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Abstract

This Elementary and Secondary Education Act Title I project was developed in order to provide educationally enriching experiences to New York City elementary school students in disadvantaged non-public schools by means of field trips to places of civic and cultural interest. The 182 schools chosen were in designated poverty areas. Evaluation of the program entailed distribution of questionnaires to pupils, teachers, principals and parents, requesting their observations of selected bus trips. In general the trips were thought to be worthwhile; however, recommendations for improvements are included, along with samples of questionnaires. (KG)

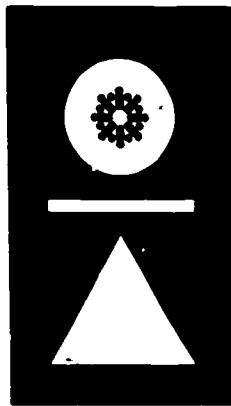
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**Evaluation of  
ESEA Title I Projects  
in New York City  
1967-68**

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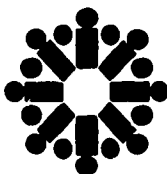
**EDUCATIONAL FIELD TRIPS  
FOR DISADVANTAGED PUPILS  
IN NONPUBLIC SCHOOLS**

by Harvey M. Rosenthal

October 1968

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EDUCATIONAL FIELD TRIPS FOR DISADVANTAGED PUPILS IN  
NONPUBLIC SCHOOLS

Harvey M. Rosenthal

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1967-68 school year.

Educational Research Committee

October 1968

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CHAPTER I

DESCRIPTION OF THE PROJECT

This project, now in its second year of operation, was developed in order to provide educationally enriching experiences to disadvantaged pupils in nonpublic schools by means of field trips to places of civic and cultural interest -- disadvantaged being defined as schools in designated poverty areas. The project was expanded to include grades one and two as well as the six grades covered last year. Approximately 85,000 pupils were eligible to participate in the current program as compared with 67,000 pupils eligible last year. However, this year's program provided for a total of one and one-half trips per pupil as compared with three trips per student the previous year. Each bus had room for 54 children and 4 adults. This assumed a space utilization of three children or two adults to a seat. Trips could be organized for weekends, if schools requested them, as well as for week days. Last year they were held only on week days.

One hundred eighty-two schools applied for the program and were expected to participate in it. ESEA Title I provided the funds for the rental of the buses.

The project coordinator, assigned by the Board of Education, sent bulletins to the school early in the school year suggesting possible sites for visits and methods for planning trips. In addition, the Board of Education conducted orientation sessions for principals and their representatives to discuss proper trip planning, bus utilization, and adult supervision. All other arrangements including admission fees, lunches, and parental supervision were the responsibility of the participating schools.

Trips took place during the period beginning November 1967 and lasting through June 1968. Most trips had a duration of approximately five hours, the maximum amount of time allowed per trip. Some trips lasted from two to four hours. Although schools were permitted to choose their own sites, trips were permitted only to places that were considered to be of civic and cultural interest and within the boundaries of the five boroughs of New York City.

When a school arranged a field trip, a request form was sent to the office of the project coordinator at the Board of Education. The project coordinator decided whether the proposed trip was appropriate for meeting the educational objectives of the project. Almost all requests made were deemed acceptable as meeting the requirements for field trips. Schools had the option of canceling a scheduled trip, if necessary, by notifying the bus company by 4:00 P.M. on the day preceding the trip, or in case of rain or snow, by 6:00 A.M. on the day of the trip.

CHAPTER II  
EVALUATION DESIGN

According to the project proposal prepared by the Board of Education, there were five objectives to be evaluated:

1. To determine the extent to which field trips provided cultural and enrichment experiences for children in grades one to eight.
2. To determine the extent to which such cultural and enrichment experiences were organized in an efficient manner.
3. To determine the extent to which such cultural and enrichment experiences correlated with pupils' school studies and particular needs.
4. To determine the extent to which students' classroom performance in several general informational areas improved as a result of the program.
5. To change (in a positive direction) students' attitudes toward school and education (e.g., their educational aspirational levels).

This evaluation was concerned with all but the fourth of these objectives. The improvement in student schoolroom performance was not evaluated because it was believed that limited trip participation over a relatively short period of time would not result in observable and measurable change in academic performance. In addition, only a limited evaluation was made of objectives three and five. It seemed likely that the program would not have detailed effects on achievement levels and aspirations and until it had been in operation for several years, with its various organizational problems overcome.

To determine the success of the program, questionnaires were administered to pupils, teachers, principals, and parents, and selected bus trips were observed. These questionnaires (see Appendix A) were designed to focus on their reactions to, feelings about, and impressions of the bus trip program. A procedure was developed whereby a sample of trips taken by various types of schools was chosen for investigation. Schools were selected to proportionally represent the number of schools in different denominational categories. The total sample consisted of trips from 37 different



schools: 29 Catholic schools, 5 Hebrew schools, 2 Greek Orthodox schools, and 1 Lutheran school. Trips were selected so that grades one through eight were represented. Each denomination's liaison consultant was responsible for informing the various schools in the sample that one or more of their classes would be observed on a bus trip.

Six observers, four men and two women, were used in the evaluation. All were trained in the proper use of observation and interviewing techniques. An observer accompanied the children on the trip from the time they left school until they returned. Observers were requested to arrive at a school about a half hour before the class (or classes) making the trip was scheduled to leave. The observer introduced himself to the school principal, who in turn introduced him to the teacher in charge of the trip. At this time, the observer gave the principal and teacher a questionnaire to complete and return in a self-addressed envelope. In the course of the trip, the observer interviewed fifteen children: five on the way to the trip site, five at the trip site, and five on the return trip. In addition, the observer took note of certain characteristics of the trip, on the basis of a prepared observation form. Beginning in late April, through the end of the program in June, parents acting as escorts on the trips were interviewed.

The instruments used in the study are included in Appendix A. Different questionnaires were used for principals, teachers, and parents to elicit their reactions, feelings, and impressions. Thirty-four principals, 32 teachers, and 33 parents completed the questionnaires.

## CHAPTER III

## OBSERVATIONS DURING THE BUS TRIP

Thirty-seven trips involving pupils in grades one through eight, in 29 Catholic, 5 Jewish, 1 Lutheran, and 2 Greek Orthodox schools were observed. Fifth-grade trips were observed most often (ten trips). Other trips observed were distributed among all grade levels. Typical sites visited included: the Museum of Natural History, the Bronx Zoo, the Aquarium, the Planetarium and the Hall of Science, the United Nations, the Cloisters, and the Metropolitan Museum of Art.

The largest number of trips included between 40 and 45 children per trip. The lowest category checked was the 25 to 29 range (two cases), and the highest was the 55 to 59 range (four cases). In 29 out of the 37 trips, boys and girls traveled together on the bus.

For each of the 37 trips observed, there was at least one teacher on each bus; ten trips had two or more teachers per bus. On nine of the trips no parents were in attendance; on the remaining trips at least one parent attended, and in one case there were nine parents. The median number of parents was four.

In most instances, the observers rated the initial loading of the children onto the buses as being smoothly accomplished, but in 27 per cent of the cases extra control measures by the teachers were necessary because of disciplinary disturbances. The loading, in these instances, was rated as being not smoothly accomplished. Again in 27 per cent of the trips (though mostly not the same ones), extra disciplinary controls by teachers were required at the trip site. In only five cases, were such methods necessary for a group both at loading and at the trip site. One of the most common difficulties that accentuated these control problems was the late arrival of the bus. Another problem was caused by frequent overcrowding of pupils on the bus, particularly when larger children had to be accommodated three in a double seat.

On the return trips, twice as many loadings (54 per cent) were rated not smoothly accomplished as was the case with the initial loadings. However, fewer instances of control problems were noted on the return trips.

At the trip site, in 15 out of 37 cases, the children were



subdivided into smaller groups for convenience and better management. On one trip to the Aquarium, a large group was split into ten subgroups, each supervised by an adult. Such subdivision was made possible by the presence of parents as trip escorts.

In 14.3 per cent of the cases, the observers noted no appreciable anticipatory excitement in the children en route to the site. In 40.0 per cent of the cases where such excitement was evident, the observers noted that it was directly related to the content of the trip itself, while in 25.7 per cent of the cases, the observers rated the pupils' high spirits as a concomitant of their being out of the confines of the school building. In the remainder of the reports there were no comments about such excitement.

In 56.8 per cent of the cases, the observers reported the children as expressing interest at the trip site by asking numerous questions related to it. In 37.8 per cent of the cases, the children expressed manifest interest in other ways, such as crowding around exhibits, eagerly answering questions of the lecturers, reading details on explanatory plaques, informing teachers of facts they had learned, buying souvenirs, etc.

In 89.2 per cent of the cases, the observers reported the children as communicating with and being involved with one another at the trip site. In contrast, incidental commingling with children visiting from other schools on similar trips was reported in only 7.9 per cent of the cases. This finding agrees essentially with that reported in the evaluation of the first year of enrichment trips (See: Rita Senf, *Bus Transportation to Places of Civic Cultural Interest in New York City for Disadvantaged Pupils in Non-public Schools*, Center for Urban Education, September 1967, p. 5). Observers indicated their impression that the value of trips as group experiences were not, as yet, being fully exploited. This impression was confirmed in subsequent analysis of questionnaire responses, in which few principals or teachers indicated their feeling that group experience was an objective of the trip program.

Observers were asked to note any "unusual circumstances" of their trips. One such comment praised a teacher who had been exceptionally well prepared for a trip to Welfare Island, and had communicated a wealth of information to the children by distributing Department of City Planning publications and detailed maps.

Other comments concerned children who had gotten lost at the sites and those who had become sick on the bus. Evidently both were unanticipated problems. Future planning should take both eventualities into account in trip preparations.

At times, observers found, there appeared to be a lack of coordination between the Board of Education, the bus company, and the school. For example, on one trip, the bus company reported that it had been given the wrong schedule by the Board of Education. As a consequence, the class had to make the trip by subway. In other instances, poor coordination between the teacher and the administrators at the trip site, as well as poor teacher preparation, caused delay and confusion. One such instance occurred on the visit of a fourth-grade class to the Museum of Natural History. Of a total of one and one half hours, only half an hour was actually spent in the exhibit areas. The first and last portions of this trip were spent in wandering aimlessly about the exhibits because the teacher had not previously familiarized herself with the museum. Similarly, on a trip to another museum, the teacher in charge had been told that a tour guide would be available for the group; however, no such guide appeared. The children then were permitted to wander about the exhibits, with the teacher taking occasional roll calls in a futile attempt to keep them together. The tour finished about half an hour before the bus arrived. After this trip, a sixth-grade child offered the following recommendations for future trips: "Teacher [should] read up on it first and explain it." It should be noted that the majority of the trips were well planned and conducted. Attention to the administrative details mentioned above should produce more effective educational experiences for children.

## CHAPTER IV

## INTERVIEWS WITH CHILDREN

On each trip, observers were asked to interview five children on the bus going to the site, five children at the site, and five children returning from the visit. An interview schedule was provided. Thirty-seven trips would produce a total of 185 interviews for each situation described. A few "extra" interviews were obtained on one trip when two observers were present. In all, 189 interviews were recorded en route to the site, 190 at the site, and 190 on the return trip.

There are many difficulties in attempting to evaluate such interview responses, not the least among which is the instability of children's responses. The following comments are presented less for evaluative purposes than for the purpose of giving the reader some of the flavor of the trips in capsule version.

Seventy-nine per cent of the pupils interviewed on the way to the site (149 pupils out of a total of 189) reported that their teachers had spent some time in class preparing them for their trip. Eighty-nine per cent (169 pupils) were aware of the trip's destination in advance.

Pupils' reports on the amount and kind of preparation given were coded in terms of adequacy. Responses were interpreted as indicating that the preparation was good, routine or poor, or nonexistent. A "good" rating was awarded when the teacher's advance preparation, according to pupils' accounts, was germane to the anticipated trip's content. When advance preparation seemed composed essentially of admonitions concerning behavior or routines, it was rated as "routine or poor." When pupils indicated no preliminary class discussion prior to a trip, it was considered "non-existent."

The accounts of 48.7 per cent (92 pupils) indicated "good" preparation in which the trip site was described, questions were posed, and materials were distributed. In about 20 per cent of the cases (38 pupils), the preparation was rated as "routine or poor." Twenty-two per cent of the pupils (41) indicated no preparation and the remainder of the pupils couldn't recall or just didn't know.

Examples of responses to the question "What do you expect to see?" that indicated preparation rated as "good" were the following: the response of a fifth-grader, on a trip to the City Fire Department

Center on Welfare Island, "About a half hour's demonstration and pictures -- and how they rescue people"; the comment of an eighth-grader, on a trip to the Planetarium, who said the teacher "had explained all about the atmosphere and the planets"; and the statement, on the same trip, that the teacher "told us they would show us the earth and its galaxy." The following responses were rated as indicating "routine or poor" preparation: the comment of a second-grade youngster who said the teacher had told the children, in preparation for the trip, that there would be no talking or standing on the bus; and comments by two third-grade boys who indicated that their preparation consisted solely of admonitions about wearing white shirts for the trip and staying close to their partners.

It was obvious from some of the children's additional responses that the trips provided at least potential learning experiences. A nine-year-old girl returning from a trip to the ASPCA, when asked if she had learned anything, said: "You should keep dogs on [a] leash. You shouldn't treat them cruel. You should have licenses for them." An 11 year-old boy, returning from a visit to the New York City Fire Department Training Center on Welfare Island, responded: "Yes [we learned] about helping people and teaching other people not to push false alarms."

There were other indications of student involvement and possible gains, other than those provided by the scheduled interviews with children. One observer, on a trip to the Museum of Natural History with a fifth-grade class, noticed that many children were taking notes. When she asked why they were doing this, she was told: "Teacher is going to ask us questions about what we saw and what interested us most." The observer then asked if the teacher had specifically requested them to take notes and was told that she had not. The children had been asked to express their reactions to previous trips and were apparently familiar with the procedure of note-taking preparatory to writing a paper.

Some observers recorded the spontaneous comments and questions of children at several sites. The following questions were asked by students of a seventh-grade class at the Hall of Science of a lecturer from the National Aeronautics and Space Administration who had spoken to them about atoms: "What do you have to do to be an astronaut?" "Who invented the first space ship?" "How did you get this job?" "What do females do in NASA?" "How long does it take to train an astronaut?" "Are there girl astronauts?" "Do you believe in flying saucers?" "What are UFO's?" "How do they



eat food in space?" "Why do they want to put men on the moon?"  
"Could we grow food on the moon?"

En route, only 16 per cent of the pupils (31) reported that they had questions in mind which they hoped to have answered on the trip. However, the quantity and variety of questions generated by exposure to exhibits and lectures may be deemed impressive. Eighty-four per cent of the children interviewed on the way back felt that they had learned something on the trip, and 93.7 per cent said that they would like to go on similar trips to other sites.

Sixty-five per cent of the children reported having been on previous similar trips. About 47 per cent reported that there had been discussions in their classrooms following their trips. About 13 per cent said that, after prior trips, there had been no class discussion concerning the trip sites. The remainder either had not participated in trips before or gave "don't know" responses. About 67 per cent had not previously been to the site they visited on this particular trip. All the children reported informing their parents about the trips. Only about 20 pupils (10.5 per cent) indicated that they thought they would be able to find their way back to the trip site by themselves.

## CHAPTER V

## FINDINGS FROM THE PRINCIPALS' QUESTIONNAIRE

Principals were asked about the kind of orientation teachers received concerning the bus trips. Table 1 lists their answers. Because many principals gave more than one response to the question, and because the percentage of responses are based on the number of respondents, the total percentage exceeds 100.0 per cent. Thirty-four of the 37 principals responded to the questionnaire.

TABLE 1

TYPES OF RESPONSES GIVEN BY 34 PRINCIPALS WHEN ASKED  
"WHAT KIND OF ORIENTATION DO TEACHERS GET CONCERNING BUS TRIPS?"

	<u>No. of Responses</u>	<u>Per Cent of Respondents<sup>a</sup></u>
Discussion at school	14	41.2
Brochures	12	35.3
No answer or answer irrelevant	9	26.5
Site visit by teachers	2	5.9
Discussion at Board of Education	2	5.9
Orientation sessions	2	5.9
Other	2	5.9
No orientation	1	2.9

<sup>a</sup>Percentages based on the number of respondents (N = 34).

As indicated in the table, over 41 per cent of the total number of principals responding replied that teachers were familiarized with all facets of the bus trip program through preliminary discussions at school. The next most frequently mentioned method of orientation was the use of brochures and information, which had been supplied by the Board of Education. Two principals stated that preliminary site visits were utilized for the purpose of orientation. Many implied, however, that such pretrip site visits by teachers would have been a desirable adjunct to teacher preparation.



Principals also were requested to describe the preparation procedures adopted by teachers prior to the visit to a particular site. Responses were coded as "minimal preparation given" (teachers gave students behavior instructions, name of site, read brochures to pupils); "general preparation given" (teachers described to the class what would be seen on the prospective trip); or "special preparation given" (extra reading assigned, utilization of related T.V. program, class discussion conducted, special projects initiated related to site, and preliminary visit to site by teachers). The largest proportion of principals, 47.1 per cent (16 principals) indicated that their teachers gave special preparation in advance of the bus trip, while 23.5 per cent (8 principals) indicated general preparation and 17.6 per cent (6 principals) gave responses classified as minimal preparation. See Table 2 for the distribution of responses to this question.

TABLE 2

RATINGS OF PRINCIPALS' RESPONSES TO QUESTION  
"HOW DO TEACHERS PREPARE IN ADVANCE FOR A VISIT TO A PARTICULAR SITE?"

	<u>No.</u>	<u>Per Cent<sup>a</sup></u>
Special preparation	16	47.1
General preparation	8	23.5
Minimal preparation	6	17.6
Answer irrelevant	4	11.8

<sup>a</sup>Percentages based on number of respondents (N = 34).

Principals, further, were asked whether each classroom teacher accompanied her own class. All principals responding indicated that they did.

Principals were also asked a number of questions pertaining to parent participation in the program. Approximately 85 per cent of the principals indicated that the parents acting as trip escorts were recruited by teachers. These requests were made by note, letter, phone, or in person. About 12 per cent of the principals responding stated that parents volunteered their services. In reference to parent cooperation as such, all but one of the principals stated that parents were fully cooperative, and that the presence of at least one such responsible adult was an essential of a successful bus trip.

Principals indicated that parents, in general, were very enthusiastic and pleased with the bus trip program, and that those who participated as escorts particularly enjoyed the experience and found the trips very educational. Many parent escorts reported that they themselves learned much from the program. One principal stated that those parents who had participated in trips were "favorably impressed, appreciative of the opportunity offered their children, and volunteered to accompany the class again." Still another principal stated that "the parents are thrilled. They learn much and want to go with the children. Their learning and enjoyment with a new experience is rewarding. These parents don't go to many places with their children." Another respondent indicated that "parents in general are glad to have their children go on these trips because of educational and cultural values. Most parents cannot take the children themselves." About one-quarter of the principals indicated that some parents refused to allow their children to participate in the bus trip program. Some of the reasons for this action (according to the principals) were that fathers were exceptionally strict, parents were afraid to let their children go on trips in inclement weather, and parents were concerned that something unforeseen might happen. Typical comments were: "Only one parent refused to allow her son to go because of his refusal to follow directions at home"; "Thus far, two parents refused this permission because they are overprotective mothers and fear for the safety of their sons." Roughly, three-quarters of the principals (23 out of 34) reported no such instances of permission being withheld.

Table 3 indicates responses of principals concerning the basis on which suitable trip sites were chosen.

TABLE 3

TYPES OF RESPONSES GIVEN BY 34 PRINCIPALS WHEN ASKED  
"HOW IS IT DECIDED WHICH CHILDREN GO TO WHICH TRIP SITES?"

	<u>No. of Responses</u>	<u>Per Cent of Respondents<sup>a</sup></u>
Appropriateness to age or grade level	13	38.2
Teacher's decision	12	35.3
Result of teacher-principal discussion	7	20.6
All grades participate	3	8.8
Faculty committee decision	1	2.9
Principal's decision	1	2.9

<sup>a</sup>Percentages based on the number of respondents (N = 34).

The largest number of respondents (13 or 38.2 per cent) indicated that age or grade level was used as the criterion. Twelve principals (35.3 per cent) reported that teachers alone decided which children should go on a particular trip, while seven others (20.6 per cent) stated that the principal and teachers decided jointly through the process of discussion.

Principals were requested to indicate the extent to which they took part in the process of deciding upon the suitability of a particular trip destination for a particular grade level. Twenty-one of the 34 respondents (approximately 62 per cent) replied that they played an active role in the decision making process. On the other hand, 9 principals (26.5 per cent) indicated a passive role. Two of the principals assigned a deputy to handle the matter.

Principals were asked to comment upon what type of discipline problems, if any, were encountered on the trips. Twenty-nine of the principals (85.3 per cent) indicated that they were not aware that discipline was a problem. Three principals (8.8 per cent) reported the existence of disciplinary problems. There is manifestly some disparity between the observers' awareness of discipline problems and that of the principals. While no exact judgment may be made as to the reason for this difference of perception, the observers believe that, except in very severe cases, teachers do not inform their principals of problems of control and discipline that may occur on these trips.

The majority of principals responding (18 or 52.9 per cent) felt that all children were equally responsive to the bus trips. Eleven principals (32 per cent) believed that the 11- to 12- year age group seemed the most responsive. Table 4 shows the percentage breakdown for all age groups on this question.

TABLE 4

RESPONSES OF 34 PRINCIPALS WHEN ASKED  
"WHAT AGE GROUPS SEEM MOST RESPONSIVE TO THE BUS TRIPS?"

<u>Age Groups Selected</u>	<u>No. of Responses</u>	<u>Per Cent of Respondents<sup>a</sup></u>
All ages	18	52.9
11 - 12	11	32.4
13 - 14 and over	9	26.9
9 - 10	8	23.5
7 - 8	6	17.6
5 - 6	4	11.8

<sup>a</sup>Percentages based on the number of respondents (N = 34).

Principals were asked to indicate what they thought were the educational purposes of the bus trips. Their responses centered around curriculum and general knowledge. Twenty-three principals (68 per cent) felt that the trips served to enrich the regular school curriculum. A lesser proportion, 44 per cent (15 principals), believed that trips would increase the general knowledge of the students. Five principals (15 per cent) were of the opinion that the trip program exposed children to various sites that they might not have visited on their own, and one principal emphasized the value of the trip as a group experience. Table 5 shows the percentage distribution of the various categories.

TABLE 5

TYPES OF RESPONSES OF 34 PRINCIPALS WHEN ASKED  
"WHAT ARE THE EDUCATIONAL PURPOSES OF THE BUS TRIPS?"

	<u>No. of Responses</u>	<u>Per Cent of Respondents<sup>a</sup></u>
Curriculum enrichment	23	67.6
Contribute to general knowledge	15	44.1
Exposure to new sites	5	14.7
No answer	3	8.8
Group experience	1	2.9

<sup>a</sup>Percentages based on the number of respondents (N = 34).

Of the 34 principals who responded to the questionnaire, 31 (90.9 per cent) reported that in their view the bus trips had positive educational value. Only one principal had negative feelings about the program. He indicated that the time allowed is too short. "Everything has to be done in a hurry." The favorable comments included, "The teachers considered these trips highly beneficial and most worthwhile." "They [the trips] are rewarding and worthwhile. We haven't had regrets." "Since a visit is planned to supplement class study, teachers generally [are] enthusiastic with specific, tangible illustrations of materials discussed." "I think they [the teachers] see them as a value in extending theoretical classroom knowledge and as a springboard for further work." "They [the trips] have great value because children's experiences in other environments are so limited."



In addition to being asked to describe their feelings about the educational purposes of the trips, principals were requested to indicate how they felt the educational value of the trips might be increased.

The largest number (9 or 26.5 per cent) believed that greater preparation on the part of teachers would enhance the value of the program. An equal proportion gave no answer or did not know what factors might increase the educational value of the trips. The next largest group of respondents (5 or 14.7 per cent) felt that longer trips would be more effective. Four principals reported that guided tours would increase the program's educational value. Table 6 shows the percentage distribution of the various responses.

TABLE 6

SUGGESTIONS MADE BY 34 PRINCIPALS AS TO  
HOW THE EDUCATIONAL VALUE OF THE BUS TRIPS MIGHT BE INCREASED

	<u>No. of Responses</u>	<u>Per Cent of Respondents<sup>a</sup></u>
More extensive teacher preparation	9	26.5
No answer, don't know	9	26.5
Longer trips	5	14.7
Other	5	14.7
Guided tours	4	11.8
Followup in class	4	11.8
More trips during the year	2	5.9
Smaller groups	2	5.9

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<sup>a</sup>Percentages based on the number of respondents (N = 34).

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Principals were asked to suggest sites other than those visited this year for future trips. A list of those mentioned included: courts, libraries, farms, the waterfront, West Point, an ice cream plant, the Main Post Office, a bakery plant, Grant's Tomb, and Hyde Park.

Many of the principals indicated that the list of possible trip sites supplied by the Board of Education was quite adequate. A number of the respondents urged the inclusion of trips to sites outside the boundaries of New York City.

Principals were requested to voice their criticisms of the bus trip program. Ten principals (29.4 per cent) indicated complete satisfaction with the program. Objections of others centered about insufficient time allotted for trips and about various matters related to buses and drivers. Fourteen principals (41.2 per cent) were critical of the time allotment for trips and made such comments as the following: "The only complaint is too short a time for any such trips. You must be back by 2:30 P.M. This gives little time to see more or spend more time either in explaining any questions given right then and there." "In some instances the time limit is limited." "I would like to have the buses for a longer period of time." "The only criticism is that the bus must be 'home' by 2:30 P.M. This has curtailed some of the tours at Kennedy Airport." "We are very pleased with the bus program. On occasion I would like the time to extend from 9:30 A.M. to 4:00 P.M. rather than 2:30 P.M., especially for the pupils in upper elementary or junior high school."

Two principals suggested that the bus trip program be initiated earlier in the year.

Six respondents (14.3 per cent) had criticisms related to the buses and drivers. Of these, three said that the buses were late in arriving at the school for the start of the trip. The other three stated that more buses were needed to avoid crowding, the bus drivers weren't tuned in to the needs of the children, and more cooperation was needed from the bus company.

Some principals recommended that the number of trips conducted be increased and that smaller groups be sent on each trip. Table 7 shows the percentage breakdown of the various categories.

TABLE 7

RESPONSES OF 34 PRINCIPALS WHEN ASKED  
"WHAT CRITICISMS DO YOU HAVE OF THE BUS TRIP PROGRAM IN GENERAL?"

	<u>No. of Responses</u>	<u>Per Cent of Respondents<sup>a</sup></u>
Insufficient time	14	41.2
Complete satisfaction	10	29.4
Criticisms related to the bus or driver	6	17.6
Other	4	11.8
Smaller groups	3	8.8
Number of trips increased	3	8.8

<sup>a</sup>Percentages based on the number of respondents (N = 34).



The consensus among principals responding was that the bus trip program was valuable and should be continued and expanded. This feeling is typified in the following reply. "I think the bus program should be continued and expanded as it enables the pupils in disadvantaged areas to visit places that they would never see otherwise. Just listening to the pupils and parents talking about these bus trips convinces me that they are very worthwhile and provide tremendous experience for our pupils."

## CHAPTER VI

## FINDINGS FROM THE TEACHERS' QUESTIONNAIRE

Questionnaires were completed and returned by 32 of the 37 teachers who received them. They were asked how long in advance of a trip they knew when and where they were going. Of the 32 teachers responding, 12 teachers (37.5 per cent) had between two and four weeks prior knowledge of a prospective trip, while 19 (59.4 per cent) knew about it at least four weeks in advance. Only one teacher reported that she was given less than two weeks notice.

Teachers were rated on whether or not they were given a choice as to the destination of a trip. All but one indicated that they had been given a choice of site, some ranges of choice being more limited than others. The following were typical responses: "We were free to choose from a number of places open to sightseers for educational purposes." "I could choose any educational site I wished." "We were allowed to pick out from the Ed. Field Program what would benefit our grade level and what would broaden their education."

Teachers were asked to indicate if they knew in advance what was to be seen at the trip site. Thirty-one of the 32 teachers (96.9 per cent) reported that they were aware of what the site had to offer. Some teachers had visited the site previously, while others had contacted persons at the site and learned what was available to interest their pupils.

Teachers were asked to describe how they prepared pupils in advance of the trip. Their responses were coded as either "good preparation" or "routine or poor preparation." Where the preparation was specific to the trip and concerned with content, it was classified as "good preparation." "Routine or poor preparation" was lacking in specificity or in content. Twenty-nine of the 32 teachers (90.6 per cent) gave responses which indicated that they provided their classes with "good preparation," while three teachers gave what was categorized as "routine or poor preparation." One example of good preparation was a teacher, scheduled to take his class to the Metropolitan Museum of Art, who offered the following activities in preparation for the trip: "Since four grades were preparing for the trip, we divided the classes into groups to do research on various artists. The fifth graders did research on Michaelangelo, Monet, Manet, Rodin, Van Gogh, and learned from the bulletin boards of other classes about other artists."

Teachers were asked how they enjoyed the trip. Of the 32 responding, all but two indicated that they enjoyed the trip (93.8 per cent). The following comments were typical: "As a teacher of art, I enjoyed the trip because I saw that the children recognized and appreciated so much. They also enjoyed the chance to picnic in Central Park." "The Aquarium is fascinating and a valuable experience for young and old. The children's enthusiasm added to my enjoyment."

The two teachers who did not enjoy the trip gave the following responses: "There was disorganization due to bus drivers' stopping at different places; thus groups were not able to get together." "[I did not enjoy the trip] as much as I thought because it was necessary to rush to our view of Leffert's Homestead, the purpose for going."

Teachers, like principals, were asked to state their conception of the educational purposes of the bus trips. Table 8 shows the distribution of teacher responses to this question.

It should be noted here that only two teachers (6.3 per cent) indicated their belief that an objective of this trip program was providing children with a group experience. An even smaller proportion of principals stressed this objective. (See Table 5.) These findings confirm the impressions of observers that the social or group interaction facets of the program have not, as yet, been adequately exploited.

TABLE 8

RESPONSES OF 32 TEACHERS WHEN ASKED  
"WHAT WERE THE EDUCATIONAL PURPOSES OF THIS TRIP?"

	<u>No. of Responses</u>	<u>Per Cent of Respondents<sup>a</sup></u>
Knowledge of features of trip site	18	56.3
Curriculum related	17	53.1
Increase of general knowledge	16	50.0
Contributes to group experience	2	6.3

<sup>a</sup>Percentages based on the number of respondents (N = 32).

The preponderance of teachers felt that the bus trips were valuable in contributing to the children's general fund of knowledge. Typical responses as to the worth of the trips are: "Yes -- Valuable as enrichment material for class work." "Yes -- definitely -- because: (1) it broadens a student's knowledge of his own city, (2) it gives him first hand information of historical, cultural and scientific facts." "These trips are valuable because a child visits places he may seldom get the opportunity of seeing. The children also go with their own age group and are better able to share and enjoy themselves." "I think these trips are very valuable as they broaden the children's ideas -- giving them experiences that they would not be able to have otherwise. For city children, a trip uptown is a real treat. I would like to see them have opportunities for other trips." "They experienced first-hand the workings of a modern airport [John F. Kennedy International Airport] where 39,000 people are employed."

Twenty-nine of the 32 respondents (90.6 per cent) stressed certain aspects of the trip sites that correlated specifically with the grade curriculum, while three noted aspects that were culturally broadening and served to increase the children's general knowledge.

Teachers were also asked if their trips were suited to the needs and interests of their students. Thirty-one of the respondents (96.9 per cent) replied affirmatively. Replies such as the ones that follow were typical: "The needs of this group are limitless. In the realm of scientific instruction, anything available at the Hall of Science was an answer, of some sort, to their great need for scientific experiences. As far as interest is concerned, the diversity of intellectual ability and background was apparent all day." "Yes, the boys were interested in the mechanical side of aviation, while the girls were more interested in the interior of the plane. Provision was made to see both."

Teachers were asked how the educational value of the trips might be increased. Responses focused on more intensive teacher preparation (37.5 per cent) as well as on guided tours provided at the site (18.8 per cent). Some teachers suggested that longer trips, more trips during the year, smaller groups, and followup in class would improve the program's educational value. Table 9 summarizes the replies to this question.

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TABLE 9

RESPONSES GIVEN BY 32 TEACHERS WHEN ASKED  
"HOW COULD THE EDUCATIONAL VALUE OF THESE TRIPS BE INCREASED?"

	<u>No. of Responses</u>	<u>Per Cent of Respondents<sup>a</sup></u>
More teacher preparation	12	37.5
Guided tour at site	6	18.8
No answer, don't know	6	18.8
Other	4	12.5
Longer trips	2	6.3
More trips during the year	2	6.3
Smaller groups	2	6.3
Followup in class	2	6.3

<sup>a</sup>Percentages based on the number of respondents (N = 32).

Teachers suggested many new places they considered educationally valuable for children to visit on future trips. Some of these are listed below: Whitney Museum, court in session, Brookhaven Laboratory, food plants, breweries, Sleepy Hollow, Hyde Park, Stock Exchange, R.C.A. Building, Con Edison plant, and Trinity Church. It should be noted that the teachers, like the principals, suggested many trip sites that are outside the boundaries of the five boroughs of New York City.

Teachers were asked if they had any criticisms of the bus trip program. More than half of the teachers (17 or 53.1 per cent) expressed complete satisfaction with the program. Their remarks included: "I have no criticisms to make. I was thoroughly satisfied with the bus arrangements." "In general, I think the program is well organized." "Personally, I feel the bus trip program is very adequate at present and I am very grateful that our children were permitted the use of the bus." "We had a wonderful day."

Fourteen teachers expressed critical reactions. Seven focused on the shortness of trip time, and seven remarked on various matters related to the buses and the drivers. On the first, the teachers commented: "The short space of time provided does not permit thorough examination of place of interest." "If it be at all possible, might there be longer bus trips planned? The 2:30 P.M. deadline sets an immediate limit on the opportunities."



Objections related to buses and drivers included: "We requested buses for 114 pupils; however, we had three in a seat and many complaints about this from the bus drivers. Also, the bus drivers left us in different places [when several classes were scheduled for the same trip] which meant that the classes were separated for the entire day." "We had to wait 50 minutes for the bus." "The bus left [the Museum] an hour earlier than scheduled.

There were criticisms also, in some instances, where previously promised museum guides failed to materialize, thus diminishing the full value of the visit.

Table 10 presents the percentage distribution of the teachers' responses.

TABLE 10

RESPONSES GIVEN BY 32 TEACHERS WHEN ASKED  
"WHAT CRITICISMS DO YOU HAVE OF THE BUS TRIP PROGRAM IN GENERAL?"

	<u>No. of Responses</u>	<u>Per Cent of Respondents<sup>a</sup></u>
Complete satisfaction expressed	17	53.1
Criticisms related to bus or driver	7	21.8
Criticisms related to time limitations	7	21.8
Other	4	12.5

---

<sup>a</sup>Percentages based on the number of respondents (N = 32).

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## CHAPTER VII

## PARENT INTERVIEWS

A total of 33 interviews with parent escorts were obtained by observers during the trips. As previously reported, the number of parents per trip varied considerably. Of those serving during this study, about 61 per cent (20 parents) had served previously on similar trips. The overwhelming majority of these parents had been invited by their children's teacher or by their children themselves to act as trip escorts. The remaining few had been asked by the principal or had volunteered.

There was almost an even breakdown between those who had received instructions about the trip from the teachers or from the school principals.

The great majority, 91.0 per cent of parents (30 parents) believed that the children had benefited from the trips. Two responses were recorded as "don't know" or "no answer," and one parent felt that the children had not benefited from the trip he had attended. Parents were also asked to indicate what they considered to be the educational purposes of such trips. These responses were later coded into four broad categories. The largest number (47.6 per cent or 20 responses) concerned specific educational benefits gained in learning about the particular site visited, while about 31 per cent (13 responses) concerned the benefits of an increase in "general knowledge" afforded through trips. Similarly, parents were asked for their suggestions for increasing the educational value of the trips. Responses were coded into six broad, non mutually exclusive categories. The most frequent (33.3 per cent or 11 responses) was one of "don't know" or "no answer." The next most frequent (27.3 per cent, 9 responses) was "more trips." About 15 per cent (5 responses) indicated that no improvement was necessary, while a somewhat higher percentage (18.2 per cent) were miscellaneous responses that were coded into an "other category." Most of those in this latter group reflected some of the suggestions made earlier in this report for better administration, coordination, and increased lecture and viewing time at each site. In addition, one response indicated that more teacher preparation was necessary, and one response suggested smaller groups.

In a final open-ended question, parents were asked for any suggestions for improvement or criticisms they might have. A few

mentioned the need for better control of the children, both in terms of keeping them in an intact group and in terms of demanding less noise on the trips. A few also suggested that children might be given a small amount of money to spend at the sites on treats, souvenirs, etc. Apparently they had observed that some children were able to make such small purchases and others could not.

## CHAPTER VIII

## SUMMARY AND RECOMMENDATIONS

This report summarizes the findings of a study of educational bus trips for disadvantaged children. In general, the trips were thought to be worthwhile by pupils, teachers, principals, and parents. A common feeling was that these trips offered disadvantaged children the opportunity of partaking in cultural enrichment not likely to be offered within their daily activities. Nevertheless, comments and observations indicate that the program could be strengthened in several ways.

The following recommendations are derived from the responses of students, teachers, principals, parents, and observers.

1. Coordination between the Board of Education, bus companies, and schools should be improved in order to avoid lateness of buses, wrong addresses, and other such contingencies.
2. More buses should be provided in order that children might not have to sit 3 abreast in narrow seats. This overcrowding was indicated as a problem, particularly in the upper elementary school grades where there was a concentration of big children.
3. Problems experienced this year, such as the possibility of a child's illness on the bus, or the straying of a child on a trip, should be recognized and anticipated in trip preparations.
4. Efforts should be made to see that at least one parent (or additional adult escort) accompanies each trip.
5. Longer trips should be scheduled in some instances, eliminating the observation of the 2:30 P.M. deadline.
6. Teachers should provide more structure in advance of each trip so that pupils focus their attention on particular aspects or questions to be answered. Preparation of a class should deal with the content of the prospective trip as well as with patterns for behavior and routines.

7. Teachers should be given the opportunity to visit forthcoming trip sites prior to scheduled trips so that adequate advance preparation might be possible.
8. There should be better coordination between the visiting schools and personnel at trip sites so that when tour guides are supposed to be provided by the administrators of the site, they may be expected to appear.
9. Children might be offered a minimal stipend (depending upon age and grade) to be spent at the trip site on pamphlets, souvenirs, etc.

In conclusion, it should be stated again that after several years of operation, when some of the difficulties inherent in a new effort have been eliminated, the program should be evaluated fully in regard to those objectives (objective 3, correlation with pupils' studies and needs; objective 4, improvement of classroom performance; and objective 5, change of students' attitudes towards school) that for reasons already noted, could not be adequately evaluated at the present time.

APPENDIX A

Center for Urban Education

Title I Evaluations

18 Educational Field Trips for Non-Public School Pupils

Parent Questionnaire

Name \_\_\_\_\_

School \_\_\_\_\_

Child's Grade \_\_\_\_\_

Trip Site \_\_\_\_\_

Date \_\_\_\_\_

1. Did you ever serve as a chaperon on a school bus trip before this?

(check appropriate response)

no \_\_\_\_\_

yes \_\_\_\_\_

2. Who asked you to go on this trip?

(check appropriate response)

principal \_\_\_\_\_

teacher \_\_\_\_\_

child \_\_\_\_\_

volunteered \_\_\_\_\_

3. Did the teacher or principal give you any instructions on what to do during the trip?

(check appropriate response)

no \_\_\_\_\_

yes \_\_\_\_\_ (if yes, explain how:)

\_\_\_\_\_  
\_\_\_\_\_



4. What do you think were the educational purposes of this trip?

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5. How do you think the educational value of these trips could be increased?

---

---

6. Do you think the children benefited from this trip?

(check appropriate response)

no \_\_\_\_\_

yes \_\_\_\_\_ (if yes, explain how:)

---

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7. What suggestions or criticisms do you have of this bus trip?

(If none, check here: \_\_\_\_\_)

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33 West 42 Street  
New York, N.Y. 10036

Title I Evaluations

## Educational Bus Trips

Teacher's Questionnaire

Teacher \_\_\_\_\_

School \_\_\_\_\_

Grade Taught \_\_\_\_\_

Trip Site \_\_\_\_\_

Date \_\_\_\_\_

1. How long before today did you know just where and when you were going on this trip?
2. Did you have any choice concerning where to go on this trip? In what way?
3. Did you know in advance what was to be seen at the trip site?
4. How did you prepare your pupils in advance for this trip?
5. Did you enjoy the trip? Why?
6. How did the children indicate enjoyment or lack of enjoyment of the trip?
7. Do you think these kinds of trips are valuable? Why?

8. Do you think the children learned anything on this trip? What?
9. Was there anything about this trip that you can relate to class work? What? How?
10. Was this trip suited to the needs and interests of this particular group? Please comment.
11. What were the educational purposes of this trip?
12. How could the educational value of these trips be increased?
13. Can you suggest some places that you think would be valuable for your class to visit?
14. What criticisms do you have of the bus trip program in general?
15. What suggestions can you offer for improving the bus trip program?

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Title I Evaluations

Educational Bus Trips

Principal's Questionnaire

Principal \_\_\_\_\_ Total No. of Busses Today: \_\_\_\_\_  
 School \_\_\_\_\_ Grades Involved Today: \_\_\_\_\_  
 Date \_\_\_\_\_ Trip Destination(s) Today: \_\_\_\_\_  
 \_\_\_\_\_

1. What kind of orientation do teachers get concerning bus trips?
2. How do teachers prepare in advance for a visit to a particular site?
3. Does each classroom teacher accompany her own class?
4. If lunch is included in a trip, what provision is made for children who are on a free lunch program?
5. How do you recruit parent volunteers to go on bus trips?
6. Are the parents cooperative in response to these requests?
7. Do any parents refuse to allow their children to go on these trips?  
If so, how many? What are their reasons?
8. What feedback have you had from parents in reaction to the bus trips, particularly from those who accompanied trips?

9. What reactions have you had from teachers concerning the educational value of these trips?
10. How is it decided which children go to which trip sites?
11. To what extent do you screen requests or confer with teachers so as to decide on the suitability of a particular trip destination for a particular grade level?
12. What age groups seem most responsive to the bus trips?
13. What discipline problems, if any, have been encountered on these trips?
14. What are the educational purposes of today's trip(s)? If busses are going to more than one trip site today, please comment for each site.
15. How could the educational value of these trips be increased?
16. Can you suggest some places that you think would be valuable for the children to visit?
17. Have you mixed different grade levels on the same bus? If so, was this an asset or a liability? Does it make any difference?



18. What criticisms do you have of the bus trip program in general?

19. Do you think the bus trip program should be continued? Expanded? Why?

20. What suggestions can you offer for improving the bus trip program?

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Title I Evaluations

Educational Bus Trip Observation

Trip Site \_\_\_\_\_ School \_\_\_\_\_  
Grade(s) on bus \_\_\_\_\_  
Time bus left school \_\_\_\_\_  
Time bus returned to school \_\_\_\_\_ Principal \_\_\_\_\_  
Observer \_\_\_\_\_ Date \_\_\_\_\_

Section I. From School to Trip Site

Name of teacher in charge of bus \_\_\_\_\_  
Other teachers on bus \_\_\_\_\_  
\_\_\_\_\_

If no others, check here \_\_\_\_\_

Number of parents on bus \_\_\_\_\_

If none, check here \_\_\_\_\_

If there were any other adults (besides observer and driver), specify who they were: \_\_\_\_\_  
\_\_\_\_\_

Number of children on bus \_\_\_\_\_

Sex of children on bus:

Boys only \_\_\_\_\_

Girls only \_\_\_\_\_

Boys and girls \_\_\_\_\_

1. Did the process of getting the children on the bus go smoothly? Comment on anything unusual that happened during the loading.
  
2. Indicate the grade and class composition of the children on the bus. Was the class of the teacher in charge on the bus? Were there intact classes or were classes separated?
  
3. After listening to several of the children's conversations, list the topics of as many of the conversations as you can.
  
  
  
  
  
  
  
  
  
  
4. What methods did the adult in charge use to maintain control over the children? How successful was he?
  
  
  
  
  
  
  
  
  
  
5. Did the children seem excited about the trip, or was their excitement more at simply being out of school?

Interview with Children on Bus

A. Child's Name \_\_\_\_\_ Grade \_\_\_\_\_

1. Do you know where you are going? (Where?) \_\_\_\_\_
2. What do you expect to see?
3. Did your teacher spend any time in class talking about the trip?  
What did she tell you about it?
4. What bus trips have you gone on before this one?
5. (If there were previous trips) What did you see there?
6. Did you talk about (site of previous trip) afterwards in class? What was said?

B. Child's Name \_\_\_\_\_ Grade \_\_\_\_\_

1. Do you know where you are going? (Where?) \_\_\_\_\_
2. What do you expect to see?
3. Did your teacher spend any time in class talking about the trip?  
What did she tell you about it?
4. What bus trips have you gone on before this one?
5. (If there were previous trips) What did you see there?
6. Did you talk about (site of previous trip) afterwards in class? What was said?

C. Child's Name \_\_\_\_\_ Grade \_\_\_\_\_

1. Do you know where you are going? (Where?) \_\_\_\_\_

2. What do you expect to see?

3. Did your teacher spend any time in class talking about the trip?  
What did she tell you about it?

4. What bus trips have you gone on before this one?

5. (If there were previous trips) What did you see there?

6. Did you talk about (site of previous trip) afterwards in class? What was said?

D. Child's Name \_\_\_\_\_ Grade \_\_\_\_\_

1. Do you know where you are going? (Where?) \_\_\_\_\_

2. What do you expect to see?

3. Did your teacher spend any time in class talking about the trip?  
What did she tell you about it?

4. What bus trips have you gone on before this one?

5. (If there were previous trips) What did you see there?

6. Did you talk about (site of previous trip) afterwards in class? What was said?



E. Child's Name \_\_\_\_\_ Grade \_\_\_\_\_

1. Do you know where you are going? (Where?) \_\_\_\_\_
2. What do you expect to see?
3. Did your teacher spend any time in class talking about the trip?  
What did she tell you about it?
4. What bus trips have you gone on before this one?
5. (If there were previous trips) What did you see there?
6. Did you talk about (site of previous trip) afterwards in class? What was said?

Section II. At Trip Site

1. Did the group of children from the bus remain intact? If not, how were they separated?
  
2. In the group you accompanied at the site, state:  
No. children \_\_\_\_\_  
Grade \_\_\_\_\_  
Sex \_\_\_\_\_  
Adults (specify--tour guide, teacher, parent, etc.):  
\_\_\_\_\_  
\_\_\_\_\_
  
3. What methods did the adult in charge use to maintain control over the children?  
How successful was he?
  
4. In what ways did the children express interest in the trip site? List any questions they asked.
  
5. In what aspects of the trip site did the children appear most interested?
  
6. Was there any evidence that the children became more involved with one another because of sharing a common interest in an aspect of the trip site?
  
7. Was there any evidence of commingling with children from other schools?  
If so, how did this occur? (During lunch, film program, etc.)

Interview with Children at Trip Site

F. Child's Name \_\_\_\_\_ Grade \_\_\_\_\_

1. Have you ever been here before?  
(If yes, find out under what circumstances - school trip, with parents, etc.)
2. Did you tell your mother or father where you were going today?  
(Find out what was said by child or parents.)
3. Which things interest you the most? Why?
4. Do you have any questions that you hope to have answered during this trip?  
(List them.)

G. Child's Name \_\_\_\_\_ Grade \_\_\_\_\_

1. Have you ever been here before?  
(If yes, find out under what circumstances - school trip, with parents, etc.)
2. Did you tell your mother or father where you were going today?  
(Find out what was said by child or parents.)
3. Which things interest you the most? Why?
4. Do you have any questions that you hope to have answered during this trip?  
(List them.)

H. Child's Name \_\_\_\_\_ Grade \_\_\_\_\_

1. Have you ever been here before?  
(If yes, find out under what circumstances - school trip, with parents, etc.)
2. Did you tell your mother or father where you were going today?  
(Find out what was said by child or parents.)
3. Which things interest you the most? Why?
4. Do you have any questions that you hope to have answered during this trip?  
(List them.)

I. Child's Name \_\_\_\_\_ Grade \_\_\_\_\_

1. Have you ever been here before?  
(If yes, find out under what circumstances - school trip, with parents, etc.)
2. Did you tell your mother or father where you were going today?  
(Find out what was said by child or parents.)
3. Which things interest you the most? Why?
4. Do you have any questions that you hope to have answered during this trip?  
(List them.)

J. Child's Name \_\_\_\_\_ Grade \_\_\_\_\_

1. Have you ever been here before?  
(If yes, find out under what circumstances - school trip, with parents, etc.)
2. Did you tell your mother or father where you were going today?  
(Find out what was said by child or parents.)
3. Which things interest you the most? Why?
4. Do you have any questions that you hope to have answered during this trip?  
(List them.)



Section III. Return from Trip Site to School

1. Was the group on the bus the same as before? If not, indicate the changes.
2. Did the process of getting the children on the bus go smoothly? Comment on anything unusual that happened during the loading. Compare with start of trip.
3. After listening to several of the children's conversations, list the topics of as many of the conversations as you can.
4. What methods did the adult in charge use to maintain control over the children? How successful was he? (More or less than previously?)
5. Comment on any unusual circumstances during the trip.

Interview with Children on Return Bus Trip

K. Child's Name \_\_\_\_\_ Grade \_\_\_\_\_

1. Would you like to go to (name of trip site) again? Why?
  
2. How would you get back to (name of trip site) if you had to get there by yourself? (Probe for detail.)
  
3. Did you learn anything on this trip? What?
  
4. Would you like to go on more of these trips to other places? Where?

L. Child's Name \_\_\_\_\_ Grade \_\_\_\_\_

1. Would you like to go to (name of trip site) again? Why?
  
2. How would you get back to (name of trip site) if you had to get there by yourself? (Probe for detail.)
  
3. Did you learn anything on this trip? What?
  
4. Would you like to go on more of these trips to other places? Where?

M. Child's Name \_\_\_\_\_ Grade \_\_\_\_\_

1. Would you like to go to (name of trip site) again? Why?
  
2. How would you get back to (name of trip site) if you had to get there by yourself? (Probe for detail.)
  
3. Did you learn anything on this trip? What?
  
4. Would you like to go on more of these trips to other places? Where?

N. Child's Name \_\_\_\_\_ Grade \_\_\_\_\_

1. Would you like to go to (name of trip site) again? Why?
  
2. How would you get back to (name of trip site) if you had to get there by yourself? (Probe for detail.)
  
3. Did you learn anything on this trip? What?
  
4. Would you like to go on more of these trips to other places? Where?

0. Child's Name \_\_\_\_\_ Grade \_\_\_\_\_

1. Would you like to go to (name of trip site) again? Why?

2. How would you get back to (name of trip site) if you had to get there by yourself? (Probe for detail.)

3. Did you learn anything on this trip? What?

4. Would you like to go on more of these trips to other places? Where?

APPENDIX B

Staff List

Mr. Harvey Rosenthal - Evaluation Chairman  
Staff Associate  
Center for Urban Education

Dr. Edward J. Foy  
Consultant

Miss Sarah Harding  
Staff Assistant  
Center for Urban Education

Mrs. Judith W. Leavitt  
Staff Assistant  
Center for Urban Education

Mrs. May Engler  
Consultant  
Center for Urban Education

Mr. Peter Weissman  
Staff Assistant  
Center for Urban Education

Mrs. Laura Merit  
Observer  
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CENTER FOR URBAN EDUCATION  
EDUCATIONAL RESEARCH COMMITTEE  
ESEA TITLE I EVALUATIONS

S U M M A R Y   R E P O R T

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Project: Educational Field Trips for Disadvantaged Pupils in  
(18) Nonpublic Schools

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## EDUCATIONAL FIELD TRIPS FOR DISADVANTAGED PUPILS IN NONPUBLIC SCHOOLS (PROJECT No. 18)

This project, first instituted in September 1966, was developed in order to provide educationally enriching experiences to economically disadvantaged pupils in nonpublic schools through field trips to places of civic and cultural interest. For its second year of operation, the project has been expanded to include grades 1 and 2 in addition to grades 3 to 8, previously eligible. Approximately 85,000 pupils were eligible to participate in the current program as compared with 67,000 pupils eligible last year. This year also included weekend as well as weekday trips. However, this year's program provided for a total of  $1\frac{1}{2}$  trips per pupil as compared with 3 trips per student allowed the previous year.

A project coordinator was assigned by the Board of Education; ESEA Title I provided the funds for the rental of the buses. The project coordinator sent bulletins to the school early in the school year, suggesting possible sites for visits and methods for planning trips. In addition, the Board of Education conducted orientation sessions for principals and their representatives to discuss proper trip planning, bus utilization, and adult supervision. All other arrangements including admission fees, lunches, and parental supervision were the responsibility of the participating schools. One hundred eighty-two schools applied for the program and were expected to participate in it.

Trips took place during the period beginning November 1967 and lasting through June 1968. Most trips had a duration of approximately five hours, the maximum amount of time allowed per trip. Trips were permitted to places that were considered to be of civic and cultural interest and situated within the boundaries of New York City.

### EVALUATION METHODS

To determine the success of the program, questionnaires were administered to pupils, teachers, principals, and parents, and selected bus trips were observed. The questionnaires were designed to focus on the reactions to, feelings about, and impressions of the bus trip program. Questionnaires were distributed on the basis of a selection of school trips chosen so as to represent, proportionally, the number of different kinds of denominational schools in the program. The total sample consisted of trips from 37 different schools: 29 Catholic schools, 5 Hebrew schools, 2 Greek Orthodox schools, and 1 Lutheran school. Trips also were selected so that grades 1 through 8 were represented. Six observers were used in the evaluation, four women and two men. They accompanied the children on the trip from the time they left school until they returned. In the course of the trip, the observer interviewed fifteen children, five on the way to the trip site, five at the trip site, and five on the return trip. In addition, the observer took note of certain characteristics of

the trip. Beginning in late April and continuing through the end of the program in June, parents acting as escorts on the trips were interviewed.

## FINDINGS

### Trip Operations

For each of the 37 trips observed, there was at least one teacher on each bus; on ten trips there were two or more teachers per bus. On nine of the trips, no parents were in attendance; all other trips were accompanied by parent escorts. In most instances, the observers rated the loading of the children onto the buses as being smoothly accomplished, but in 27.0 percent of the cases, extra control measures by the teachers were necessary. In approximately 90 percent of the cases, the observers reported the children as communicating with and being actively involved with one another at the trip site; there was little intercommunication, however, among classes from different schools who met at trip sites.

At times, there appeared to be a lack of coordination between the Board of Education, the bus company, and the school. For example, on one trip, the bus company reported that it had been given the wrong schedule by the Board of Education, and as a consequence, the class had to make the trip by subway. In other instances, poor coordination between the teacher and the administrators at the trip site, as well as poor teacher preparation, caused delay and confusion. On the other hand, a majority of the trips were well planned and conducted.

### Pupil Responses (Number of pupils interviewed: 189 enroute to site, 190 at site, 190 on return trip)

Seventy-nine percent of pupils said that their teachers had spent some time in class preparing them for their trip; a larger number, eighty-nine percent, were aware of the trip's destination in advance. It was obvious from the content of many of the children's responses that the trips provided at least potential learning experiences. On occasion, there were indications of student involvement and possible learning other than those provided by interviews with children. For example, on a particular trip, one observer saw that many children were taking notes. Some observers reported spontaneous comments and questions on the part of children at the trip sites.

### Principals' Responses (Number of principals: 34)

The largest percentage of principals reported that the method through which teachers in their schools were familiarized with the bus program was through preliminary discussions at school. The next most frequently mentioned method of orientation was the use of

brochures and information supplied by the Board of Education. All principals reported that each classroom teacher accompanied his own class. Principals indicated that, in their view, parents were very enthusiastic and pleased with the bus trip program. Those who participated as escorts enjoyed the experience and found the trips very educational. Over 90 percent indicated their belief that the bus trips had positive educational value. A majority of the principals felt that all children were equally responsive to the bus trips. Principals were requested to indicate the extent to which they took part in the process of deciding upon the suitability of a particular trip destination for a particular grade level. About two-thirds replied that they played an active role in the decision-making process.

The principals were asked to indicate what they thought were the educational purposes of the bus trips. Their responses indicated curriculum enrichment and contributions to children's general knowledge. Principals were requested to indicate how they felt the educational value of the trips might be increased. The largest number of principals believed that greater preparation on the part of teachers would enhance the educational value of the program. The principals were also asked to voice their criticisms of the bus trip program. Ten indicated complete satisfaction with the program. Objections centered on insufficient time allotted for trips and on various matters related to buses and drivers.

#### Teachers' Responses (Number of teachers: 32)

The preponderance of teachers felt that the bus trips were very valuable. Teachers were asked if their trips were suited to the needs and interests of their students. About a third responded affirmatively. Teachers generally regarded the objectives of their trips to be: gaining increased knowledge of the features of the trip site, enriching the class curriculum, and a general contribution to the pupils' fund of knowledge. When asked how the educational value of the program might be increased, teachers' responses focused on more intensive teacher preparation as well as on guided tours at the site. Teacher criticisms of the program centered on the issues of insufficient time and various matters related to the buses and drivers.

#### Parent Responses (Number of parents: 33)

The great majority of parents believed that the children had benefited from the trips. The largest number indicated that the educational benefit of the program consisted of knowledge of the particular site visited.

### SUMMARY AND RECOMMENDATIONS

In general, the trips were thought to be valuable by students, teachers, principals, and parents. Responses stressed that the trips



afforded economically disadvantaged children the opportunity of partaking in cultural experiences otherwise not likely to be available to them in the course of daily activities.

Responses indicated that the program could be strengthened in several ways. The following recommendations are derived from the comments of students, teachers, principals, parents, and observers, all of whom have had first-hand experience with the program.

1. There should be improved coordination between the Board of Education, bus companies, and schools.
2. Three abreast seating should be eliminated, especially for older pupils in the upper grades.
3. Provision should be made for the possibility of children getting car sick or lost.
4. Efforts should be made to see that at least one parent accompanies each trip.
5. Longer trips should be permitted, in some instances, eliminating the observation of the current 2:30 P.M. deadline.
6. Teachers should provide more structure in advance of each trip so that pupils will be enabled to focus their attention on particular aspects or questions to be answered.
7. Teachers should be given the opportunity to visit forthcoming trip sites prior to scheduled trips so that adequate advance preparation might be possible.
8. There should be better coordination between the visiting school and personnel at trip sites.
9. Children might be offered a minimal stipend (depending on age and grade) to be spent at the site on pamphlets, souvenirs, etc.

To these recommendations, the present evaluator would add a recommendation that funds should be provided to evaluate, by rigorous scientific methods, the effects of these cultural enrichment experiences on the school achievement and on the general knowledge of the children.

The cumulative effect of the trip program after several years of operation, when some of the difficulties inherent to a new program have been eliminated, would offer an appropriate field for a more intensive evaluation.