almost from the very first day to have some way of getting messages to other teachers or the principal in case of emergencies. So trips about the school plant began very early in the school year.

The kindergarten is situated in a building by itself which is connected by a covered passageway with a school containing the first three grades. The principal's office is in another building about seventy-five yards away and at an equal distance on the other side is the high school and the junior high.

Trips to one place at a time and then back to the kindergarten room were planned so as to alleviate confusion.

To the Principal's Office

The trip to the principal's office was the first one taken and for the most part the children were quiet and rather shy. During previous discussion they had planned to find out such things as:

"Who rings the bells?"

"How do they ring them?"

"What does a principal do?"

When the moment came for questions after the principal had greeted them and invited them in, nobody could remember anything they had wanted to know. The entirely new situation proved too much. When the principal herself mentioned the bells, there was a noticeable relieved brightening of their faces. It was interesting to note in some later drawings about the trip, that the buttons for ringing the bells figured prominently.

An immediate follow up proved beneficial, too. After the group had been back in their own room for a few minutes the writer asked for volunteers to take a note to the lady they had just visited, calling her by name. Two were chosen, one strong, friendly child and one shy one, and they set off on their own little individual excursion returning shortly full of the joy of having completed their mission satisfactorily.

### To the Upper Classes

A visit to the upper class rooms brought a sense of security to the kindergarten children who had older brothers or sisters in them.

They were neither enthusiastic nor bored. They accepted the situation with interest but asked very few questions. They were most relaxed in the first grade classes as they were the groups most similar to their own.

The carry over into the kindergarten room from this excursion was slight at that time although they gained steadily in self-confidence about taking messages. They also felt more a part of the school as a whole which in itself is an important outcome.

### To the Superintendent

The writer had arranged the meeting with the superintendent in his office previously so that he was waiting for the group when they arrived.

First, his secretary in the outer office greeted the children. By this time, the group had poise enough to ask questions and she answered them simply and showed them where many of the supplies were kept and let them see her typewriter and telephone.

Then the group was ushered into the Superintendent's office. He greeted and shook hands with each one individually and they told him their names.

"What do you do besides sit at your desk?" asked one boy.

"I am a sort of father to all the schools," was the reply, "Just as your father sees that the bills are paid and that you do the right things, I see that all the school rooms have good teachers, and plenty of paper and pencils and books and so forth. I also have to write letters and answer the telephone and go to meetings to find out how to make our schools better all the time."

At that point the telephone rang and during the superintendent's conversation the group tiptoed out with many backward glances and waving of hands.

The most important outcome was that they had made a new friend and superintendent meant more than just a strange name.

Pictures drawn by the children later revealed good observation. Even the portrait of a former superintendent hung on the wall behind the desk, figured prominently in some drawings.

A vase of flowers appeared on his desk in one picture drawn by a little girl. "It wasn't really there," she confided, "but it would have looked nice if it had been."

### The Clinic Rooms

Each year all the children in this particular school system visit the dental hygienist, who shares an office with the school nurse, and have their teeth cleaned.

A trip as a group to the clinic rooms early in the year paves the way for this experience.

Fear of the unknown is best treated in young children by increasing their knowledge and understanding of daily experiences.

Much fearfulness was evident during this excursion. Some of the children were even reluctant to start across the school yard to the Junior High School where the Clinic Rooms were. But groups often win out against individuals and this proved to be no exception.

The trip was made pleasant by an understanding hygienist who gave them rides in the chair, let them see and hear the buzzer, let them see the little brush for cleaning, showed them how the water turned on and off.

The school nurse showed them her little cabinet full of first aid materials for fixing cut fingers and scraped knees.

Two more friends were added to the list and shortly after this excursion it was noted by the writer that a dentist chair had been constructed of large hollow blocks and there much buzzing of imaginary apparatus as the "dentist" worked on his "Patient." The dolls also came in for their share of dental work.

There was good carry over when it came time for the Kindergarten children to go over to the Clinic Rooms three at a time to have their teeth really cleaned. It was a much less

fearful experience.

### To the Pond

Water of any kind holds a fascination for children. A small pond about a ten minute walk from school was visited three different times during the school year. Once in the fall when the foliage was at its brightest and the purple asters were in full bloom, once in the winter when snow covered the ground and the pond was frozen and once in the spring when frogs lined the banks and plunged into the water as the children approached and skunk cabbages were brightly green.

A discussion of what to look for preceded each trip. The children were not forewarned of the excursion until just before they went because the teacher was very desirous that the weather should be just right.

After the first trip the children anticipated what they would see and there were lively discussions as they walked toward their destination.

The trip in the fall was the first one made by the group to a place away from school and the experience seemed to fill them with almost breathless wonder. After the first few moments they became quite difficult to control as they ran up and down the banks tossing bright autumn leaves, pieces of twigs and stones into the water and shouting, "See that tree!" "Oh, look at these flowers!" The pond was shallow and in their previous discussions they had talked about not getting wet

and they did very well about that.

The winter trip resulted in the same sort of breathless abandon of spirits. The ice was thin and easily broken with snowballs. It provided a good opportunity to show how careful they should be about ever stepping on thin ice.

The dried stalks of the purple asters stuck up through the snow and one girl said, "Do you remember how bright these were in the fall?"

At that a boy said, "Even the trees look dead don't they?"

How eagerly they looked forward to their next trip to the pond!

It was on this trip one boy failed to remember about staying away from the edge and got his feet wet while looking for a frog. It was also on this trip that three wild mallard ducks swooped down from the sky and landed gracefully on the water not twenty feet away from the children.

"Where does the water go?" asked one boy standing quietly watching a little brook which ran out one end of the pond. Then the group joined together to discuss how the various little brooks and rivers in town which many of them were acquainted with joined one another until they finally reached the big Merrimac River and then the ocean. It was much more real to be able to actually see a brook run out of the pond.

The greatest carry over was in the field of art and

music. The knowledge of nature which each child gained was hardly measurable but their observation and appreciation was well portrayed in their drawings and paintings and their choice of songs in the music period showed their interest in what they had enjoyed.

### To the Store

As Christmas time drew near with the children making frequent visits to the stores, it seemed very natural to include the group experience of going to a store to buy something, a part of the curriculum.

There was a discussion about the various types of stores and which ones the different children were acquainted with. Which one they should visit as a group drew forth a great variety of opinions. A toy store was a great favorite but it was pointed out that every one had been to a toy store recently and it might be nice to do something different.

The children were told they might buy something for their room, something they would all enjoy. Then the discussion turned to what they would all like to have. No decision was made immediately but one morning a child came in and asked if they were going to have a Christmas tree in their room.

"Where would we get one?" asked one boy.

"Down town," replied another, "I saw some on my way to school."

So it was decided that the trip to the store would include the purchase of a Christmas tree.

To get to the store the group had to cross a main street where there were no lights. The necessity of making the trip safely was talked over and it was decided that the two leaders would always stop when they came to a street and all the others would wait quietly behind them until the teacher had proceeded to the middle of the street and beckoned to them to come. This plan worked well and was used on all the excursions thereafter which necessitated crossing streets.

The Christmas trees were standing outside the store and there was no clerk available for a little while, so while they were waiting the group selected the tree they wanted. They were limited as to the amount they could spend which meant the price tags on the various trees had to be read and interpreted. Some children wanted very tall trees but one girl suggested that the tall trees within their price range were very skimpy.

Another girl said they couldn't trim the high branches very well if it was too tall. Finally a tree was selected which met with the approval of the majority and it was paid for and borne back to school in triumph, every one having a chance to help carry it at least part of the way.

That tree was definitely theirs and added much joy to the holiday season.

In their play with big blocks for store counters and small toys for articles to be sold, price tags were a part of the equipment needed to carry on satisfactory imaginary play after the experience of buying the tree. These price tags were child made and included some copying and reading numbers, using the calendar as a model for forming the various numbers.

#### To the Railroad Station

Many activities in the classroom have come in to being after various excursions, but the trip to the railroad station was the result of a dramatic play which included the whole group.

It began in the doll corner when several of the "mothers" decided to take their children to the beach on the train. The fact that it was mid-winter did not deter them and they took all their furniture with them.

Others soon joined the group when it became evident that this was more than just ordinary doll play. Colored paper was cut into strips for tickets; chairs were arranged for the passengers; a self-appointed engineer sat in a chair at the front; a self-appointed conductor loudly coaxed people aboard and collected their tickets. It became an entirely satisfactory play simply using the furniture and properties the room afforded.

During discussion later the children told of their various experiences on real trains.

One of the children suggested they go down to the station for their next excursion.

When that would be was the next decision to make.

The teacher pointed out that they would have to go when it was time for a train if they expected to see one.

"You could call up and find out when," one child suggested.

"If you have one of those little book things you could look it up," said another.

A time table was produced from the recesses of the teacher's pocket book and the correct name for it was used.

The other items which came into the discussion were:

Where tickets for train rides were bought.

How the gateman could tell when a train was coming.

How trains got to the station at the same time each day.

What would happen if one train met another train on the same track.

Where the trains were going.

It was decided to wait until they got down to the station and see if they could find out the answers for themselves.

Many children gave correct answers but the others wanted to be sure.

The station was a good fifteen minutes walk away from the school and the time of departure was planned so that there

would be about a seven minute wait for the train, giving them time to go into the station to see the ticket office.

The bell which warned the gateman created great excitement and when the train finally pulled into the station it seemed as though they couldn't have been more excited if they had been actually going on the train themselves.

One child saw the semaphore up the track and called it to the attention of the children. Another noticed that there were two sets of tracks. The answer to the questions about where the train was going was easily answered when the conductor called out, "Express to Boston--all aboard."

The engineer and fireman waved and rang the bell and even gave a mild toot on the whistle for the benefit of the eager group. Many of the passengers waved too, as the train pulled out. Then the gates went up and the station settled down quietly to await the next train.

A general air of excitement prevailed as the teacher organized the group for the trip back to school. Even the quietest child was babbling to his partner and the speed with which they returned to school indicated how keyed up they had been.

Dramatic play with blocks was very marked after this excursion. The drawings and paintings done by the children reflected their experience and they wanted to "write" a story about it all. The story was put on large unprinted newspaper

by the teacher and fastened to the wall along with their pictures. For several days books were brought to school about trains, the favorite songs and poems were about trains and even the jungle gym out in the yard became a train.

### To the Library

Not long after the excursion to the railroad station, the teacher got several books from the children's room at the public library and left them on the table near the children's book case.

"These are library books, aren't they?" said John, "I get books there sometimes."

"So do I," agreed Barbara.

"Where is it?" asked Linda, "I've never been there."

That was all that was needed and a guided discussion period revealed that the children thought it would be nice for them all to go together to the library.

As the children's library hours are not the same as the adults' the teacher had to make arrangements with the librarian for them to go when it was convenient for her. The librarian was enthusiastic and offered to tell them some stories while they were there.

On the day of the excursion one of the mothers, a newcomer to town, asked if she might go too, and it was very helpful to have her help going down through town.

At the door of the library the group was again reminded that they must talk very quietly and that boys' caps were removed before entering. A review of manners often prevented embarrassment, it was discovered.

The stories were heard and appreciated and then the librarian explained how they could take books out and invited them to look around and choose some books to take back to school.

The little girl whose mother was present, signed and had her mother sign her library card right then. The librarian pointed out that in order to have a card they had to be able to print their first and last names. Later this proved to be a great incentive to some of the children in mastering the printing of their names.

They had no trouble in selecting books to take back to school. The only difficulty was in keeping the number down. The librarian showed them how she stamped the dates on the cards and books and she talked to them about taking good care of the books so that other boys and girls could enjoy them.

This experience showed a nice carry over in the classroom because the children were much more apt to take good care of their own books after that and put them neatly on the book shelves instead of carelessly leaving them around. They had much more respect for books in general and showed a greater interest in them than ever.

### To the Fire Station

The daughter of the fire chief in the town was a popular member of the group and one day when he brought her to school and came in to pay for her mid-morning milk, he was all dressed up in his uniform.

The boys particularly were quite overwhelmed by him and couldn't wait to tell how they knew him either at home or at the fire station.

Free play that morning centered for the most part around the toy fire engines and the doll house which "got on fire" several times in the course of a few minutes.

Discussion revealed that several children had been to the fire station, but all wanted to go again.

Books about fire stations and engines began coming to school from home libraries and the children began to discuss how the fire station in their town was different from the ones in the books.

"There is no pole to slide down," volunteered one boy. That was all they could tell about it.

A talk with the fire chief soon arranged a good time for the visit to the fire station to be made. It was only about a five minutes walk but by the time their destination was reached, the children were brimming over with excited chatter.

Before entering they were reminded about what to do in

case there should be a real fire while they were there. They were to get to the wall at the back of the trucks just as fast as they could.

The firemen were patient and understanding, which was very fortunate, because each and every child set off in a different direction as soon as the first greetings were over. They sat on the seat of the big hook and ladder and put their hands on the steering wheel. They hung onto the straps on the back of one truck, just the way they had seen the fire men do. They even wore the firemen's hats and measured themselves beside the big rubber boots.

They inspected the telephone in one of the smaller cars; they saw the stairs leading up to the sleeping quarters; they saw the bell which rings when an alarm in a fire box is pulled.

There was no Dalmatian dog which was rather disappointing as many children's books about fire stations feature such an animal.

But the trip was wholly satisfactory and added a great deal to dramatic free play, conversation and art within the next few days.

The pictures of fire engines showed many ladders, the pictures of fires were lurid and exciting. Firemen could be recognized by their hats and the tremendous hoses they held in their hands.

For the rest of the year the sound of the fire alarm was the signal for everyone to stop whatever he was doing and count to find out where it was.

"If only the alarm had blown when we were there," was a frequent lament.

#### Gasoline Service Station

After the trip to the fire station and meeting the fire chief father, it was not difficult to turn the discussion to other fathers' occupations.

Finally the conversation got around to gasoline stations. One little girl's father owned one but she was not at all sure what he did there besides put gas in cars.

"Maybe we could go and see," suggested one boy.

By this time the idea of finding out for themselves was one of the things they thought of first. However, they were not inclined to go into things very deeply and were easily satisfied.

Nancy asked her daddy if he were willing for the kindergarten to visit him at work and he was pleased to have them.

The boys particularly were enthusiastic about the excursion. They examined the different tools and the lift for greasing cars. When a car came to get some gasoline they practically climbed into the tank. They were fascinated by the figures on the gas pump indicating the number of gallons and the amount they cost.

Many of these things they had undoubtedly seen many times before, but watching as a group and talking about them made everything much more vital. They watched the money deposited in the cash register and noted it was the same kind they had seen used in stores. They watched a mechanic working on a motor and decided it wasn't easy to be a garage man.

The carry over into the classroom was excellent in this case. Block building and use of the trucks and cars made up a good deal of the free play for a few days. Pictures were drawn in detail and a story of their excursion was fastened up for visitors to read and enjoy.

#### To the Farm

One day in the spring Susan wore a print dress with tiny figures of Mary and her lamb all over it. This was very intriguing to the children, many of whom knew the song. During music time they asked to sing it and for several days it was a favorite song.

In the meantime the teacher learned of a farm where there were fifteen baby lambs. Arrangements were made with the farmer, and mothers were contacted to help with transportation and a day was set for the trip to see the lambs.

It was only about three miles to the farm and a most exciting experience because four of the children had never been to any kind of a farm before.

The sheep and lambs were pastured in a wide meadow with high chicken wire around it. Of one accord the children ran and plastered themselves against that wire while the sheep and lambs bleated and gazed curiously at them.

The farmer came out with a large bucket of food for the sheep and went into the field and called them to him.

After they had eaten all they wanted, he caught one little lamb in his arms and let the children pat the soft wool and fondle the knobby little head.

How they laughed when the lamb bleated right in their faces.

"What do you do with these sheep?" asked Billy.

"We raise some meat and some we will keep for their wool," was the reply.

Some of the other questions asked were:

How do you get the wool off?

Does it hurt the sheep?

What do you do with it?

What do the lambs eat?

Where do they sleep at night?

Do sheep bite?

Although the main purpose of the trip was to see the sheep and lambs, this farm was really mainly a poultry farm and the chickens came in for their share of attention.

Also five young ducks added much to the pleasure of the

group, along with a cocker spaniel dog and several cats and kittens.

It was an experience which added much to the classroom activities. Farms were built of blocks, animals made of plasticene, pictures of the farm were drawn and painted and the favorite songs for a long time were those about farm animals. The most popular rhythmic activity was to pretend to be lambs cavorting about.

There were long discussions about farm animals which they had not seen on this particular farm. Clothing made of different materials was talked about and although this was not gone into very deeply, they did become more aware of cloth and what it was made of.

#### To the Post Office

A trip to the post office was planned near Valentine's Day, but a measles epidemic caused so many absences that it was put off to Mother's Day.

The teacher addressed a penny postcard to each child's mother and on the other side he copied the words I LOVE YOU from the blackboard and signed his name. Then with colored crayons he drew designs around the edge.

When the teacher suggested it would be fun to send them through the mail these questions were immediately asked:

"Where are the stamps?"

"Where will we mail them?"

"Why don't we just take them home?"

Talk about different kinds of stamps followed and the children carefully examined the printed stamps on their cards.

Mail boxes and the post office were discussed as places to mail them and they agreed it would be more fun to take them directly to the big post office.

The suggestion about taking them home was quickly forgotten in the preparation for the trip.

On the way down the street they happened to meet a postman who opened a mail box at the corner to collect the letters there.

The children watched him with great interest and informed him of their plan. He listened patiently and said he might even deliver some of their cards the next day.

"He won't bring mine," one boy said as they continued on their way, "My mail man rides in a car."

The talk that followed was about different ways of delivering mail. The children themselves knew most of the answers and talked very freely. One boy felt quite certain his card would be delivered by parcel post truck because he had received a present from his grandmother that way, but his partner explained that only good-sized packages came in that truck.

In the post office the teacher pointed out the different letter slots and showed them which one to put their cards in.

They looked through the big window into the back part of the post office where the workers were so busy. They watched a woman buy some stamps.

The carry over into their free play was quite carefully thought out by some of them. An old knapsack made a wonderful mail bag and blocks served as letters to some of the children while others used pieces of paper.

Many of the mothers spoke afterward of the tremendous enthusiasm and excitement of the children when their cards actually were delivered the next day.

"You see it is even more important coming through the mail," one little boy informed his mother.

#### To the Zoo

The circus is always a fascination either to see or to hear about. It was not practical to take all the children to the circus but it was possible to take them all to a zoo which was about fifteen miles away.

The teacher visited the zoo and discovered what animals were on display which helped in the discussion period previous to the trip.

Pictures of various animals were shown before hand and in some cases the teacher answered directly that they would not see the animal in this particular picture at the zoo, and in other cases she suggested that they see if they could find such an animal when they got there.

Many children had never been to a zoo.

"Are the animals wild?"

"Will they hurt us?"

"How did they get to the zoo?"

"Who takes care of them?"

"What do they eat?"

"Do they like to live in a zoo?"

All those questions were talked about in great detail.

There was always some child who could give a correct answer.

Again the mothers were called upon to provide transportation and this time they were responsible for the children in their cars even while at the zoo. Two extra mothers went along to help watch the children.

The group stayed together fairly well at the beginning, as they wandered up and down between the rows of cages. A pen full of common barnyard fowl seemed to create more interest than anything else which shows again how children cling to things that are familiar. The lion which roared and stalked about his cage was most unpopular mainly because of the noise he made.

One little girl stood in front of the jaguar's cage for several moments and then remarked, "Isn't he pretty--he looks as though he has flowers all over him."

Several beautiful peacocks were a great attraction to the children and one boy pointed at a huge white peacock

slowly spreading his tail and shouted, "Oh, look, he's putting up his sails!"

The more familiar the children got with these strange surroundings the more difficult to control they became. They were not so contented to stay with the group and raced off to have another look at the bears or to see what the baby monkey was doing.

It was with reluctance that they gathered together to go back to the cars. They arrived back at school just in time for dismissal so it was not until the next day that they had a chance to discuss their experiences.

It was impossible to find out which animal they liked best because they all liked all of them. They built a zoo out of big blocks and portrayed the animals themselves. They modeled animals with plasticene. Many children brought in pictures of animals from newspapers and magazines which were put up around the room. And the game about where the animals live was a favorite. For example, one child would ask, "Jane, does a cow live in a zoo or on a farm?" If Jane gave the right answer she could ask some one else about some other animal.

The drawings and paintings of animals were well done although many pictured animals which they had not seen at the zoo.

"They might be in another zoo," one boy explained.

### To the Biology Laboratory

While the children were still enthralled with their experiences about animals, arrangements were made for the afternoon group to visit the biology laboratory at a boy's private preparatory school nearby. Since the laboratory was used for classes in the morning, the other group was unable to go.

One of the professor's wives whose son was a member of the kindergarten group accompanied the teacher on this excursion.

It was about a ten minutes walk to the laboratory and was situated in a part of town many of the children were unacquainted with.

"Why do these boys live at this school?"

"Don't they have any homes?"

"How old are they?"

"What do they learn?"

"Will we see them?"

Those are just a few of the questions asked as the group trudged over the campus.

A student in the laboratory proved to be a most patient and interested guide. As the children entered the room, a little fox cub darted out of sight under a box. The older boy got him out and while he held him in his arms so all the children could see, he told them how the mother fox had been

killed and a boy had found twin baby foxes and had brought them to the laboratory to be taken care of. Then he put the cub in a cage with another one and showed the children some huge frogs, some turtles, fish, flying squirrels, two small alligators, a family of hamsteads, and some snakes. A skunk that had been de-scented was a great attraction to all.

"We've seen an awful lot of animals lately," one little boy said on the way back to school, "Wild ones and tame ones."

"Yes," agreed Charles, "and big ones and little ones, and middle-sized ones."

"Some of them even go to school," chuckled Jimmy.

#### To the Cafeteria

Going to the cafeteria for their noon meal is an experience which many first grade children adjust to very slowly. The size of the cafeteria and the confusion of people getting their trays and food, and the responsibility of paying for what they buy is often too much for many children.

During the last week of school the cafeteria allows the children to go there to buy ice cream in place of receiving their mid-morning milk in their own school room. This provides an excellent opportunity for the children to have a happy first time experience with the cafeteria. They carry over their own nickels and there is no confusing choice of selection for them to get involved in. They have the ex-

periences of standing in line, waiting their turns, picking up their ice cream and spoon and paying for their purchase.

They easily learn the values of pennies, nickels, and dimes. Children were frequently heard to make such statements as "I have a dime and can buy two ice creams this morning, one for me and one for Frank, unless he brought a nickel himself," or "I have five pennies today but that's the same as a nickel isn't it?"

They played cafeteria during free play time, too, using blocks for ice cream and pegs for money.

#### To the Art Gallery

Although the morning group was deprived of going to the biology laboratory, they did visit the art gallery at that same boys' school.

The teacher knew that there was a room full of boat models there which would be of interest to the children.

Before going to the art gallery there was a discussion of several things they might look for in such a place.

Statues, paintings, boat models, and a fountain were the main things they talked about. "Statues" was a new word to most of the children and created a great deal of interest. Two statues outside the entrance to the building were fascinating and created the proper spirit for entering the very lovely building. Just inside the door in the big marble

floored hall was a statue of a woman kneeling and washing her hair in a fountain. There was no need to remind the children that they should talk softly in such a place. It was with reluctance that they were guided into the model boat room away from the fountain.

A large figure head from a real old sailing vessel was placed at one end of the room and brought forth many questions such as:

"Why is that angel there?"

"Is she dead?"

"How did they get it in here?"

"Do boats have those now?"

Many of the old boat models had tiny figure heads on them and it became a sort of game to see how many they could find.

On the way out of the building more statues were examined and they looked at a few paintings.

Before they started back to school the teacher took them up through the center of the campus and showed them a beautiful wide view across lawns and shrubs to high hills many miles away.

As it was almost time for summer vacation the children were reminded of the many places they would go during the summer. They had seen paintings inside the art gallery, but here was a real life painting and they would see many more in

many different places.

It was interesting to note in the few remaining days of school that the words "statue" and "view" became a part of their every day vocabulary. Any person or animal standing still they immediately called a "statue" and a "view" across the school yard was discovered from one of their own school windows.

## CHAPTER III

ANALYSIS OF DATA

In analyzing the check lists the different excursions are numbered as follows:

1. Principal's office
2. Upper grade classes
3. Superintendent's office
4. Clinic rooms
5. Pond
6. Store
7. Railroad station
8. Library
9. Fire station
10. Gasoline service station
11. Farm
12. Post Office
13. Zoo
14. Biology laboratory
15. Cafeteria
16. Art Gallery

Table I shows the places visited; means of reaching, whether by foot or car; time required for each trip; number of children participating.

TABLE I

Places visited	<u>PHYSICAL DATA OF EXCURSIONS</u>		Number of children participating		
	Means of reaching foot car	Time required for each trip	a.m.	p.m.	
1.	x	20'	28	26	
2.	x	30'	32	26	
3.	x	25'	30	25	
4.	x	20'	30	24	
5.	x	45'	32	26	
6.	x	25'	28		
7.	x	45'	31	26	
8.	x	60'	28	23	
9.	x	30'	32	25	
10.	x	40'	27	22	
11.		x	60'	30	22
12.	x		25'	30	26
13.		x	120'	29	25
14.	x		45'		25
15.	x		20'	31	
16.	x		45'	29	

Table I shows that there were sixteen places visited; fourteen excursions were made on foot and two by private car.

Twenty minutes was the shortest amount of time taken for an excursion while one hundred and twenty minutes was the greatest amount of time. Thirty-two was the largest number of children participating in any one excursion and twenty-two was the smallest.

Table II, page 49, shows the preparations made by the teacher for each excursion. These preparations were made by going over route herself; or by telephone; or by word of mouth; or none at all. With the children there was discussion and permission from parents.

Table II, page 49, shows that the teacher went over the route herself before undertaking two of the excursions. She arranged for four by telephone and for five by word of mouth. No preparation with people connected with trip was made for four excursions. Discussion preceded every excursion. Permission from parents was granted for all but four excursions and those four were all on the school grounds.

Table III, page 50, shows the group social behavior during the trips. It shows whether the children were enthusiastic, bored, easily controlled, difficult to control, talkative, quiet, self-confident, shy, polite, rude, questioning, or indifferent.

Table III, page 50, shows that there were only four excursions the children were not enthusiastic about. They

TABLE II

PREPARATIONS WITH PEOPLE CONNECTED WITH TRIP

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Going over route herself											x		x			
Telephone	x			x							x			x		
Word of mouth		x	x					x	x	x						
None					x							x			x	x

PREPARATIONS MADE WITH CHILDREN

Discussion	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Permission from parents					x	x	x	x	x	x	x	x	x	x	x	x

TABLE III

GROUP SOCIAL BEHAVIOR ON TRIPS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Enthusiastic					x	x	x	x	x	x	x	x	x	x	x	x
Bored																
Easily controlled	x	x	x	x		x		x				x		x	x	x
Difficult to control					x		x		x	x	x		x			
Talkative				x	x	x	x		x	x	x	x	x	x		x
Quiet	x	x	x					x							x	
Self-confident					x	x	x	x	x	x	x	x	x	x		x
Shy	x	x													x	
Polite	x		x	x				x		x	x			x	x	x
Rude																
Questioning			x	x	x	x	x	x	x	x	x	x	x	x	x	x
Indifferent																

were bored by none, neither were they rude nor indifferent. On ten they were easily controlled and on six they were difficult to control. They were talkative on all but five trips. They were self-confident on all but five, too. They were shy on three and polite on nine. They were questioning on all but the first two excursions.

Table IV, page 52, is an analysis of the carry over of the various excursions into the classroom through play, art, conversation, construction, dramatization, music, and rhythms.

Table IV, page 52, shows that there was carry over through play after eight excursions. All but three excursions showed a carry over in art. Conversation in the classroom followed all the excursions. In seven instances the children were interested in construction after an excursion, while dramatization took place after eight. There was a carry over into music and rhythms after six trips.

TABLE IV

CARRY OVER INTO CLASSROOM

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Play						x	x		x	x	x	x	x		x	
Art	x		x	x	x		x	x	x	x	x	x	x	x		x
Conversation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Construction				x		x	x		x	x	x		x			
Dramatization	x			x		x	x		x	x	x	x	x			
Music and rhythms					x		x		x		x	x	x			

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

Based on a survey of the community in which the school was situated, the writer developed a program of excursions for the kindergarten to be used as part of the year's curriculum.

Only two of the sixteen excursions required transportation for the group. Since the number of children participating was so large, this seemed advisable. The average number that went on the trips was twenty-six. However, in view of the fact that the response of parents in providing cars was enthusiastic and that the two trips requiring transportation were so successful, it seems that greater use of cars might be made in the future.

The amount of time required for the trips varied from twenty minutes to one hundred and twenty minutes. The amount of time spent on the excursions had nothing to do with their success.

In order that these trips should be really worthwhile, careful preparations were made before each excursion, both with the people connected with the trip and with the children themselves.

McKown and Roberts agree with the writer when they say,

The worthwhile school trip is a carefully thought out, planned, and capitalized educational opportunity. Any trip is important, not only in itself, but also in its effects on future trips. A successful event will promote the healthy development of this device, but an unsuccessful trip will discourage it.<sup>1</sup>

There were only four instances when the writer made no contact with the people connected with the trip. These were to the pond, the post office, the cafeteria, and the art gallery.

Discussion preceded every excursion and was most valuable in building up the right attitudes and interests of the children before their experiences.

Since the first four excursions were taken about the school, no permission was requested of parents, but a signed note giving blanket permission for all the other trips was required. It was granted in every case and there was no difficulty in regard to it. It served three purposes in that the teacher was covered if she was questioned about having children off the school grounds or in case of accident, and it aroused the parents' interests in the school's activities.

This preparation proved very worthwhile and allowed the excursions to run smoothly.

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<sup>1</sup>McKown, H. C., and Roberts, A. B., Audio-Visual Aids to Instructor, McGraw-Hill Book Co., Inc., New York, 1940, p. 194.

The first four excursions which were to the principal's office, the upper grade classes, the superintendent's office, and the clinic rooms, showed almost the same pattern of behavior. The children were easily controlled, quiet, shy, and polite. In the last two they ventured to ask a few questions and got over their shyness slightly. These trips were taken in the first month and a half of school and right in the middle of the greatest period of adjustment. This shows that trips are more satisfactory from the standpoint of social behavior and carry over when the children are well-adjusted to the school routine.

After those four excursions the children were always enthusiastic about going on a trip and never at any time did they show boredom. They also were usually talkative, self-confident, and questioning. The only later experience in which they lacked self-confidence was at the cafeteria during the last week of school. Another time more preparation might help them in meeting this experience.

They were most difficult to control when they visited the pond, the railroad station, the fire station, the gasoline service station, the farm, and the zoo. However, the railroad station, the fire station, the farm, and the zoo showed carry over into all areas of activity in the classroom. Their intense interest in all they were seeing may explain their greater activity and higher spirits and feeling of excitement

at that time. Also, except for the fire station, these excursions were all outdoors which provided wider areas for running about.

The greatest amount of carry over into the classroom activities was shown in the fields of art and conversation. The children were given many opportunities to express themselves in art which might account for so much carry over in this field. They enjoyed having their picture put up on the walls and telling the group about them. Only after the trips to the upper classes, the store, and the cafeteria was there no self expression through art.

The least carry over was after the trip to the upper classes. Only through conversation was any interest shown. However, their ability to take messages to other rooms was greatly increased and although their gain in self confidence was not tangible nor evident immediately, it was there and increased steadily throughout the year.

The visits to the principal and the superintendent and the library also showed very little carry over except through art and conversation but there again the poise and self-confidence gained could not be measured. After going to the library their conversation indicated that there was an added interest in books; a knowledge that there was a pleasant room down town full of story books for them to borrow some time and a friendly person there who told them stories.

Perhaps it increased their appreciation of stories and built up their feeling of living and working as a group.

As Miller says,

The feeling of group solidarity that comes from participating in these shared experiences is difficult to describe.<sup>1</sup>

The carry over into music and rhythms depended a great deal upon the subject matter of the songs available. The motion connected with the experiences of the various excursions such as trains, fire engines, lambs, flying ducks, and so forth, was reflected in their rhythms.

This study shows that sharing group experiences through carefully planned excursions within the community enriches the background of kindergarten children to an immeasurable extent both socially and intellectually.

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<sup>1</sup>Miller, Edith F., "Let's Take a Field Trip," Instructor 56:29, February 1944.

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