

FIELD TRIPS AND EXCURSIONS

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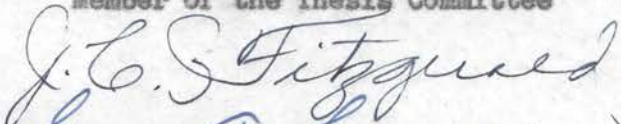
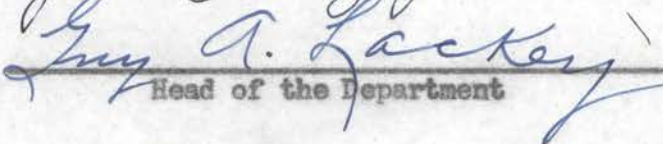
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CHAPTER I
INTRODUCTION

The words field trip, educational tour, excursion, school journey, jaunt and trip, will hereafter be used by the writer to mean the same.

Field trip or excursion is a visit that has been definitely planned outside of the regular classroom work.¹ It must not necessarily be a short trip or necessarily a long one, but it must be one that some thinking about the desired outcome has been done. It could be on the school campus to study the grass or shrubs, or it could be to a nearby store to study merchandising.² It might be within walking distance to see a museum or factory, or automobile or bus transportation might be necessary. The educational tour might take an hour, a half day, a day, or even two weeks or longer.

On a field trip the pupils see and learn by observation from outside the classroom. In other educational experiences, the learning comes from the text books and from classroom work.³ The field trip or educational excursion must be a serious educational study which has been planned to gain certain ends or ideas.⁴

¹Edgar Dale, Audio Visual Methods in Teaching, p. 134.

²Ibid., p. 135.

³Ibid.

⁴Ibid.

CHAPTER II

HISTORY OF SCHOOL

Hillside is an elementary rural school with an enrollment of ninety and has four teachers. Hillside School was established in 1882 soon after Payne County was opened for settlement. The first school had an enrollment of seventy-five. They were of all ages, from six to twenty and over. The pupils were not graded as the students are today. Many of them came when there was nothing to do at home. On October 17, 1905, a cyclone destroyed the building. Fortunately no one was hurt in the disaster.

In its early day the community was purely agricultural, with cotton, corn and wheat as its main crops. Livestock was also important. Oil was discovered in 1912 and the interest of the people changed from agriculture to the oil industry as oil refineries were established. Out of the eighty-five families who reside in the district today only fifteen are not connected with the oil industry.

The school is located in the southeast part of Payne County, one and one-half miles north of the west end of the city limits of Cushing, Oklahoma, on the side of a hill. The present brick building which has four class rooms, a lunch room, a gymnasium, and a shop was completed in 1930. The building is modern. Utility companies furnish natural gas, electricity and water.

Twenty-eight high school students attend Cushing High School from this district but are transported to town in the Hillside School bus. The driver is also the caretaker and is employed twelve months of the year.

Hot lunches have been served at the school since 1925. The lunch program is under the supervision of the Parent Teacher's Association. One teacher does the buying of the groceries and planning of the menu, one collects the lunch money from the children and turns the money over to the Secretary-Treasurer of

the association. The Parent Teacher's Association raises money to support the lunch program by having a school carnival, etc. One full time cook is employed by the association and one mother comes each day to assist with the lunches. A rotating system is used. A mother isn't called to help again until each mother has served in the lunch room.

CHAPTER III

HISTORY OF EXCURSIONS

American schools have been slow and reluctant to use or develop the excursion or field trips as a method of instruction.¹ Aristotle, Socrates, Comenius, Rousseau and Pestalozzi each used the excursion as a part of teaching technique.²

Many foreign countries have included the school journey as an essential and even practical part of their educational program. The English officially sanctioned the school trip or school journey in 1905 and prior to World War I, 4,000 teachers, and about 60,000 school pupils made carefully planned excursions in England.³ A member of the British Ministry of Education, in addressing members of several education classes during the 1947 summer session at A & M told the classes that the English children often visited churches and factories during school hours.⁴ One of the authors of Visualizing the Curriculum observed on one occasion that there were twelve different school groups in a British Museum at the same time.⁵

The school journey has played just as important a part in other foreign countries. In Czechoslovakia, before World War II, The Ministry of Education required each student of high school, as a condition to graduation, to have

¹Harry C. McKown and Alvin B. Roberts, Audic Visual Aids to Instruction. p. 181.

²Ibid., p. 181.

³Guy M. Pritchard and Aliene West, Field Trips and Excursions for Elementary and Senior High School Students. p. 3.

⁴Mrs. Alstine, member of British Ministry of Education, verbal statement.

⁵Charles F. Hoban, Charles F. Hoban, Jr., and Samuel B. Zisman, Visualizing the Curriculum, p. 31.

spent forty nights in youth hostels.⁶ Sweden, Belgium, France, England and Germany use the excursion as a means of teaching health, safety education, etc.⁷ England and Germany have taken the lead in using the excursion as a teaching method. Karl Fisher,⁸ a gymnasium teacher is given credit for organizing the first excursion group. Fisher and his group went outside of Steglitz to observe the sun rise. They were dressed similar to our Boy Scouts and spent the nights with the peasant people along the way. At first Fisher's group didn't receive much encouragement but as time passed encouragement replaced the opposition. Schirman, an elementary teacher, is responsible for the establishment of hostels. He opened the attic of his own home for elementary pupils from other towns. As a result of an article he published in 1900 a number of youth hostels were opened.⁹

In the United States, Mann, Barnard, Sheldon, Parker and Dewy have helped to break down isolation.¹⁰ Parker did his work in Chicago.¹¹ Philadelphia was the first city to officially recognize the excursion as a part of the city classroom educational program.¹²

⁶Pritchard and West op. cit., p. 3.

⁷Hoban and Hoban and Zisman, op. cit., pp. 29-37.

⁸Henry C. Atyeo, The Excursion as a Teaching Technique, p. 8.

⁹Ibid., pp. 9-11.

¹⁰Editorial Committee, Aids to Teaching in Elementary School. Thirteenth Yearbook of the Department of Elementary School Principals of National Education Association, p. 273.

¹¹Mc op. cit., p. 181.

The question naturally arises, why has America with all of its historical and scenic places to visit, with its democratic ideas of education, been so tardy in the use of school journey. McKown and Roberts state:

American education is school house bound _____
 To the average individual, education has always meant a mosaic of very definite and formal elements ... school buildings, grounds.. a highly organized and systematized nine to four day. It has always been easier for the average adult to consider away from the school house activities as being cheaper, less dignified, less educative than those inside of it. Even today when such an individual sees a group of pupils visiting a bank or post office.... he takes the attitude, "What are those kids doing here? Why aren't they in school?"¹³

Other reasons used by McKown & Roberts are:

2. American educators failed to recognize its possibilities and failed to provide leadership.

3. We worship businesslike efficiency.

4. Easier for teacher to assign and hear lesson out of the book.¹⁴

It has been relatively easier for a teacher to stay within the walls of the school room. He can become thoroughly acquainted with several text books on the same or related subject matter. He can assign a number of pages, hear the lessons and feel that he is progressing because he has covered the number of pages recommended by a course of study. This is easier, and he shouldn't be criticized, because he lacks the knowledge of how to conduct a field trip, so he assigns so many pages. He was taught to read so many pages for an History, English or some other assignment. As a teacher he goes into the classroom,

¹³McKown and Roberts, op. cit., p. 182-183.

¹⁴Ibid., p. 184.

uses the method he knows the best, lessens the number of pages, but still assigns so many pages to read for an oral, written report, or class discussion.

Atyee thinks the reason for tardiness of the field trip in the United States as compared to European nations is that in America young people are accorded so much personal freedom. The school day is short so that pupils have more time to play and exercise. The teachers have had no experience with it either as a student or as a teacher, and that our schools have so many extra curricular activities. He adds, "It's not a question of adding the excursion to the present program but of making it fit into the school curriculum."¹⁵

According to McKown one important duty of the school is to develop citizens and in being a good citizen he must be a responsible member of a community.¹⁶ He must know something about the feelings, history, the wants, the desires, the recreational, the educational and religious life of the people with whom he lives. He may learn something about the people of his country or state by study or by reading or even by taking part in extra curricular activities, but the best way would be through field trips and excursions. A planned trip is educational and it is an outlet for youth, for one of his strongest urges is that of being on the move. A well planned trip means more than just planning the route to travel, the things to be seen in the cities, the places for the nights lodging, the eating and resting areas, observing safety precautions, the type of clothing to wear in factories, and observing health rules.

¹⁵Atyee, op. cit., pp. 47-50.

¹⁶H. C. McKown, Extra Curricular Activities. pp. 316-317.

It also means spending as much time seeing one thing thoroughly, regardless of whether it takes an hour or a day.¹⁷ Lobeck is of the opinion that all detailed plans should not be given to the members all at once because plans might be changed and it is best to spring a surprise. This should be one of the last events of the day.¹⁸

Since the world is changing and since our schools need a change, the change should be valid. A needed change is the supplementing of book learning by real life experiences. Books alone are not enough for enrichment which real education is supposed to furnish. Bryan thinks that books should be used as supplementary to life itself.¹⁹

There were two rural consolidated schools, one for whites and one for negroes, in Cinnaminson Township Schools, Riverton, New Jersey, with Bryan as Principal of both. The kindergarten visited the airport and learned the meaning of several words that are identified with the aircraft industry. The members of the colored school visited the apple shed and observed the apples raised in the community being prepared from washing to packing.²⁰

Elliot made excursions on Saturday and after school and as a result of these trips the first grade made an aquarium, the second a flower garden, a

¹⁷Armen L. Lobeck, "The Organization of Field Excursions." Thirteenth Yearbook of the Department of Elementary School Principals of National Education Association, p. 275.

¹⁸Ibid., p. 276.

¹⁹H. Eloise Bryan, "Out of the Classroom into Life." Thirteenth Yearbook of the Department of the Elementary School Principals of National Education Association, p. 278-279.

²⁰Ibid., p. 281.

school museum was made by third and fourth grades, the fifth and sixth grades collected arrowheads and made scrap books, and the P. T. A. carried out a beautification lawn project.²¹

Sometimes events happen that might cause plans to be changed in order to keep the interest of the touring group. The wise leader will make plans for such a change as did Daniels. The members were planning to study sea gulls, but when the class arrived at the beach sea gulls were not to be seen anywhere. Daniels was prepared for just such emergency and had the group gather forms of sea life. As a result of this trip a disciplinary problem was solved.²²

Bob, a pupil, after making the trip to the seashore, became so interested in sea life that he used his spare moments in searching for information. Before making excursions he wasted his time when not studying by hitting, kicking or pulling someone's hair.

A school trip affords an excursion group an excellent opportunity to study the state or national congress in session. Reardon School of High Falls, New York spent three months in Washington, D. C. studying the law making bodies and meeting legislators and representatives of foreign nations.²³

Many schools are literally isolated in their communities. They are pedagogic islands, cut off by channels of convention from the world which surrounds them, and the inhabitants of these islands rarely venture to cross these channels

²¹Blanche Elliott, "Excursions in Appreciation in the Small Town School." Thirteenth Yearbook of the Department of Elementary School Principals of National Education Association., pp. 286-288.

²²Sybil Daniels, "A School Journey to the Beach." The Thirteenth Yearbook of the Department of Elementary School Principals of National Education. pp. 295-298.

²³Hoban and Hoban and Zisman, op. cit., p. 38.

during school hours. To be sure, they read about the surrounding world in books, and they return to live on the mainland when school is out. Few schools, however, have built bridges over which people may freely pass back and forth between school and community.²⁴

Many small high schools in Oklahoma have taken their senior classes on a tour of Oklahoma. These tours cover a period of from one day to a week and are more for entertainment than for educational purposes, however, students touring Oklahoma are bound to see places that are of educational value. They travel in buses and pay all their expenses. Carney,²⁵ Woodland²⁶ and Catcoosa²⁷ are a few such schools. Harmony, a rural consolidated school made tours in 1947 to Claremore, the burial place of Will Rogers, and also to see the famous gun collections at one of the Claremore hotels. In 1948 they visited the Masonic Temple of Guthrie, the Historical Museum and Lincoln Park. The fourth through the eighth grades made the tour.²⁸

Mrs. Harding, a teacher at Oak Grove, District No. 47, a one room rural school in Lincoln County visited the 89ers celebration at Guthrie, April 22, 1948, taking her third through the eighth grade in the back of a truck. The children were instructed to be at the school at 7:00 AM and each was instructed to bring his lunch and to bathe and wear clean clothes. A seventh grade boy bathed

²⁴Edward G. Olsen, School and Community, p. iv quoting Educational Policies Commission.

²⁵Lloyd Murray, Superintendent Carney Schools, verbal statement.

²⁶Boyd Clark, Superintendent Woodland Schools, verbal statement.

²⁷Watie V. Twist, Superintendent Catcoosa Schools, verbal statement.

²⁸Coleman Vaught, Principal Harmony Consolidated Elementary School, Cushing, verbal statement.

before he went to bed and the next morning he told his mother he had better take another bath so that he would be real clean. Two others, a fifth and sixth grade boy who are brothers were equally enthusiastic. Fearing their parents had overslept, the two boys arose, built a wood fire, put some water on to warm and then woke their mother only to learn it was just 3:00 AM. The school is planning another trip for next year since the children and parents talked so much about this one.²⁹

STRATHMORE PA

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²⁹Glenn Goble, Clerk, District No. 47, verbal statement.

CHAPTER IV

HISTORY OF THE TRAVEL CLUB

In 1936, J. C. Fitzgerald¹ began talking with the patrons and the school board members about the educational value of a tour of regions that the boys and girls had been studying about. Fitzgerald discussed the possibility of taking the Hillside School bus and making a tour of the southwest. The patrons of the district were willing for the students to make a trip.

The club was organized in 1937 with a president, a vice-president, a secretary, and a treasurer. The officers were to perform the duties usually accorded to such officers. Dues were set at twenty-five cents per month. The purpose of the dues was to raise money to pay for food and lodging and for the operation of the bus. This is probably one of the oldest Travel Clubs in the state of Oklahoma.

The first members were from the sixth to the twelfth grades inclusive. That meant that, although Hillside did not have a high school, the students of the district who were regularly enrolled in Cushing High School and doing satisfactory work were eligible to make the tour if they were residents of the district. Faculty were also eligible to become members.

To supplement the dues, additional money was raised by selling doughnuts. One mother made doughnuts and the members took orders in the city of Cushing and delivered the doughnuts when wanted by the purchaser. Salaries were low and jobs were not as plentiful as they are today (1948) therefore, some who would have enjoyed the tour were not able to go.

¹Principal Hillside Consolidated School, 1928 to 1941.

During the period from 1937 to 1940 they purchased through club funds a tent, a one wheeled trailer, dishes, a three burner stove, cooking utensils, knives, forks, spoons and dishes. These were sold in 1941.

That first year, sixteen pupils and four teachers set out for the Carlsbad Caverns in New Mexico.² They camped the first night at Hereford, Texas. After a full day of sight seeing in the Caverns the following day, the party headed south, thoroughly inspecting El Paso and Juarez before the return trip was made by way of Fort Worth. This trip cost each pupil \$3.21.

The success of the venture made another trip in 1938 inevitable. This time twenty-four pupils and four teachers went along on a tour that took in Dallas, Austin, San Antonio, Holligen, Point Isabell, Corpus Christi and Galveston, Texas. They visited Matamoros, Mexico, Shreveport, Louisiana and Hot Springs, Arkansas. They also visited the Texas State Capitol, the Alamo, Brackenridge Park, and Kelly and Harriolph Fields; they saw the Gardens of the Rio Grande Valley, marvelled at the quaint customs on the Mexican side of the river in Matamoros, went fishing at Point Isabell and Corpus Christi, swam and went boat riding at Galveston, saw Barksdale Field and climbed the mountains around Hot Springs. The cost per child for the two weeks expedition was less than six dollars.

In 1939, the tour took the students to the petrified forests, Grand Canyon, Boulder Dam, Yosemite National Park, Sequoyah National Park and the San Francisco Golden Gate exposition. The group returned through Salt Lake City, Utah, Denver, Colorado and through Kansas, ending a three weeks tour of 5,000 miles which was sponsored by the club's activities carried on during the school term and membership

²Alfa H. Shillock, Member of faculty Hillside Consolidated School, 1927-1948.

fee of \$6.00 per year.

In 1940 a state ruling prohibited the use of school buses for educational tours and for a time the picture looked gloomy for the travel club which was planning a trip to the east that year. This trip would have included the World's Fair in New York. Since the school now owned a new bus it was possible for members of the faculty to purchase the bus that had made the previous trips.

Three weeks later, the bus carried the Hillside travelers to Memphis, Washington, D. C., Baltimore, Philadelphia, New York, Buffalo, Niagra Falls, Lake Erie, and back through Canada to Detroit, Fort Dearborn, Chicago, St. Louis and into Oklahoma. Approximately 4,000 miles were traversed for about \$7.00 per person.

The Hillside Travel Club composed of pupils in the elementary grades was reactivated in 1947 since war time travel restrictions have been removed. Points the Travel Club visited in 1947 were Sapulpa, Okmulgee, Muskogee, McAlester, Platte National Park, Turner Falls, Sulphur, Davis, Purcell, Norman and Oklahoma City.

The group explored the Arkansas River near Tulsa, observed the making of Frankoma Wagon Wheel Pottery at Sapulpa, saw the old Indian Creek Capitol and museum at Okmulgee which was alive with history. The capitol became a real place for these youngsters.

In Muskogee they saw the blind students at work and play. They examined their text books and viewed their school building and class rooms.

The children witnessed the convicts plowing the penitentiary food gardens. They also made a tour of the Naval Depot at McAlester.

On a field trip or an excursion the children learn how to live together, work together and there is less criticism, that is, each criticizes his classmates less. They learn to be courteous and respect others rights and opinions.¹

¹ Frances Rushing "Organized School Excursions," Instructor LIII (February, 1944), p. 29.

This tour covered seventeen counties and a total of 585 miles. Insurance, gas and food cost each child less than three dollars. The highlights of the trip were: The visit to the Frankoma Pottery Factory at Sapulpa, Old Creek Indian Capital at Okmulgee, observing the blind students at Muskogee, sharing the American Legion Hut at McAlester with a trusty from the Penitentiary, drinking mineral water at Sulphur, swimming at Turner Falls and visiting the zoo and museum at Oklahoma City.

Shorter trips the members have taken the past two years are: The seventh and eighth grades visited the state legislature. They also met the governor and he talked with them. The manner in which members of the House and Senate sat was of interest to them. They heard members introduce bills, observed the heated debate on one, and also witnessed the passing of one bill. Until a trip to the state legislature is taken and the students see for themselves how the Oklahoma legislative body works, the students aren't likely to have too much interest in the law making body of our state government. When they see this branch of government in action, then the legislature becomes real to them because they have seen with their own eyes and heard with their own ears what takes place. Before visiting the legislature our class in civics elected the governor, other state officials, and members of the legislative body; bills were introduced, debated and passed. The bills debated and method of passage was similar to the state legislature. The value of the excursion is shown by results of a follow through and class discussions, themes, essays or tests. Creative art is a means of follow through or follow-up of an excursion.² The class made booklets with drawings of how the legislature

²Ibid., p. 29.

operates.

The school group visited the Freedom Train at Tulsa in January, 1948, and saw the famous documents there. A local pasteurization plant was visited to ascertain how raw milk became pasteurized. The first through the fifth made a round trip train excursion from Cushing to Yale. Another time they visited a local greenhouse.

Each year the seventh and eighth grades when studying gas and electric meter reading, read the meters on the campus as well as four near-by meters. From these readings they make and solve problems. Other events of the school are found in the chapter which deals with the making of a large map of Oklahoma and the placing on it of several historical, scenic and industrial places as well as crops.

The writer suggested in 1947 to the P. T. A. that the rural roads in the district be named after prominent pioneers or historical events.³ The P. T. A. president appointed a committee to name the roads. The spring of 1948 the children made stencils of the name of the road that passed by their house, painted the road signs with white and stenciled them in black. They erected the names of the roads at each road intersection and then used aluminum paint over the iron pipe which was used as a post.

Houses in the first mile north or west of the city limits of the city of Cushing will be numbered from 100 to 199 depending upon the location of the house. Houses on the east and north will be even numbers while those on the west and south will be odd. If the number is 250 that means that the house is

³Curtis Calhoun, a Durant business man suggested that rural roads be named after prominent people or historical events.

on the east side of the road and is the third mile from town and is two and a half miles from the city limits. Numbers for the homes will be made in the school shop out of plywood or tin from tin cans, depending on what the child would like. Each child will make numbers for his own home or for a neighbor. A charge of ten cents per letter will be made with money going to Travel Club.

Probably the school that has taken the most elaborate and expensive, yet one of the most modern trips is Classen High School of Oklahoma City. Classen, under Beth Best, with seventeen students, flew to Dallas and Fort Worth for a one day trip. The students visited a bank, several department stores in Dallas, and the International port of entry at Fort Worth.

The purpose of this class flight was to gain a better knowledge of advertising and personnel problems in the business field.⁴ The students who were members of a distributive education class were part time employees of Oklahoma City retail merchants. The students through their earnings financed their trip.

⁴"Air Age Education." School Review, LV (January, 1947) 5.

CHAPTER V

OBJECTIVES FOR HANTON EXCURSION

One objective for making the excursion was to visit the counties studied in Oklahoma History by seventh and eighth grades. They had made a map of the state and had collected information from each county and had placed this information on it. A tour would give the children personal experience which is real. Standing in the house that Sequoyah lived in is real to the students and is concrete. It is also educational because they have actually seen the house he built and lived in. The tour was planned by the students as a result of their studies of Oklahoma.

The excursion was taken to solve several definite problems. It would enable the pupils to see and verify facts as they are in their every day relationship. The excursion provides a sensory perception which cannot be experienced in any other way. The taste of the mineral water in Platte National Park near Sulphur, the roar of the machinery at the garment factory at Miami, seeing the old relics at the old Creek Capital in Okmulgee, the dinosaur bone near Kenton bring the real thing to the child. They take on new meaning. In seeing them the child would have a better appreciation for the state, its scenery, its industries and its people. This might arouse the child's interest in Oklahoma to such an extent that he would do extra reading. They learn to live in a group. Each boy and girl had certain definite duties to perform, such as assisting in the preparation of the meals, or cleaning the bus or building. All work was to be shared. In sharing their work and play they build character by developing courtesy, patience, cooperation, sportsmanship and loyalty. The club members learn to live and play in groups.

Movies were made of people, events and industries. These pictures could be used in the study of Oklahoma History.

CHAPTER VI

PREPARING MAP OF OKLAHOMA

During the summer of 1947 the topic of conversation in Hillside Community was the travel trip that was made by members of the school. It was the kind of conversation that would lead anyone to think that the parents were proud of their children, their school and the Travel Club trip. This enthusiastic spirit was carried over from vacation time to the regular school day by the pupils. The discussion of the previous trip found its way into many class recitations.¹ The children were constantly commenting on the various experiences. They talked about the old Creek Capitol at Okmulgee or the taste and odor of the mineral waters at Sulphur and various other phases of the trip.

During their free and leisure time the class members were constantly getting maps of Oklahoma and tracing the routes traveled previously. Such statements as, "I would like to visit such and such a place because John has told me some of the educational things to see," or, "I wish we could make a map of Oklahoma big enough to mark out the route taken last year and also plan our travel for 1948," were heard frequently. They wanted to mark the map so people could see where they had been and where they planned to go.

The map was adopted as a plan to carry on our study of Oklahoma History and also to help the Travel Club members decide on the route to travel in 1948. Our aim in making the map was to become familiar with Oklahoma, its counties, its highways, its agricultural and manufactured products, historical and

¹Edgar Dale, Audio Visual Methods in Teaching, p. 150.



Figure 1

scenic places and by collecting information and placing this information on the map. In building a map, drawing it to scale, the pupils would get some idea of the size of the state as well as learning how to make a map. They were actually doing something they could measure, too. Each item listed on the map was something that made Oklahoma an important state. By placing products or events on the map, the children would get an idea of the number of products of the state and at the same time complete the work of the map.

A list was composed by the children to be placed on the map. They were as follows: Counties and county seats, towns and cities found on the state and national highways, historical markers, names of some of the prominent people who were born, reared, educated or who resided in the county, agricultural products including crops and livestock, manufacturing, oil wells and industrial places, scenic places including mountains and lakes.

The question then arose as to how this information could be assembled. Martha,² a pupil, thought of the County Superintendent, and Wilma mentioned the City Superintendent. The mayor, and the Secretary of the Chamber of Commerce were also suggested. Some members of this class had written prominent people in Payne County the previous year asking for information about Payne County to be used on a history of Payne County the students were preparing.

On September 15, 1947, twenty-three seventh and eighth grade boys and girls selected the counties in Oklahoma that they wanted to gather information about.

Fifteen students selected three counties, and eight chose four as their projects in social studies.

²List of other pupils found in appendix.

A week was spent in deciding what information to ask for and in writing the letters to people suggested previously.

Other information asked for was: If there was an American Legion Hut, Community Building, boating camping and swimming facilities, visiting days and hours, passable by bus, type of roads, size of excursion group and age range of group.³ Our purpose in this study was to become familiar with our own state by gathering information, placing it on a map and then making a planned excursion to actually see the events and things as listed by people of their respective counties.

No form letters were used. Although each child asked for practically the same information, his expression technique was different from any other. Other information was collected from the radio, newspapers, magazines, books, and responsible individuals.

The information collected was to be placed on a map to be prepared by the students. Each child measured the width and the height of the north wall of the class room. Each secured a map of Oklahoma, noticed its scale per mile, and from that calculated the size the map could be.⁴ The writer suggested that if the Panhandle of Oklahoma was placed over the north door of the class room, the map then would cover most of the wall. There were differences in opinions among the students as to how big the map would actually be. Ralph, a pupil, stated that the map would be too long if the Panhandle was placed over the door, while

³Dale, op. cit., 112.

⁴Charles F. Hoban, Charles F. Hoban, Jr., and Samuel B. Sieman, Visualizing the Curriculum, p. 287.

Billy Joe, another student, said that there would be space enough for several maps.

After spending the arithmetic period for five days, calculating the size the members of the class were agreed that the map could be drawn to scale and that the Panhandle of Oklahoma would go over the door. With each inch equaling two miles, the map should be nineteen feet three inches on the top or north, that is, the northwest corner of Cimarron County to northeast corner of Ottawa County, nine feet nine inches on the east side, fourteen feet nine inches on the south, seven feet and six inches on the west side to the Panhandle, and the Panhandle seven feet by one and a half feet.⁵ A total of 115 feet of 1" x 2" lumber for five center supports would be needed. Corrugated paper (paste board boxes) were selected for a background because each one could find one at the place where his parents purchased the family groceries. Wanda brought four large boxes and three were used. The lumber for the framework was donated. The paint, which ranged from implement to oil paint, was furnished by the various children. The paint brushes came from the school shop.

A map published for the Farmer Stockman was used as a guide in placing the counties, the county seats, and other towns on the map.

The routes of U. S. Highways and some state and farm-to-market roads were taken from this map.

On October 1, 1948, information on counties began to arrive from the Chambers of Commerce the mayors, the City Superintendents and the County Superintendents. Letters were read to the class by the student who had written and received the letters as soon as he had an answer. A student gave either an oral

⁵ Ibid., p. 228.

or written report or both over the pamphlets and printed materials he received. Before he did this, however, the writer read the printed matter in order to have a knowledge of the information and be able to answer questions if the children couldn't answer. A discussion period was always held after a report. Pictures showing the historical, scenic and industrial places of city or county were passed around to the students.

From the first of October until the first of November all class work was taken from the information collected by the students of Hillside. No lessons were assigned from the books. The words listed below came from the pamphlets and five words were used as a lesson for one day.

SPELLING

- | | | |
|----------------|-------------------|-------------------|
| 1. pageant | 16. quarries | 31. principal |
| 2. national | 17. museums | 32. newspaper |
| 3. attention | 18. dogwood | 33. extensively |
| 4. brilliant | 19. petrified | 34. half-century |
| 5. tribal | 20. necessities | 35. neighborhood |
| 6. dinosaur | 21. progressive | 36. community |
| 7. scenic | 22. revised | 37. achievements |
| 8. spacious | 23. periodically | 38. opportunities |
| 9. refugees | 24. organizations | 39. removals |
| 10. pottery | 25. pleasure | 40. territory |
| 11. gypsum | 26. genuine | 41. territories |
| 12. granite | 27. anticipated | 42. blazed |
| 13. creameries | 28. artesian | 43. pasture |
| 14. processing | 29. historical | 44. panhandle |
| 15. exposition | 30. nurseries | 45. systems |

- | | | |
|-------------------|-------------------|-------------------|
| 46. prottiast | 72. vertebrates | 98. narrative |
| 47. economics | 73. invertebrates | 99. classic |
| 48. oleomargarine | 74. sunnith | 100. constitution |
| 49. oligomergara | 75. campus | 101. capital |
| 50. recognition | 76. memorial | 102. cargoes |
| 51. delegations | 77. charcoal | 103. plantations |
| 52. scenery | 78. recreational | 104. completion |
| 53. foliage | 79. mountainous | 105. unassigned |
| 54. dunes | 80. magnificence | 106. reservation |
| 55. innumerable | 81. formations | 107. vacancies |
| 56. sufficient | 82. recognized | 108. appreciate |
| 57. aviation | 83. liberally | 109. industrial |
| 58. trade-mark | 84. patronized | 110. broadcast |
| 59. registrar | 85. foundation | 111. fee |
| 60. laurels | 86. excursion | 112. prosperous |
| 61. arena | 87. jaunty | 113. signature |
| 62. prevalent | 88. particular | 114. university |
| 63. full-fledged | 89. prehistoric | 115. democratic |
| 64. alabaster | 90. predominant | 116. courtesy |
| 65. geology | 91. expedition | 117. stationary |
| 66. botanical | 92. council | 118. erosion |
| 67. biological | 93. exhibit | 119. admission |
| 68. anthropology | 94. vicinity | 120. institution |
| 69. paleontology | 95. civilized | 121. marvelous |
| 70. skeletons | 96. esde | 122. arrangements |
| 71. information | 97. interior | 123. restaurant |

To acquaint and familiarize the child with these words the child referred to the dictionary for usage. The words were also used in sentence construction.

The English lesson was carried on in several ways. The students wrote to the counties they had selected for study. While waiting for a reply they read articles in newspapers, magazines and books, and listened to the radio. Sometimes the class wrote articles about their counties and sometimes they gave oral reports. Every child found something in the newspaper or magazine or heard something over the radio to supplement the information gathered from pamphlets. Sentences were made from words taken from the pamphlets and used for spelling. At the end of the school year the written information from the counties varied from one page completed by a boy to twenty-two pages written by a girl.

There is no limit to the number of problems that may be made from experiences of an excursion.⁶ An arithmetic lesson can come from the reading of electric and gas meters. Regardless of where a group goes either on the school campus, or miles away, arithmetic problems about the trip can be solved.⁷ The number of square rods on a school campus can be found or the number of gallons of gas and the number of miles can be figured and will mean something to the child because he has been on a trip and can see the need for such problems.

Billy Joe brought these problems to class.

1. If the population of Oklahoma City is approximately 300,000 and if 7% are colored, what is the white population?
2. If Mr. Kelly sold 80 acres, which was $66\frac{2}{3}$ of his farm, how many

⁶Bryan, op. cit., p. 282.

⁷Dale, op. cit., p. 333.

acres were there in his farm?

3. Mrs. Jones bought a dress for \$25.00. It was originally marked \$45.00.

What was the per cent of reduction on the original price?

4. Cushing basketball team played 20 ball games one year and won 25.

What per cent of the games played did they lose?

5. If 45 counties in Oklahoma have oil wells, what per cent do not have oil?

6. My brother bought 1,500 bushels of wheat at \$2.00 per bushel. If he sold the wheat for $1\frac{1}{4}$ more than he paid for it, what was his profit?

7. If there were 10,000 quarts of milk produced by Kinzie Dairy in one day, how much would the milk sell for at $\$4\frac{1}{4}$ a gallon?

8. Our neighbor sold \$176.00 worth of eggs last year. If she sold them for an average of 40¢ a dozen how many dozen did she sell?

9. If it is 75 miles from Cushing to Oklahoma City and my father's car travels 20 miles per gallon, how many gallons of gas at this rate will it take to make a round trip?

The following were questions raised by the students of Hillside seventh and eighth grades. These were questions they were interested in. They planned to place items on the map. Betty listed the questions below:

1. Where are the industries located and why are they located in particular regions?
2. Why are oil and agriculture important to Oklahoma?
3. How does the climate effect crops?
4. Where is the highest mountain in Oklahoma?
5. Why is Mount Scott famous?
6. Why are fish hatcheries important and where are some of them located?
7. How many counties produce oil?

8. How many counties produce beef cattle?
9. How many counties produce dairy cattle?
10. Locate three natural bridges?
11. How many miles long is the longest bridge?
12. Why are there more trees in eastern Oklahoma than in western Oklahoma?

Paul wanted to know who would answer the questions. Betty thought the class could answer and the teacher could select the best answers.

1. Industries are generally located near the raw products and near fuel so that the cost won't be so high. The cost of labor and transportation are two things that make goods cost so much.

2. Oil is produced in more than half of the state and the income from oil is enormous. Due to its rich soil and long growing season agriculture is an important industry in the state.

3. The long growing seasons in Oklahoma are ideal for the growing of most crops. Most of the time there is sufficient amount of moisture to produce some crops. Most of the time Oklahoma summers are hot but this is good for cotton. Cotton likes to have its face in the sun and its feet in the water.

4. The Black Mesa range in Cimarron County is the tallest in the state. The elevation is 4200 feet. It is near Kenton. The two highest single range mountains in the state are both in LeFlore County. Rich Mountain is 2850 feet and Sugarloaf Mountain is 2600 feet.

5. It is famous for two reasons: First, because of its height people enjoy the hard climb to its peak and second, because a paved road runs to the top where the Wichita Mountains and valleys may be seen.

6. In order to keep the streams of the state well stocked with desirable fish, it is necessary to produce fish to replace those that are taken from the streams. Hatcheries are located at Durant, Medicine Park, Eldenville,

Tahlequah, Cherokee and Heavener.

7. Oil is produced in forty-five of the seventy-seven counties of Oklahoma.

8. Each County produces some beef cattle with Osage County ranking first due to the size of the county and to the large number of acres in grassland.

9. Dairying is an important industry in each county. There are many dairy herds near the larger cities which produce a large quantity of milk. Milk is also transported each day to Tulsa and Oklahoma City by dairy trucks. Oklahoma also sends many cans of cream to Kansas City and other large cities in other states.

10. Oklahoma has three important natural bridges. The most famous is the Natural bridge near Freedom, in Woodward County, located near the Alabaster Caverns. The Hillside club visited this bridge in 1948 and had pictures taken on it. In the Cockson Hills near Marble City is one, and the other is near Anadarko in Caddo County.

11. The longest bridge is over Red River, which is two miles south of Davidson in Tillman County; this bridge is over one mile long. It measures 5,460 feet.

12. Western Oklahoma is much drier and the temperature is much hotter. Eastern Oklahoma has a larger amount of rainfall with cooler summer temperature.

The question arose as to what each one would want to know about his county. Each one made a list of items he was interested in finding out about his county. The next day Joan was selected to write these questions on the board. She wrote:

THINGS I WANT TO KNOW ABOUT MY COUNTRY

1. Named after whom?
2. How many historical markers?

3. Why is agriculture an important industry in my county?
4. Why do more people live in some regions than in others?
5. Name the crops produced?
6. What is the most scenic spot in my county?
7. Are there camping, boating and swimming facilities?
8. What are some of the products manufactured?
9. How are the workers protected from machinery?
10. Who are some of the people that helped to make history in the county?
11. How are the farmers caring for their soil?
12. How do most of the people in my county make a living?

The framework of the map was placed on the north wall and fastened securely. By placing it on the north wall the north side would be the top, the west side would be the west part of Oklahoma, etc. The pasteboard boxes were cut so that each box fit snugly against the other. After the surface was painted cream to remove from sight all markers, township lines were made with a medium hard leaded pencil. The above questions were answered by an eighth grade girl, Mantha.

1. One of my counties is Muskogee. It is named after the Muskogee Indian Tribe and is located in the east central part of the state.
2. There are historical markers at Fort Gibson. The old Fort Gibson barracks are located here and a national cemetery is nearby.
3. The soil is fertile and there is generally enough rain to produce crops.
4. The majority of the people of this county live in Muskogee and other towns. A man lives where he can make a living for his family. Muskogee is the center of a large trade area and good business makes jobs.

5. Cotton, corn, wheat, peanuts and hay are some of the crops produced.

6. A trip on the Arkansas River would be very scenic.

7. Camping and boating facilities are available on the Arkansas River.

Swimming facilities are also available in the county.

8. Muskogee has a cottonseed oil mill, glass factory and a canning factory that processes fruits and vegetables.

9. Guards are placed around the wheels of machines to protect workers.

10. Some of the people who have helped to make history are Charles N. Haskell, first governor of the state, Alice Robertson, first woman to be elected to congress from Oklahoma.

11. The farmers are caring for their soil by terracing their land, farming on the contour, seeding waste land to grass, fertilizing the soil, practicing crop rotation and raising legumes.

12. A large per cent of the population of the county live in towns. Most of them make a living by working in cotton mills, glass factories, and canning factories. Others work as clerks or do other jobs.

The Oklahoma map published for the Farmer Stockman Magazine was used as a guide for determining the county boundary lines, the highways, the county seat, and other towns.

The student who had chosen Cimarron County as one of the counties in Oklahoma that he wanted to learn more about, marked the east boundary, painted the county pink, and lettered in pencil "Cimarron." Next he painted the word "Cimarron" with black paint. The children decided that in lettering the names of each county, to make each letter approximately one inch high, to paint the names of the counties black and also to form the boundary lines with black paint unless a river or creek separated the counties and in that case to use blue ink for the dividing lines. Blue ink was to be used to designate rivers,

while white ink was to designate State and National Highways. A red shield with a number inside marked National Highways. State Highways were marked with a red circle with numbers inside. The highways traveled by the Hillside Travel Club in 1947 were marked with solid white lines with red dots. The 1948 tour was to be marked with red and white dots. Animals and crops were also to have certain colors depending on the breed or variety.

After the Panhandle Counties' boundaries had been fixed, the counties painted and the county names painted, the students who had selected counties on the east side of the state next to the Missouri and Arkansas state lines, began determining county lines. Since the township lines had been placed on the map by the students it was now easier for them to locate the county boundaries. All work now progressed from east to west until each county had been painted, each county's name and boundary was placed on the map. Each child did all the work on his counties.

The highways running through all the counties, with the aid of the township lines, were now placed on the map. The county seats, the cities and even the villages if they were located on the highway were lettered on. It was decided by teacher and pupils when work first started on the map that the building of the map and planning of the trip would be a full nine months course in itself. It would take time to gather the information, assemble it, and to make the necessary arrangements for an educational trip.

During the social studies classes the project was discussed by the pupils. Films and slides taken of previous years travels by the Hillside Travel club were shown and discussed.

As the information came in, the students assembled it and decided what to place on the map. The Chamber of Commerce people sent the students information at various times. Generally there were two to five working on the

map.

When the map was finished there were about thirty-five different things placed on it. Some of these were historical markers, industries, livestock, poultry, nurseries, hatcheries, oil wells, refineries, forests, coal mines, orchards, agricultural products, colleges, museums, caves, etc.

The Mid-West Conference on Rural Life and Education was held on the Oklahoma Agricultural and Mechanical College campus, March 24 to 27, 1948. One day during the conference two girls who had worked on the map explained how it was made to those who were interested as they passed the exhibits. Martha and Carol told those who stopped to inquire about the map that Hillside School was a rural elementary school, one and one-half miles from the city limits of Cushing, with an enrollment of about ninety students. The map was prepared by twenty-three seventh and eighth grade boys and girls for the purpose of learning more about Oklahoma's natural resources, its agriculture, industries, highways, rivers and lakes, scenery, history and people. Each student wrote to certain people in the counties he had chosen to learn more about. These items were placed on the map by the student who gathered the information. The 1947 Oklahoma educational tour was marked on the highway traveled. The 1948 tour was planned by the aid of the map.

Other places the map has been on exhibit are: District Fair, Cushing, Oklahoma, Payne County Fair, Stillwater, Oklahoma and the Oklahoma State Fair, Oklahoma City, Oklahoma.

CHAPTER VII

PLANS FOR TOURING OKLAHOMA

The last trip taken by Hillside Travel Club before the war was in 1940. No tours were taken until May 1947, when a four day excursion covering 585 miles and 17 counties was made. The P. T. A. sponsored the trip with each child bearing most of the expense by paying an annual dues of \$3.00. No school district funds were used for this excursion. Plans and arrangements for spending the night were made in advance.

The field trip must be planned.¹ Regardless of how long the excursion is to last, a part of a day or longer, permission of the parents must be secured. Permission of the parent to make a trip away from the school campus is a very important step. Some schools require parents to sign waiver slips, similar to the one below. It protects the school and the teachers in charge.

The undersigned understands the arrangements for the taking _____ group of _____ School to _____. We believe that the necessary precautions and plans for the care and supervision of the children during the trip will be taken. Beyond this we will not hold the school or those supervising the trip responsible. We give our consent for our child or children to go on the trip.²

Signed _____

A field trip or an excursion is a planned trip outside of the classroom.³
The time of departure, method of travel, safety precautions, rest periods,

¹Edgar Dale, Audio Visual Methods in Teaching, p. 134.

²Ibid., p. 145.

³Charles F. Hoban and Charles F. Hoban, Jr., and Samuel B. Zisman, Visualizing the Curriculum, p. 44.

reason for making tour, time to spend on tour, eating, and time for returning are important. Uger is of the opinion that the supervisor should ascertain if the host is willing to cooperate with a planned program for school visitations.⁴ There should be a friendly attitude by the host. Children shouldn't be taken to visit a business establishment or museum, etc., if permission wasn't granted in a friendly manner. The age, grade, time of visitation, length of visitation and safety precautions are important items in planning. Regardless of how important an excursion is educationally, it cannot achieve its end if it tends to endanger the life or body of a child. Plan so as not to waste valuable time and material.

The parents and students were so enthusiastic over the 1947 excursion covering the state of Oklahoma that it made an excursion for 1948 inevitable. The children decided to gather so much information about Oklahoma that regardless of the direction of the 1948 trip, the group would know what was of interest to a group of elementary children.

On September 2, 1947, the Hillside Travel Club officers were elected for the school year 1947-48. A representative from the sixth, seventh and eighth grades were elected as well as the president, vice-president, secretary and treasurer, with last four being from the eighth grades. Dues were set at 50¢ per month for ten months, payable once a month. In the event a child moved or was unable to go the treasurer refunded his money by check. The treasurer deposited the money in a local bank and with the help of the secretary kept a record of all disbursements and incomes. To supplement the

⁴Charles Uger, "Excursions Need Direction." School Executive, IX (March, 1941) p. 32.

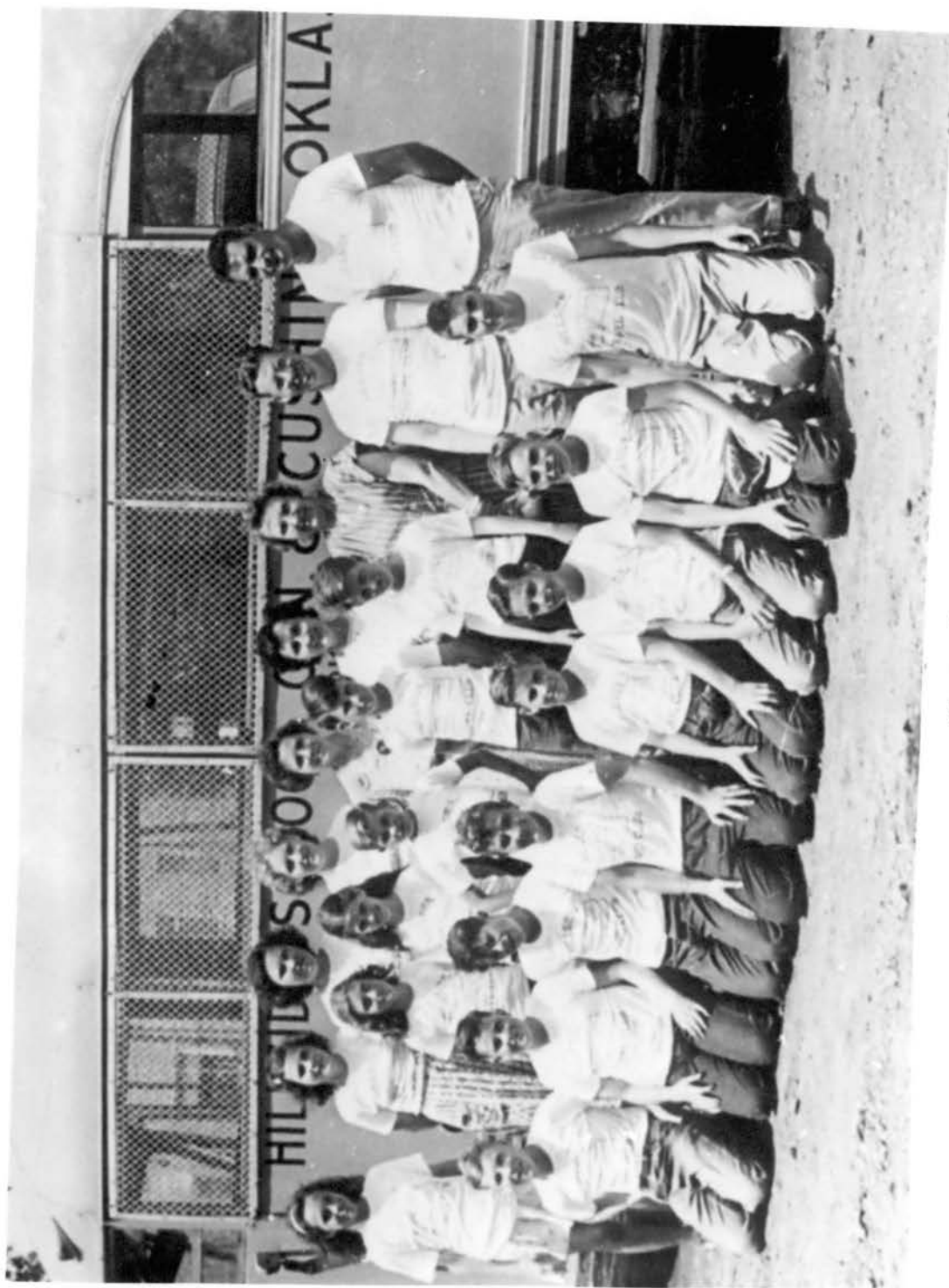


Figure 2

membership fee the members operated a concession stand at basketball games and after paying the official and other necessary expenses the profit went to the club's general fund. The president appointed a different committee for each ball game to purchase items and operate the concession stands at the games. Regular meetings were held at least once a month. The Travel Club sponsored a box supper during the year with half of the proceeds going to the P. T. A. and half to the club. A financial report was given at each P. T. A. meeting.

Thirty joined the club during the year with twenty-four actually making the educational tour. Densil, Clifford and Betty moved away. Billy had to remain at home and work. David vacationed with his parents at the same time the Hillside Travel Club was on its tour. Betty stated that the club was planning to be away from home too long. Clifford wanted to see Old Mexico. Not one of those who were eligible to go remained at home because of the lack of finances. It was necessary to aid one pupil in 1947 by making odd jobs that he could do, but this was not necessary in 1948.

Dale asks the question, "Who should plan the trip?" He answers the question by stating, "The decision may well be made cooperatively by teachers, pupils and sometimes parents."⁵ Education is learning to do with the mind and hands. The teacher's part should be that of guiding their educational experiences but under no condition should she try to do the child's thinking for him.⁶

⁵Dale, op. cit., p. 140.

⁶Ibid.

The teacher acts as a guide and he knows what committees are needed. The excursion is a culminating activity, therefore all plans should be made by the members. The excursion should be taken to clear up some problem or question and the trip should be on the grade level of those making the trip.⁷

Plans for the Hillside trip were made for ten nights lodgings. Each child wanted not only to visit one of the counties he had selected as a project study but also wanted to spend the night there. The counties selected to visit were: Logan, Kingfisher, Blaine, Dewey, Major, Woodward, Harper, Beaver, Texas, Cimarron, Woods, Alfalfa, Grant, Garfield, Noble, Kay, Osage, Washington, Nowata, Craig, Ottawa, Delaware, Mayes, Rogers, Canadian, Wagoner, Tulsa, Creek, Payne and Oklahoma.

Before starting on the trip the class members calculated the number of miles the group would travel each day. The probable number of gallons of gas was calculated. Allowances were made for driving through towns and other miles that the club might want to cover. The table shows number of miles traveled, gallons of gas, oil used and the cost. The city listed last on each line was where the group was planning to spend the night.

⁷Frances Rushing "Organizing School Excursions", Instructor, LIII (February, 1944) p. 29.

Date	City to City	Miles	gas	oil	Cost
5-31-48	Cushing to Watonga	125	13		2.50
6-1-48	Watonga to Gate	175	25		6.25
6-2-48	Gate to Boise City	172	15		2.90
6-3-48	Boise City to Goodwell	164	20		4.80
6-4-48	Goodwell to Freedom	160	18	1.75	6.75
6-5-48	Freedom to Enid	120	15		3.75
6-6-48	Enid to Chillicoce	89	11	.40	2.65
6-7-48	Chillicoce to Bartlesville	120	18		4.50
6-8-48	Bartlesville to Miami	127	10		2.35
6-9-48	Miami to Cushing	250	30		7.00
		1,502	175		43.50

The children estimated the group would travel 1,502 miles, the two extra miles were for good luck and the estimated number of gallons of gas 175. See Chapter VIII for the number of miles actually traveled and the number of gallons of gas actually burned.

McKown and Roberts are of the opinion that when trips have become well established in a school system it is permissible for students to make arrangements for the tours.⁶

After the route had been decided upon each child wrote some responsible person in the city where we would want to spend the night. The letters were written by the children and stated that the club planned to make a ten day educational tour, beginning May 31, through Oklahoma covering approximately thirty counties, that there would be about twenty-five people including three teachers and

⁶Harry G. McKown and Alvin D. Roberts, Audio Visual Aids to Instruction, p. 199.

one bus driver. The group would range from children eleven to fourteen years of age and would be properly chaperoned at all times.

The children told them also that the club was organized in 1937, and had made four out of state trips and that the group was touring Oklahoma in 1943. They asked if the city had an American Legion Hut, Community Building, school building, or gymnasium where the group might spend the night and asked if there were cooking facilities and running water. A list of places where the group spent nights last year was made. These were not formal letters.

Below is a typical letter:

HILLSIDE TRAVEL CLUB
Organized 1937
Cushing, Oklahoma

May 15, 1943

Superintendent of Schools
Gate, Oklahoma

Dear Mr. Wilson:

Hillside Travel Club is making plans for an educational tour of Beaver County and Gate, June 1. We would like to spend the night there on June 1. We will be returning through Beaver County on June 4, but are planning to spend only June 1, in the county.

We were wondering if in Gate there is an American Legion Hut, a community building or gymnasium where we might spend the night? We will have our own bedding and can sleep on the floor. If you do have a building, are there cooking facilities with water?

Our teachers will be responsible for our conduct, the building and the property.

In past years our group visited Mexico and Canada. Last year while touring Southeastern Oklahoma, people were kind enough to let us use their American Legion Hut and community building to sleep and cook in. We left them clean and no property was damaged.

Our group will be composed of about twenty-five rural grade boys and girls from eleven to fourteen years of age and one man and two women teachers, also the bus driver. We will be in our own bus.

We know you are a busy person but we would appreciate any help you can give us.

Sincerely yours,

/s/ Wanda Allen
Planning Committee

The letters that went to the other counties stated that the Hillside Travel Club was planning to make a trip through the county and then the student listed the historical, scenic, industrial and recreational places that might be of interest and asked if there were other places elementary boys and girls might be interested in seeing. Every person responded. The cities asked for housing responded wholeheartedly. Only two counties out of the seventy-seven failed to answer the request for information. The writer is of the opinion that this was a greater per cent of response to the children's letters than any adult could have received.

May 25, 1948, the day school was out, all information had been received. The nine students who had asked for nights lodgings for the excursion group and who had received replies from their letters, again wrote the people in the towns and cities telling them the number in the group, the day and approximately the hour the group would arrive. Mayor Jameson, of Watonga wrote Melvin that we could sleep in one of the buildings at Susan Rose Park. Others responsible for making our sleeping accommodations were:

1. Gate School Gymnasium, Gate, Oklahoma,
O. L. Wilson, Superintendent.
2. Boise City Auditorium, Boise City, Oklahoma,
E. W. Alexander, Superintendent.
3. Panhandle A & M College, Goodwell,
Marvin McKee, President.
4. Freedom American Legion Hut, Freedom,
Mr. Flurry, President, Chamber of Commerce.
5. Government Springs Park, Enid, Sgt. Taylor Iain,
Highway Patrol.
6. Chillico Indian School Camping Grounds, Chillico.
7. Civic Center, Ball Room, Bartlesville,
Mayor Nelson.

8. Northeastern Oklahoma A & M College, Miami,
Bruce Carter, President.

Each child was insured for a period of fourteen days for one dollar.

In case of death the beneficiary was to receive five hundred dollars, if he lost an arm or eye about \$1,100. Hospital expenses were also included. At first the children couldn't understand why if they were killed that their parents would not receive as much money as they would if they lost a limb, but after telling them their earning power would be impaired if they lost an arm or leg, whereas if they were killed they wouldn't need to work for a livelihood, they understood.

When the writer asked the group if they thought it would be necessary to make rules for our trip, the president said he thought so because most all organizations have rules and regulations. The following rules were made and adopted:

1. I will not complain about the food or where we go.
2. I will not leave the group without permission, and under no condition will I leave the group and go swimming unless a teacher is along.⁹
3. At rest periods I will take only the allotted time.
4. I will obey all rules passed by the Travel Club and any emergency rules passed by the teachers or the Club while on the tour. (One rule was passed by the Club. No one should water fight or duck anyone unless he was in a wading pool fenced off from the regular pool.) This came from the students and not from one of the teachers.
5. Failure to obey rules may result in being sent home.
6. I will eat no candy or drink no pop in the morning. I will eat

⁹Rushing, op., cit., p. 29.

candy only after the noon and evening meal. I will not eat candy two hours before the evening meal.

7. I will remember that Hillside is a famous name, that I represent it and that I will do nothing that will reflect on its name to embarrass me, the Travel Club, or future students of Hillside.¹⁰

Each parent was asked to write his child at least one letter. If the parent planned to mail the letter by or on June 2, he was asked to send it addressed to his child in care of the Hillside Travel Club, Freedom, Oklahoma, or any letters mailed up to and including June 6, could be sent to the child, in care of Hillside Travel Club, General Delivery, Bartlesville.

Each child took two blankets or two quilts or one of each, enough clothing (at least four changes) for Sunday wear, bathing suit and toilet articles, two pairs of shoes, one for dress, and pajamas.

Plates, knives, forks, spoons and cups were purchased by the club and some food was purchased by the case. A three burner oil stove was taken. The student chose the person that he wished to pack with and all the clothing for the two was placed in one traveling bag. Each girl was allowed a cosmetic bag extra.

Two different girls each day helped the two women teachers prepare the menu, select and prepare the food, and take care of the dishes. Two boys were to help load and unload the bus, sweep it out and also clean the building where the excursion group was to spend the night and then sweep out the building the following morning. Before starting on the tour each pair knew what day they were supposed to work.

¹⁰McKown and Roberts, op. cit., p. 202.

A list of the places where the members were spending the night, including the city, building, also the name of the person who had made the arrangements was given to the parents so that in case of emergency the club could be contacted. Fortunately none of the members families found it necessary to contact any of their children except by mail. Three or four became homesick and called their parents at Freedman and at Bartlesville by telephone but none were ill.

Robert G. Miller, Editor of Smoking Room, a column which appears daily in the Oklahoma City Times and the Sunday Oklahoman, is a keen student of Oklahoma History. Miller has visited most of the historic, and scenic places in the state during the past twenty-five years. As a result of his many visits to every section of Oklahoma he has prepared fifteen one and two day tours.

These appeared in the Daily Oklahoman, Sunday, May 16, 1948. This thirty-six page section lists most of the interesting places to see. In a few cases the boys and girls received information from their counties not mentioned by Miller. The route had been selected and an invitation extended to the Hillside Travel Club to spend the night and the invitation had been accepted by the Club when Miller's tours appeared. Miller's column deals with Oklahoma and Oklahoma events. Parts of some of the tours he mentioned were made by the travel club.¹¹

¹¹ Robert G. Miller, "See and Know Oklahoma" The Daily Oklahoman, May 16, 1948, pp. 1-36.

CHAPTER VIII

TURNING THE PAINFUL
NORTHERN AND NORTHEASTERN OKLAHOMA

Twenty children, three teachers and one bus driver left Hillside School in the rain, May 31, 1948 at 7:30 AM in order to make a nine o'clock appointment at the Scottish Rite Temple in Guthrie. At the temple members saw the biggest rug in the world. It's weight is 2,000 pounds and it cost \$1.00 per pound.¹ Since rain was still falling and there were dirt roads between Guthrie and Kingfisher, the guide at the temple suggested the group go through Oklahoma City to Okarche, to Kingfisher, and then to Watonga. During the ten day trip covering over 1,500 miles this was the only time it was necessary to detour. Lunch was eaten in Edmond. Arriving in Watonga at 4:30 PM, Melvin, the boy who had written Mayor Jameson about a place to stay, went with the writer to see the mayor. Mayor Jameson escorted the group to Roman Nose State Park which is north of Watonga. After a supper of fried potatoes, cheese and vienna sausage, tomatoes and fruit juice, the club members and the adults engaged in a game of black man. Past tours had taught us that the children would be ready to go to bed and rest if, during the day, they had a chance to get out and limber up their legs. Rain had prevented this. The only steps made during the afternoon were rest periods. Ralph and Paul had planned to "rough it" on the trip. Sleeping quarters were in one of the Park Buildings that had a cement floor and a north opening. All slept in this one large room.

June 1, the next morning, the only dry place in any of the beds was where

¹Mr. Scott, Assistant Secretary, Scottish Rite Temple, verbal statement.

the boys and girls had slept as a heavy dew had fallen. Paul and Ralph agreed that they had "roughed it." Plans called for a swim in the beautiful pool, but since the temperature was in the 60's the children agreed it was too cool and it would be best to wait until later in the day when Woodward was reached. As soon as the breakfast of bacon, eggs and fruit juice was eaten dishes washed, the bus loaded and the building cleaned out, the club toured the Roman Nose Park.

Driving to town, Melvin, the Club Officers and the writer went with the group to see the mayor. Melvin introduced the club officers to the mayor and then thanked him for what he had done for the group. The bus was serviced and headed north.

The Sand Dunes were observed between Watonga and Woodward. A tour of the city of Woodward was made, observing the buildings that had been damaged by the tornado of April, 1947. Lunch was eaten at the city park. Boiling Springs State Park south of Woodward was next visited.² The group enjoyed a two hour swim here.

The daily trips were planned so that the destination was reached around five o'clock. This was planned for two reasons, first, by arriving at this time of day it wouldn't interfere with any of the host's plans for the evening, and second, after a day of sight seeing and traveling the group would generally be tired and they could bathe and rest before eating and before dark. Short rests were taken during the day. Every hour or so they were given a chance to get off the bus and stretch. In this way they were not too fatigued but they were excited.

²Robert G. Miller, "See and Know Oklahoma." The Daily Oklahoman, May 16, 1948, p. 12.

No name roll was called but each one had a number. The numbers were consecutive from one to twenty-four inclusive. Counting off was done each time the trip was resumed. They were not assigned to any particular seat on the bus and they could change seats if the person who had been seated in the seat didn't object and providing the bus was not moving.

Arriving at Gate at about 5:00 PM Wanda went with the writer to see the Superintendent of Schools. He complimented her on her letter and her handwriting. The superintendent suggested that we use Gate city schools, including the butane stove and the dishes, in preparing our meal. After eating, an amateur program was presented in the auditorium with each one taking part. By this time (retiring time was set at 10:00) everyone was ready to spread blankets and quilts on the floor and go to bed. Without being asked to go to bed, the group did so voluntarily. Soon all that was heard was snoring and groaning. Only once during the ten days outing did the writer have to suggest going to sleep. The statement was made, "Let's see who can go to sleep first." All the talking and giggling stopped and everyone went to sleep.

June 2, after seeing the Coronado Trail marker³ at Morgan, in Beaver County the bus was headed towards the Kansas State line. On reaching the line the bus was left in Oklahoma and the members walked over the state line into Kansas. A state ruling prevented out of state educational excursions in school buses. For five members it was their first time to be out of the state of Oklahoma and ten had never been in Kansas before.

Lunch was eaten in Guyton City Park. Movie and still pictures were made of the sagebrush in the Panhandle. The evening meal was eaten in Beice City

³Ibid., p. 12.



Figure 3



Figure 4

after which the club traveled to the state line and walked over into the state of Colorado. Returning to Boise City, the group attended the theater at reduced rates.

June 3, enroute to Kanton the excursion group visited the dinosaur bone. In Kanton some of the relics of old Cimarron Territory are found in the museum, but most of these have been moved to the Panhandle A & M College at Goodwell and to the University of Oklahoma. Lloyd Intrever, who lives in Colorado, receives his mail at Kanton, Oklahoma, and attends highschool in New Mexico, served as guide through the Black Mesa,⁴ the highest point in Oklahoma. The Devil's Tombstone, dinosaur quarries⁵ and the three state marker are located in the northwest corner of Cimarron County. The marker is located where Colorado, New Mexico and Oklahoma join. It was possible for a child to sit with his legs around the marker and to be in the three states listed above at the same time. Eleven Travel Club members had never been in Colorado before, twelve were in New Mexico for the first time. The next out of state stop was the Texas state line where nine visited Texas for the first time. Not once was the bus driven across the state line.

As guests of President McKee at Panhandle A & M College at Goodwell, the girls slept in the girls' dormitory and the boys in the boys' dormitory. These were the first beds that anyone had slept in since leaving home.

June 4, a tour of the campus, which included the Historical Museum, was made.⁶ A visit to a museum is linking the past with the present. It is a

⁴Ibid., p. 12.

⁵Ibid., p. 16.

⁶Ibid.

means of teaching history and social studies.⁷ A comparison of tools and clothing of the past to that of the present can be made after visiting a museum.

Approximately two hours were spent in the museum and then some were not ready to leave. The spinning wheels, guns, clothing mummified Indians, money, historical papers and the display of mounted birds and animals caught their fancy. The girls "ohed and ahed" when they saw the alabaster carvings of electric lamps and costume jewelry. Alabaster is rock and is a member of the gypsum family. When first removed from the earth alabaster can be cut with an ordinary carpenters saw, according to Buckett.⁸ The carvings were made by a farm family.

The director of the Panhandle A & M College Museum suggested that the club stop at the farm home and see the many alabaster rock carvings the family had made. He said it was one and one-half miles off the highway. The family at home consists of two brothers and one sister, none of which have married. Their occupation is wheat farming and during their spare time the two men carve vases, plaques, lights, ash trays, etc. The sister does the painting for them and also carves costume jewelry.

The family life is wrapped up in these beautiful carvings, therefore none of them can be bought. They simply are not for sale.

A J. I. Case tractor, 1917 model, which is one of the oldest registered tractors in the state of Oklahoma⁹ is on this farm and it not only still runs

⁷Dale. op. cit., pp. 177-178.

⁸John G. Buckett, Panhandle farmer and alabaster rock carver, verbal statement.

⁹Ibid.



Figure 5

but is used on the farm. Movie and still pictures were taken of this old tractor. These people make their own carving tools in their work shop. Approximately two hours were spent here, then the group started toward's Freedom.

After unloading the traveling equipment and eating their supper the club members were guests of the Freedom Chamber of Commerce at the theater.

June 5 was Saturday and a very busy day. Arising bright and early, the travelers reached the entrance to the Alabaster Caverns before the guide had arisen.

The guide suggested the children do a little exploring while he was dressing.¹⁰ They did. The scenery was beautiful at this time of morning with the sun shining directly on the steep cliffs. Martha thought this reminded her of Colorado.

As the group entered the caverns the guide stated that the temperature in the caves was 57° and that although the morning was hot it would be cool in the alabaster caverns.¹¹ The guide pointed out over twenty rooms in the cave.

Important rooms are the Gun Barrel Tunnel, Pulpit Hall, Bathtub, White Way, Aladdin Chamber and Blind Fish Cavern.¹² The formation of the rocks and the color of the rock made each room different from the others. The underground pools misled the group many times as to the depth of the water and the height of the ceiling of the room. It is approximately 135 feet under ground at the deepest explored place. There were a few but not many bats. The bats

¹⁰ Charles Cross, Guide, Alabaster Caverns, verbal statement.

¹¹ Ibid.

¹² Miller, op. cit., p. 5.



Figure 6



Figure 7



Figure 8



Figure 9

never flew into the wall or anyone. They changed their flight course just before flying into an object. Occasionally one would be seen hanging from the wall. A book, a filmstrip, still pictures, or movie might give an accurate and good description of the caves but these will not take the place of the spookiness of the underground caves.¹³

While exploring the canyons earlier in the morning John noticed the natural bridge in the distance. It is located in Cedar Canyon less than half a mile from the Alabaster Caverns and is reached by following the trail along Cedar Canyon. Eighteen had never seen a natural bridge before.

At Alva the bus was driven through the Northwestern College campus. The children also took pictures of the statue of Lincoln on the campus.

Lunch was eaten in Cherokee City Park.¹⁴

The Salt Plains in Alfalfa and Grant Counties were explored after lunch. The children tasted the crystalized salt to see if it was real. Carol and Esther were convinced.

In Woods and Garfield counties combines were seen harvesting fields of golden grain. In one wheat field there were four combines at work but many fields were in need of harvesters. A few days later heavy rain and wind destroyed many of the fields of grain that had been so beautiful.

Five miles north of Enid the Highway Patrol went into action. Sgt. Taylor Lain radioed the Highway Patrol Department to ascertain from the police in Enid if school excursion groups might spend the night near the boat canal.

¹³Gross, op. cit.

¹⁴Miller, op. cit., p. 30.

The Police Department notified the patrol that groups might stay. It was now possible to sleep under stars.

For amusement and entertainment some attended the Knid theaters or window shopped.¹⁵ Others went boat riding. At 11:30 PM all park visitors had gone and all from Hillside were in bed.

June 6 was Sunday and the first thing on the agenda was a visit to Phillips University. Later, in Garber, each attended Sunday School in the church of his choice.

Lunch was eaten in Ponca City and then the Pioneer Woman Statue¹⁶ was visited. After climbing the observation tower near the bathing pool, the group went bathing in the beautiful Wentz Pool.

The Chillico Indian School Campus was reached about 5:00 PM. Seeing the bus with Hillside Consolidated 8, Cushing, Oklahoma, painted on the side, six Indian girls acted as a greeting party.

The camping grounds were west of the school and on the way could be seen agricultural crops. The girls are trained in home making, the boys in general farming, dairy and livestock breeding. Delbert remarked that the Indian boys and girls went to school, worked in school plants and farmed just as any white boy or girl would under similar conditions.

On June 7, rain fell between four and five AM. Since the road from the camping ground to the school campus wasn't paved it was necessary to leave the camping ground. Since it was raining it was necessary to eat at a cafe.

¹⁵Armin K. Lobeck, "The Organization of Field Excursions," Thirteenth Yearbook of the Department of Elementary School Principals of National Education Association, p. 276.

¹⁶Miller, op. cit., p. 16.

Each child was allowed twenty-five cents to purchase his breakfast. If he wanted breakfast costing more than that he was to pay the difference.

Two hours were spent at the Continental Oil Refinery in Ponca City. Some places visited were: the wax house, testing motor oil, canning of oil, instrument house, first aid station, repair shop, and the Conoco swimming pool.

Before noon the bus was rolling through the Osage County pasture lands. At 1:30 the group was at Woolaroc Ranch gate waiting for two o'clock to come. There are regularly conducted tours made at 2:00 PM Sunday, Tuesday and Thursday but Carol, through the Mayor of Bartlesville, had made arrangements for the Hillside Travel Club to tour the Ranch and go through the Woolaroc Museum on Monday. The museum building is built of native stone and the museum emphasizes culture of the Southwest. There are five different rooms each representing a different period in history. They are:

(1) Dawn of History, (2) Land of Forgotten Cities, (3) Red Man and Buffalo, (4) Pioneers of the West, and (5) Trail Blazers of History.

In Bartlesville, after the evening meal a visit to the radio station was made. The night was spent in the ballroom of the Civic Center, Bartlesville.

June 8, Mayor Hudson had made appointments for the group to visit several places.

At the Phillips office building, the machines that did much of the complicated office work were seen in operation. Cards were assorted and placed in their proper places. A visit to a laboratory where any kind of material is tested is a good method to use in teaching science and nature study.¹⁷

¹⁷Dale, op. cit., p. 396.

The zinc smelter plant was in operation. The group saw the ore and followed it through many of the processes before it becomes a finished product. Hazards and safety guards were also noticed. There were also comments about the odor.

Lunch was eaten at Johnstone Park near the first commercial oil well drilled in Oklahoma. The grass had been mowed and the flowers and shrubs showed signs of care. The night was spent in Miami in the dormitories as guests of North Eastern Oklahoma A & M College and President Bruce Carter.

After the evening meal the members toured the rural area and observed large mounds of slag from the lead and zinc mines. Buddy remarked that the material on the mounds could be used on the rural roads near Cushing.

President Carter had made arrangements for tours for the next day.

June 9, the last day out, was a busy one. The first visit was to a garment factory that made jeans for two well known department chain stores. Here workers cut seventy-five leg patterns at once. Next was a visit to the Goodrich Tire and Rubber Company. It was raw rubber when first observed but by the time the plant tour was ended the raw rubber had become automobile, truck or tractor tires. A visit to a clothing or a tire factory affords an excellent opportunity to see mass production and how machines do the work of many men. The workers were well protected from the machinery by guards. If the workers were injured there were first aid stations to go to.

In May, 1948, the little town of Bernice in Delaware County was in the path of a tornado. As the bus traveled through the town the students saw pile after pile of lumber that had been gathered from the wreckage. The lumber was parts of houses or other buildings a few days before.

After lunch the members went motor boating on Grand Lake. They passed by the boat shed where many people keep their yachts. Excursion rates were granted

and in addition the pilot motored an extra five miles. A trip over the bridge and down through the Engine Room was taken. The bus was then headed for home by way of Spavinaw Lake.

The members arrived at Hillside School, Cushing, Oklahoma, at 10:00 PM after traveling 1,561 miles and covering thirty counties. The cost of the tour was \$174.73.

The following is an itemized cost of the travel trip.

Insurance	\$24.00
Alahmeter Covers	14.00
Boating Grand Lake	14.00
Gas 174 gal.	43.50
Food	<u>73.23</u>
	<u>\$174.73</u>
Cost per day	\$17.47
Bus operation per day	4.35
Food per day	7.92
Bus expense per person	1.51
Food per person for trip	3.31
Food per person per day	.33
Cost of meal per person	.11
Cost per person for trip	7.24
Cost per person per day	.73

Each one paid five dollars annual dues. This meant that \$2.24 for each persons expense came from funds raised during the year. Of \$174.73 spent \$120.00 came from dues and \$54.73 from funds raised during school year.

There were no discipline problems whatsoever. The writer feels that this was due to the fact that the children made the rules. Children are harder on each other sometimes than adults are on children.

Each was aware that he had a responsibility to himself and others.

Another reason why there were no discipline problems, was that the teachers were not too school teacherish. All the teachers entered the water fights, joked and played tricks on each other.

This trip is an example of what can be done by other schools. By careful planning of each days trip and the meals, it was possible, along with donated food to make an educational tour on such a small sum of money. Another factor in favor of low cost of the tour was that there was no bus trouble.

CHAPTER IX

EVALUATING THE HILLSIDE EXCURSION

The questions listed are made for the purpose of making an evaluation of Hillside Educational Tour.

1. Was the excursion related to the grade level?

The excursion was related to the grade level because this excursion grew out of the study of Oklahoma History by seventh and eighth grade students who had made a large map of the state and had collected from responsible people over the state information on historic, scenic, industrial places as well as important people and crops. The group prepared the map with intentions of visiting as many places as possible to see if the items listed on the map were actually in the various counties. Oklahoma History as a subject is taught in the seventh and eighth grades at Hillside.

2. Was the trip planned for the grade level?

It was planned for the grade level because the class was studying Oklahoma History. The places visited were regions the members stated that they were interested in seeing and areas or events they had studied.

3. Were the children permitted to help make the plans?

The writer acted only as a supervisor. The children made all of the arrangements. One of the first things the membership did was to set the monthly dues. This was fifty cents per month for ten months. To be eligible a student must be a legal student, as defined by state attendance laws and in the sixth, seventh or eighth grades. The club spent nine nights and ten days away from Cushing. Nine different boys and girls wrote to County Superintendents and Chambers of Commerce people asking if there was an American Legion Hut, Community Building or a school building where the group might spend the night and if there were cooking facilities. The club, it was explained, would have

bedding and would sleep on the floor. The rules which would govern the conduct of the group were made by the members. A letter was sent to counties other than where the Travel Club planned to spend the night. This letter listed the place of interest according to the information received by the boy or girl who had requested such information. Then the child asked if there were other places that might be of interest to elementary boys and girls.

4. Was the tour a waste of time?

Not all of the children were interested in the same thing, but all showed enough interest in each place visited by taking the time to observe the exhibits or scenic places. More of the boys were interested in the livestock and farms at the Panhandle A & M College at Goodwell. Miami was more interesting to the girls because of the clothing factory. There was something at the museum at Wealacoe that fascinated each child. Mantha was interested in the photos. The guns were of interest to Howard while Donita was interested in finding out why there were so many telephones there. All were interested in boating on Grand Lake.

5. Was there a follow through?

The excursion was made during vacation time but each child was asked to make a report of the trip. Notes were taken and at either during the day or at night students arranged their materials. This material was given to the writer after the trip was over. After school started the 16 mm movie and the 2 x 2 slides have been shown seven or eight times and there is always a discussion period after. Very few days have passed without something being said about the trip. A letter of thanks was written to persons who arranged for overnight lodging and to others who helped to make the school journey enjoyable.

The films have been shown to our local P. T. A. at Payne County Teacher's Meeting, at Visual Education classes, at Oklahoma A & M College, at the General

Session of State Rural Teachers, at Audio Visual section and the Oklahoma Education Association meeting in Oklahoma City, also to Dr. Leonis's extension class on Community problems.¹ Martha, Carol, Ralph, Paul and Shirley, who made the tours, narrated what the trip meant to them before these groups.

6. Was the child's preparation too detailed for him to understand?

No. The days tour was planned. The travel club tried to arrive at the days destination at a certain time, but a certain amount of time was not set aside to visit any certain places. The children knew each day what was on the agenda. People along the way suggested places of interest all along the route. The child was not overloaded with facts or things to look for. A few suggestions were made but not so many that it prevented him from understanding what he was doing.

7. Did the child have so much information about the tour that he lost his keen interest?

The child knew the things that the group had planned to see each day. He knew that a tour of the rubber plant at Miami was planned but he was not told how many tons of rubber was used each day in the manufacture of 6:16 or 600:25 tires.

8. Was the preparation monotonous?

The places to be visited were mentioned once in the morning. Each day the pupils were anxious to make the tour to see and learn new things. All of the detailed plans were not given to the members at once because it was sometimes necessary to change the plan and it is best to spring a surprise. The members never knew what kind of entertainment would be had for the night, however, they always had a program planned in the event there wasn't

¹Dr. Leonis is director of the "Community Development Program" at Oklahoma A & M College.

entertainment in the town where the night was to be spent.

9. Were individual differences considered?

If a club was touring a museum, each one was asked to look at as many things as he could, then if he saw something that interested him, he would have time to return and view objects before moving on to the next stop. It would have been a waste of time to have forced all of the boys to spend as much time as the girls used in looking at the dresses or required the girls to spend as much time as the boys wanted to use at the gun display. Delbert is interested in rocks, Paul's only interest is to throw them. Martha was fascinated by costume jewelry, carved from alabaster rock and Joan was homesick.

10. Did the children discover something that they never knew existed?

In Texas County lived a family of three on a farm, a sister and two brothers, none of whom have married. Wheat farming is their chief crop. Ten years ago one of the men decided to try to carve alabaster rock. The Hillside Club members were shown the first carving. Today visitors see several hundred different objects carved from alabaster. Many of these the sister had painted, especially plaques and vases. Not one item of carving can be bought. They simply are not for sale. There are so many hours spent on the carving, the articles just seemed to become a part of their lives they told the children. On this same farm is a 1923 Model Ford and a 1940 Model Truck. To prove that the 1923 Ford would run, one of the brothers started it. A 1917 J. I. Case Tractor, said by the Duckert brothers to be the oldest registered tractor in Oklahoma, was used during the 1948 harvest. A 36 year old horse was in the lot. Esther remarked as the group left the farm that everything seemed to be in order. The house was so clean but she believed that they kept everything they had acquired and never threw anything away. Howard wanted to know as the bus left what would happen to all of the alabaster carvings. He guessed that three

or four thousand dollars worth of carvings were there. Ralph thought that some of it would be sold by the heirs and the rest would go to the museums.

Johnny couldn't understand why they would not sell any of the carvings when people wanted to buy them.

The children discovered that these people enjoyed having school children and people admire the beautiful articles they had made but wouldn't sell any of these articles for any price. Two of the lady teachers were given paper weights made from the rock.

The children had read how far it is from Cimarron County to Ottawa County but they hadn't discovered how far it actually was until they rode a school bus over every mile. They had read how beautiful the Alabaster Caverns were, but they had not discovered how beautiful the caverns actually were until they explored the cave with a guide from the entrance to the exit.

They had read about the Black Mesa, the dinosaur monument, the sage brush, the Salt Plains, Weclarec Museum and the zinc smelter. The children knew these things existed but they had not discovered them until they saw them with their own eyes.

11. Were the pupils observant?

More observant than a person would think. Of course what interested one did not always interest all, but at the same time they were observant, not only of museums, markers, scenic places, and industrial places but of scenes along the way. Melvin remembers the hotel at Kanton and Eddie remembers the various rooms at Weclarec Museum. All of them observed the cutting of 75 layers of denim cloth at once, but not all of them were so interested in how the patterns were marked on the denim for the cutter.

12. Did the tour develop citizenship?

The children learned to live as a family with each one doing his or her share of the work. Two different girls each day shared the work with two woman teachers. The girls helped to plan and prepare the food for the day and helped also with the washing of utensils. Two different boys each day helped the bus driver and the writer load and unload the bus, clean the building before moving in and after moving all the equipment out. A schedule was made before leaving home so every girl and boy knew what day he was to work. Each selected his working partner. The rules governing the trip were made by the students and as far as the writer knows none of them were broken.

13. What are some of the weaknesses of an educational tour?

It is the opinion of the writer that one of the most important weaknesses is that too much territory is covered in too short a time. It is better to observe one exhibit well rather than half view several. Since a tour is generally on time schedule in order to make certain stops the group must be on the move. Dale lists difficulties of tours.²

1. Neither the pupils nor the teacher knew what to look for so the group wandered around.

This was due to the fact that no plans were made so the group didn't know what to look for. Neither the teacher nor the pupils had had experience in planning or taking tours. Hillside teachers had this experience and so had the majority of the pupils in making a tour.

2. Vague instruction as to when and where group is to meet after attending an entertainment.

² Edgar Dale, Audio Visual Methods in Teaching, pp. 151-154.

If the tour is well planned, the group will know when and where to meet after attending an entertainment. The place and time of meeting should be agreed on in advance. If the child should happen to be separated from group he was to contact policeman, Highway Patrolman or mayor.

3. Failure to handle discipline.

The club members had made their own rules and regulations. They knew exactly what their rules were because they had made them. Children are harder on themselves than adults are on children. They want to be accepted by the group too. They wanted to have a feeling that they belonged to the travel club. If rules were broken they might not have a feeling of belonging. They were on their honor to obey rules. The teachers never went around saying, "Don't do this or don't do that." Everything was democratic.

4. Safety precautions on the bus and in bathing.

The question of ducking one another when swimming came up in the morning before swimming in the afternoon. Ralph, the president, and Martha, the secretary suggested that if one child decided to duck another that it should be done in shallow water. Ralph called the officers and representatives together and they decided to recommend to members that ducking would be permitted in places where water was shallow. It was voted on and carried.

The students were permitted to exchange seats provided the bus wasn't moving. The writer suggested to the school board in 1942 that guards made of 16 gauge wire and in one inch squares be placed in a frame over side windows. This guard prevents a child from placing arms or hands out of windows.

5. Insuring the group members.

Insurance should be taken out for each child that makes the tour, that is, if he is traveling in a district owned bus or even private bus. Insurance should cover the loss of an arm, leg, eye, hospitalization, doctor bills, etc.

In case of death there should be insurance for burial expense.

6. Rest periods at least every hour and one half or every forty miles.

Rest periods every hour or so will help to prevent fatigue. Walking up and down a street looking for a rest room or just window shopping for a few minutes will rest the child. Spending an hour in a bathing pool in the afternoon breaks the monotony of a long, hot day. It is possible for an excursion day to be too long, but if camp is broken up at seven or eight in the morning and by making all the planned as well as extra stops and the destination is reached by four or five in the afternoon the children won't be too tired. After resting, bathing and eating they will then be ready to do whatever has been planned for the night.

7. Too school teacherish. The children will get more from the trip if they are not too tense. They won't be too tense if the person in charge enjoys the trip and is having fun with them. Play games with them. Have water fights. Duck each other but always in a restricted area that is fenced off. The writer always ended by getting the wettest and by getting ducked the most. It was not uncommon, neither was it school teacherish if one was eating an ice cream cone for Esther to say, "Bites on you Mrs. Phillock" or for Mrs. Fritchard to say, "Bites on you, Jean." Not very sanitary, no, but so human.

8. No follow through is carried on. It was not possible to have a follow through with all of the students who made the trip because the tour was made after the regular school term. Some were in Cushing High School the next year. A follow through with class discussion was possible with those who returned to Hillside in the fall.

11. Why didn't all students who were eligible go on the school journey?

Sometimes a father's vacation came at the time the educational tours were scheduled and the family would feel that the child should go with his parents.

David vacationed with his parents. Other times illness or farm work prevented. Betty didn't go because ten days was a long time to be away from home. Clifford wanted to see Old Mexico instead of Oklahoma. The lack of money has not prevented anyone from making the 1947-48 tours. In 1947 one child was given work so that he might have enough for his dues and a little spending money also. Not one who remained at home in 1947 or 1948 did so because of lack of funds.

15. What is the attitude of Parents towards excursions?

The parents are very much in favor of excursions. Activities that the travel club sponsor in order to raise funds for the club have the support of the school board and the PTA. The parents feel that since the tours are planned by both the teachers and the pupils that excursions will be educational. The writer has never heard a parent express himself as not being in favor of the tours. The fact that about 90% of those who are eligible to go bear out the favorable attitude of parents. Those who do not go remain at home because of work or because the father must take his vacation at that time. Movies and slide pictures are taken. This makes a school movie history. The parent wants his child to be photographed seeing Oklahoma.

Janice's father and mother made the out of state tours while students at Hillside. They want Janice to go on tours when she is in the sixth grade. She will be eligible then. Janice started to school this year. In 1955 she will be able to do what her father and mother have done. Janice's parents say they remember so much of the historical, scenic and industrial places that the group visited and it is always a topic for discussion when they meet some of their former class mates who made the same educational tours.

APPENDIX

Below is a list of the students who made the 1948 tour.

Allen, Wanda

Belveal, Delbert

Bolton, Esther

Bolton, Martha

Britcher, Wilma

Fisher, Edwin

Goodwin, Howard

Green, Buddy

Green, John

Harmon, Donita

Hartgrove, Joan

Holdorread, Betty

McCaslin, Mary Beth

McCaslin, Ralph

Martin, Carol

Mortion, Wanda

Norton, Wilma

Pote, Melvin

Schnuck, Paul

Reiley, Shirley

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