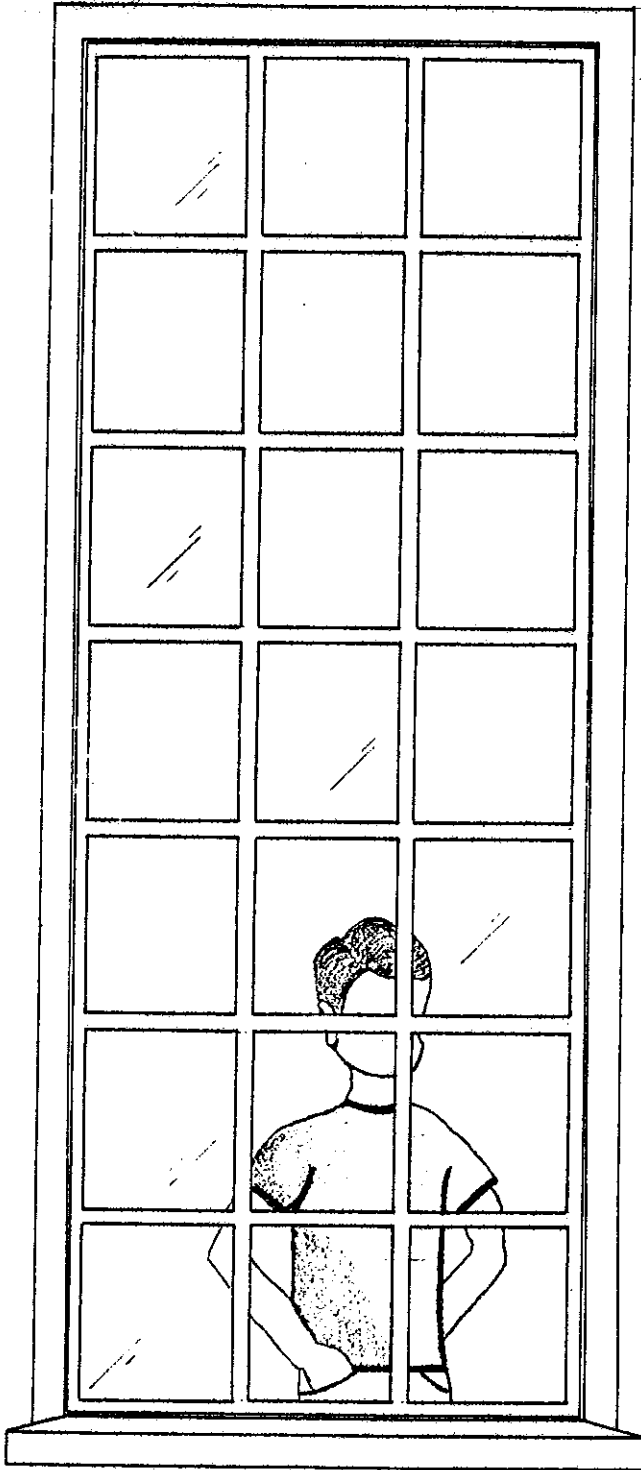


1983
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A Report on the

INNER CITY SCHOOLS PROJECT

sponsored by the

edmonton city centre

church corporation

prepared by the

edmonton social

planning council

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Edmonton City Centre Church Corporation

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January, 1983

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A report of this kind would also not have been possible without the co-operation and enthusiasm of the principals of the eight inner city schools - McCauley, McDougall, Norwood, Riverdale, Sacred Heart, Spruce Avenue, and St. Basils and St. Michaels. As well we are grateful to the principals of the 28 public and separate schools who took time out of a hectic schedule to answer our questions. The assistance of Dr. Tom Blowers on the staff of the Public School Board and Annette Deagle on the staff of the Separate School Board was also greatly appreciated. A special acknowledgement should also be extended to Dr. Arthur Holmes and his staff for their support and encouragement.

Peter T. Faid,
Executive Director
EDMONTON SOCIAL PLANNING COUNCIL

1. INTRODUCTION

By a resolution of the United Nations, 1979 was declared to be the year of the Child. It was to be a year which all nations were expected to make manifest some important children's rights. These included the right to a full opportunity to play and recreation, the right to affection, love and understanding, the right to special care if they were handicapped, and the right to be a useful member of society, with the opportunity to develop their individual abilities.

To a group of principals from a number of Edmonton's inner city schools, the publicity that surrounded the Year of the Child was a timely reminder that many of their students frequently missed out on opportunities for participating in the type of extra-curricular activities that other children, in more fortunate circumstances, took for granted. In order to assist their students to overcome some of these cultural, recreational and social disadvantages, the principals involved presented a proposal to the Edmonton City Centre Church Corporation. Realizing the important preventative benefits of the proposal, the Corporation responded with immediate enthusiasm. It set about establishing a fund that would be distributed equitably to the participating inner city schools to be used in support of cultural, recreational or social field trips organized by the schools. Since the inception of the project in the summer of 1979,

almost \$71,000 has been provided by three Edmonton based Foundations; Clifford E. Lee Foundation, Muttart Foundation, the Winspear Foundation, and the Downtown Kiwanis. In turn the nine participating inner city schools have received total funding that has ranged from \$3,700 to \$16,000 with an average of \$7,600 over the three years.

With three successful years of the project now completed the Board of Directors of the Corporation felt that it was important to carry out a detailed evaluation before proceeding further. The questions that were of concern to the Board included the following:

- How important are field trips considered to be in the educational programming of schools?
- How effective has the Inner City Schools Project been in meeting its original objectives?
- Are the participating schools satisfied with the present method of allocating funds?
- What are the other sources of funds that are available for field trips in the inner city schools?

A further concern expressed by the Corporation's Board of Directors was to investigate whether, as a result of a deteriorating economy and rising unemployment, the lack of cultural, recreational, and social opportunities faced by inner city school children was also a growing problem in other Edmonton schools.

2. THE APPROACH

In an attempt to respond to these concerns, it was decided that there should be three aspects to the study:

- A brief statistical review of the Inner City Schools Project from June 1979 to June 1982
- In depth interviews with the principals of the eight inner city schools who had received funds from the project
- Telephone interviews with a random sample of the principals of elementary and junior high schools in both school systems in the city

The statistical review of the Project involved the examination of the records submitted by the individual schools to the City Centre Church Corporation in accounting for the expenditure of funds. Despite the determination of the Corporation's staff to insure that complete and accurate records were maintained, some of the schools did not always provide the financial information, or if they did it was sometimes not in the form that was requested. Consequently it was not possible to identify from the records how all of the funds were actually used by the schools, but certainly the majority of the money was accounted for.

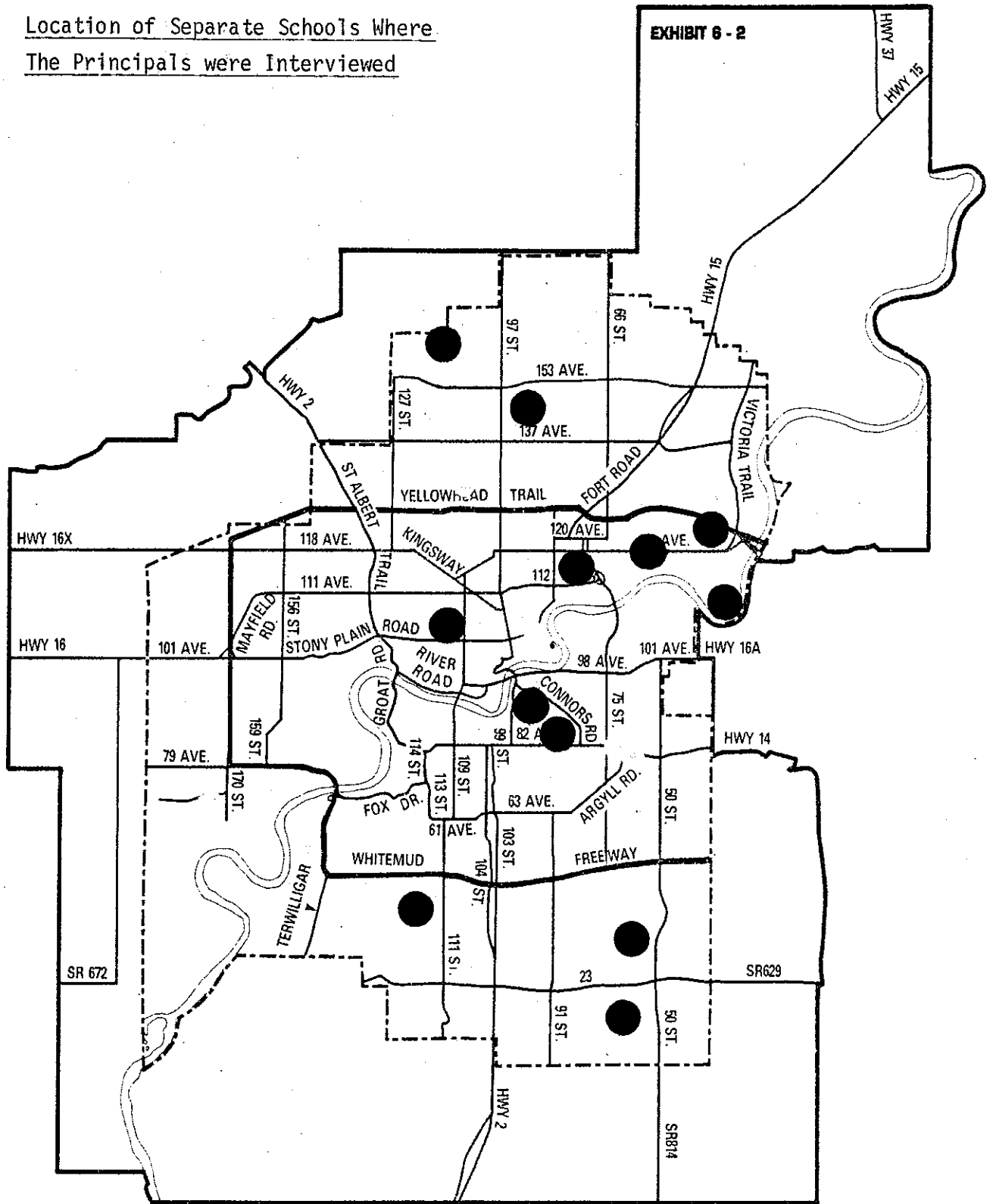
All of the principals in the eight inner city schools involved in the project - McCauley, McDougall, Norwood, Riverdale, Sacred Heart, Spruce Avenue, St. Basils and St. Michaels - agreed to be interviewed in person. Each interview, following a prepared schedule of questions, took approximately 45 minutes.

In order to identify whether the lack of cultural, recreational and social opportunities was a problem in other Edmonton schools, it was decided to arrange a 15 minute telephone interview with 15% of the elementary and junior high school principals of both school systems; randomly selected from various communities in the city. Because of the fact that the interviews were carried out at a particularly busy time in the school year, it was only possible to contact 14% of the separate school principals and 11% from the public system. As a result 28 principals were interviewed - eleven from the separate school system and seventeen from the public. The following maps of the city show the location of the schools in both systems where the principal was interviewed. The maps indicate that the geographic spread was reasonably satisfactory and that schools in both new and older communities, outside of the inner city, were involved in the survey.

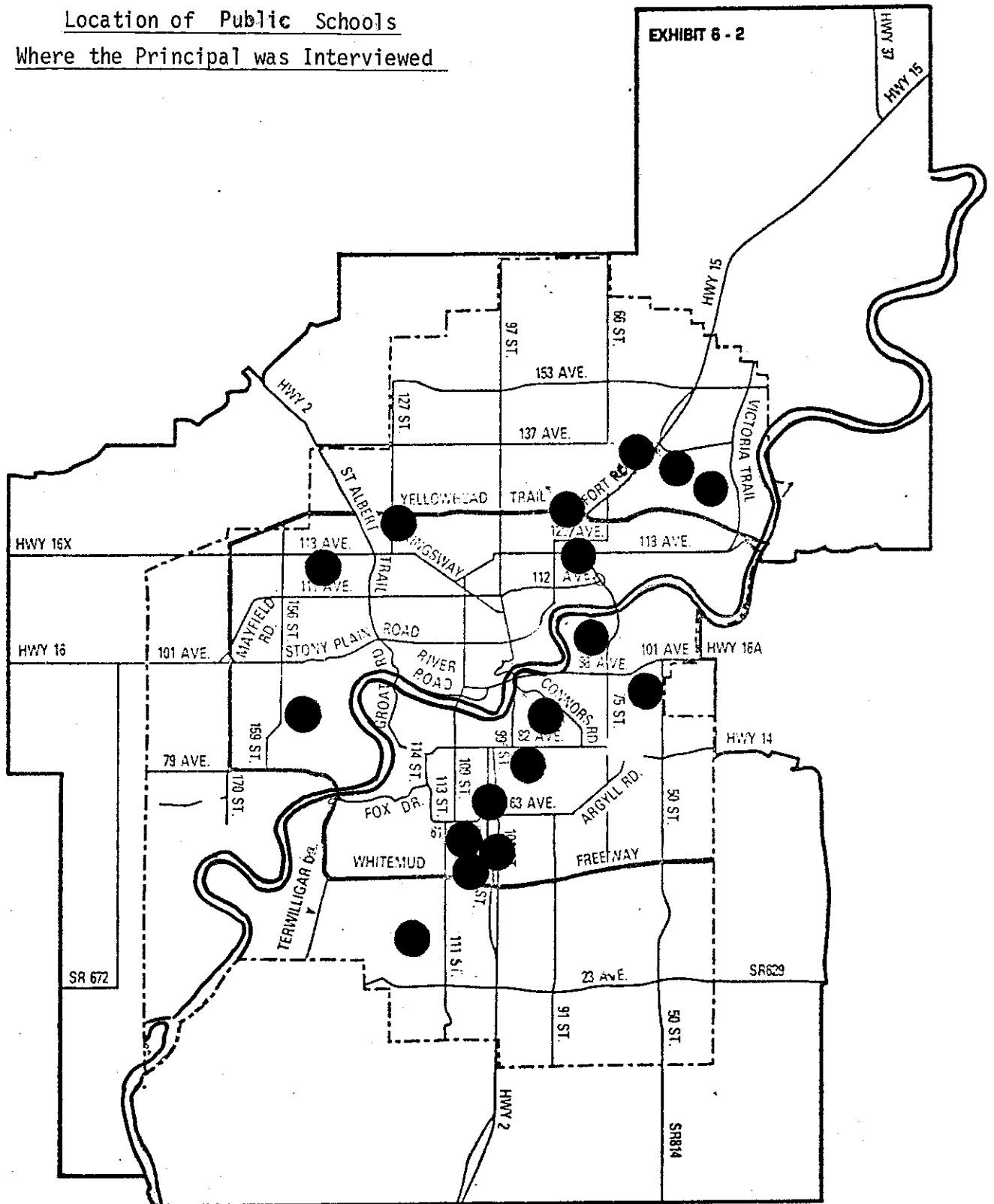
A check was also carried out to insure that the schools selected were reasonably representative of the total school population. It was discovered in fact that the schools included in the sample represented 11% of all public school students from kindergarten to grade nine and 15% of the separate schools within the same grade range.

Location of Separate Schools Where
The Principals were Interviewed

EXHIBIT 6 - 2



Location of Public Schools
Where the Principal was Interviewed



3. A BRIEF STATISTICAL REVIEW

a) Total Distribution of Funds

Table One shows the distribution between the inner city schools of the \$68,000 that was contributed by the Project from 1979 to 1982. Two features of this table are worthy of comment. Firstly the amount of funding available in each of the three years has declined significantly; a 40% drop between the first and second year and a 60% drop between the second and third. Secondly there is considerable unevenness between the participating schools when the funding is examined on the basis of the amount per student. Three schools; Riverdale, McDougall and St. Michaels, received amounts per student that were consistently above the overall average in all three years of the project, while one school; Sacred Heart, was consistently below the average. In all likelihood this unevenness is not the result of any weakness within the project, but rather the inevitable outcome of varying levels of enthusiasm and inventiveness on the part of teachers and principals in the participating schools.

b) The Type of Activities Supported by the Fund

Although it was not possible to account for the distribution of every project dollar by the type of activity that it was supporting, Table Two does provide a yearly summary on the basis of the available records. The figures suggest that as the amount of funding has declined participating schools have tended to concentrate what project funds they have had on major activities outside of the city; such as camping trips or visits to the mountains, lakes or Indian reservations. While expenditures on visits to farms or zoos, as well as sports activities have remained reasonably stable there was less money, as a percentage of the total funding available, spent in 1981-82 on cultural, and museum activities than in 1979-80. The more recent emphasis on longer activities outside of the city would suggest that more of the project's funds were spent on transportation in 1981-82 than in previous years. However the available figures do not support this as in 1979-80 transportation costs accounted for a third of all total expenditures on field trips that involved the use of funding from the project; whereas by 1981-82 transportation accounted for about one fifth of total expenditures.

Table One

Distribution of Funds in Inner City School Projects 1979-82

Schools	1979 - 1980		1980 - 1981		1981 - 1982		GRAND TOTAL	
	Approximate Student Population	Total Amount	Amount per Student	Total Amount	Amount per Student	Total Amount		Amount per Student
McCaughey	240	2,432	10.00	2,554	10.50	1,500	6.20	6,486
McDougall	230	4,455	19.40	4,000	17.40	1,500	6.50	9,955
Norwood	210	2,000	9.50	2,631	12.50	1,200	5.70	5,831
Riverdale	80	2,540	31.80	1,200	15.00	800	10.00	4,540
St. Basils	530	10,960	20.70	2,500	4.70	2,500	4.70	15,960
St. Michaels	210	4,396	20.90	2,750	13.00	1,000	4.80	8,146
Sacred Heart	380	4,500	11.80	2,500	6.60	1,000	2.60	8,000
Spruce Avenue	220	1,800	8.20	3,740	17.00	—	—	5,540
	<u>2,100</u>	<u>33,083</u>	<u>15.80</u>	<u>21,875</u>	<u>10.40</u>	<u>9,500</u>	<u>4.50</u>	
Special Allocation (Alex Taylor)		3,734		21,875		9,500		3,734
Administration		36,817		1,240		466		68,192
		973						2,679
								<u>70,871</u>

Table Two
The Type of Activities Supported by the
Inner City School Project by Percentage
of Total Funds Provided

<u>Type of Activity</u>	<u>Year</u>		
	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>
	%	%	%
Museums, Cultural or Nature Centres	9	11	*
Sports Activities	23	13	16
Camping	45	45	52
Theatre, Music and Dance	7	9	2
Food Experience	4	3	*
Animals/Farms and Zoos	4	4	5
Parks, Lakes, Northern Alberta	5	7	11
Misc.	3	8	13
	<hr/> 100	<hr/> 100	<hr/> 100

* Less than 1%

Two anomalies should also be commented on in reference to Table Two. The higher percentage of funding in 1979-80 that was spent on sports activities was partly as a result of the decision of one school to purchase sports equipment; a decision that was not in keeping with the intentions of the project. Further the increase in miscellaneous activities is accounted for by a number of schools who spent available funds on activities such as an end of year picnic or the school's graduation. A detailed examination of some of the receipts provided by schools also revealed that project funds were being used by some schools to pay the cost of hiring the substitute teacher that was necessary if another teacher was involved in an extended field trip.

c) Contributions From Other Sources

The records maintained by the staff of the Inner City School Project requested that the schools indicate the contributions to a particular field trip activity from the school itself and from the parents. Although again some of the record keeping was rather erratic, Table Three suggests that between the first and second years of the project the schools were prepared to pick up a greater percentage of the field trip costs as a result of a decline in project funding. However in the third year of the project it is evident that schools were generally unable to find additional funding and it was therefore necessary to ask the parents to contribute much more to the cost of the field trips than had previously been necessary.

There were also considerable variations between schools in terms of the comparative contributions from the project fund, from the school and from students. In all three years there was at least one school where the project fund accounted for over 85% of the total expenditure on field trips. As well in 1981-82 the level of school contributions ranged from a third of the total expenditure to no contribution at all. However it should also be added that some schools have their own transportation and generally the cost of this was not included as part of the school's contribution to field trips.

Table Three
Comparative Contributions to Field Trip
Expenditures by Year

	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>
Project Fund	66	58	52
The Schools	12	20	19
Parents	22	22	29
	<u>100</u>	<u>100</u>	<u>100</u>

Conclusions

This brief review of the Inner City Schools Project through the available statistics provides abundant evidence that the program has a significant impact on the social, cultural and recreational opportunities that were available to students in Edmonton's inner city schools during the past three years. While it would have been helpful to have had information on the number of field trips that were provided in the year before the program was introduced, the figures show that even in 1981-82, when the project funds were less than a third of what they had been in 1979-80, the contributions from the project had an important multiplier effect in assisting school principals and parents to eke out scarce school and home resources. As well the type of field trip activities that the project funds supported were, with a few rare exceptions, very much in keeping with the original objectives of the project. The one major concern that the review highlights has been the significant drop in funding over the three years of the project; as well as the accompanying uncertainty over the availability of funding from one year to the next. As valuable as one new cultural or recreational opportunity may be for a child it is the cumulative effect of such opportunities that is most likely to provide the positive, preventive encouragement that the project has been so earnestly seeking.

4. THE VIEWS OF THE INNER CITY SCHOOL PRINCIPALS

a) The Benefits of Field Trips

It is perhaps of little surprise to learn that all eight of the principals interviewed considered field trips to be an extremely important part of their school's educational program.

- "field trips supplement and complement the curriculum"
- "they are the best way to develop young children's language skills, through direct experience"
- "they are very important because of the deficits that these kids have; they lack experiential activities and experience in going on outings as a family or with a group"
- "field trips are a means of getting kids of different abilities together as a group and doing things together"
- "they allow for the integration of children from diverse backgrounds ... they promote acceptance of others who are different"
- "field trips are important because some of the kids are very closely tied to the surrounding area"

Thus the two dominant themes were that field trips provide first hand experience, which is a critical element in any learning, and they allow opportunities for integration and sharing. The majority of principals considered that field trips could be an important adjunct to any aspect of the curriculum, although others suggested that social studies, science and physical education were where field trips had the greatest impact. A number of the principals also remarked that it was quite common to notice that a field trip experience related to one subject was often influential in other aspects of the students work; such as class discussions, writing skills and art. The potential of field trips for developing students' language skills was commented on by many of the principals, particularly as a good number of the students in the schools were from non-English speaking families.

As well some of the principals expressed a concern that too many students knew very little beyond their immediate community and it was therefore very necessary to 'broaden their horizons' by allowing them to see, hear and experience the world outside. By providing exposure to a new activity or interest, such as astronomy, camping, swimming or theatre, it could provide the necessary spark for stimulating interests later in life.

The principals were also well aware that many of their students came from low income families which meant greatly reduced opportunities for the type of cultural, social and recreational activities that the children of better off families took for granted. Two of the principals in fact mentioned that they recalled having students in their schools who had never been to the city's south side, and as a result they assumed that it was another city.

It was the recreational field trips - swimming, camping, canoeing and skiing - that principals frequently saw as providing opportunities for interaction and integration, especially because they often involved staying overnight. As well they offered a less structured, more relaxing atmosphere that was conducive to students getting to know each other better. Camping trips were seen by most principals as being particularly valuable. Often they involved a number of different grades and it was apparent that in these situations students developed a sense of commitment and responsibility to others; such as older children taking care of younger ones. Further, camping trips were considered to have a positive influence on teacher-student relationships, as the opportunity to share responsibilities and activities over a longer period of time meant that both groups came to appreciate the 'whole person' rather than the more defined and limited role as a teacher or a student.

The principals were asked if any particular group of students were likely to benefit more from a field trip experience than others. In response they were unanimously of the opinion that all students had something to gain from a field trip. However of particular concern were those students who were from economically disadvantaged homes, such as single parent families. Notably in the inner city communities one in every six families is headed

by a single parent, compared to one in every nine for the whole of Edmonton. The number of new Canadians and new Albertans who have moved from other parts of the country, were also mentioned as an important group who would benefit considerably from the chance to participate in field trip activities.

b) Financing of Field Trips

The general agreement among principals on the benefit of field trips was not however carried over into the second aspect of the interview - how should field trips be financed? The majority of principals expressed the view that parents and students should be expected to contribute something to the cost of field trips. It was evident that parental or student contributions were normally rather small, and generally were used to defray transportation costs or admission prices. Sensitive to the economic difficulties faced by many of their families, schools frequently asked for no more than 50¢ for a trip within the city. As one principal commented "when you see kids without adequate lunches you hate to ask parents for money". One school however does ask parents to contribute one third of the cost of most field trips while at another parents are requested to pay 80% when the total costs are small and about 40% when the costs are much higher. Only one of the eight schools required parents to make a contribution, \$5.00, at the beginning of the year, while the others ask for contributions at the time of each field trip. The majority of the principals were of the opinion that there were already too many expenses for parents to take care of at the beginning of the year without adding a field trip contribution.

An important consideration is that none of the schools are prepared to exclude a student from a field trip because he or she had not provided the requested parental contribution. The principals commented that generally they received close to 100% of the requested contributions at the beginning of the school year but that often it dwindled to close to 50% by the end of the school term. One school principal was concerned that in his school it

had been discovered that students were spending the money that their parents had provided for the field trip as they realized that even if they failed to contribute they would still be able to join the field trip.

The eight principals were asked if they expected that with the worsening economic situation that parents would become less able to provide a contribution than they had in the past. All of the principals agreed that given the already limited financial resources that were available to the families in their communities it was very likely that things would become much worse. Three of the principals added that already there was plenty of evidence that 'times were much tougher'.

With reference to the question of school contributions to field trip costs all of the principals expressed the view that they were already operating on a 'shoestring' budget and they therefore had little opportunity to contribute to field trips. Two of the schools did however make provision within specific department budgets for curriculum related field trips, although the principals added that even here the expenses of a field trip had to compete against other important purchases such as equipment and supplies. While two of the principals suggested that schools should only be expected to provide limited assistance for field trips, two others were firmly of the opinion that the school boards should be prepared to make funds available for at least all of the curriculum related field trips.

Should students be expected to fund raise as a means of paying for field trips? The majority of principals considered that it was important, more for the participation in working towards a common goal than for the amount of money that would be raised. However it was pointed out by a number of principals that given the amount of time and effort that was required, by both students and teachers, as well as the limited financial resources in the community, it was unrealistic to expect that the school could be successful with any more than one fund raising effort in a year. Other principals were concerned about being associated with fund raising companies and whether students should be expected to canvas for funds in the community outside of the school.

One of the major field trip expenses that all of the principals commented on was the cost of transportation; even the principals of the schools that own buses. It was mentioned that with privately chartered buses costing \$60.00 a trip and city buses \$80.00 it had become necessary to include classes of students for whom the field trip was not particularly suitable, merely as a way of making it more viable to hire a chartered bus. For the majority of principals transport costs had become a determining factor in the number, and type, of field trips that classes in their school were able to take. Other financial concerns that were mentioned besides transportation included the rising cost of admission for programs or facilities and the increasing difficulty in finding reasonably priced accommodation for camping.

c) Views on the Inner City Schools Project

The funding support provided for the Inner City Schools Project through the City Centre Church Corporation was viewed by all of the principals as being essential for their school field trips; particularly in reference to camping opportunities and travel to other parts of the province. They all expressed the opinion that if funding was to be curtailed it would seriously weaken their ability to provide the number and variety of field trips that had been possible between 1979 and 1982. Again camping opportunities were highlighted as being the 'first to go' if funding from the project was not available. However swimming trips were also mentioned as being in possible jeopardy. In the past principals have often made use of the fund to make up the shortfall in parental contributions. If the fund was not available it would also be likely that some field trips would be cancelled all together, rather than excluding those students whose parents who had been unable to contribute.

Generally the principals had been satisfied with the manner in which the project funds had been allocated, although the view was frequently expressed that it would be important to return to a standardized method of allocation, such as a set amount per student, rather than the 'poker game'

atmosphere that was evident during the past year's allocations. It was felt by some of the principals that the existing process encouraged inflated budgets which meant that money was often misdirected away from real needs. However the other principals saw merit in the recent method of allocation, as it developed a good sense of co-operation, was fairer, more flexible, and insured that limited resources were directed to the real needs! One aspect of the allocation system that the principals were united on was the difficulty of planning field trip activities when there was so much uncertainty as to the availability of funds for the coming year.

Finally the principals were asked to comment on the appropriateness of the objectives that the Inner City School Project had set for itself and whether they felt these objectives had in fact been met. All of the principals were impressed with the City Centre Church Corporation's identification of the issues relating to field trip opportunities and with the objectives that they had set to overcome the evident problems. The principals were grateful to the Church Corporation for encouraging among the inner city schools, a sense of commonality and an improved willingness to be supportive of each other. While it had not been found possible to share equipment as it had been hoped, the Corporation's project had provided an excellent opportunity for the sharing of ideas, plans and programs between the inner city schools. As a result, one of the schools was in the process of developing a 'field trip resource bank', so that all of the inner city schools will be able to benefit from the experiences and ideas of others.

The principals indicated that they made use of the various objectives as a way of evaluating whether a proposal from an individual teacher merited support from the fund. Proposals for a camping opportunity, recreational activities outside of the city, visits to other parts of Alberta would generally receive the encouragement of the principal, because these were clearly identified objectives that had been established to guide the program.

d) Conclusion

The information gathered from the interviews with the principals provides additional confirmation of the importance of the project to the provision of social, cultural and recreational opportunities for children in the inner city schools. The benefit of field trip activities both for the educational and personal development of those involved, is enthusiastically endorsed by all of the principals; particularly for children from economically disadvantaged home environments. The critical support for camping programs and extended trips beyond the city that the project has provided would obviously be a serious loss if the funding was not to be continued in the future. Further the principals have generally been very pleased with the administration of the project by the Church Corporation and they readily acknowledged that the Corporation has brought about a renewed spirit of co-operation and sharing that was previously lacking.

5. THE VIEWS OF PRINCIPALS IN OTHER EDMONTON SCHOOLS

a) The Benefits of Field Trips

In order to assist the Church Corporation to evaluate whether the deteriorating economy is likely to result in a limiting of cultural, social and recreational activities for school children in other Edmonton schools, telephone interviews were conducted with 28 principals; 17 from the public school system and 11 from the separate school. All but three of the principals interviewed agreed that field trips were very important in the educational programming of their school. Their comments confirmed those of the inner city school principals:

- "field trips help to broaden a child's outlook"
- "it's an enrichment opportunity to see and experience things outside of your own community"
- "it provides experiences that many children would otherwise not have"

- "field trips stimulate interest in new things, they give children a wider background and more knowledge about their community"
- "it complements the educational program and the curriculum"
- "they're important as a motivator and a means of maintaining interest"

The three principals who suggested that field trips were only of "some importance" all stressed that they should always be closely tied in with the curriculum; as otherwise the field trips were used simply as a means of "taking the kids out".

About half of the principals contacted felt that field trips could be of value in any subject area. Among the other principals science and social studies were considered to be the most important subjects where field trips had a part to play, followed, at some distance, by physical education and fine arts.

When principals were asked to identify the type of field trip that they considered to be the most beneficial almost half felt that there were too many variables involved for them to be specific. While four other principals concluded that field trips would only be beneficial if they were related directly to the curriculum, the remaining principals more frequently mentioned that cultural activities were likely to be the most beneficial for their students.

When the principals were asked if they could identify any particular group of children in their schools for whom field trips were especially valuable, a little less than half suggested that children from economically disadvantaged homes had the most to gain. The reason given was rather similar to those offered by the inner city school principals; namely that these children frequently missed out on experiences that were taken for granted by children from better off families. Also mentioned as being important beneficiaries of field trips were new Canadians and children with language or learning disabilities.

Did the principals feel that the worsening economy would make it more difficult for parents to contribute to field trips? In all 40% of the principals interviewed said that they did not expect to notice any difficulty in receiving parental contributions. The majority of the schools concerned were in better off communities where it was felt that the minimal amount requested would impose no hardships at all on the families involved. Of the remaining principals only one, from a school in Millwoods, indicated that already there were signs that parents were finding it difficult to contribute. For the others it was an expectation that in 1983, with rising unemployment and mortgage renewals, problems might be encountered. However in general these principals were quite prepared to provide a subsidy where parental contributions were not received.

When the principals were asked if they felt that children should be asked to contribute to the cost of field trips through fund raising activities only 40% considered that it was important; primarily because it encouraged working together to achieve a goal. This opinion was much more common among public school principals than those in the separate system. A further 30% of the principals, particularly from separate schools, had strong reservations about fund raising. Some approved of it for recreational activities but were against fund raising for curriculum related field trips. The final 30% of the principals were opposed to fund raising altogether. They felt that the demands of fund raising placed an unnecessary burden on both students and teachers, and as well, as one principal commented, "the schools primary responsibility is to educate children, not to fund raise".

When the principals were asked to identify any particular costs associated with field trips that their school was having difficulty in meeting, 60% suggested that transportation costs were becoming a problem. This was more frequently a concern of public school principals. For some principals certain field trips that were once automatic now received much more consideration because of the transportation costs. Concern was expressed about the cost of chartering an Edmonton Transit bus, and even those schools who had their own buses were now questioning whether the cost of repairs, maintenance and insurance made ownership a wise investment.

b) The Financing of Field Trips

Significantly 40% of all of the principals who were contacted indicated that it was their opinion that school boards and the provincial government should be responsible for insuring that schools have sufficient funds to meet the cost of school field trips. A further 46% agreed that the responsibility for the cost of field trips should rest with the schools; with further supplementary assistance coming from either fund raising or a parental contribution. Of the remaining principals, two from the public school system favoured the idea that field trips should primarily be paid for from fund raising activities organized by the children themselves, while two others from the separate schools, preferred that parents be asked to meet the full cost of field trips.

At the time of the survey all but three of the school principals interviewed required parents to contribute to the cost of field trips; although it was apparent that there were considerable differences between schools as to the proportion of total costs that parents might be asked to meet. For example three school principals mentioned that they expected parental contributions to cover all transportation and admission costs associated with field trips, while three others were opposed to asking parents to help. It was also evident in some of the schools that parents were encouraged to contribute in other ways; such as in supervising field trips or in assisting with fund raising. In general it appeared that schools preferred to ask parents to contribute at the time of the proposed field trip, rather than using the approach of collecting a lump sum at the beginning of the year.

Almost half of the principals interviewed indicated that they did not have a specific allocation for field trips within their school budgets; a feature that was particularly evident among separate school principals. Five principals mentioned that they were able to earmark some specific funds for supplementing the cost of field trips while two others said that each discipline in their school was generally allocated a certain amount for field trip expenses.

In concluding the interviews, principals were given the opportunity to add any further comments that they might wish to make. As well as reiterating some of their earlier statements, some of the additional remarks were as follows:

- "smaller schools really suffer, because they don't have the numbers and transportation is just too expensive"
- "it's very important to appreciate that successful field trips need to be well planned and supervised"
- "one of the problems is that some teachers are more enthusiastic and therefore they plan more field trips for their students"
- "school administrators should do some public relations work, so that parents and others can appreciate the value of field trips"
- "field trips must be appreciated as being part of the curriculum and an important element in the educational process"
- "field trips are important in breaking the monotony of the school year and day, for both teachers and students"

6. CONCLUSIONS

The interviews with the twenty eight principals clearly indicate that the contribution that field trips can make to the educational and personal learning opportunities of children is widely appreciated. As was true for the principals of the inner city schools, field trips were seen as a chance to gain first hand experience, to broaden personal horizons, to encourage integration and co-operation between students, and to allow teachers and students an opportunity to improve mutual understanding in a less formal setting.

However it was most significant that the principals generally saw field trips as being primarily concerned with cultural and recreational opportunities carried out within the city. This would suggest that activities such as camping holidays, canoeing, ski trips, and visits to other parts of Alberta are perceived as being a family responsibility which to a large extent is being carried out. It was also noticeable that some of the principals interviewed acknowledged that these kinds of activities were much more important in some of the inner city schools than in their own.

Although the cost of transportation for field trips was a matter of growing concern, it was evident that most of the principals do not consider that the provision of social, cultural and recreational opportunities for their students was likely to be seriously threatened by the downturn in the Alberta economy. In fact only one school principal indicated that there was any evidence, at the moment, to suggest that parents were having difficulty in making the contributions that were asked of them.

7. RECOMMENDATIONS

As a result of the findings in the three areas of the study - the statistical review, the interviews with the eight participating inner city school principals, and the interviews with the principals in twenty eight other Edmonton schools, we wish to offer the following recommendations:

1. That the Board of Directors of the City Centre Church Corporation continue to seek funds from the Edmonton Foundations, local service clubs and appropriate levels of government, to allow for the continuation of the Inner City Schools Project.

2. That the Project should continue to focus its attention on the identified Inner City Schools and not be prepared at this time to extend its interest to other communities in the city.
3. That on the assumption that funding will almost inevitably be limited, the Project should consider narrowing its objectives to the provision of financial support for overnight camping opportunities, extended visits to other parts of the province, and major recreational activities beyond the city of Edmonton.
4. That the Board of Directors at the Corporation give further active consideration to the proposal for the development and operation of a year round camp that would be available for use primarily by the inner city schools.
5. That, should the Inner City Schools Project be continued in any form, the participation of the schools in the administration of the project should be strongly encouraged.
6. That if the Project is continued, all participating schools should be required to provide the detailed statistical and financial information in the form requested by the City Centre Church Corporation.
7. That the Board of Directors of the City Centre Church Corporation bring to the attention of the two school boards, their respective administrations, and the Department of Education, the serious difficulties experienced by the Inner City Schools in attempting to provide suitable social, cultural, and recreational opportunities for their students.

APPENDIX I

Interview Schedule With Principals of Inner City Schools

1. How important do you think field trips are to your school's educational program?
2. Are there particular subject areas where field trips are more valuable?
3. What kinds of field trips do you feel are often the most beneficial? (i.e. recreational, cultural, historical, inter-provincial exchange)
4. Are there groups of children in your school for whom field trips are especially valuable? (i.e. grade, socio-economic group, ethnic, etc.)
5. In what ways do you feel that field trips contribute to a child's personal growth?

"I'd now like to ask you a few questions about the financing of field trips."

6. How do you feel field trips should be financed?
7. Do you make a specific allocation for field trips in your school's budget?
8. In what ways are parents of children asked to contribute to field trips?
9. Given the worsening economy, have you found that some parents have had more difficulty in making their contribution to field trips?
10. How important do you feel it is that children contribute to the cost of field trips through fund raising activities?
11. In providing field trips, are there any costs that your school is finding difficulty in meeting? (i.e. transportation, admission fees, equipment rental)

"Finally I would like to ask you a few questions about the funding your school has received from the City Centre Church Corporation."

12. How important has this support been for the funding of your school's field trips?
13. What would be the implications for your field trips if this support was not available?
14. Have you been satisfied with the way in which the funding from the Church Corporation has been allocated to your school?
15. Do you feel that the objectives of the Church Corporation's project are being met and do the objectives adequately reflect the needs of the children in your school?
 - a) to have each school be a support for the other schools
 - b) to provide opportunities for normal recreational outreach - skiing, skating, swimming
 - c) to provide an equal opportunity for all the youth to have an overnight camping experience
 - d) to provide the children with an opportunity to visit other communities within the province of Alberta
 - e) to provide the children with an opportunity to attend a summer camp
 - f) to provide the children with an opportunity to visit other agencies and institutions, i.e. Game Farm, Storyland Zoo, Edmonton Museum, Elk Island Park and other cultural and recreational outlets.
 - g) to share knowledge and ideas regarding individual programs, plans and outings
 - h) to provide a means of sharing equipment, i.e. skis, snowshoes, camping equipment, etc.
16. How do you, as the principal, decide whether a particular field trip proposal should receive financial support from the Church Corporation's project?
17. Do you have any other comments that you would like to add?

APPENDIX II

Telephone Interview Schedule

I am telephoning you on behalf of the Edmonton Social Planning Council.

With the support of both Boards, the Council has been asked to carry out a study concerned with school field trips.

I would now like to ask you some questions.

1. How important do you think field trips are to your school's educational program?
2. Are there particular subject areas where field trips are more valuable?
3. What kinds of field trips do you feel are often the most beneficial? (i.e. recreational, cultural, historical, inter-provincial exchange)
4. Are there groups of children in your school for whom field trips are especially valuable? (i.e. by grade, socio-economic group, ethnic, etc.)
5. In what ways do you feel that field trips contribute to a child's personal growth?
6. How do you feel field trips should be financed?
7. Do you make a specific allocation for field trips in your school's budget?
8. In what ways are parents of children asked to contribute to field trips?
9. Given the worsening economy, have you found that some parents have had more difficulty in making their contribution to field trips?
10. How important do you feel it is that children contribute to the cost of field trips through fund raising activities?
11. In providing field trips, are there any costs that your school is finding difficulty in meeting? (i.e. transportation, admission fees, equipment rental)
12. Do you have any other comments that you would like to add?