

EXCURSIONS IN OKLAHOMA HIGH SCHOOLS

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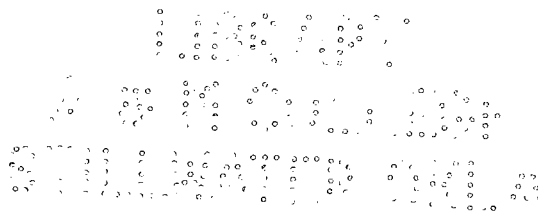
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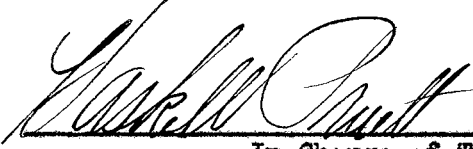


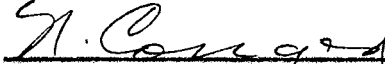
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## CONTENTS

CHAPTER	PAGE
I. INTRODUCTION--EXCURSIONS IN OKLAHOMA HIGH SCHOOLS....	1
II. NATURE AND SCOPE OF INVESTIGATION.....	16
III. ADMINISTRATIVE ASPECTS OF STUDY.....	24
IV. JUDGEMENTS OF EXCURSIONS.....	43
V. SUMMARY, RECOMMENDATIONS AND CONCLUSIONS.....	56
APPENDIX.....	63
QUESTIONNAIRE USED IN THIS STUDY.....	64
SCHOOLS CONTRIBUTING TO STUDY.....	66
BIBLIOGRAPHY.....	69

## TABLES

NUMBER	PAGE
I. LIST OF COUNTIES WITH NUMBER OF QUESTIONNAIRES SENT AND NUMBER RETURNED.....	17
II. NUMBER AND PERCENTAGES ACCORDING TO SIZE OF EXCURSION GROUP.....	18
III. DURATION OF EXCURSION.....	19
IV. STATES VISITED.....	21
V. YEAR OF FIRST EXCURSION.....	23
VI. ARRANGEMENTS MADE WITH AUTHORITIES OF EXCURSION GROUP..	24
VII. RESPONSIBILITY FOR EXPENSES OF EXCURSION TRIP.....	26
VIII. PREPARATORY STUDY MADE BEFORE TAKING EXCURSION TRIP....	27
IX. PLACE VISITED WHILE ON EXCURSION TRIP.....	29
X. PERCENTAGES OF COMPLETE PARTICIPATION AND REASONS FOR NON-PARTICIPATION.....	30
XI. REPORT OF EXCURSION BY THOSE IN CHARGE.....	32
XII. COMMITTEE FOR SUPERVISION AND PROMOTION OF TRIP.....	33
XIII. PROTECTION AGAINST LIABILITY FOR INJURIES.....	34
XIV. MEANS OF TRANSPORTATION.....	37
XV. TIME OF YEAR TRIP WAS MADE.....	38

## TABLES CONTINUED

NUMBER	PAGE
XVI. ACCIDENTS ENCOUNTERED.....	39
XVII. CHARACTER BUILDING EFFECT.....	40
XVIII. REQUEST FOR FINDINGS.....	41
XIX. ADVISABILITY OF SPONSORING SUCH TRIPS.....	42

## Chapter I

### EXCURSIONS IN OKLAHOMA HIGH SCHOOLS

The present study has undertaken to discover, analyze, and in a measure evaluate, various excursion techniques in Oklahoma with a view of making available to teachers and administrators information which would enable them to achieve a more effective utilization of the opportunities that excursions offer. In as comparatively little work has been done on the subject, still less written and no surveys of practices and opinions have been made, it has seemed as if a comprehensive study of excursion practices in Oklahoma, would prove of practical value to administrators and others who sponsor these excursions. Besides such a general study should offer some definite facts which would eliminate mere opinions of its worth.

In pursuance of the purpose stated above, the problem has been approached from six different angles.

1. The excursion has been studied in certain European countries in which it is extensively used.
2. The schools in Oklahoma that made excursions, have been located through the county superintendents and personal contacts with sponsors of excursions at Oklahoma Agricultural and Mechanical College during the summer of 1939.
3. Questionnaires seeking information were sent to the superintendents of the schools in Oklahoma that made excursions.
4. The procedures in current use in Oklahoma have been analyzed and a tentative technique has been developed.
5. Related studies of excursions in the United States have been



traced and studied.

The expression "school excursion" is used in the present study to designate organized trips made by high school classes in Oklahoma during the school term 1938-39 with emphasis on techniques used. The writer wished to determine the extent of excursion practices in Oklahoma, and through such practices ascertain the desirability of such practices in order that a workable set of procedures might be formulated for those who wish to sponsor such trips.

## INTRODUCTION TO STUDY

The word "excursion" carries with it a certain suggestiveness of pleasurable excitement. It's pleasurable connotation finds support in the actual sense of the word for it means a departure of some sort from the usual rounds of activities. Just what the new experiences will be is perhaps of relative importance in comparison with the essential fact that it is a going out to meet new objects, persons, ideas and to feel the heightened sense of living which accompanies the exploration of new fields. The hunger for new experiences is no recently acquired tendency of the human race. It would seem therefore as if the "excursion" must be as old as society itself.

Prior to the use of written languages, which enabled the human race to print newspapers and other types of written communication, the excursion was practically the sole method of acquiring information concerning matters beyond the confines of an individual's own limited environment. The wandering minstrels of the middle ages might be considered as excursionists on the grand scale, who brought to the people among whom they wandered a knowledge of places, men and ideas. The early Greeks traveled to secure information. Only by means of extended travel in Egypt and other eastern lands did Herodotus verify and obtain the mass of information included in his history.

After the multiplication of books which followed the invention of the printing press, and the gradual establishment of universal education did man's knowledge come mostly from books. By the use of books more people could obtain printed knowledge at a minimum

cost. But, little by little the common school curriculum was supplemented by the addition of classes in geography and other sciences, which brought about the use of laboratories, by which pupils might handle for themselves the objects which they were to study. Later it proved that some subjects needed field trips for the gathering of information. Thus, primarily as an offshoot of the laboratory method, the idea of the excursion was born.

The cause underlying the development of the excursion method have not been the same in every country, nor the ends which it serves identical. Present variations in its conduct are closely related to national educational policies and political philosophies. A brief historical study of the influences that have led to it's increasing use and an examination of the present manner of it's organization may serve to throw into relief some of the values of the excursion and suggest practices that may well be adopted or adapted in the development of an excursion technique for Oklahoma.

#### FOREIGN COUNTRIES

Great Britain, Japan, and nearly all the continental European countries have made experiments with school excursions, so these countries will naturally invite first consideration.

##### Germany:

The earliest excursions in Germany of which a definite report is obtainable are those made by Salzmanns school in Schnepfenthal between the years 1783 and 1802. Salzmanns desired not only to preserve a chronological record of the trips but also to provide his students and their parents with material for meditation in order

that they might love nature, observe keenly, and travel extensively. Salzmans made his excursions to places of personal interest rather than to those of educational value.

Salzmans required his pupils to make an elaborate study of the province in which the excursion was to be taken. A very careful inspection of each pupils equipment was made before the excursion started. Bad weather, roads and other physical factors were considered. Salzmans excursions were made for physical training and character building.

In later years school excursions in Germany have won recognition as an acceptable method of instruction, and have become an established part of the school program. The development of the school excursion in Germany received it's impulse from the "German Youth Movement". This youth movement was in part the outcome of a reaction against the traditional education of the intellect and it's neglect of the emotional needs and interest of the adolescent pupils. The decades preceding it's birth had witnessed the industrialization of the larger areas of the country, and therefore concentrated the population into the larger cities, taking the opportunity of freedom and life in the open from the youth.

The youth movement stood for freedom, social activities, fellowship, and the right to choose one's own patterns of thought and conduct; it also stood for devotion to the fatherland, to it's native music, arts, folklore, and it sought to become a constructive social and clutural force. Excursions through the country offered opportunity for comradeship, for conversation, camping enjoyment shared with others of like age and interest, for learning something of the people



and customs of different regions, and for comparing rural and urban life.

Enthusiasm inspired by the youth movement was strikingly demonstrated at a gathering of Hohe Meissner in 1913. Around a great campfire on this summit assembled more than a thousand of the German youth to proclaim the right to make their own decisions on their own responsibility. This was the first attempt to formulate the purpose of the movement, and it has remained the unifying force down to the present.<sup>1</sup>

As the youth began to make more excursions the problem of suitable lodging quarters had to be worked out. The correcting of this situation was largely due to the efforts of Richard Schirrmann, an elementary schoolmaster of Gelsenkirchen, in Westphalia. Schirrmann described a plan for the building of hostels, which he published in an educational journal. A year later a number of small hostels, one of which was in Schirrmann's own school attic, were established. The attic was transformed into a kitchen and sleeping quarters. Schirrmann invited students from neighboring towns to visit the hostels, to cook their own meals and to spend a night or two, and to become acquainted with his students. The town fathers becoming sympathetic with the new movement, and interested in helping it succeed began to look about for suitable housing for the young excursionists. The demand made by the German youth movement for lodging places increased the number of hostels from 17 in 1913, to 2000 in

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<sup>1</sup>Henry C. Atyeo, The Excursion as a Teaching Technique, p. 10.

1933. In 1913 a total of 3000 nights of lodging were spent in the hostels, while in 1933 a total of 4,600,000 nights of lodging were provided for 200,000 youth.

The type of excursions made in Germany may be divided into three classes, those purely for recreation, those for physical development and those for educational value. The recreation trips are group trips to some chosen spot with no purpose other than allowing members to enjoy themselves as they please. There is little organization to such trips.

Trips for physical exercise have become popular in Germany after the world war. Such trips were usually hikes to some spot where they ate their lunch and hiked back.

The educational excursions are the most important types in Germany. This type of excursion is made to places of interest, concerning the study which the class is making. Much preparation is made by the pupils before such trip is taken, and they have a thorough knowledge of the printed material on the places to be visited.

Longer trips are becoming more and more popular in Germany, so much so in fact, that rules have been formulated requiring pupils to become familiar with their own community and vicinity before undertaking any excursions to distant parts of the country, or any foreign countries. The need for such a ruling is striking witness to the increased ease of travel made possible through the youth hostels, which are now to be found in ever-increasing numbers in many countries.

A considerable variety of practice is found in the planning for excursions in Germany. It is usually the teacher that selects the places to be visited and plans the details of the trip, but suggestions

are often made by the pupils, and sometimes much of the preparation is their responsibility. The length of time to prepare for a trip, depends of course, upon the duration and character of the proposed excursion. A trip of a single day may be planned in a class period. For a weeks trip much time and study is devoted to the planning. The geography and history of the region to be visited are studied; maps and time-tables are studied to plan the itinerary; accommodations at hostels are reserved; and a complete schedule for the trips is worked out. The pupils are entrusted as much as possible in the making and carrying out of the plans.

During the trip considerable freedom is allowed the older pupils to follow out lines of individual interest, so that these trips may provide the chance for the development of any special personal bent. The trips also provide recreation and the pleasure of good fellowship.

The whole aim of the German excursion program is to promote the physical welfare of the boys and girls, gradually to widen their knowledge of the fatherland, and to inculcate devotion to it.

One of the earliest excursions made in Germany was in 1877, by J. G. Cowham a teacher in Westminster. Mr. Cowham took his geology class to Switzerland to observe a real glacier. Before the trip started much preparation and planning was done in order that each student would get the most from the trip.

Alexander and Parker, who have made an extensive study of the excursion in Germany, find that:

School trips help to fulfill the social aims of closer comradeship between the teachers and pupils, group co-operation within the class and school, and the spiritual unification of the people of the nation. Trips that begin in the immediate neighborhood and extend their scope gradually to the whole country, are excellent means for acquainting younger pupils and elder students with their environment, and fostering permanent interest in native culture. First hand experience that comes through the eyes and ears of the pupils is a surer means of broadening their knowledge than the reading of many books. Much is learned incidentally on all these journeys and certain occasions, requiring systematic preparation, make the pupils responsible in a practical way for many kinds of information useful then and later.<sup>2</sup>

The growing recognition of such excursions led, in 1911 to a meeting of teachers under the leadership of Dr. Kimmins, to the organization of a "School Journey Association". The undertaking of the association was to secure financial backing for the excursions, to obtain suitable insurance for the schools or individuals responsible for the management, and to provide helpful information about itineraries, traveling fares, and inexpensive lodgings. Its motto, "Travel is the Slayer of Prejudice".<sup>3</sup>

#### England:

The school excursion in England seems to have grown from the initiative of individual teachers. The first excursions were designed to provide social experiences for the pupils, but they have in time developed into what the London Education Service has termed "An Extramural System of Education".

From the time of the first London School excursion in 1896 up to the year 1935, the School Journey Association grew so rapidly that in 1935 it had under its administration 250 youth hostels very similar

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<sup>2</sup>T. Alexander and B. Parker, The New Education in the German Republic, p. 66.

<sup>3</sup>Henry C. Atyeo, The Excursion as a Teaching Technique, pp. 27-28.



to the German hostels through England and Wales. In 1921 the School Journey Association became a member of the federated educational association, which holds regular conferences at the University College, London.

Closely associated with the School Journey Association is the English Secondary School Travel Trust. The trust is a voluntary non-profit organization which makes foreign travel possible for schools. The Trust originated in 1932, when a group of schoolmen chartered an old ship, and made two cruises to the Baltic for boys of school age. Since those first trips a larger ship has been chartered for secondary school boys to enable students from a larger number of schools to take the advantage of the cruises. The motto of the Trust is, "The world belongs to him who has seen it".<sup>4</sup>

The most important type of school excursion made in England is, "The Homeland Excursion", which is a tour of England to study social life of the people.

The English regard the excursion as primarily a social activity, and educational visit, an opportunity for developing those fine characteristics of a gentleman, rather than as a definitely organized trip with an instructional aim. This viewpoint is in accord with the British sense that culture is acquired fundamentally through friendly contact, wide experiences, and knowledge. The English excursion lacks the detailed and regimented character of the German plan, is more of the nature of a social visit to an educationally interesting place.

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<sup>4</sup>Ibid., p. 29.

## EXCURSIONS IN THE UNITED STATES

The excursion idea in the United States was hastened through the influence of teachers who received their training in German Universities. A young American by the name of Van Liew spent a week in the Harz Mountains with an excursion group. On his return home he proceeded to raise and answer certain objections to its use in this country, which might be made.

In America, it is true, we have to contend with factors that would be reduced to a minimum almost anywhere in Europe. For example, there are our broad expanses of country offering but little diversity and few natural attractions other than can be seen at home; with few exceptions, points of historical and artistic interest are rare and far apart; the expense would consequently prove greater in America than elsewhere, if each day were made to furnish its full contribution of interesting and diverse experiences. These, perhaps, embody the chief difficulties; not one, however, is a universally valid objection; not one but can be more or less completely surmounted. Many of our localities offer greater riches in some lines than Europe. We still have regions, close to very centers of habitation and civilization, that would yield inexhaustible sources of observations made under such circumstances are educative in a sense that no other scientific instruction can be. Again we are very often apt to underestimate the value of our more immediate surroundings in nature; one does not need to go far to find types of what is true the world over. Structures of real architectural merit and art exhibits are rapidly increasing. Almost every country of the older States has its local traditions, legends, and historical events, which, despite their local stamp, can be made to stimulate a historical interest. The school journey could be utilized most easily, perhaps, by private, technical, and manual training schools, either because they can very often appeal more successfully to parents for funds or because the nature of their work calls for just such undertakings. I do not doubt, however, that many parents of public school children would gladly furnish the means for such a journey of moderate pretensions if once assured of its benefits and of competent management. Finally, if economy and simplicity are strictly observed, as they should be, the expense of such an undertaking, even including railroad fares, is surprisingly small.<sup>5</sup>

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<sup>5</sup>C. C. Van Liew, "A School Journey," Educational Review, Vol. 8, pp. 7-24.

C. F. Hoban an American philosopher, writing in "School Life", reminds us that both Pestalozzi and Rousseau utilized the excursions in their teaching, and comments:

Their influence is reflected in the early educational development of Pennsylvania. William Penn was an exponent of visual instruction. He was a believer in the value of observation and in learning to do by doing. Franklin also was a visual educationist. He was the first American cartoonist and advocated journeys to neighboring plantations, that "the methods of farmers might be observed and reasoned upon." This type of instruction was common in the early days.<sup>6</sup>

Perhaps the most interesting of the more ambitious excursions of which we have any account is one which was made by a group of juniors and seniors from the rural high school in Bentley, Kansas.<sup>7</sup> A students' "Tour Club" raised \$500.00 which it was estimated would be needed to cover the expenses of a group of sixteen travelling for a month by bus. The money was raised chiefly through the sale of subscriptions to the Wichita Eagle by the club members. The club undertook all plans for the trip, selected the route taken through the eighteen states and Canada, made in advance arrangements to visit places not ordinarily open to the public, and were even so fortunate as to be offered free accommodations for the party each night. The account of the Bentley High School journey reads almost like a fictitious illustration of what even a small high school may achieve in planning for and carrying out a very extensive excursion program.<sup>8</sup>

The Itinerary included: many of the important cities of East--Washington, D. C., and New York City more thoroughly and exhaustively than the others. In the South, they saw Muscle Shoals; at Gettysburg they saw and heard President Roosevelt. In Washington they visited the House, the Senate, embassies, the Congressional Library, many other government institutions and the important sights of the city. In New York special passes admitted them to the New York Stock Exchange and Radio City Music Hall. They took all-night tours through ocean liners, took boat

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<sup>6</sup>C. F. Hoban, "The School Journey as a Visual Aid," *School Life*, Vol. 13, p. 32, 1927.

<sup>7</sup>W. E. Rich, "A School on Wheels," Junior-Senior High School Clearing House, Vol. 9, p. 185, 1936.

<sup>8</sup>Henry C. Atyeo, The Excursion as a Teaching Technique, p. 61.

trips. Harvard and Wellesley Universities were their hosts and the historic points of interest were visited at Boston. They also visited Detroit, Greenfield Village, Century of Progress Exposition, Sing Sing Prison, Niagara Falls and Coney Island.<sup>9</sup>

The true significance of such a trip may be realized as one remembers that:

Bently is a small Kansas town. Nearly all the high school students are farm boys and girls whose horizon consists almost entirely of other farms like their own, whose friends are farm boys and girls. Morning and evening, year in, year out, their life consists of farm life. To such people, a tour such as the one briefly described will be a lasting inspiration, a cherished memory, perhaps a wellspring of ambition for a broader and more expansive life.<sup>10</sup>

Excursions have grown to the extent that Stephens College has made it a part of their educational program. A news article from the Oklahoma City Times reads as follows:

Three separate trains carrying 11 coaches apiece will take Stephens college undergraduates to Mexico for Easter and two weeks of exploration below the Rio Grande. The junket is considered as part of Stephen's educational program, and gratifyingly received as a friendly gesture by the government of Mexico which has co-operated in furnishing entertainment and education for the American students.

The arrival of so many American students in Mexico has enlisted the aid of the southern republic's fine arts department which has arranged several musical programs and several trips outside the Mexican capital.

At Mexico City the government will supply various protections such as; a constant guard of Mexican City Police, bottled water outside the capital, and specially inspected auto caravans to carry them to the mountains for native market days.<sup>11</sup>

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<sup>9</sup>W. E. Rich, "A School on Wheels", Junior-Senior High School Clearing House, Vol. 9, p. 185.

<sup>10</sup>Ibid., p. 185

<sup>11</sup>"Three Trainloads of College Girls to see Mexico." Oklahoma City Times, March 21, 1940.

It may be possible that the factors which have retarded the growth of the excursion still exists, however the whole case for the school excursion in relation to the objections against it has been summarized by R. Cassidy.

America is vast in size, our motor roads have been developed, every home has the possibility of a car, our young people are not by tradition or inclination "wanderers" except for the pitiable picture of modern times presented by the itinerant unemployed youth. Our school teachers are not a group given to finding their own recreation in hiking. Neither the schools nor the teachers encourage or plan for school journeys or wandering days in either the English or German custom. We are not yet so regimented by government that we require the schools to take the children out on walking trips so that they will learn to love and treasure the best beauties of the American scene.

America's own special way of taking children, during the long school holiday, out into the open can be seen in the summer camp movement and long family excursions. No other country has such a program, or could have, perhaps, with their short school holidays. The out-of-camp trips of two or three or more days' duration have given American children wandering experiences of great value. The Scout program offers tours of the national parks, journeys to their great international meetings in various parts of the world, and the like, for a limited number of children.

Our young people are not raised in the tradition of walking or cycling. Except in limited areas, our country is not adapted to bicycle travel. Our youth are not as disciplined as foreign youth. We do not have a central unity of youth in America in a great challenging national cause which in Germany today draws them together and provides both individual and group ideals and standards of conduct. We have many more resources for commercialized recreation to lure youth from the simplicity of wandering. We do not have adequate recreational resources either for youth out of school or for young married couples.

However, our young people need just as much as do those abroad all the opportunities and experiences toward which the Youth Hostel is aiming. The opportunity to have inexpensive recreation, to build resources for the wholesome use of leisure for one's whole lifetime, to have a healthy outdoor experience, to adventure over the face of America seeing its beauties and feeling the challenge of the pioneer days, to love it so that as an American you wish to keep it beautiful, to help protect its resources from waste and exploitations, to keep the countryside from litter and ugly advertising, to learn to know other

wanderers, to learn how to travel inexpensively and well, to gain the happy fellowship of the road both at home and abroad--these experiences our people need.<sup>12</sup>

The early use of the excursion in the United States depended upon the influence of the European educational philosophers, American thought, and the enthusiasm of those who had witnessed the stirring effects of the excursion procedure. Progressive schools have incorporated the excursion into their curricula, and are experimenting with it as an instructional method.

The establishment in this country of a hostel system similar to that found in many European Countries has already given impetus to the planning of more extended excursions than are feasible without its low-priced overnight accommodations.

Surveys have indicated that the excursion approach is employed to a considerable extent in this country to teach citizenship and vocational opportunities.

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<sup>12</sup>R. Cassidy, "Youth Hostels: England and Germany," The Nation's Schools, Vol. 19, pp. 18-22, 1937.

## Chapter II

### NATURE AND SCOPE OF INVESTIGATION

The school excursion depends for its success upon the co-operation of school superintendent, sponsors (including faculty sponsors) and community organizations. In order to learn something of the manner in which responsibility for its organization and administration is divided among these groups, a questionnaire survey has been undertaken.

The first problem was locating the schools which made extended excursions during the 1938-39 term of school or at the close of school. To accomplish this problem a reply postal card was mailed each county superintendent of the seventy-seven counties requesting of them to send on the reply card the names of schools in their county that made extended excursions.

The reply card was returned by forty-three with the requested information. To make the survey more complete a second postal reply card was mailed to the thirty-four counties which failed to answer the first one. Fifteen additional cards were received bringing the total number of reply cards returned to fifty-eight.

The names of two-hundred-eight schools were received from the fifty-three counties responding. To this number a questionnaire was mailed to secure the necessary data for study. The total number of questionnaires sent to each county and the number of replies received are shown in Table I.

TABLE I  
DISTRIBUTION OF QUESTIONNAIRE

List of counties with number of questionnaires sent and number returned.

<u>COUNTIES</u>	<u>Sent</u>	<u>Ret.</u>	<u>COUNTIES</u>	<u>Sent</u>	<u>Ret.</u>
Adair	4	2	Love	2	0
Alfalfa	7	6	Major	2	2
Beaver	3	2	Murray	1	0
Blaine	5	3	Muskogee	2	1
Bryan	12	7	McClain	1	1
Caddo	5	5	McCurtain	4	3
Canadian	1	0	McIntosh	4	1
Carter	1	0	Noble	1	1
Cimarron	4	3	Nowata	4	2
Cleveland	3	1	Oklahoma	2	2
Choctaw	6	2	Okfuskee	1	1
Comanche	2	1	Okmulgee	3	1
Cotton	1	1	Osage	1	1
Craig	7	2	Pawnee	1	1
Delaware	5	1	Payne	1	0
Dewey	4	3	Pittsburg	5	1
Ellis	5	5	Pushmataha	2	1
Garvin	7	2	Rogers	6	1
Grady	1	1	Roger Mills	4	2
Greer	6	3	Sequoyah	2	2
Harper	4	2	Seminole	1	0
Harmon	3	1	Stephens	4	2
Haskell	4	1	Texas	8	4
Jackson	10	6	Tillman	4	3
Johnston	8	1	Washita	2	2
Jefferson	10	5	Washington	2	1
Kingfisher	1	1	Woods	3	2
Kiowa	6	5	Woodward	4	4
LeFlore	3	1			
Lincoln	1	1			
			TOTALS	<u>208</u>	<u>116</u>



Table I represents data of question number one of questionnaire, which shows the number of questionnaires sent out, and the number returned by each county. A total of 134 replies were received, but 18 of this number were discarded because the schools did not make such excursions. The remaining 116 came from schools that made excursions, and it is upon this number as a base that the percentages are computed in conjunction with this study.

The officials from the counties of Canadian, Love, Murray, Seminole and Payne received questionnaires but all failed to return any.

Schools in the counties of Bryan, Alfalfa, Caddo, Ellis, Jackson, Jefferson, Kiowa, Texas and Woodward led the state in using the excursion. This can be accounted for by the fact that the larger percentage of schools in these counties are consolidated schools, and it is the general opinion of most school men, that boys and girls of rural communities have fewer opportunities for travel than those who live in towns and cities.

TABLE II SIZE OF EXCURSION GROUP		
Schools Reporting 113		
Number of Pupils	Number	Per Cent
10 or Under	9	8
11-20	41	35
21-30	38	34
31-40	12	11
41-50	6	5
51-60	4	4
Over	3	3
TOTAL	<u>113</u>	<u>100</u>

Table II represents data on question number two of the questionnaire, which treats the size of the excursion group.

The size of the excursion groups are expressed in units of ten. The group most frequently checked is that numbering between 11 and 20, checked by 35% of the schools reporting. The largest excursion group mentioned numbers 60 and over, was reported by 3% of the schools. The smaller group of 10 or fewer was reported by 8% of the schools.

The investigation revealed the larger groups were usually accompanied by one or two sponsors. In many cases the superintendent and his wife accompanied the group making the excursion. In a few schools the entire faculty accompanied the group.

TABLE III		
DURATION OF EXCURSION		
Schools Reporting 113		
Duration	Number	Per Cent
One Day	22	20
Two Days	12	11
Three Days	14	12
Four Days	10	9
Five Days	15	13
Six Days	9	8
Seven Days	8	7
Eight Days	7	6
Nine Days	2	2
Ten Days	5	4
Over Ten Days	9	8
	113	100
TOTAL		

Table III shows data on the duration of the excursion in number of days. The one and two day excursions were reported mostly from the larger schools, and the day was spent visiting places of interest in Oklahoma and states bordering on Oklahoma. Excursions from three to ten days in duration were reported by medium size schools, and the journey covered from one to ten states.

The 8% that were out of the community over ten days were reported by schools with groups from 11-20 and 21-30.

Port High School in Washita County took a group of 26 pupils, 9 teachers, 4 mothers and were gone from home a total of 25 days, the longest duration of any school reporting. This group covered 13 states and Canada. Money amounting to \$865.00 was raised by different student organizations to pay expenses of the trip.

Ft Cobb in Caddo County, Consolidated Eight in Kiowa County, Alma in Stephens County, Headrick in Jackson County, Binger in Caddo County, Shattuck in Ellis County, and Reed in Greer County were other schools that were on excursions more than 10 days and covered ten and more states.

Schools attending the Senior Day sponsored by the Oklahoma City Chamber of Commerce were not included in this survey.

TABLE IV  
STATES VISITED

Schools Reporting		
States	Number	Per Cent
Alabama	1	1
Arizona	4	3
Arkansas	19	17
Colorado	11	10
California	2	2
Georgia	2	2
Iowa	1	1
Idaho	1	1
Indiana	3	3
Illinois	4	4
Kentucky	3	3
Kansas	11	10
Louisiana	6	5
Missouri	10	9
Maryland	5	4
Mississippi	4	3
Montana	1	1
Michigan	1	1
Nebraska	1	1
New Jersey	1	1
Nevada	4	3
New York	3	3
New Mexico	50	43
North Carolina	1	1
Oklahoma	55	48
Ohio	5	4
Oregon	1	1
Pennsylvania	3	3
South Carolina	1	1
Texas	60	52
Tennessee	5	4
Utah	2	2
Virginia	4	4
West Virginia	3	3
Wyoming	1	1
District of Columbia	3	3
Old Mexico	21	19
Canada	1	1

Table IV shows data on the number of states visited and the per cent of schools visiting each state.

Thirty-five of the forty-eight states, the District of Columbia, Old Mexico, and Canada were visited by the excursion groups. Texas, Oklahoma, and New Mexico were states visited by over two-thirds of the groups. Most of the schools that visited Texas spent their time in the southern part of the state near the gulf, and the larger cities of that section. The most popular places visited in Oklahoma were; Medicine Park in the Wichita Mountains, Turner Falls near Ardmore, Craterville Park near Cache, and Oklahoma City. Carlsbad Cavern was reported visited by all schools that visited New Mexico.

Arkansas, Colorado, Kansas, and Missouri were other states visited by many of the schools reporting. No places of particular interest were reported visited in any of these states. Other states reported, were visited by one to five per cent of the schools.

Juarez was the place most frequently visited in Old Mexico. The National Capitol was the place most frequently visited in the United States. No places of special interest were reported by the groups that went to Canada.

TABLE V  
YEAR OF FIRST EXCURSION

Schools Reporting 111		
Year	Number	Per Cent
Before 1930	3	3
1930	3	3
1931	1	1
1932	4	4
1933	3	3
1934	5	4
1935	9	8
1936	20	18
1937	26	23
1938	17	15
1939	20	18
TOTAL	111	100

Table V compiles data on the inception of excursions in Oklahoma. According to this survey schools in Oklahoma have become excursion minded in the last four years. This may be due to better means of transportation, better roads, and more government and state parks throughout the nation.

## Chapter III

## ADMINISTRATIVE ASPECTS OF THE STUDY

The purpose of this chapter is to investigate the excursion techniques and procedures being practiced by schools in Oklahoma. The excursion procedure may be conveniently studied by considering separately each of its administrative aspects. Each of the procedures listed on the questionnaire sent out, have been handled in a variety of ways, and any desired selections from among them may be combined to build up a technique adapted to local needs and conditions.

TABLE VI		
ARRANGEMENTS MADE WITH AUTHORITIES OF EXCURSION TRIP		
Schools Reporting 116		
Person or Group Making Arrangements	Number	Per Cent
Entirely Responsible	49	42
Principal	4	3
Superintendent	35	30
Sponsor	10	9
Partly Responsible	67	58
Principal	19	16
Superintendent	56	48
Teacher	9	8
School Board	30	26
Committee	5	4
Sponsor	49	42
Pupils	17	17
Others	4	3



Table VI is a tabulation of the data in question number eight of questionnaire, which treats the placement of responsibility for arrangements with those in charge of places to be visited.

The making of appropriate arrangements for an excursion with the authorities in charge of places which is desired to visit devolves upon one or several groups. From the manner in which the questionnaires were checked many of the schools indicated a division of responsibility for the undertaking. In 30% of the schools the superintendent was entirely responsible for making arrangements, and 48% of the schools reporting, he assumed the responsibility along with teachers, pupils, school boards, sponsors and others. In 9% of the schools reporting the sponsor was entirely responsible, and in 42% was partly responsible. The superintendent, sponsor, and principal was entirely responsible for making arrangements in 42% of the schools reporting.

In 17% of the schools the students shared the task of making the preparatory arrangements, but no case is reported in which they were given entire charge. School boards were partly responsible in 26% of the schools. Teachers in 8% of the cases, and special committees in 4% of the schools. In 58% of the schools reporting the trips were arranged by groups.

TABLE VII RESPONSIBILITY FOR EXPENSES		
Schools Reporting 115		
Person or Group Defrayed Cost	Number	Per Cent
<u>Partly Responsible</u> Board of Education	6	5
Parent Teacher Association	6	5
Student Organizations	85	74
Each Pupil	61	53
Others	20	17

Table VII compiles the data in question number nine of questionnaire, which treats the responsibility of expenses incurred. Much variation is found in the means used to meet the expenses entailed by the excursion procedure. The data shows that no single group is entirely responsible for the expenses incurred.

Student organizations, and individual students were reported to have assumed the greatest responsibility of expenses incurred.

Sponsors reported that students used much time outside school hours raising the necessary money to make the trip. Some of the things which students promoted to raise funds were as follows; selling candy, cooked food sales, serving banquets, subscriptions to newspapers and magazines, and special entertainments of different

kinds with paid admission. Several schools required each pupil making the excursion to bring canned food which could be used during the duration of the excursion.

The only way that boards of education helped to raise expenses was by the lending of district owned busses.

TABLE VIII PREPARATORY STUDY		
Schools Reporting 116		
Method of Work	Number	Per Cent
Trip was discussed in detail	104	90
Books related to trip were read	49	42
Topics were assigned and studied	20	17
Individual projects were planned	18	16
Others	13	11

Table VIII compiles the data in question number ten of questionnaire which treats the preparation made by those making the excursion.

This is not an attempt to prove the educational value of the excursion, but in most of the schools reporting some preparation was required by the students so that the trip might be worth more to them. In many cases sponsors assigned collateral reading, and gave references that required students to go to libraries for the material. Special topics and projects were assigned as a part of the preparation for the excursion.

Many sponsors of the excursions are of the opinion that much preparation should be promoted before the excursion is undertaken. More than four-fifths of the sponsors in making preparation for the trip discussed the trip in detail. This included the places to be visited, time to be spent at each stop, and places of interest at each stop.

TABLE IX  
PLACE VISITED

Schools Reporting 114		
Place Visited	Number	Per Cent
Factories	50	44
Stores and Shops	71	62
Museums	90	79
Municipal Buildings	76	67
Historical Landmarks	92	81
Parks	99	87
Theaters	66	58
Oceans and Gulfs	26	23
Caves and Caverns	50	44
Others	56	49

Table IX compiles data presented by question number seven of the questionnaire, which treats the places of interest visited by the excursion group. Parks, historical landmarks, and museums were visited by four-fifths of the schools investigated. Municipal buildings, stores, shops, and theaters were visited by over half of the groups. Visits to factories, caverns, oceans, gulfs and other places of interest were reported. Additional places visited not mentioned in Table IX were courts, newspaper offices, hospitals, colleges, electric plants and Niagara Falls.

Parks were visited by the highest percentage of schools, which might be due to the fact that most of the schools that made trips used parks for camping headquarters.

TABLE X PERCENTAGES OF COMPLETE PARTICIPATION AND REASONS FOR NON-PARTICIPATION		
Reasons	Number	Per Cent
Schools with complete participation	41	35
Schools with non-participating students	75	65
TOTALS	116	100
Reasons for non-participation		
Lack of Interest	26	22
Cost too much	12	10
Conflicting Interests	38	33
Parental Objection	24	21
Others	20	17

Table X is a tabulation of data presented in question eleven of questionnaire, which concerns causes of non-participation in excursion trips.

This investigation reveals that in 35% of the schools making excursions in 1938-39, all the pupils that were eligible to go made the trip. Groups where all made the trip the excursion was made in the state or bordering state, and having a duration of from one to two days.

In two-thirds of the schools reporting all that were eligible did not make the trip. Among four probable factors suggested on the questionnaire, the three which are apparently the most important are as follows; conflicting interests, lack of interest, and parental objections.

Table X reveals that one-third of the schools reported conflicting interests, and this included marriage, athletics, special classes and work.

One-fifth reported lack of interest on the part of students that were eligible.

Parental objections were as follows; religion, lack of faith in sponsors, chance of injuries or sickness too great for good derived, and because some had to work at home.

10% reported that it cost too much. This is a relatively small percentage, and according to the table on incurred expenses, very few schools required the students to pay a large part of their expenses. The money in most cases were raised as a group project.

17% reported other reasons for non-participation which included illness, limited transportation facilities, and summer school work.

TABLE XI		
REPORT OF EXCURSION BY THOSE IN CHARGE		
Schools Reporting 116		
	Number	Per Cent
Written report by sponsor	17	15
No written report by sponsor	99	85
TOTALS	116	100

Table XI is a tabulation of the data presented in question number 13 of questionnaire, which concerns the matter of a written report by the sponsor or the ones in charge of the trip.

The schools reporting a written report by the students were the schools that made the excursion during the term of school and not at the close of school.

In schools where no written report was required the excursion was made at the close of school, and the necessity for a written report was not felt, although many did keep a record of the events of the trip which was often published in their local newspaper.

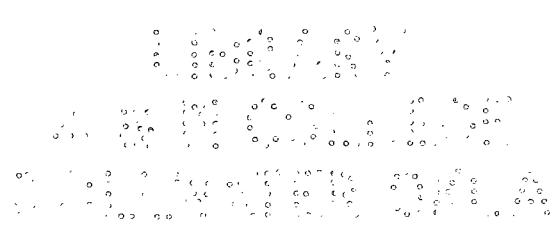




TABLE XII		
COMMITTEE FOR SUPERVISION AND PROMOTION OF TRIP		
Schools Reporting 115		
Method	Number	Per Cent
Special Committee	28	24
No Committee	87	76
TOTALS	115	100

Table XII reveals data in question number 12 of questionnaire, which inquires as to whether or not there is a special school committee for supervision and promotion of excursions.

Schools that reported having special school committees for supervision and promotion of excursions included schools having from 3 to 7 years of excursion experiences. They further reported that the committees are composed of students, teachers and patrons.

76% of the schools reported no special committees for supervision and promotions. Data shows that four-fifths of this group have taken from 1 to 4 excursions.

<b>TABLE XIII</b>		
<b>PROTECTION AGAINST LIABILITY FOR INJURIES</b>		
Schools Reporting 116		
<b>Measure of Protection</b>	<b>Number</b>	<b>Per Cent</b>
<b>INSURANCE</b>		
Carried	28	24
Not Carried	88	76
<b>TOTALS</b>	<b>116</b>	<b>100</b>
<b>WAIVER FROM PARENTS</b>		
Required	48	41
Not Required	68	59
<b>TOTALS</b>	<b>116</b>	<b>100</b>
Insurance but no waiver	13	11
Waiver but no insurance	35	30
Both insurance and waiver	15	13
Neither insurance nor waiver	53	46
<b>TOTALS</b>	<b>116</b>	<b>100</b>

Table XIII compiles data presented in question 14 and 15 of questionnaire which treats the methods of protection against liability or injuries.

The problem of determining the best means of protecting sponsors and other school authorities from liability for injuries which might be incurred by pupils in the course of an excursion is difficult, and most important. The section of the questionnaire devoted to this aspect of the excursion was intended primarily to yield information regarding the extent to which boards of education and schools are carrying insurance for this purpose or requiring parents to sign waivers of all claim in case of accident.

Turning to the data on this point, Table XIII shows that in 24% of the schools insurance was carried either by the school itself or by the board of education.

76% of the schools did not carry insurance of any kind. 41% of the schools required a waiver of accident claims from parents, and 59% had no such requirements. Further analysis of the data shows that 11% of all the schools carry insurance, but do not require a waiver, and 30% require a waiver but carry no insurance. 13% of the schools required both insurance and waiver. 6% of the schools carried neither insurance or waiver.

The waiver which parents should be asked to sign is similar to those sometimes required from visitors before permission is given to inspect a commercial or manufacturing plant when such inspection involves proximity to machinery or other risk. As an illustration

of a convenient form that is used by White Plains, New York High School, is reproduced below.

<p>Parent's Waiver</p>	
<p>..... (Name of Applicant)</p>	<p>..... (Date)</p>
<p>To Whom It May Concern:</p>	
<p>This is to certify that my (son, daughter),..... has my permission to go on excursions with the White Plains High School. I hereby assume for myself full responsibility for (him, her) in case of accident, and waive any and all claim against school authorities, individually or collectively, for any injuries which might be received during the excursion, either at the place visited or in travelling to or from such place.</p>	
<p>..... (Parent's Signature)</p>	

Schools carrying insurance reported that it was possible to obtain group insurance, and individual insurance at a reasonable cost from companies now operating in Oklahoma.

State laws and the policies of Boards of Education differ widely, and additional information on these points, and on the practices of particular schools, is much needed in order to enable the problem of protecting school authorities from liability for injuries to be more adequately studied. The provision of such protection, through insurance and through parents' voluntary relinquishment of accident claims, is of vital importance to the growth and extension of the excursion procedure.<sup>1</sup>

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<sup>1</sup>Henry C. Atyeo, The Excursion as a Teaching Technique, p. 89.

TABLE XIV MEANS OF TRANSPORTATION		
Schools Reporting 115		
Means	Number	Per Cent
Bus	76	65
Automobile and bus	11	10
Others	3	3
Auto	25	22
TOTALS	115	100

Table XIV is a tabulation of the data presented in question 16 of questionnaire which concerns the methods of transportation. The means of transportation was probably determined by the distance to be covered, the size of the excursion group, and the character of the transportation facilities available. The data reveal that about two-thirds of the schools used school busses, most of which were individually owned busses. Port High School in Washita county used two busses to furnish transportation for their group. About one-fifth of the schools used automobiles as a means of transportation, and in most cases they were furnished by parents of the

students, and all they received was their expenses. Groups of less than 10 pupils and groups from 11 to 20 were the ones using automobiles as a means of transportation. Groups that were too large for one bus and too small for two busses used automobiles and bus. Few of the schools reported using other methods of transportation, such as trucks and pickups.

TABLE XV TIME OF YEAR TRIP WAS MADE		
Schools Reporting 116		
Time	Number	Per Cent
During term of school	42	36
At close of school	74	64
TOTALS	116	100

Table XV compiles data presented in question 17 of questionnaire which concerns time of year excursion was made. Nearly two-thirds of the schools reported making the excursion at the close of the school term, and in many schools where only the senior class made the excursion the school held up their diploma until the class returned home, to insure against disciplinary problems. Some of the schools reported making the excursion during the term of school. Some schools went during the Christmas vacation, and those where

the duration of the trip was from one to two days went over the week end.

Shattuck in Ellis County had two weeks Christmas vacation and their group went to the San Francisco World's Fair. They were gone 16 days with a group of 27 seniors. This was the longest duration of an excursion during the term of school.

TABLE XVI ACCIDENTS ENCOUNTERED		
Encountered	Number	Per Cent
No accidents	112	97
Accidents	4	3
TOTALS	116	100
Nature of Accident	Number	Per Cent
Major accident	0	0
Minor accident	4	3

Table XVI shows data represented in question 18 of questionnaire which concerns accidents encountered. The data show that only four accidents were reported, and they were all minor in nature, such as sprains and scratches. Alma High School reported one case of measles, the only illness reported.

TABLE XVII		
CHARACTER BUILDING EFFECT		
Schools Reporting 114		
Opinions	Number	Per Cent
Builds character	98	86
Doubtful as to character building effect	16	14
TOTALS	114	100

Table XVII is a tabulation of data represented in question 19 of questionnaire which concerns the character building aspects of such trips. Over three-fourths of the sponsors reported that they believed such trips tend to build character if they are planned with a great deal of precaution, and are well supervised. Some were doubtful as to the character building effects of excursions. They were of the opinion that the students thought more of having a good time than the education they would derive from the trip. Many supervisors were of the opinion that excursions developed personality.



TABLE XVIII REQUEST FOR FINDINGS		
Schools Reporting 115		
Request	Number	Per Cent
Copy of findings	108	94
No copy of findings	7	6
TOTALS	115	100

Table XVIII reveals data presented in question 20 of questionnaire which treats the interest shown by sponsors in this study.

The data shows that 94% of the schools would like to have a copy of the findings this study will produce. Some of the sponsors were eager enough to have a copy that they included self-addressed envelope along with the returned questionnaire. This would indicate that a willingness to learn more about excursion procedures in Oklahoma is growing. Sponsors that reported they did not care for a copy of the findings were of the opinion that the computed data on this question would never be revealed to those who ask for the findings.

TABLE XIX		
ADVISABILITY OF SPONSORING SUCH TRIPS		
Schools Reporting 116		
Ratings of Question 21 of Questionnaire	Number	Per Cent
Favorable	62	53
Not in favor	10	9
Undecided	10	9
No response	34	29
TOTALS	116	100

Table XIX reveals data presented by question 20 of questionnaire which concerns the advisability of sponsoring such excursions.

In answer to this question there were a variety of opinions. Over half of those reporting were convinced that excursions were very much worth-while, and advises other schools to take them if possible. Some reported that an excursion well planned and supervised, and covering several days of duration to places of educational interest would be worth as much to a student as a year of school.

## Chapter IV

## JUDGEMENT OF EXCURSIONS

The purpose of this chapter is to present opinions which may be considered as judgements on the parts of those who are experienced with some phase of the high school excursions in Oklahoma.

These opinions have been absented and in many cases abbreviated. Some persons who made comments did not explain clearly enough to be included in the study. The first group of opinions are favorable, and the second group of opinions are unfavorable to the educational value of the merits of the excursion. The third group of opinions are of outstanding national educators.

## FAVORABLE

1. "I believe that these trips are very useful to high school students. More so undergraduates than graduates. My students, seniors of 1939, have told me, since returning from the trip, that they enjoyed that part of their school life more than any other one thing. We visited Carlsbad Cavern, and went to El Paso, Texas, and into Juarez, Mexico. They enjoyed Juarez more than the caverns."

Arthur C. Smith, Prin.  
Hastings High School

2. "I have sponsored two trips, one to Galveston, and the other to Carlsbad Cavern. We substituted these trips for the junior-senior banquet. They do not call for as much work as a banquet, and are far greater in value."

Horace N. Farrell  
Broxton High School

3. "Worth more than any year in school. We have traveled nearly 20,000 miles without an accident or serious illness. We are planning a trip to Canada this year."

L. C. Thomas, Supt.  
Shattuck High School

4. "Such trips must be planned in detail, otherwise unpleasant incidents may happen. Personally I have talked with the boys and the lady sponsor has talked with the girls before the trip, which has proven really worth-while. I think such trips broaden the child's experience, and are also a fine form of recreation. Our students look forward all year to such trips."

William Cook  
Childers High School

5. "The trips are worth-while to the students but the responsibility is too great."

Paul W. Genung, Supt.  
Locke High School

6. "We enjoyed the trip so much that we plan on making this trip an annual affair for the senior classes. We make the trip after school is out, usually the following week. Money is raised during the year by the senior class also the junior class gives a play and turns the proceeds to the seniors. The seniors have charge of the advertising of our school paper and receive 50% of the gross proceeds of the advertising. We try to make this trip one of pleasure and profit to the individual so we hold up the diplomas and present them after we return from the trip, this tends to make the class feel like they were still students and saves much worry for the sponsors.

"We plan the trip and our stops so we have our objectives before we start. We hope to improve our system from year to year. The group takes food along also camp cots so that the expenses are cut to a minimum. Last year it cost no one more than \$5.00 and some spent no more than \$3.00. Our main objective last year was Carlsbad Caverns, this year we plan to extend it to Old Mexico."

Clair W. Rucker  
Byron High School

7. "It was a very pleasant trip. We had not one bit of trouble with the students, and they sure enjoyed it and I believe it is very much worth-while.

"With the students I have here in this school I would not hesitate to take them again as I plan to do next year, however with some students one might have a pretty good sized job. I don't know?"

Bill Cooke  
Sedan High School

8. "As senior sponsor I am happy to give you this information and do heartily endorse such trips. I have sponsored one the last two years--one to Galveston and the coast, the other to San Antonio and feel that more was gained on these trips than would have been gained in any other way in equal amount of time.

"The worst accident we had on either trip was a sprained ankle--unless you count my panic stricken fears when I thought some were swimming too far out in the Gulf of Mexico, or saw some of the boys trying to ride bicycles on an eight inch concrete rail along a canal--and doing it."

Jessie H. Seelig, Sponsor  
Randlett High School

9. "In our opinion such a trip as was taken to the Nation's Capitol is worth as much or more than a year in school. It broadens the pupil's viewpoint and helps them to get more out of their college work later and helps them better to understand our government and its problems."

Scott Burcham  
Reed High School

10. "Our trips have been pleasant and somewhat uneventful, but particularly beneficial to the students who came from remote and poor homes. Each year I find a number who have never been in the city and for them, I think the day is well spent."

Jessie Kuowtlu, Sponsor  
Snyder High School

11. "I have sponsored three trips for seniors that have covered 10,000 miles of the southwest. I have found them very educational and enlightening. I personally think this kind of work of the very highest importance."

M. Bown, Superintendent  
Strong City High School

12. "I wouldn't have them miss it. It's wonderful for their character development, but I wouldn't want too many selfish ones along for it is primarily a co-operative matter, someone will sure get their feelings hurt. Neither would I want a group of forty or fifty in several groups, staying at several camps scattered on deserted hi-ways for three or four hundred miles. When a small group, that can be taken in a bus, kept in one camp, all cook and eat together, is out for a good time they will have it."

I. E. Clammer  
Royal High School

13. "If one is to take the testimonies of the participants to mean anything, there is no doubt that the trip to New Orleans was of untold value. The self discipline necessary to make such a trip will be a permanent benefit. We took a cook whom we paid \$16. I believe the regular, wholesome, well-cooked meals not only saved money but is the real reason we had no illness on the trip."

Marie Main, Sponsor  
Hinton High School

14. "Trips certainly have their advantages if they are planned in advance. In my experience of this sort of thing is that the educational value of them is far more than the expense incurred. They are O. K."

Laurence Gasser, Prin.  
Davenport High School

15. "I think the trip as we have experienced it is very much worth-while. For some high school pupils, it is perhaps the only trip of such an instructional nature that they will have the privilege of making during their lives. I think that it is educational as well as cultural."

W. O. Selby  
Forgan High School

16. "One precaution I would take next time in addition would be to have students inoculated against every known contagious disease. We had one girl to contract measles and she was ill most of the time. Insurance policy paid for her hospitalization. Another suggestion would be that any school considering a trip to write each state to be passed through getting their traffic regulations, toll charges, and bus regulations."

Frank B. Fisk  
Alma High School

17. "Such trips are very educational. We have eliminated our banquet which costs each parent for evening dresses much more than a long trip would cost, but we must go back to our banquet. The "Okies" like to eat anyway. It gets them away from "corn pone and beans", according to the latest issue of the Country Gentlemen and Colliers."

M. J. Phillippe  
Comanche High School

18. "Some of these seniors had never been out of our county, and would not get to go away to school or continue school. This trip at least gave them one big moment to take into old age."

C. B. Lewis  
Boise City High School

19. "We go on this trip after school is out. We do visit scenes that are educational, but our chief interest is the fun we get out of it."

V. R. Echols, Supt.  
Battiest High School

20. "We are discontinuing the trips this year due to the objection of the board to assuming responsibility and to the objection of the state to using the bus for that purpose. If the trips could be properly conducted in privately owned cars or busses, I believe it would be worth more than any other school function of equal cost."

L. L. Chisum  
Hollister High School

21. "Our trips are fine for the students but a headache for the sponsors, however, the sponsors rather enjoy this particular type of pain. We believe the trips are worth the effort because of the educational value derived from student interest, co-operative effort, study of history and government, and geography, and the ordinary cultural value of travel."

Bill Copeland, Supt.  
Fort Cobb, Oklahoma

22. "From the standpoint of the student body there is nothing greater that can happen to them. The class is busy every minute working out the trip. They should have a big part in the whole thing.

"From the standpoint of the person in charge, it is a big responsibility. We are crazy enough to try it again."

Mr. J. M. Welch  
Fort High School

23. "There is certainly much responsibility but all trips I have sponsored have met with such perfect success that I feel the type we have made is advisable."

Maude Ross, Sponsor  
Cleora High School

24. "We have never permitted a trip by an undergraduate, and all trips have been made after the close of the school term. Several have been prompted to stay in school and graduate in order to make this trip. Some trips have been made in cars, others in trucks of various descriptions."

Clarence L. De Wees  
Roosevelt Consolidated 8

25. "I feel that such a trip as was made last year had great educational value. We are hoping to make such a trip this year. The one in charge of such a trip has a tremendous responsibility, but with proper co-operation and organization it can be made very enjoyable for all."

Dale A. Hughey, Supt.  
Burlington High School

26. "These trips are advisable in so far as there are no students who might create discipline problems. Such trips should be considered by the students as rewards for good citizenship and proper school attitude. The privilege of such trips should be recalled as soon as students fail to regard them as such and to take advantage of the freedom that they give. Such trips, well planned and well sponsored, do much to create a better spirit of friendship and fellowship between teacher and pupil, and among the pupils themselves."

A. Max Holcomb  
Eufaula High School

27. "I believe in educational trips if not too long, and are properly planned and sponsored. I will not undertake a trip which by its nature opens any chance for youthful indiscretions.

"Our great state is abounding with places of historical and educational interest and nothing will take the place of actually seeing these. However, as a rule teachers and sponsors must work interest in such places to a high pitch in order that the students properly appreciate these and get the inspiration expected.

"I wonder if such trips should not be given as a reward for exceptional work and the awarding should be to individuals rather than to classes or groups."

C. B. Trammell, Supt.  
Mead High School



28. "I think such trips as these are a valuable education, beyond all words. Actual experience and seeing things are much better methods of teaching than any talking or reading. In our rural community it is only occasionally that any student has ever been outside his own state until our annual school trip. Our first trip was to Carlsbad Caverns and Juarez, Mexico; which is an interesting trip but doesn't compare with the Gulf trip."

W. E. Gourley  
Bishop Union Graded 3

29. "I have come to the conclusion that these trips are fine, if they are well planned in advance. There should be plenty of time taken on the trip to make it educational, or otherwise it is just another bus ride over some very dangerous country."

Hugo O. Olsen  
Carmen High School

30. "Our senior class work together all year with the objective of raising money to go to Carlsbad Caverns. It has become a set fact with each class that they go. Advantages of a trip of this nature are too numerous to mention. People cross a continent to see the caves. On one trip when we were in the cave there were over 1000 school children in the cave at the same time. After a trip with my graduates they are not just ex-seniors but are friends."

B. I. Poe, Supt.  
New Castle High School

31. "I have never been able to discover a better method of becoming acquainted with the pupils. I think that if some method was devised for the freshmen so that we could know them as they entered the high school and not as they leave, it would prove very valuable. The chief advantages as I see them are:

1. It affords group activity and co-operating in planning and working to promote the expenses of the trip.
2. Many of these students will never have the opportunity to travel even this much.
3. A much deeper understanding of the individuals is obtained that could never be obtained in any other way.
4. It places in reach of nearly every one graduating a goal that they realize that will last as long as their memory.
5. It does away with the last semester actions of importance on certain members of the class, as they realize that if their conduct is not desirable they will not be permitted to go."

Eugene M. Autry  
Cherokee High School

32. "I have personally sponsored three "Senior Trips" and can truthfully say that I am wholly in favor of such excursions. A trip of this kind affords opportunity for the teaching of many items which are passed up in ordinary school routine. The greatest benefit is the educational phase, along with the social traits, and proper etiquette of travel. Our school interest in this trip has stimulated many students to finish high school who would not have otherwise."

Ralph E. Randels  
Mooreland High School

33. "I think that trips are especially advisable in rural schools where the students don't have much chance for travel."

R. K. Ausley, Sponsor  
Achille High School

34. "For the small rural high school I believe the trips are educational. Many underprivileged children are given their first chance to see factories and other great business enterprises. I doubt very much if a long trip out of state is worthwhile because of greater danger and more expense."

David J. Shepherd, Supt.  
Oologah High School

35. "I think trips are valuable in both social, and economic respect, also recreational."

W. E. Lewis, Supt.  
Watts High School

36. "The senior trip is a tradition in Edmond High School. It is an event looked forward to by all students. It is also an excellent method of getting teachers and pupils acquainted. If I could suggest any means of improving it I would suggest making it a sophomore trip rather than a senior."

Owen King, Supt.  
Edmond High School

37. "I was the sponsor of this group on the trip, and I think a trip of this kind means much to each individual. Some who went on the trip would probably never have had an opportunity of traveling beyond the limits of their own county. The social attitude was excellent, and all expressed themselves very favorably in regard to the educational value of the trip."

Mrs. Effie B. Coates  
Tyrene High School

38. "I think that such trips are a great help to many of our pupils. It is probably the largest trip that many of them will ever make. If properly supervised I think that they are very much worthwhile."

W. H. Dunsworth  
Victory High School

39. "Some of the students would never be able to make these educational trips at their own expense and would not be encouraged to do so."

W. H. Clasby  
Orlando High School

40. "Advantages of sponsoring these trips are varied, but in our group we had many who scarcely knew the world was larger than their school district. To these the trip was a paradise long to be remembered. All made use of the trip to add to knowledge and information as well as entertainment."

E. W. Alexander  
Fargo High School

41. "I believe such trips are educationally valuable if too much time is not taken from school work to earn trips expenses, if the trip is not too long, and it is taken as an educational feature and not for student pleasure alone. If there is strict--very strict--supervision on the trip."

R. R. Myers  
Lone Wolf High School

42. "I am not sure about any character building. I believe the trip well worth the money and effort we put forth."

"We made practically no preparation in the educational way for the trip. We secured a travelog, which was rather thoroughly read. We could improve the educational value of such trips by better preparation."

Floyd E. Pope, Supt.  
Rosston High School

43. "The only reason we made the trip was to avoid a junior and senior banquet at which they had been spending too much money for the good obtained."

Joe McKee  
Caddo High School

## UNFAVORABLE

1. "I do not think such trips advisable. Too often they are a source of problems. They, if short trips, are no longer of much educational value because students have already had all available advantages, and if extensive trips the danger and responsibility outweigh the advantages.

"I would like to see such trips, sponsored by the schools, discouraged and a movement substituted whereby each graduating class is encouraged to leave some gift to the school which will place a stamp of honor and recognition on that class."

W. E. Ely, Supt.  
Leedey High School

2. "I would not advise anyone to sponsor such trips."

Lonnie B. Ison, Supt.  
Luther Hill High School

3. "I doubt if these trips are worth their cost. The pupils usually regard them as little more than a holiday and are not interested in making a study of places visited. Once the precedent is set, it is not easy to break unless a final no is given to all of them."

W. E. Denney  
Goodwell High School

4. "Such trips could be of much interest and profit educationally, but the risk and the responsibility on sponsors is very great. I would discourage them."

H. W. Quattlebaum  
Durham High School

5. "The danger that I see in trips of this kind is that all the time and effort in school is spent in raising money for the trip, and sometimes it works a hardship on the financially poor students if they make personal contributions."

J. F. Plett, Supt.  
Bethany High School

## JUDGEMENTS OF OUTSTANDING EDUCATORS

The imagination is fired at the inspiration for future study of American History, geography and literature in a network of American Youth Hostels planned to embrace surviving landmarks of the early colonial settlements along the Atlantic seaboard, of the Indian pueblo villages of the Southwest, the missions of Southern California and Florida, plantation life in the deep South; to follow the trails blazed by Daniel Boone, the pioneers in covered wagons, the gold rush; to give access to the scenic wonderlands of our Grand Canyon, Yosemite, Yellowstone, Glacier and other National Parks.<sup>1</sup>

R. H. Price Principal of the Junior High School of the state teachers college in Whitewater, Wisconsin, lists and explains five values of excursions based on observation, on experience in taking children on trips.

1. Trips provide a means of enriching the experiences of the pupils.
2. Trips provide experiences out of which school activities become more meaningful.
3. Trips provide an opportunity for children to explore the world about them and to broaden their interest under expert teacher guidance.
4. Trips are a source of information for children, information directly obtained. Seeing a thing first-hand, hearing the noises of machinery, feeling the heat of the furnaces, and smelling the odors of the plants is a quite different proposition from reading about them or seeing still or moving pictures of them.
5. Trips always (offer) a real opportunity for choosing, purposing, planning, executing, and evaluating on the part of the pupils.<sup>2</sup>

Dr. Thomas H. Briggs, professor of education at Teachers College, Columbia University, has evaluated the excursion in relation to the purpose of education. He writes:

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<sup>1</sup>G. G. Telfer, "Youth Follows New Trails," Parents' Magazine, Vol. 10, p. 65, 1935.

<sup>2</sup>R. H. Price, "A Study of the Value of Field Trips," The National Elementary Principal, National Educational Association, p.305, 1934.

The activities of a school are determined by its purposes. If these are to teach pupils to do better the desirable things that they will do anyway and to reveal higher activities, at the same time making them desired and to an extent possible, then the excursion becomes important. By it the school is enabled to acquaint pupils with the various museums, memorials, industries, and natural phenomena of a community, thus making them intelligent concerning their environment and widening in a systematic way their interests. At the same time it is enabled to enrich various courses and to motivate work. The excursion furnishes a series of projects which offer unsurpassed opportunities for initiative, co-operation and the judging of relative values.

One test of the value of such excursions is the repetition of the trips by pupils on Saturdays or Sundays and during their vacations. Inquiry shows that many of the boys have gone again and that frequently they have taken friends with them. Experience leads the teachers to conclude that the excursions are valuable as a means of enriching and extending the ordinary work of the school and as a stimulus to interested, intelligent and varied co-operative effort. They acquaint pupils with their community; they initiate them with resulting "satisfactions" into desirable activities that they would perform again and again, and they furnish the best of opportunities for initiative, self-direction and co-operation. A little ingenuity will enable a teacher in any community to arrange excursions or field trips to accessible objectives that will contribute greatly to the real education of pupils.<sup>3</sup>

One of the more carefully formulated lists of values, based in part upon experimental results, has been made by R. W. Grinstead, and Professor C. C. Crawford of the University of Southern California.

1. The excursions are of more interest to the students than are the more bookish types of classroom procedure.
2. They give education a decidedly practical direction since they involve study of the realities of life. In other words they help to bridge the gap between the school and the world in which we live.
3. Well chosen trips afford valuable vocational or educational guidances by offering students a chance to explore and become acquainted with a wide range of occupational activities.

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<sup>3</sup>T. H. Briggs, "The Excursion as a Means of Education," Teachers College Record, Vol. 22, p. 415, 419.1921.

4. The excursions provide a useful fund of experience and mental imagery for the interpretation of the abstract materials for books.
5. A single excursion may provide experiences which will be of value in the understanding of a number of different subjects besides the one of which the excursion was a part.
6. The trips stimulate children to read in order to find out more about points in which interest has been aroused during the excursion.
7. They arouse interest which leads to valuable industrial explorations by students outside of school hours. Several pupils reported that they went on numbers of such trips in company with their parents after having discovered the idea through the school excursion.<sup>4</sup>

Henry C. Atyeo in his recent study of excursions submitted a list of values which were very frequently claimed by teachers to be most important. They were asked to select five in the order of their importance. The revised list finally used on the Teachers' Questionnaire consists of the statements arranged in the order of the frequency of their choice.

1. Awakens interest and appreciation in the field being studied and related fields.
2. Provides for concrete, first-hand experiences which result in a direct and personal knowledge of the environment.
3. Develops keenness and accuracy of observation.
4. Secures longer retention of knowledge.
5. Utilizes the natural curiosity of pupils and makes possible the joy of discovery.
6. Provides opportunity for development of a vocational interest.
7. Provides opportunity for a pupil to become a responsible member of a definite group through which he learns to think.
8. Promotes an understanding between teachers and members of the group.
9. Contributes to development of leisure-time activities.
10. Gives opportunity for expression of initiative and the development of leadership.<sup>5</sup>

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<sup>4</sup>C. C. Crawford and R. W. Grinstead, "The Use of the Excursion in Teaching Commercial Geography," Journal of Geography, pp. 303-304, October, 1930.

<sup>5</sup>Henry C. Atyeo, The Excursion as a Teaching Technique, pp. 124-125.

## Chapter V

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of the present study has been, as stated at the outset, (1) to discover, (2) to analyze, and (3) to some extent to evaluate various excursion procedures, with a view to making available to sponsors and administrators information which enables them to achieve a more effective utilization of the opportunities that might be bound in the excursion.

The path followed in the attempt to discover has led through many counties and has disclosed various factors which in different schools have brought the excursion into its being, shaped its character, and made of it an instrument for particular ends.

There is nothing final in the procedures and suggestions which have been offered. There is limitless flexibility and adaptability to the method. The preceding chapters have done little more than turn the top soil of the field which has buried in it a wealth of new material to reward the sponsors who find themselves challenged rather than daunted by such problems as the progressive schools have incorporated the excursion into their curricula, and are experimenting with it as an instructional method.

The establishment in this country of a hostel system similar to that found in many European countries has already given impetus to the planning of more extended excursions than are feasible without its low-priced overnight accommodations.

Surveys have indicated that the excursion approach is employed



to a considerable extent in this country to teach citizenship, and vocational opportunities.

### CONCLUSIONS

Field trips made for the purpose of gathering information gave early educators the excursion idea.

Germany was the first country to make use of the excursion as an educational process.

The building of youth hostels through Germany solved the problem of suitable lodging for the German youth. Other countries including the United States have followed the hostel movement.

The excursion idea in the United States was hastened through the influence of teachers who received their training in German universities.

Data on excursion procedure in 116 Oklahoma high schools, which represented 52 counties were obtained through the questionnaire method.

Schools with groups of 11-20 and 21-30 composed over half of the excursion groups. Few schools with groups of 41 and over reported making excursions.

A larger percentage of the schools reported a trip duration of from 1-5 days, although a small percentage were gone from the community over 10 days.

Thirty-five states, Old Mexico, District of Columbia, and Canada were visited, with Texas and New Mexico being the most popular states.

Oklahoma schools have become excursion minded in the past four

years, with 1937 being the highest year. Very few schools made excursions before 1936.

Superintendents, principals and sponsors, were almost entirely responsible for making arrangements for the excursion group. Pupils, school boards, and committees were partly responsible in a few cases.

Student organizations, and individual students were reported to have assumed the greatest responsibility of expenses incurred by the excursion group.

For preparatory study, a majority of the schools discussed the trip in detail while a few had members to read books, topics, and individual projects.

Parks, historical landmarks, museums, theaters, and municipal buildings were the most popular places of interest.

One-third of the schools reported complete participation by those eligible, while the remaining two-thirds reported non-participation students. The main reasons for non-participation were the lack of interest, cost too much, and parental objection.

The schools requiring a written report by the students were schools that made the excursion during the term of school and not at the close of school.

Schools with several years of excursion experience were the ones having committees for supervision and promotion of the trips.

Only 13% of the schools required that the students have insurance, and a waiver of liabilities for injuries from their parents.

About two-thirds of the schools used school busses, most of which were individually owned busses.

Nearly two-thirds of the schools made the excursion at the close of school, and were out of the community from 2-25 days.

No major accidents were encountered by any of the excursion groups, and only three minor injuries were reported.

Most of the sponsors were of the opinion that such trips tend to build character, while a few were doubtful as to character building effects.

The request for findings implies that most sponsors expressed a willingness to learn more about excursion procedures.

Favorable opinions were expressed by over half of the sponsors, as to the advisability of sponsoring such trips.

#### RECOMMENDATIONS

1. It is recommended that greater use be made of the excursion technique to develop an understanding of the principles and practices of democracy, and of duties and privileges of citizenship, purposes to which the procedure lends itself especially well. It is undoubtedly true that the excursion offers great opportunities for the building of citizenship by making pupils acquainted with their country, its physical features, its resources, its places of historic interest, its great cities, and its industrial achievements. Further studies of such particular use of the excursion may bring to light many opportunities for its application which have not yet been touched.

2. It is recommended that educators and administrators study the excursion with a special view of its adoption as an integral

part of the school curriculum. In many schools in Europe and some of the more progressive ones in the United States, the school excursion is placed in the school curriculum for its educational values. In working toward this solution the admirable results that have been obtained from making the excursion an essential of the curricular organization both in European and in American schools may well be taken into consideration.

3. It is recommended that collection of material for school museums be made a definite aim of the excursion. Many European countries advantageously incorporate the excursion technique as a means of establishing a school museum. The possible utilization of the school excursion for the purpose of collecting material for a museum might well be made the subject of detailed study.

4. It is suggested that prolonged excursions be studied in detail under very careful experimental conditions, in order to determine to what extent it may seem advisable to introduce such type of excursion as a part of the school program.

5. It is recommended that a school committee for the promotion of the excursion be selected or appointed in schools making excursions. A school committee may often, in the case of any particular excursion assume the performances of the helpful tasks which usually devolved upon the superintendent or principal. The most valuable work, which can be undertaken by such a committee, is probably a survey of available opportunities of the excursion, and an investigation of the preliminary arrangements which are necessary to make before departure.

6. It is highly recommended that adequate provision be made for protecting pupils from injury and sponsors from liabilities, during the duration of the excursion. Safety, under such circumstances, has a dual meaning; it refers, as might be expected, to the actual protection from physical hazards of both pupils and teachers or class sponsors; but it applies also to the protection of teacher, sponsor or those in authority from claim for injuries received by a pupil during the trip. The heavy responsibility which some schools impose upon the ones in charge for the safety of pupils curbs the making of trips. This study should reveal the importance of having the teachers, and pupils carry insurance against such claims, or by having the board of education carry insurance for them, or of the necessity of securing a relinquishment of claim from parents prior to granting permission to any pupil to take part in an excursion. It is of course important that every precaution within reason should be taken by those in charge of an excursion to avoid accident.

7. It is recommended that suitable preparation be made by the ones making the trip before departure. Some have recommended that much class time be used during the previous six weeks of school prior to trip. Many are of the opinion that excursions, if conducted properly, are very educational and would be much more so if the group has made some preparation in regard to the places to be visited.

8. It is also recommended that pupils should have an active share in preparing for the excursion along with administrators and sponsors. The findings indicate that the excursion offers an especially good opportunity to make clear the value of co-operative endeavor.

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APPENDIX

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## APPENDIX

## EXCURSIONS IN OKLAHOMA HIGH SCHOOLS

## QUESTIONNAIRE

1. Name of school \_\_\_\_\_ County \_\_\_\_\_ School enrollment \_\_\_\_\_
2. Number of days you were gone on the trip \_\_\_\_\_
3. What year did your school start making such trips? \_\_\_\_\_
4. List the number of: boys \_\_\_\_\_ Girls \_\_\_\_\_ sponsors: men \_\_\_\_\_  
women \_\_\_\_\_ who made trip.
5. List state or states visited \_\_\_\_\_
6. About how much did this trip cost each pupil? \_\_\_\_\_
7. Check types of places visited on this trip:  
Factories \_\_\_\_\_ Municipal buildings \_\_\_\_\_ Theaters \_\_\_\_\_  
Stores & Shops \_\_\_\_\_ Historical landmarks \_\_\_\_\_ Oceans or Gulfs \_\_\_\_\_  
Museums \_\_\_\_\_ Parks \_\_\_\_\_ Others \_\_\_\_\_
8. By whom was the permission secured and arrangements made with those in charge of the places to be visited?  
Principal \_\_\_\_\_ School board \_\_\_\_\_ Pupils \_\_\_\_\_  
Superintendent \_\_\_\_\_ Committee \_\_\_\_\_ Others \_\_\_\_\_  
Teacher \_\_\_\_\_ Sponsor \_\_\_\_\_
9. Check the ways in which transportation and expenses were met:  
Board of Education \_\_\_\_\_ Student organizations \_\_\_\_\_  
P. T. A. \_\_\_\_\_ Each pupil \_\_\_\_\_  
Other organizations \_\_\_\_\_
10. What preparation for the trip was made by the pupils?  
Trip was discussed in detail \_\_\_\_\_ Individual projects were planned \_\_\_\_\_  
Books related to trip were read \_\_\_\_\_ Others \_\_\_\_\_  
Topics were assigned and studied \_\_\_\_\_
11. Did all pupils that were eligible go on trip? Yes \_\_\_\_\_ No \_\_\_\_\_  
If not why didn't they? Check the following reasons:  
Lack of Interest \_\_\_\_\_ Parental objection \_\_\_\_\_  
Cost too much \_\_\_\_\_ Others \_\_\_\_\_  
Conflicting interests \_\_\_\_\_
12. Is there a school committee for supervision and promotion of such trips? Yes \_\_\_\_\_ No \_\_\_\_\_

13. Was a written report required by the sponsor after the trip?  
Yes \_\_\_\_\_ No \_\_\_\_\_
14. Did the school or the board of education carry insurance to protect themselves in case of accidents? Yes \_\_\_\_\_ No \_\_\_\_\_
15. Did the school require a waiver from the pupils parents assuming responsibility for the pupils safety? Yes \_\_\_\_\_ No \_\_\_\_\_
16. What means of transportation was used? Train \_\_\_\_\_ Bus \_\_\_\_\_  
Automobile \_\_\_\_\_ Other means \_\_\_\_\_
17. Was the trip made during the term of school \_\_\_\_\_ or at the close of school \_\_\_\_\_
18. Did your group encounter any accidents? Yes \_\_\_\_\_ No \_\_\_\_\_  
If so were they major \_\_\_\_\_ or minor \_\_\_\_\_
19. Do you believe that such trips build character? Yes \_\_\_\_\_ No \_\_\_\_\_
20. Would you like to have a copy of my findings? Yes \_\_\_\_\_ No \_\_\_\_\_
21. On the back of this page please express your opinion as to the advisability of sponsoring such trips. If you have any pictures or negatives I would appreciate them.



SCHOOLS CONTRIBUTING TO THIS STUDY  
ARRANGED ALPHABETICALLY BY COUNTIES

ADAIR COUNTY

Cove Springs High School  
Watts High School

ALFALFA COUNTY

Aline High School  
Amorita High School  
Burlington High School  
Byron High School  
Carmen High School  
Cherokee High School

BEAVER COUNTY

Bethany High School  
Forgan High School

BLAINE COUNTY

Homestead High School  
Okeene High School  
Southard High School

BRYAN COUNTY

Achille High School  
Bennington High School  
Bokekita High School  
Caddo High School  
Kemp High School  
Mead High School

CADDO COUNTY

Binger High School  
Ft. Cobb High School  
Hinton High School  
Lookeba High School  
Stecker High School

CLEVELAND COUNTY

Norman High School

CHOCTAW COUNTY

Goodland High School  
Grant High School

CRAIG COUNTY

Welch High School

COTTON COUNTY

Randlett High School

CIMARRON COUNTY

Boise City High School  
Felt High School

COMANCHE COUNTY

Chattanooga High School

DELAWARE COUNTY

Cleora High School

DEWEY COUNTY

Leedy High School  
Putman High School  
Royal High School

ELLIS COUNTY

Arnett High School  
Bishop High School  
Fargo High School  
Luther Hill High School  
Shattuck High School

GARVIN COUNTY

Lindsey High School  
Elmore City High School

GRADY COUNTY

Amber High School

GREER COUNTY

Eastview High School  
Keys High School  
Lake Creek High School  
Reed High School

HARPER COUNTY

May Consolidated School  
Rosston High School

HASKELL COUNTY

McGurtain High School

HARMON COUNTY

Westview High School

JACKSON COUNTY

Blair High School  
Harmony High School

**JACKSON COUNTY**

Headrick High School  
 Olustee High School  
 Porter High School  
 Victory High School

**JEFFERSON COUNTY**

Addington High School  
 Claypool High School  
 Hastings High School  
 Irving Consolidated School  
 Waurika High School

**JOHNSTON COUNTY**

Washita U. G. School

**KINGFISHER COUNTY**

Cashon High School

**KIOWA COUNTY**

Consolidated No. 8  
 Gotebo High School  
 Lenewolf High School  
 Sedan High School  
 Snyder High School

**LINCOLN COUNTY**

Davenport High School

**LEFLORE COUNTY**

Stapp High School

**MAJOR COUNTY**

Cleo Springs High School  
 Fairview High School

**MUSKOGEE COUNTY**

Wainwright High School

**McCLAIN COUNTY**

New Castle High School

**McINTOSH COUNTY**

Checotah High School  
 Eufaula High School  
 Hanna High School

**McCURTAIN COUNTY**

Battiest High School  
 Broken Bow High School  
 Idabell High School

**NOWATA COUNTY**

Childers High School  
 Lenapah High School

**NOBLE COUNTY**

Orlando High School

**OKMULGEE COUNTY**

Nuyaka High School

**OSAGE COUNTY**

Pawhuska High School

**OKLAHOMA COUNTY**

Edmond High School  
 State Center High School

**OKFUSKEE COUNTY**

Mason High School

**PAWNEE COUNTY**

Ralston High School

**PITTSBURG COUNTY**

Pittsburg High School

**PUSHMATAH COUNTY**

Ratten High School

**ROGER MILLS COUNTY**

Durham High School

**STEPHENS COUNTY**

Alma High School  
 Comanche High School

**SEQUOYAH COUNTY**

Sallasaw High School  
 Vain High School

**TILLMAN COUNTY**

Laing High School  
 Hollister High School  
 Wilson High School

**WOODWARD COUNTY**

Moorland High School  
 Mutual High School  
 Quinalin High School  
 Sharon High School

**WASHINGTON COUNTY**

Ramona High School

**WASHITA COUNTY**

Lake Valley High School

Port High School

**WOODS COUNTY**

Dacoma High School

Farry High School

**TEXAS COUNTY**

Eurika High School

Goodwill High School

Texhoma High School

Tyren High School

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Typist--Elsie F. Evans

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