

EMPLOYING ABILENE, KANSAS, RESOURCES FOR LEARNING--  
A GUIDE FOR PLANNING AND EVALUATING  
FIELD TRIPS IN THE ABILENE, KANSAS, AREA

by

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TABLE OF CONTENTS

|  | PAGE |
|--|------|
| THE PROBLEM AND DEFINITION OF TERMS USED.....              | 1    |
| The Problem.....   | 1    |
| Statement of the problem.....                              | 1    |
| Importance of the study.....                               | 1    |
| Definitions of Terms Used.....                             | 3    |
| Field trip.....  | 3    |
| Group planning.....  | 3    |
| Liability.....   | 3    |
| Negligence.....  | 3    |
| Tort.....  | 3    |
| Transportation.....  | 4    |
| PLANNING, CONDUCTING, AND EVALUATING THE FIELD TRIP.....   | 5    |
| Purpose of the Field Trip.....                             | 5    |
| Planning the Field Trip.....                               | 7    |
| Conducting the Field Trip.....                             | 12   |
| Evaluating the Field Trip.....                             | 13   |
| LEGAL RESPONSIBILITIES OF THE TEACHER ON A FIELD TRIP..... | 16   |
| SPECIFIC FIELD TRIPS IN THE ABILENE, KANSAS, AREA.....     | 19   |
| Agricultural.....  | 20   |
| Dairies.....   | 20   |
| Dairy farms.....   | 20   |

|                               | PAGE |
|-------------------------------|------|
| Feed lots.....                | 20   |
| Grain elevators.....          | 21   |
| Poultry.....                  | 21   |
| Sheep Farm.....               | 21   |
| Truck farm.....               | 21   |
| Veterinarian.....             | 22   |
| Clothing Care.....            | 22   |
| Dry cleaning.....             | 22   |
| Laundry.....                  | 22   |
| Communications.....           | 22   |
| Newspapers.....               | 22   |
| Radio.....                    | 22   |
| Telegraph.....                | 22   |
| Telephone.....                | 23   |
| Educational.....              | 23   |
| Libraries.....                | 23   |
| Food Preparation.....         | 23   |
| Flour mills.....              | 23   |
| Grocery stores.....           | 24   |
| Meat processing.....          | 24   |
| Restaurants.....              | 24   |
| Financial.....                | 25   |
| Banks.....                    | 25   |
| Government Offices.....       | 25   |
| City offices.....             | 25   |
| Dickinson County offices..... | 26   |

|                              | PAGE |
|------------------------------|------|
| Federal offices.....         | 27   |
| Historical.....              | 27   |
| Homes and towns.....         | 27   |
| Markers.....                 | 27   |
| Museums.....                 | 28   |
| Industry and Business.....   | 28   |
| Feed.....                    | 28   |
| Lumber yards.....            | 29   |
| Photography.....             | 29   |
| Plumbing.....                | 29   |
| Printing.....                | 29   |
| Sand and stone products..... | 30   |
| Steel.....                   | 30   |
| Utilities.....               | 30   |
| Wholesale variety store..... | 31   |
| Nature.....                  | 31   |
| Plants.....                  | 31   |
| Wildlife.....                | 32   |
| Recreation.....              | 32   |
| Bowling.....                 | 32   |
| Racing.....                  | 32   |
| Theater.....                 | 32   |
| Transportation.....          | 32   |
| Airplanes.....               | 32   |
| Trains.....                  | 33   |

|                   | PAGE |
|-------------------|------|
| SUMMARY.....      | 34   |
| BIBLIOGRAPHY..... | 37   |

## THE PROBLEM AND DEFINITION OF TERMS USED

The early people of our world learned from personal experiences with the environment about them. As time passed more and more knowledge was accumulated. People then began to specialize and read from secondhand sources to gain the knowledge which they needed. People today still can gain knowledge from the community in which they live by using the resources within that community.

### The Problem

Statement of the problem. It was the purpose of this study (1) to obtain information concerning the planning, conducting and evaluating of a field trip; (2) to obtain information concerning the legal responsibilities of the teacher and the school system; and (3) to list specific places that are valuable for elementary school children in the Abilene, Kansas, area to visit on a field trip.

Importance of the study. Ralph Gray, an editor for National Geographic, in an article written for the NEA Journal used a statement of Rachel Carson to illustrate the importance of using the community resources for learning. She said, "It is more important to pave the way for the child to want to know than to put him on a diet of facts

he is not ready to assimilate."<sup>1</sup>

One way to pave the way for the child is to use the community so that the child can see firsthand the subjects that he is studying. Ralph Gray goes on to say in the same article that "The way to make geography interesting is to take them to mountains, dig archeological trenches, and look at fossils."<sup>2</sup> He felt that the teacher should take children where geography is, within reason.<sup>3</sup>

What Ralph Gray has said is true in any area. Any school system needs to have available a list of community resources which are appropriate for field trips for elementary school children. Field trips will give the children firsthand knowledge to take back to the classroom to use as a way to initiate further related study.

This study will reveal to the interested reader the problems faced, responsibilities of an individual teacher and expected results of a field trip. It is necessary to understand all of these facts before a field trip should be undertaken.

This study was concerned with Abilene, Kansas, and the surrounding area. In this study an attempt was made to provide for interested readers in the Abilene, Kansas, area a guide for field trips and specific places to visit within the community.

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<sup>1</sup>Ralph Gray, "How Do You Move the Mountain into the Classroom?", NEA Journal, 55 (March, 1966), p. 36.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

Field trip. A field trip is a planned visit outside the classroom to a specific place to see and learn about things housed or the processes carried out in that place.

Group planning. Group planning is the planning of the trip by both the pupils and the teacher.

Liability. Liability is the state of being legally responsible for loss or damage that occurs while the children are under the care of the school. Liability will follow negligence.

Negligence. The law requires that a teacher act in a prudent manner. There is negligence when a teacher does something that a reasonably prudent person would not have done.<sup>4</sup>

Tort. Frieda S. Shapiro, in her article for the NEA Journal, "Your Liability for Student Accidents", defines a tort as a wrongful act in which a person is hurt because of lack of proper supervision or adequate instruction.<sup>5</sup> Robert R. Hamilton, in his book, Legal Aspects of School Board Administration, defines a tort as a wrong, private or civil in nature, which does not follow from a breach of contract.<sup>6</sup>

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<sup>4</sup>E. Edmund Reutter, Jr., Schools and the Law (New York: Oceana Publications, Inc., 1960), p. 74.

<sup>5</sup>Frieda S. Shapiro, "Your Liability for Student Accidents", NEA Journal, 54 (March, 1965), p. 46.

<sup>6</sup>Robert R. Hamilton and E. Edmund Reutter, Jr., Legal Aspects of School Board Administration (New York: Bureau of Publishing, Teacher's College, Columbia University, 1958), p. 178.



Transportation. Transportation is the method by which a child is taken to and from a particular place visited by a school group. It can either be a bonded carrier or a private automobile.

## PLANNING, CONDUCTING, AND EVALUATING THE FIELD TRIP

A field trip can be just as important a teaching aid as any device the teacher has within the classroom. To make the field trip a successful educational experience for both the teacher and pupil, the teacher must keep many points in mind as he prepares for the trip and as he evaluates the trip. The teacher must have a purpose, plan carefully for the trip, anticipate what might occur during the trip and have a follow up when the trip is completed.

### Purpose of a Field Trip

Trips are another educational device that can give youngsters a true sense of growing. Children who spend all of their time within four walls of a school feel cooped in. Travel is in the spirit of our times: to go places to see things. When your youngsters take a school trip some of the bigness of life rubs off on them.<sup>1</sup>

James L. Hymes, Jr., in the above quotation gives one purpose for a field trip. It should take the child into a new situation that will help him grow as a person in the community in which he lives. It should broaden teaching and give a new depth to learning. Harold H. Eibling,

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<sup>1</sup>James L. Hymes, A Child Development Point of View (New York: Prentice-Hall, Inc., 1955), p. 120.

the Columbus, Ohio, Superintendent of Schools, in 1958, wrote a letter to parents telling them that book studies are still important but that the study trip is a stimulating learning experience.<sup>2</sup>

The teacher must keep in mind that a field trip is not to be used as an escape from school, or a way to fill in time. It should be an experience that could not have been accomplished by a resource person, classroom experiment, or a film. The field trip should give the child an opportunity to learn firsthand the resources of the community in which he lives and of which he may later become a part.<sup>3</sup>

The field trip can be one way to care for individual differences. This can be done by sending out small groups or individuals who have a special interest.<sup>4</sup> This is important today because it has been found that the gifted child, especially, is helped when he can work on his own.

The school and community relations can be improved if a field trip is conducted successfully. The community sees how a group of children conducts itself in public. The field trip also gives the community an opportunity to see what the children are learning and in what they are interested. School-community relationship can be aided by asking parents to serve as co-sponsors on the field trip, too, because this makes them feel as though they are taking part in school activities.

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<sup>2</sup>Columbus Public Schools, Study Trips (Columbus, Ohio Public Schools, 1958), p. 6.

<sup>3</sup>Amo De Bernadis, "Techniques for Using the Community in Teaching", The Educational Trend (New London, Connecticut: Arthur C. Croft Publications, 1956), p. 41.

<sup>4</sup>Norma E. Calts and Nicholas Mosely, Teaching the Bright and Gifted Child (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1957), p. 166.

### Planning for the Field Trip

This is the portion of a field trip that can make it a highly educational experience, or just a time for the children to be away from school. It is very important to do a thorough job of planning for the trip because this planning can help the teacher meet the unexpected. The teacher must know the administration's policies toward field trips, what transportation is available, what the place to be visited expects and wants from the teacher, approximately how long the trip will take, and many other items that will be explained in greater detail in the latter part of this chapter.

Before planning a specific field trip the teacher needs to make plans for field trips in general. These include school board policies, number of trips that can be taken, attitude of the public toward field trips and resources available within the community.

Many school boards have set down definite policies regulating field trips. The Abilene, Kansas School Board has no set policies as such. These are left to the discretion of the administrators and teachers who are involved. The administration does require a written permission slip from the parents of the child. This may be a slip from home or a mimeographed form sent by either the teacher or principal to the parent to be completed and returned to the school.<sup>5</sup> An example of a form that could be used is on the following page.

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<sup>5</sup>Statement by E. L. Fiedler, personal interview.

ABILENE PUBLIC SCHOOLS

FIELD TRIP PERMIT

To the Principal:

I hereby give permission for

\_\_\_\_\_

Child's Name

to go with the class to \_\_\_\_\_

Place

on \_\_\_\_\_

Month

Day

Year

SIGNED \_\_\_\_\_

Parent or Guardian

Another consideration of the general plan for field trips is the number of field trips the teacher wants to take within a given school year. The Abilene School Board has not placed a limit on the number of field trips. It is left to the teacher and administrator to determine that which is reasonable and prudent. The teacher needs to take into consideration the availability of resources, the attitude of the parents of a particular class, and his own insight and energy.<sup>6</sup> It is always good when deciding on the number of field trips to refer to the purposes for field trips.

One last item in the general plan for field trips is the number of resources within the community. To find resources other than those listed in this study the teacher may refer to community churches, newspapers, other teachers and community leaders.<sup>7</sup>

When the teacher is deciding on whether to use a field trip or some other educational device he should first decide if the field trip is related to a classroom project. Certainly it should not be an isolated excursion nor should it be a "reward". The teacher also needs to decide if it is to be an initiating or a culminating activity.

The next step by the teacher should be a preliminary visit to the community resource to be visited, if this is within reason. On this visit the teacher should acquaint himself with the authorities in charge, the physical layout, restrooms, first aid facilities, and check rooms.

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<sup>6</sup> Fay Adams and Ernest W. Triggs, Teaching the Social Studies as a Guide to Better Citizenship (Atlanta: Ginn and Company, 1959), p. 466.

<sup>7</sup> Ibid.

He should ask about special programs for schools.<sup>8</sup>

While making the preliminary visit the teacher should make an estimation of the length of time the visit will take and make a list of items of special interest to the children which correlate with the classroom program.

After the teacher has become acquainted with the community resource and found that it would be a practical trip to make and that it would correlate well with the classroom study, then he should notify the administration to arrange for transportation.

The Abilene, Kansas, Public Schools will furnish transportation for field trips. The teacher must obtain and complete a bus request form three to seven days before the trip is to be made. The superintendent of schools would prefer to have the teacher's request for transportation as soon as the teacher knows the exact date of the field trip.<sup>9</sup> If private transportation is to be used for the field trip the teacher should make sure that the driver has liability insurance.

The teacher needs to lay the proper groundwork with the children if the field trip is to be a success. This groundwork should not be laid too far in advance to avoid smothering enthusiasm with too much detailed planning.<sup>10</sup>

The pupils should be drawn into the planning of the field trip as much as possible. This will help the pupils feel more a part of the

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<sup>8</sup>John R. Saunders, "How to Visit a Museum", The Children's Digest, 29 (February, 1964), p. 38.

<sup>9</sup>Fiedler, loc. cit.

<sup>10</sup>Saunders, loc. cit.

field trip and help develop enthusiasm for it. The teacher may have a group to develop the itinerary, another group to make a map of the trip route, and another group to decide on clothing that should be worn.<sup>11</sup>

The class must feel enthusiasm about the field trip and group planning is one way to develop this enthusiasm.

The whole class should be involved in a discussion of safety, rules of conduct, and what to do if an emergency arises. This is important in laying the footwork for the field trip. The children need to know what is expected of them while they are on the field trip.

The class should be informed of what to wear, when the class is to leave, and what are some points of interest for which they should be alert.

The permission slip needs to be sent to the parents for them to complete about one week in advance of the field trip. This is a necessary step and should never be neglected. All authors who wrote about field trips and the teacher's legal responsibilities stressed the importance of the permission slip.

At the time that the permission slip is sent home a note should also be sent informing the parents about the field trip. The note should include suggested clothing for the children to wear, approximate time for departure from school and approximate time of return to school if it will be after regular school hours, where they will be going on the field trip and why.

The Columbus, Ohio Public Schools felt that informing the parents about the field trip was so important that they made a pamphlet which told

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<sup>11</sup>Betty W. Weaver, "Field Trips If", The Instructor, 75 (July, 1966), p. 48.



the importance of a field trip, procedures followed in planning a field trip, a step by step typical field trip, a letter from the superintendent of schools, and a list of possible places to be visited on a field trip.<sup>12</sup>

#### Conducting the Field Trip

In the book Audio-Visual Education, written by A. J. Cross and Irene F. Cypher, the authors say, "The entire value of a trip can be lost if the social behavior is poor, if too much is crowded into the trip, too much territory is covered and too many things seen."<sup>13</sup> The teacher should remember the above when taking children on a field trip. The field trip is a mental strain and the teacher needs to keep discipline as near the regular classroom pattern as possible without being too regimented.

The responsibility for discipline on the bus belongs solely to the teacher. The children must observe all bus regulations and safety rules. The bus driver may use some discretion at times, but this does not lessen the responsibility of the teacher.

Before leaving the school the bus driver should know the exact destination and the estimated length of time for the trip. If this is taken care of in advance there will be few errors in going to the wrong place or not having a bus when the class is ready to return to school.<sup>14</sup>

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<sup>12</sup> Columbus Public Schools, op. cit., pp. 1-6.

<sup>13</sup> A. J. Cross and Irene F. Cypher, Audio-Visual Education (New York: Thomas Y. Crowell Co., 1961), p. 229.

<sup>14</sup> E. Glenn Featherstone and D. P. Culp, Pupil Transportation--State and Local Programs (New York: Harper and Row Publishers, 1965), p. 34.

The tour itself should move quickly and not last too long in order to remain interesting to the children. Ideally, the tour should last approximately forty-five minutes or less before a break, and should be completed within thirty minutes following the break.<sup>15</sup> Of course, the best time for a tour is during the regular school day since it will be more like the regular classroom routine and discipline to the children.<sup>16</sup>

The field trip can be made interesting for the children by making it a "treasure hunt" with a list of items to look for while making the tour. The questions or items listed should not be too detailed.<sup>17</sup> Make a game of learning, within reason. This will help keep up enthusiasm during the trip, help develop powers of observation on the part of the children, and help point out the important items for which the trip is being taken.

The field trip will be a success if the teacher, pupils and guide have a clear idea of the purpose of the field trip.

#### Evaluating the Field Trip

The part of a field trip that is overlooked or forgotten most often is the field trip evaluation. The field trip may be evaluated in many ways. There should be evaluation not only by the teacher, but also by the pupils.

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<sup>15</sup>Saunders, op. cit., p. 39.

<sup>16</sup>Akron Public Schools, Administrative Handbook (Policies and Procedures No. 177, Akron, Ohio: Akron Public Schools, 1964), p. 129.

<sup>17</sup>Saunders, loc. cit.

If this part of the field trip is overlooked the value of the field trip is lost since there is no follow up or correlation with classroom study.

The teacher should plan, if possible, to have enough time when the children return to school from the field trip to have a short discussion of what they saw, what they liked most, and what items from the list that they saw. This discussion should be objective and should allow the children to freely express themselves about the tour. New thoughts and ideas stimulated by the tour should be encouraged.

The follow up for the children should be as interesting as the trip was. In addition to the mentioned class discussion, the follow up might also include essays, quizzes, illustrations, bulletin boards, and reports.

One follow up activity which is important but not a method of evaluating is the thank you note. It is an important courtesy that should be stressed. The thank you can be formulated by the class as one person writes it, by a committee, or by each individual child. Naturally, the thank you note or notes should be mailed to the community resource visited.

After having heard the children's discussion of the field trip, and learning more of their reactions through the mentioned follow up activities, the teacher should make an evaluation of the field trip which might include the following questions:

1. Did the trip serve the purpose?
2. Were attitudes affected in the expected manner?
3. Did it develop in them a spirit of inquiry and curiosity?
4. Did the trip stimulate the pupil into new activity?
5. Has the trip had any effect on the pupil attitude and conduct?

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<sup>18</sup>William H. Burton and Leo J. Brueckner, Supervision--a Social Process (third edition; New York: Appleton-Century-Crafts, Inc., 1955), p. 640.

The teacher needs to look over the trip objectively to answer the above questions. After deciding if the trip was successful or not the teacher should write down an evaluation of the place visited and the field trip itself. This evaluation should tell the strong points of the tour, the weak points of the tour, the length of the tour, the ways the tour could be improved, and any items that were of special interest to the pupils and to the teacher.

Most authors felt that a written evaluation should be made of a field trip and kept on file. Some school systems require a written evaluation to be turned in either to the principal or to the superintendent. An evaluation is not required in the Abilene, Kansas, Public School System.

## LEGAL RESPONSIBILITIES OF THE TEACHER ON A FIELD TRIP

Accidents and other unexpected events are more likely to occur on a field trip than in a regular classroom or on the playground. The children are in a new situation and sometimes feel less restricted by safety regulations. Alertness on the part of the teacher is necessary at all times during the field trip. Knowledge of the teacher's legal responsibilities in the case of an accident is important for the teacher. This would include a knowledge of the definitions of negligence, liability, and tort.

A primary fact that the teacher should understand is that the permission slip does not lessen the responsibility of the teacher, but it does inform the parent that the child is going on a field trip.<sup>1</sup> The fact that there is a bus driver on the bus does not relieve the teacher of any responsibility, either, for the teacher is fully responsible for the children as long as they are in his care.<sup>2</sup>

Before the teacher is liable for an accident and there is a tort, negligence must be proved.<sup>3</sup> Most authors stated that the standard of conduct that is followed in most states is what a reasonable man of ordinary prudence would have done in the same situation or place. This does not say the clairvoyant or overly cautious person, but what the average person would

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<sup>1</sup>E. Glenn Featherstone and D. P. Culp, Pupil Transportation--State and Local Programs (New York: Harper and Row Publishers, 1965), p. 34.

<sup>2</sup>Ibid., p. 33.

<sup>3</sup>Frieda B. Shapiro, "Your Liability for Student Accidents", NEA Journal, 54 (March, 1965), p. 46.

have likely done. This standard is used not only in the case of what the teacher did, but also in the case of what the teacher should have anticipated occurring. Therefore, the teacher is negligent when he does not meet this standard.<sup>4</sup>

The teacher is covered by the same liability law by which any citizen of the state is covered. The teacher must pay for any damage caused by his negligence. The fact that he is an employee of a public school district does not free him from his liability.

The public school systems are not liable for the negligence of their employees. In most states they are protected by the "Theory of Sovereignty", or the idea that the king can do no wrong. Frieda S. Shapiro, in her article for the NEA Journal gave three reasons for this:

1. The school district acts as an instrument of the state government in carrying out the government function or education.
2. School districts acting through boards of education have only those powers expressly granted them by statute and these statutes do not include permission to commit torts or raise money to pay damages.
3. The payment of damages is an improper diversion of funds held in trust for education.<sup>5</sup>

Courts have been sympathetic with teachers in many cases brought before them, but they have felt that the legislature should change the liability of the public school system. The Kansas courts were faced with the problem of public school liability, but felt, as do most states, that the legislature should define specifically the liability of the public school

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<sup>4</sup>E. Edmund Reutter, Jr., Schools and the Law (New York: Oceana Publications, Inc., 1960), p. 74.

<sup>5</sup>Shapiro, op. cit., p. 47.

systems. About one-fourth of the states do provide protection of school personnel.<sup>6</sup>

Liability insurance will not relieve the teacher of liability for damages, but it will help pay for damages when the teacher is negligent. It will also help pay court costs if the teacher must appear in court.<sup>7</sup> Many state teachers' associations provide liability insurance for their members.

The teacher will probably be safe from liability for damages if he is alert for any unusual incident and does what the average person would do in the same situation. The teacher has to be proved negligent before he has committed a tort and is liable for his actions.

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<sup>7</sup>Reutter, op. cit., p. 73.



## SPECIFIC FIELD TRIPS IN THE ABILENE, KANSAS, AREA

This section includes a list of specific field trips that could be taken by elementary children in the Abilene, Kansas, area. Each place has been contacted and has agreed to permit children to tour that establishment and to discuss with the children the importance of the establishment.

Included on the list with the specific community resource are its address, the telephone number, the authority to contact about a field trip, if there is such a person, the approximate number of children that can be accommodated, the best time for the owner or manager to have the children come, the grade level that would probably benefit most from the field trip, and a list of what would be seen on the field trip. The addresses given are for Abilene, Kansas, except when specified otherwise.

Most of the places listed would take groups of school children with a notice of only one day, but they would prefer a notice of three to seven days. The places in the rural areas will give directions to their establishments at the time the appointment is made.

The Eisenhower Center is under a general office, General Services Administration, Dwight D. Eisenhower Library. However, in this listing, each section of the center is listed under its specific heading, such as libraries and museums. Arrangements can be made for visiting the entire center by contacting the number given in the listing.



INFORMATION ON SPECIFIC FIELD TRIPS

| <u>Place</u> | <u>Approximate Best<br/>Number of Pupils</u> | <u>Time for<br/>Visit</u> | <u>Grade<br/>Level</u> | <u>Learning<br/>Possibilities</u> |
|--------------|--|---------------------------|------------------------|-----------------------------------|
|--------------|--|---------------------------|------------------------|-----------------------------------|

AGRICULTURAL

Dairies:

- |   |    |                    |     |                  |
|---|----|--------------------|-----|------------------|
| 1. Cedar Crest Dairy<br>Bill Peterson<br>103 N. Cedar<br>CO3-2651, or<br>CO3-1363 | 30 | 9:00 a.m.          | 1-6 | Bottling of milk |
| 2. George Sherraden Dairy<br>George Sherraden<br>RFD 4<br>CO3-1120                | 15 | 8:00-<br>9:00 a.m. | 1-6 | Bottling of milk |

Dairy Farms:

- |   |    |                    |     |   |
|---|----|--------------------|-----|---|
| 1. Peterson's Dairy Farm<br>Bill Peterson<br>CO3-1363 | 60 | 1:00-<br>2:00 p.m. | 1-6 | Dairy barn<br>Dairy herd<br>Milking equipment<br>Feeding equipment<br>Care of dairy<br>cattle |
| 2. Harold Scanlan<br>RFD 1<br>CO3-4358                | 60 | Any time           | 1-6 | Dairy barn<br>Dairy herd<br>Milking equipment<br>Feeding equipment<br>Care of dairy<br>cattle |

Feed Lots:

- |   |    |          |     |  |
|---|----|----------|-----|--|
| 1. Abilene Cattle Feeders<br>Ernest Cutler<br>RFD 4<br>CO3-2259 | 60 | Morning  | 3-6 | Care and feeding<br>of cattle in a<br>large commer-<br>cial feedlot<br>Silos |
| 2. Clemence Feedlot<br>Laurence Clemence<br>RFD 4<br>CO3-3091   | 60 | Any time | 3-6 | Care and feeding<br>of cattle in a<br>large commer-<br>cial feedlot<br>Silos |

| Place | Approximate<br>Number of<br>Pupils | Best<br>Time for<br>Visit | Grade<br>Level | Learning<br>Possibilities |
|-------|------------------------------------|---------------------------|----------------|---------------------------|
|-------|------------------------------------|---------------------------|----------------|---------------------------|

AGRICULTURAL (Continued)

Grain Elevators:

- |  |    |           |     |                                     |
|--|----|-----------|-----|-------------------------------------|
| 1. The Abilene Co-op Assn.<br>Herb Wetzel<br>108 N. Mulberry<br>CO3-1660   | 28 | any time  | 4-6 | Handling and<br>storing of<br>grain |
| 2. Farmers' Grain Exchange<br>Allen Thompson<br>501 S. Buckeye<br>CO3-2257 | 30 | Afternoon | 4-6 | Handling and<br>storing of<br>grain |

Poultry:

- |  |    |                              |     |  |
|--|----|------------------------------|-----|--|
| 1. Kidwell Hatchery and<br>Poultry Farm<br>Arthur Kidwell<br>602 E. Fifth<br>Enterprise, Kans.<br>WE4-2411 | 60 | Wednesday<br>of each<br>week | 1-6 | Hatching of<br>chickens  |
| 2. Lloyd Turkey Farm<br>RFD 1<br>CO3-4308  | 25 | Any time                     | 1-6 | Care and feeding<br>of turkeys<br>Hatching of<br>turkeys       |
| 3. Stirtz Hatchery<br>Mrs. Ruth Stirtz<br>RFD 1<br>Enterprise, Kans.<br>CO3-3328                           | 60 | Any time                     | 3-6 | Processing of<br>eggs<br>Incubators<br>Hatching of<br>chickens |

Sheep Farm:

- |  |    |          |     |                              |
|--|----|----------|-----|------------------------------|
| 1. LeRoy McCosh<br>Buckeye Community<br>Buckeye 3512 | 60 | Any time | 1-6 | Care and feeding<br>of sheep |
|--|----|----------|-----|------------------------------|

Truck Farm:

- |  |    |                                    |     |  |
|--|----|------------------------------------|-----|--|
| 1. Clemence Truck Farm<br>Kollie Clemence<br>RFD 4<br>CO3-3397 | 60 | September<br>March<br>April<br>May | 4-6 | Harvesting in<br>September<br>Planting of crops<br>in the spring |
|--|----|------------------------------------|-----|--|

| Place | Approximate<br>Number of<br>Pupils | Best<br>Time for<br>Visit | Grade<br>Level | Learning<br>Possibilities |
|-------|------------------------------------|---------------------------|----------------|---------------------------|
|-------|------------------------------------|---------------------------|----------------|---------------------------|

## AGRICULTURAL (Continued)

Veterinarian:

- |   |    |          |     |   |
|---|----|----------|-----|---|
| 1. Animal Hospital<br>320 N.E. 14<br>CO3-2301 | 40 | Any time | 3-6 | Animal first aid<br>Care of pets<br>Pet kennels |
|---|----|----------|-----|---|

## CLOTHING CARE

Dry Cleaning:

- |   |    |         |     |                                |
|---|----|---------|-----|--------------------------------|
| 1. The Kleanall<br>309 N. Buckeye<br>CO3-1793 | 25 | Morning | 4-6 | Steam pressing<br>Dry cleaning |
|---|----|---------|-----|--------------------------------|

Laundry:

- |  |                                      |          |     |  |
|--|--------------------------------------|----------|-----|--|
| 1. The Abilene Steam<br>Laundry<br>519 N.W. Second<br>CO3-1064 | 30<br>(accompanied<br>by two adults) | Any time | 4-6 | Washing of clothes<br>in a steam<br>laundry<br>Large commercial<br>irons |
|--|--------------------------------------|----------|-----|--|

## COMMUNICATIONS

Newspaper:

- |   |    |                    |     |  |
|---|----|--------------------|-----|--|
| 1. <u>Reflector-Chronicle</u><br>George Zeigler<br>200 N.W. Third<br>CO3-3110 | 30 | 3:30-<br>5:30 p.m. | 4-6 | Printing presses<br>Running the<br>evening paper<br>Linotype |
|---|----|--------------------|-----|--|

Radio:

- |                                       |    |   |     |                            |
|---------------------------------------|----|---|-----|----------------------------|
| 1. KABI<br>409 N.W. Third<br>CO3-1560 | 26 | Monday or<br>Tuesday,<br>3:00-<br>4:00 p.m. | 5-6 | Control booth<br>News room |
|---------------------------------------|----|---|-----|----------------------------|

Telegraph:

- |  |    |          |     |  |
|--|----|----------|-----|--|
| 1. Western Union Telegraph<br>115 N.W. Third<br>CO3-1481 | 30 | Any time | 4-6 | Teletype<br>Sending and<br>receiving of<br>telegrams |
|--|----|----------|-----|--|

| Place | Approximate<br>Number of<br>Pupils | Best<br>Time for<br>Visit | Grade<br>Level | Learning<br>Possibilities |
|-------|------------------------------------|---------------------------|----------------|---------------------------|
|-------|------------------------------------|---------------------------|----------------|---------------------------|

## COMMUNICATIONS (Continued)

Telephone:

|   |    |          |     |  |
|---|----|----------|-----|--|
| 1. Southwestern Bell<br>Telephone Company<br>420 N. Cedar<br>CO3-9900 | 60 | Any time | 5-6 | Switchboard<br>Trouble-shooting<br>room<br>Switches that<br>control long<br>distance direct<br>dialing |
|---|----|----------|-----|--|

## EDUCATIONAL

Libraries:

|  |    |                        |     |   |
|--|----|------------------------|-----|---|
| 1. Abilene Public Library<br>209 N.W. Fourth<br>CO3-3082 | 30 | Afternoon              | K-6 | Reference room<br>Card catalogue<br>Children's library  |
| 2. Eisenhower Library<br>Southeast Fourth<br>CO3-4571    | 60 | 9:00 a.m.<br>5:00 p.m. | 4-6 | Display galleries<br>Lobby<br>Eisenhower's<br>presidential<br>office<br>Conference room<br>Slides of the<br>history of the<br>Eisenhower Center |
| 3. School libraries                                      | 30 | School<br>time         | K-6 | Card catalogue<br>Books   |

## FOOD PREPARATION

Flour Mills:

|  |    |          |   |  |
|--|----|----------|---|--|
| 1. Abilene Flour Mills Co.<br>211 N.E. Third<br>CO3-2250 | 25 | Any time | 6 | Testing of dif-<br>ferent types of<br>flour<br>Flour making<br>process |
|--|----|----------|---|--|

| Place | Approximate<br>Number of<br>Pupils | Best<br>Time for<br>Visit | Grade<br>Level | Learning<br>Possibilities |
|-------|------------------------------------|---------------------------|----------------|---------------------------|
|-------|------------------------------------|---------------------------|----------------|---------------------------|

## FOOD PREPARATION (Continued)

Grocery Stores:

- |  |    |                                       |     |   |
|--|----|---------------------------------------|-----|---|
| 1. A & P Store<br>Kenny Pyke<br>505 N.W. Third<br>CO3-9855         | 30 | Tuesday or<br>Wednesday,<br>afternoon | 1-6 | Retail grocery<br>store<br>Packaging and<br>displaying of<br>meat |
| 2. Houlton's Market<br>Dave Houlton<br>100 N. Cedar<br>CO3-3360    | 30 | Afternoon                             | 1-6 | Retail grocery<br>store<br>Packaging and<br>displaying of<br>meat |
| 3. Jerry's I.G.A.<br>Jerry Davis<br>Fifth and Broadway<br>CO3-4501 | 30 | Monday or<br>Tuesday,<br>afternoon    | 1-6 | Retail grocery<br>store<br>Packaging and<br>displaying of<br>meat |
| 4. Zey's Westside Market<br>Joe Zey<br>1020 N.W. First<br>CO3-1862 | 30 | Monday or<br>Tuesday                  | 1-6 | Retail grocery<br>store<br>Packaging and<br>displaying of<br>meat |

Meat Processing:

- |   |    |                               |     |  |
|---|----|-------------------------------|-----|--|
| 1. Abilene Lockers<br>123 N. Spruce<br>CO3-4433   | 30 | September,<br>October,<br>May | 4-6 | Processing of meat<br>Freezers<br>Lockers<br>Curing meat |
| 2. Hoffman Packing Co., Inc.<br>RFD 2<br>CO3-3509 | 30 | Any time                      | 4-6 | Processing of meat<br>Freezers<br>Lockers<br>Curing meat |

Restaurants:

- |  |    |                               |     |  |
|--|----|-------------------------------|-----|--|
| 1. Trails End Motel<br>K-15 and I-70<br>CO3-2050 | 30 | 10:00 a.m.<br>or<br>2:00 p.m. | 5-6 | Kitchen<br>Food preparation<br>Motel rooms |
|--|----|-------------------------------|-----|--|

| Place                                      | Approximate<br>Number of<br>Pupils | Best<br>Time for<br>Visit | Grade<br>Level | Learning<br>Possibilities   |
|--|------------------------------------|---------------------------|----------------|-----------------------------|
| FOOD PREPARATION (Continued)               |                                    |                           |                |                             |
| 2. Lena's Steak House<br>RFD 3<br>CO3-9812 | 30                                 | 9:00 a.m.                 | 5-6            | Kitchen<br>Food preparation |
| 3. School cafeterias                       | 30                                 | Afternoon                 | 1-6            | Kitchen<br>Food preparation |

## FINANCIAL

Banks:

|  |    |                    |     |   |
|--|----|--------------------|-----|---|
| 1. Citizens Bank<br>Leon Siebert<br>202 Broadway<br>CO3-2210           | 30 | 8:30-<br>9:30 a.m. | 5-6 | Vaults<br>Stored money<br>Safety deposit<br>boxes<br>Posting machines |
| 2. Farmers National Bank<br>Milt Gugler<br>400 N. Broadway<br>CO3-1130 | 30 | Any time           | 5-6 | Vaults<br>Stored money<br>Safety deposit<br>boxes<br>Posting machines |

## GOVERNMENT OFFICES

City Offices:

|   |    |          |     |  |
|---|----|----------|-----|--|
| 1. City Hall<br>Max Fowler<br>Fifth and Broadway<br>CO3-2550          | 30 | Any time | 5-6 | Commissioners'<br>room<br>City manager's<br>office<br>Water department |
| 2. Fire Department<br>Dean Annis<br>Fifth and Broadway<br>CO3-1121    | 30 | Any time | K-4 | Fire engines<br>Firemen's quarters<br>Fire equipment                   |
| 3. Police Department<br>Fred Garten<br>Fifth and Broadway<br>CO3-1212 | 30 | Any time | 1-4 | Police equipment<br>Police radio<br>Police cars                        |

| Place   | Approximate<br>Number of<br>Pupils                         | Best<br>Time for<br>Visit | Grade<br>Level | Learning<br>Possibilities   |
|---|--|---------------------------|----------------|---|
| GOVERNMENT OFFICES (Continued)  |  |                           |                |   |
| 4. Sewer Disposal plant<br>RFD 2<br>CO3-3279                          | 30   | Any time                  | 5-6            | Treatment of<br>sewage from the<br>city of Abilene                                    |
| <u>Dickinson County Offices:</u>                                      | (The following offices may be toured at the<br>same time.) |                           |                |   |
| 1. Civil Defense<br>First and Buckeye<br>CO3-3608                     | 30   | Any time                  | 5-6            | The civil defense<br>plan for Dick-<br>inson County                                   |
| 2. County Clerk's Office<br>First and Buckeye<br>CO3-1411             | 30   | Any time                  | 5-6            | Sample ballot<br>Map of county  |
| 3. Clerk of District Court<br>First and Buckeye<br>CO3-3142           | 30   | Any time                  | 5-6            | District court  |
| 4. Extension Office<br>First and Buckeye<br>CO3-2001                  | 30   | Any time                  | 5-6            | Lists of farm<br>associations<br>in county  |
| 5. Jail and Office of the<br>Sheriff<br>First and Buckeye<br>CO3-4041 | 30   | Any time                  | 5-6            | Preparation of<br>food for inmates<br>Jail cells<br>Sheriff's office<br>and equipment |
| 6. Probate Judge<br>First and Buckeye<br>CO3-3041                     | 30   | Any time                  | 5-6            | Judge's office<br>Probate courtroom   |
| 7. Register of Deeds<br>First and Buckeye<br>CO3-3073                 | 30   | Any time                  | 5-6            | Samples of deeds<br>Owner's map of<br>county  |
| 8. County Treasurer's Office<br>First and Buckeye<br>CO3-3231         | 30   | Any time                  | 5-6            | Forms used by<br>county treasurer   |

| Place   | Approximate<br>Number of<br>Pupils | Best<br>Time for<br>Visit | Grade<br>Level | Learning<br>Possibilities  |
|---|------------------------------------|---------------------------|----------------|--|
| GOVERNMENT OFFICES (Continued)  |                                    |                           |                |  |
| 9. Weed Department<br>First and Buckeye<br>CO3-2001                                   | 30                                 | Any time                  | 5-6            | Spray equipment<br>Methods of weed<br>control                                    |
| <u>Federal Offices:</u>   |                                    |                           |                |  |
| 1. U.S. Post Office<br>Henry Smith<br>217 Buckeye<br>CO3-2691                         | 30                                 | Any time                  | 4-6            | Sorting of mail<br>Handling of packages<br>Stamps<br>Scales for weighing<br>mail |
| 2. Soil Conservation Service<br>Ken Weatherd<br>First and Buckeye<br>CO3-1250         | 30                                 | Any time                  | 5-6            | Surveying equipment<br>Soil samples  |
| HISTORICAL  |                                    |                           |                |  |
| <u>Homes and Towns:</u>   |                                    |                           |                |  |
| 1. Eisenhower Home<br>201 S.E. Fourth<br>CO3-4751                                     | 25                                 | 9:00 a.m.-<br>5:00 p.m.   | 4-5            | The home as it<br>was when Eisen-<br>hower lived there                           |
| 2. Meditation Chapel<br>Southeast Fourth and<br>Buckeye<br>CO3-4751                   | 30                                 | 9:00 a.m.-<br>5:00 p.m.   | 4-6            | Fountain<br>Architectural<br>design  |
| 3. Old Abilene Town<br>Harvard Goodrich<br>Southeast Fifth and<br>Buckeye<br>CO3-4612 | 60                                 | Any time                  | 3-6            | Buildings as they<br>were in the 1870's<br>Western museum                        |
| <u>Markers:</u> (These may be seen on a tour of Abilene.)                             |                                    |                           |                |  |
| 1. Chisholm Trail Marker<br>Third and Buckeye   | --                                 | --                        | 4-6            | Marks the site<br>of the end of<br>the Chisholm<br>Trail                         |



| Place | Approximate<br>Number of<br>Pupils | Best<br>Time for<br>Visit | Grade<br>Level | Learning<br>Possibilities |
|-------|------------------------------------|---------------------------|----------------|---------------------------|
|-------|------------------------------------|---------------------------|----------------|---------------------------|

## HISTORICAL (Continued)

- |   |    |    |     |   |
|---|----|----|-----|---|
| 2. First Settlers' Monument<br>First and Vine | -- | -- | 4-6 | Marks the site where the first settlers in Abilene built their cabin. |
| 3. Tom Smith's Grave<br>Abilene Cemetary      | -- | -- | 4-6 | Grave of the marshal who tamed Abilene                                |

Museums:

- |  |    |                                |     |  |
|--|----|--------------------------------|-----|--|
| 1. Antique Car Museum<br>George Etherington<br>Southeast Fifth<br>CO3-3127 | 30 | To be opened late summer, 1967 | 5-6 | Antique cars   |
| 2. Eisenhower Museum<br>226 S.E. Fourth<br>CO3-4751                        | 60 | 9:00 a.m.-<br>5:00 p.m.        | 3-6 | Displays of Eisenhower's military awards and uniforms<br>Gifts to the Eisenhower's<br>Gifts to the museum<br>International doll collection<br>Murals and paintings |
| 3. Historical Room<br>County Courthouse<br>First and Buckeye               | 30 | 8:00 a.m.-<br>5:00 p.m.        | 4-6 | Articles from early farms in Dickinson County  |

## INDUSTRY AND BUSINESS

Feed:

- |   |    |          |     |  |
|---|----|----------|-----|--|
| 1. Naturich Mills<br>Jack Grubb<br>412 N.W. First<br>CO3-2260 | 30 | Any time | 5-6 | Processing grain through the pellet mills to the warehouse |
|---|----|----------|-----|--|

| Place | Approximate<br>Number of<br>Pupils | Best<br>Time for<br>Visit | Grade<br>Level | Learning<br>Possibilities |
|-------|------------------------------------|---------------------------|----------------|---------------------------|
|-------|------------------------------------|---------------------------|----------------|---------------------------|

## INDUSTRY AND BUSINESS (Continued)

Lumber Yards:

|  |    |   |     |   |
|--|----|---|-----|---|
| 1. Abilene Lumber, Inc.<br>511 N.W. Second<br>CO3-1532 | 30 | Thursday<br>or Friday,<br>10:00 a.m.<br>or<br>2:00 p.m. | 4-6 | Types of lumber<br>Types of wood<br>Equipment used<br>by carpenters |
| 2. Kansas Lumber Co.<br>511 N.W. Second<br>CO3-1532    | 25 | Thursday<br>or Friday                                   | 4-6 | Types of lumber<br>Types of wood<br>Equipment used<br>by carpenters |

Photography:

|  |    |          |   |   |
|--|----|----------|---|---|
| 1. Jeffcoat Studio and<br>Camera Shop<br>Bill Jeffcoat<br>321 Broadway<br>CO3-4161 | 25 | Any time | 6 | How portrait<br>photography<br>is done<br>Developing and<br>printing of<br>pictures |
| 2. Photo House<br>120 N.E. Fourth<br>CO3-4011                                      | 30 | Any time | 6 | How portrait<br>photography<br>is done<br>Developing and<br>printing of<br>pictures |

Plumbing:

|   |    |                       |     |   |
|---|----|-----------------------|-----|---|
| 1. Smith Plumbing and<br>Heating<br>500 N.E. Eighth<br>CO3-2412 | 30 | Thursday<br>or Friday | 4-6 | Working with<br>sheet metal<br>Work on heating<br>and air con-<br>ditioning units<br>Equipment used by<br>plumbing con-<br>tractors |
|---|----|-----------------------|-----|---|

Printing:

|   |    |          |     |  |
|---|----|----------|-----|--|
| 1. Shadinger-Wilson<br>Don Wilson<br>207 N.E. Third<br>CO3-2330 | 30 | Any time | 5-6 | Linotype machines<br>Use of lead to<br>make printing<br>plates (Cont'd.) |
|---|----|----------|-----|--|

| Place | Approximate<br>Number of<br>Pupils | Best<br>Time for<br>Visit | Grade<br>Level | Learning<br>Possibilities |
|-------|------------------------------------|---------------------------|----------------|---------------------------|
|-------|------------------------------------|---------------------------|----------------|---------------------------|

INDUSTRY AND BUSINESS (Continued)

Shadinger-Wilson (Cont'd.)

Transferring a picture to a printing plate  
Printing or cards and other professional printing work

Sand and Stone Products:

- |  |    |                 |     |  |
|--|----|-----------------|-----|--|
| 1. Abilene Concrete and Supply<br>208 S. Mulberry<br>CO3-4183        | 25 | Any time        | 6   | Concrete mixing procedures, equipment and trucks                       |
| 2. Abilene Sand Company<br>RFD 3<br>CO3-3492                         | 60 | Any time        | 4-6 | Getting sand from river<br>Loading and unloading sand trucks           |
| 3. Walker Stone Company<br>Roger Hays<br>Chapman, Kansas<br>WA2-4711 | 60 | Fall and Winter | 5-6 | Taking of rock from a quarry<br>Changing the rock into gravel and lime |

Steel:

- |   |     |          |     |  |
|---|-----|----------|-----|--|
| 1. J. D. Ebraham and Sons<br>John Mann<br>300 N. Cedar<br>CO3-4300<br>Steel Mill-<br>Factory Street<br>Enterprise, Kansas | One | Any time | 5-6 | Molding of metal parts<br>Assembly line<br>Melting of iron and steel |
|---|-----|----------|-----|--|
- (No children maximum)

Utilities:

- |  |    |          |     |  |
|--|----|----------|-----|--|
| 1. Kansas Power and Light Company<br>Compressor Station<br>John McCoy<br>RFD 2<br>CO3-2025 | 30 | Any time | 5-6 | Equipment used to pump gas through the pipe line |
|--|----|----------|-----|--|

| Place | Approximate Number of Pupils | Best Time for Visit | Grade Level | Learning Possibilities |
|-------|------------------------------|---------------------|-------------|------------------------|
|-------|------------------------------|---------------------|-------------|------------------------|

## INDUSTRY AND BUSINESS (Continued)

- |   |    |          |     |                                       |
|---|----|----------|-----|---------------------------------------|
| 2. Kansas Power and Light Company<br>Electricity Generating Plant<br>Gary Rauchman<br>RFD 2<br>CO3-2026 | 30 | Any time | 5-6 | Generating electricity by water power |
|---|----|----------|-----|---------------------------------------|

Wholesale Variety Store:

- |  |    |          |   |   |
|--|----|----------|---|---|
| 1. A.L. Duckwall Stores<br>Frank Eckert<br>Opelera and Cottage<br>CO3-3350 | 30 | Any time | 6 | Offices of Duckwalls<br>Warehouse<br>IBM machines used for record keeping |
|--|----|----------|---|---|

## NATURE

Plants:

- |   |    |                                     |     |  |
|---|----|-------------------------------------|-----|--|
| 1. Brown's Park<br>RFD 2<br>(Five miles south of Abilene on K-15) | 60 | Any time                            | 1-6 | Trees, wildlife and plants in their natural habitat  |
| 2. Eisenhower Park<br>900 N.W. Fourth                             | 60 | Any time<br>(Especially springtime) | 1-6 | Trees and flower gardens   |
| 3. Garden Place Nursery<br>RFD 5<br>CO3-1301                      | 60 | Any time                            | 4-6 | Starting of trees<br>Grafting<br>Different kinds of shrubbery<br>Control of weeds and plant diseases                             |
| 4. Reitz Greenhouse<br>Gordon Kasperson<br>RFD 2<br>CO3-3101      | 30 | Any time except near holidays       | 4-6 | Planting of flowers from seeds, roots and grafts<br>Greenhouses<br>Cutting of flowers<br>Different species of flowers and plants |

| Place | Approximate<br>Number of<br>Pupils | Best<br>Time for<br>Visit | Grade<br>Level | Learning<br>Possibilities |
|-------|------------------------------------|---------------------------|----------------|---------------------------|
|-------|------------------------------------|---------------------------|----------------|---------------------------|

## NATURE (Continued)

Wildlife:

- |  |    |                     |     |                                   |
|--|----|---------------------|-----|-----------------------------------|
| 1. Sun Sportsman Supply<br>Game Bird Farm<br>Solomon, Kans.<br>Contact:<br>Mrs. Jene Sundgrin<br>Salina, Kans.<br>TA7-9661 | 60 | September-<br>March | 4-6 | Pheasants<br>Quail<br>Wild Turkey |
|--|----|---------------------|-----|-----------------------------------|

## RECREATION

Bowling:

- |   |    |           |     |   |
|---|----|-----------|-----|---|
| 1. Duffy's Green Acres Bowl<br>Frances Duffy<br>K-15 and I-70<br>CO3-1001 | 30 | Afternoon | 5-6 | Automatic pin<br>setters<br>Bowling equipment |
|---|----|-----------|-----|---|

Racing:

- |   |    |   |   |  |
|---|----|---|---|--|
| 1. National Coursing Assn.<br>RFD 3<br>CO3-4660 | 30 | Any time<br>except<br>April or<br>October | 6 | Coursing park<br>and grandstand<br>Greyhound Hall<br>of Fame |
|---|----|---|---|--|

Theater:

- |   |    |         |     |   |
|---|----|---------|-----|---|
| 1. Plaza Theater<br>408 N.W. Second<br>CO3-1612 | 25 | Morning | 5-6 | Arc projectors<br>Audio equipment<br>Screen |
|---|----|---------|-----|---|

## TRANSPORTATION

Airplanes:

- |  |    |          |     |  |
|--|----|----------|-----|--|
| 1. Abilene Municipal<br>Airport<br>RFD 2<br>CO3-9807 | 60 | Any time | 4-6 | Hangers<br>Different airplanes<br>Unicom radio<br>equipment<br>Weather equipment |
|--|----|----------|-----|--|

| Place | Approximate<br>Number of<br>Pupils | Best<br>Time for<br>Visit | Grade<br>Level | Learning<br>Possibilities |
|-------|------------------------------------|---------------------------|----------------|---------------------------|
|-------|------------------------------------|---------------------------|----------------|---------------------------|

TRANSPORTATION (Continued)

Trains:

|   |    |                    |     |  |
|---|----|--------------------|-----|--|
| 1. Union Pacific Depot<br>201 E.W. Second<br>CO3-1093 | 30 | 3:00-<br>4:00 p.m. | 1-6 | Ticket office<br>Freight handling<br>Telegraph machine |
|---|----|--------------------|-----|--|

## SUMMARY

First hand experience can be gained by the child through the use of the field trip. The field trip can take the child away from the two covers of a book and the four walls of a classroom, thus making the material he is studying come alive. The child can gain knowledge that cannot always be obtained by reading.

To make the field trip meaningful and to accomplish the desired results the teacher must be well prepared himself. It is necessary for the teacher to look at the purpose for the field trip and to decide if the field trip is the best teaching method that he can employ. The teacher should not overlook resources close to the school, or even within the school, when deciding on a field trip. Next the teacher must visit the place of the field trip before informing the administration and arranging for transportation.

Children should be involved in the planning of the field trip. The children need to feel a part of the trip. This helps develop enthusiasm for the field trip. The children can be involved by letting them decide on what clothing would be appropriate, by making a map of the trip, by making a list of things to be seen, or by any way that would draw the children into constructive planning for the trip.

The teacher needs to obtain permission from the parents three to seven days in advance of the trip. This will insure that the parent is informed of the field trip that is to be made. It is necessary that parents be informed of school activities to maintain good community relations.

During the trip the children are legally under the control of the teacher no matter what other adults are present. A field trip can fail completely if the conduct of the children is poor. The children have to feel that there is a similarity to the classroom discipline although it should not be quite so rigid.

The trip should be made as interesting to the children as possible. A treasure hunt can be made of the field trip with a list of things for which to look. This will help assure that the children will see the items the teacher wants stressed and help develop the powers of observation.

An evaluation of the field trip is often overlooked by the teacher. The evaluating and follow up should be done by both the pupil and the teacher. The children can discuss the trip, take a quiz, make reports, branch out into further related study, and write thank you notes. By observing the reactions of the pupils and their attitudes after they return to the classroom the teacher can better evaluate the field trip as a whole.

A question should be asked by the teacher of himself at the end of the trip: Did the field trip serve the purpose for which it was intended? Also to be considered are whether ideas were changed, whether ground-work was laid to correlate the field trip with current subject matter, whether opportunities were given for discovery of new aspects of studies, and many other items mentioned in the second section of this report.



A file should be kept by the teacher of different field trips taken by the teacher. These evaluations should be objective so they will help the teacher when choosing a field trip for a particular subject matter area.

Section three of this report discusses the legal responsibility of the teacher for the children while taking a field trip. The responsibility for the children is entirely the teacher's. Constant alertness is necessary. There must be proven negligence before there is a tort and the teacher is liable for anything that occurs. This is why alertness is so important on the part of the teacher. When the teacher does not do what the reasonably prudent person would have done, negligence might be proved. If the teacher is alert and does what an average person would do in case of an emergency there will probably be no charge of negligence.

The fourth section of this report contains a list of specific field trips. These are places in the Abilene, Kansas, area that have agreed to permit children to visit and to discuss with the children the importance of the establishment.

A field trip does not have to be a trip to one of the places specifically mentioned. It can be a walk around the block looking at trees and plants in the spring or watching the leaves turn in the fall. A tour of the playground looking for rocks or insects would be a field trip. The importance of the field trip is to give the children first hand experience and to bring subject matter alive and to make it meaningful to the children.

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EMPLOYING ABILENE, KANSAS, RESOURCES FOR LEARNING--  
A GUIDE FOR PLANNING AND EVALUATING  
FIELD TRIPS IN THE ABILENE, KANSAS, AREA

by

MILTON LYNN PIPPENGER

B. S., Kansas State University, 1962

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AN ABSTRACT OF A MASTER'S REPORT

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#### ABSTRACT

It was the purpose of this study to (1) obtain information concerning the planning, conducting, and evaluating of field trips; (2) to obtain information concerning the legal responsibilities of the teacher and the school system; and (3) to list specific places that are valuable for elementary school children to visit in the Abilene, Kansas, area.

A field trip is a planned trip outside the classroom to a specific place to see and learn about things housed or processes carried out in that place. This trip should strengthen classroom studies and be an activity from which other study may begin.

Good planning is the first step toward a successful field trip. The teacher needs to talk with authorities at the community resource and check for items of special interest, first aid equipment and restroom facilities. Arrangements then should be made with the administration for transportation.

Planning for the field trip should be done by the teacher and pupils together so that the pupils will be involved and will develop enthusiasm for the trip. The children can be involved by letting them decide what clothing should be worn on the trip, letting them list items to be seen, and letting them make maps of the trip. The parents should be informed of the field trip and should sign a permission slip for their child.

A well planned trip can fail if the conduct of the children is poor. The classroom routine needs to be maintained as nearly as possible without

being too rigid. Learning should be made fun for the children by using games such as a treasure hunt which would develop powers of observation and assure that the children would see important items.

The evaluation of the field trip is often overlooked. The teacher and pupils should be involved in the evaluation initially. Finally the teacher should form an evaluation of whether the children's attitudes were changed, and whether the purpose of the trip was served. This evaluation should be filed away for later reference.

Liability for a tort follows negligence. The standard used in most cases to establish negligence is that the person did not react as the average prudent person would have reacted. The teacher probably will not be proved negligent and therefore not liable for a tort if he remains alert and follows the above standard.

The list of specific field trips is to help the teacher in the Abilene area plan field trips. Each place has given permission for a visit by children.