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EDUCATIONAL RESOURCES AND FACILITIES OF GREENSBORO,
NORTH CAROLINA, INDUSTRY SUITABLE FOR USE
BY SCHOOLS AND COLLEGES

by

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CHAPTER I

INTRODUCTION

Justification of the Problem

The use of the educational resources which are available in the community environment is becoming increasingly important. Students are no longer limited to studying the textbook and to class discussions. They not only want to study about things, but they want to see them.

After topics in the textbook have been studied, it is imperative that the community resources be utilized to make the textbook material more meaningful. Sometimes it is difficult to understand abstract material, but when one can take a trip and actually see it, he will comprehend it better.

In order to stimulate the interest of a class in some special topic, the educational resources of a community should be used. Often when students do not have a desire to learn more about certain topics, the wise use of the community resources may be effective in arousing their interest.

Schools should utilize these helpful tools to discover processes that no school can afford to maintain for its own use; for example, a history class, studying weaving or spinning, may visit some textile mill to see these

operations. Art or home economics classes, wishing to study certain kinds of furniture or textiles, do not need to purchase these articles, as they may be seen and examined in a furniture factory or store, and in local textile mills.

Curiosity about one's environment should be aroused. To arouse this curiosity in students a teacher must be familiar with the environment himself. He must study his immediate locality thoroughly so that he can utilize the resources successfully. This study has been made for the purpose of adding to an understanding of the local community.

Students in high school should be giving serious thought to the choice of a vocation. Much can be learned about a variety of vocations by taking field trips and actually seeing people at work. Through seeing the people in the actual process of making things or carrying on their occupations and by talking with them, students may receive much help in building up a background of knowledge to guide them in making a wise choice.

The North Carolina State Bulletin, A Suggested Twelve Year Program for the North Carolina Public Schools, says:

A major objective of the social studies program should be the development of fundamental concepts concerning the economic, social, and cultural life of the people through exploring the community as well as other sources of information.

The social studies program should begin at home. A study of the immediate environment and of the State in general is relatively more important than an intimate knowledge of places far away, both with

reference to time and geographical location. Hence, it seems desirable to emphasize the contemporary and the immediate, giving them more meaning by reference to the past and the far away. Expansion of the fundamental concepts developed in the study of the local community makes possible a better understanding of national and international problems.¹

Statement of the Problem

This study is a survey of the educational resources and facilities of the industries of Greensboro, North Carolina, which are suitable for use by schools and colleges in supplementing the curriculum.

The proper treatment of this topic necessitates adequate answers to the following questions:

I. What constitutes the industrial life of Greensboro?

II. What educational resources are found in Greensboro industry that are suitable for use by schools and colleges:

III. How can these resources be made available for use?

Delimitation of the Problem

This study is limited to fifteen of the more important industries of Greater Greensboro. It concerns their educational resources and facilities which are available for schools. The North Carolina Course of Study has been used as a guide in selecting the resources which are suitable for use by classes.

¹. North Carolina. State Superintendent of Public Instruction, A Suggested Twelve Year Program of the North Carolina Public Schools, Raleigh, North Carolina: The Superintendent, 1942, pp. 155-6.

Definition of Terms

For a long time excursions have been employed as an effective means of teaching, but the term, "school excursion," is more easily recognized if it is defined.

Henry C. Atyeo gives this interpretation:

The expression "school excursion" is used in the present study to designate any kind of definitely organized trip with a primarily educational purpose, made by a group of pupils as a part of their regular school work. Any trip which grows out of the study of a subject, and is undertaken by a group of students for its instructional value, falls within the scope of the school excursion as defined above. Such an excursion may be of minutes' or days' duration; it may--and, when prolonged, usually will--include a variety of incidental activities many of which may be purely social; but provided it is carried through essentially as a means of instruction it is entitled to inclusion in the category of school excursions.

And, also by definition, many of the excursions often undertaken by school groups are automatically excluded from consideration in this study. Trips taken to attend or participate in athletic contests, pleasure excursions made by one or another extra-curricular organization, trips of graduating classes, are all omitted from consideration because the instructional value which they possess is incidental.²

Method

A survey of the literature was made to find related materials. In doing this, the following indexes were carefully checked to avoid duplication of any previous work and to find parallel or related material:

Palfrey, Thomas R. and Colman, Henry E. Guide to Bibliographies of Theses--United States and Canada. Second Edition. Chicago: American Library Association, 1940.

² Henry C. Atyeo, The Excursion as a Teaching Technique. New York: Columbia University Press, 1939, p. 6.

United States Library of Congress, Catalogue
Division. A List of American Doctoral Dissertations Printed
in 1912--1938 Washington, D. C.: Government Printing
Office, 1913-1940.

Doctoral Dissertations Accepted by American Universities.
New York: The H. W. Wilson Company, 1934-1946.

United States Office of Education Library. Bibliography
of Research Studies in Education. Washington, D. C.: Govern-
ment Printing Office, 1929-1945.

Good, Carter Victor. "Doctor's Theses under Way in
Education." Journal of Educational Research, January, 1931-
January, 1946.

Gray, Ruth A. Doctor's Theses in Education. Office
of Education Pamphlet Number 60. Washington, D. C.: Govern-
ment Printing Office, 1935.

Gray, Ruth A. "Recent Theses in Education." School
Life, XVIII (1933-1948).

Monroe, Walter Scott and Shores, Louis. Bibliographies
and Summaries in Education to July, 1935. New York: The
H. W. Wilson Company, 1936.

Education Index. A Cumulative Author and Subject
Index to a Selected List of Educational Periodicals, Books
and Pamphlets. New York: The H. W. Wilson Company, 1941-
1949.

The Bibliographic Index. A Cumulative Bibliography
of Bibliographies. New York: The H. W. Wilson Company,
1938-1949.

Next a list of the more important industries in Greater Greensboro was compiled. This list was made from data secured from the Greensboro Chamber of Commerce and Greensboro Industries, Incorporated, an organization of the more important industries of Greensboro.

The third step was a survey of the industries of Greensboro to discover what educational resources and facilities they have which are available for schools and colleges. A check-list was formulated covering some general information concerning these companies. The check-list, of which there is a copy in the appendix, was the basis of a personal interview with the key people in each concern. A thorough, conducted tour was made through the industrial plants and then there followed an interview with the key people in the process. A more detailed report was made to show how the processes in the industry was related to the curriculum areas.

Related Studies

Esther R. Poulsen from Leland Stanford Junior University wrote her master's thesis in 1940 on A Guide for Utilizing Community Resources in Santa Barbara County Schools.³ This study suggests means by which a general survey of the resources of a community can be made by pupils in a school and methods of using these resources in building units of work. The similarity of the present study lies in the fact

3. Esther R. Poulsen, A Guide for Utilizing Community Resources in Santa Barbara County Schools. Master's Thesis, Leland Stanford Junior University, 1940.

that both studies are concerned with the utilization of community resources. The study is dissimilar in that no survey was actually made. It presented a suggested outline for making a general survey of the community.

Mary Whitfield Freeman wrote her master's thesis at Woman's College of the University of North Carolina in 1948, on the subject of An Audio-Visual Educational Program Adapted to the Specific Needs of the Seventh, Eighth, and Ninth Grades of the High Point Junior High School.⁴ The only similarity to the present study lies in the fact that one section gives the educational resources of High Point. The study is different in that the author dealt with several audio-visual aids, including the excursion.

Henry C. Atyeo wrote his doctor's dissertation at Teachers College, Columbia University in 1939, on The Excursion as a Teaching Technique.⁵ This study is similar in that it has one chapter which discusses the procedures in making the excursion as a teaching technique with a view to making available to teachers and administrators information which would enable them to achieve a more effective utilization of the educational opportunities which might be found

4. Mary Whitfield Freeman, An Audio-Visual Educational Program Adapted to the Specific Needs of the Seventh, Eighth, and Ninth Grades of the High Point Junior High School. Master's Thesis, Woman's College of the University of North Carolina, 1948.

5. Henry C. Atyeo, The Excursion as a Teaching Technique. New York: Columbia University, 1939.

inherent in the excursion technique. It is dissimilar in that the author made a comprehensive study of the whole field of the excursion.

CHAPTER II

INDUSTRIAL LIFE OF GREENSBORO, NORTH CAROLINA

Introduction

The purpose of this chapter is to state what constitutes the industrial life of Greensboro, North Carolina, and to describe the industrial life of the community.

Greensboro, the county seat of Guilford County, is located in the Piedmont region of North Carolina, where there is the greatest concentration of industry, population, and wealth in the new industrial South.¹ It is on the main, double-track line of the Southern Railway, about midway between Washington and Atlanta, and equi-distant between the ports of the Atlantic Ocean on the east and the Appalachian Mountains on the west.

The climate of Greensboro is purely southern, but the high average altitude and the geographical location make the temperature mild. Greensboro has all of the advantages of the southern climate, yet it lacks the enervating heat of the far south.

Greensboro lies at the very heart of a region that has experienced an exceptional industrial growth in recent years. The transportation lines, great mills, and well-

1. Guilford County, North Carolina, Industry, a leaflet published by Board of Commissioners of Guilford County.

diversified, smaller industries which make up the southern industrial empire are located here. Considering the natural advantages, the skill and determination of the people, and the sound financial institutions to finance its growth, the movement forward should be greater in the future than in the past.

According to data compiled by the Employment Security Commission of North Carolina, Guilford County had a total labor force of 71,885 persons in 1946. Employees engaged in manufacturing totaled 31,576 in December, 1947. In 1947 also the 53,967 workers were paid wages amounting to \$117,450,195. Only those employers having eight or more employees in 1947 were included in these figures.

Although the two chief industries in Guilford County are textiles and furniture manufacturing, industry is very diversified--there are cotton, silk and synthetic textile mills; women's full-fashioned silk stocking and men's hose mills; wood-working, laundry, sawmill, farm tool, machine tool and sheet metal industries; general foundry and stove works; ornamental iron and steel fabricators; sewer pipe and building manufacturers; overalls, work pants and sleeping garments plants; fertilizer plants, belting and textile specialties factories; lumber and mill-work plants; chemical and pharmaceutical manufacturers; coffee-roasting; flour and food products plants; auto body builders; railway repair shops; ice cream and dairy product plants; printers and bookbinders; and a variety of specialty manufacturers.

A supply of skilled artisans for almost any type of manufacturing is assured by this variegated program.

The largest producers of cotton denim in the world are the Cone Mills. The Mock-Judson-Voehringer hosiery mill and Pomona Terra Cotta Company are the largest in the South, and the Blue Bell Overall Company is the largest in America, and, all around the world, Vick's Vapo-Rub is known.

The home office of the Burlington Mills Corporation is in Greensboro. Also located here are a multi-million-dollar Sears, Roebuck & Company mail-order plant; the Carter Fabrics Division of J. P. Stevens & Company; and a folding carton plant of the Container Corporation of America.

Such industrial advantages as climate, good living and working conditions, availability of intelligent native labor, strict maintenance of law and order, efficient public utilities, harmonious industrial relations, adequate power, water, and sewage-disposal; competitive transportation facilities, accessibility to raw materials and profitable markets, low taxes and insurance, and good government make Greensboro an ideal place for industries. Manufacturers, operating under these conditions, and certain intangible factors, have proved that goods can be produced and sold at Greensboro for a larger net profit than in similar businesses in other places. This gives local plants a decided competitive advantage. Probably most of the honor for this success should go to the men who have built these businesses.

Both the men who run the machines and the men who direct have shared in the work and all have partaken of the rewards.

Although some of these companies are small, a few are the largest in the world. It is interesting to observe that the genuinely great companies of Guilford have grown from humble beginnings. As a result other manufacturers from less auspicious sections of the country are being attracted by the same factors that have contributed to the growth of these plants. A partial list of the manifold products of the industries of Guilford County is given below.

Awnings	Box Springs
Auto Bodies	Bed Springs
Anklets	Baby Carriages
Aluminum Castings	Bobbin Heads
Bakery Products	Batteries
Bottlers	Brushes
Buttons	Chemicals
Bus Bodies	Cast Stone
Bags	Cedar Lumber
Belting	Cleaning Compounds
Brass Casting	Cigars
Bronze Casting	Cigar Boxes
Brick	Cabinets
Bookbinding	Clock Cases
Building Material	Children's Hose
Bedroom Furniture	Cotton Goods

Columns	Fertilizers
Cough Drops	Furniture
Coffee Roasters	Foundry Products
Cone Carriers	Feeds
Cash Registers	Flour
Cotton Batting	Full-Fashioned Hose
Cotton Felt	Foot Powder
Caskets	Farm Machinery
Clothing	Flannels
Chair Covers	Food Products
Cartons	Fillers
Cutter Heads	Funeral Supplies
Dry-Cleaning Supplies	Greases
Dental Supplies	Golf Socks
Denims	Gears
Dowel Pins	Gas Generating Machinery
Dress Fabrics	Hatcheries
Dye Nets	Hosiery
Dry Transfers	Hotel Equipment
Dye Machines	Hosiery Boards
Elastics	Hospital Equipment
Elevators	Hosiery Transfers
Engravings	Hosiery Trays
Enamels	Insecticides
Embossing Materials	Ice Cream
Electro-plating	Iron Beds
End Clamps	

Janitor Supplies	Novelties
Knobs	Neon Signs
Knickers	Novelty Yarns
Lumber	Optical Supplies
Laundry Supplies	Overalls
Leather Findings	Office Furniture
Loom Reeds	Oils
Leather Belts	Ornamental Iron
Laundry Machinery	Pajamas
Living-Room Furniture	Printers' Rollers
Lathe Heads	Pharmaceuticals
Leaded Glass	Pillows
Lacquers	Pianos
Mirrors	Paints
Mattresses	Paper Boxes
Meal	Paint Cleaner
Manufacturing Jewelers	Printing
Millwork	Ranges
Monuments	Refrigerators
Meat Cases	Rayon Weaving
Memorial Windows	Radio Cases
Mantels	Reducers
Mercerized Hose	Rayon Hose
Men's Hose	Silk Finishing
Mill Feeds	Socks
Meat Packers	

Structural Steel	Textile Machinery
Silk Weaving	Tile
Silk Throwing	Textile Specialties
Stoves	Textile Chemicals
Show Cases	Twine
Shuttles	Toys
Surgical Equipment	Textile Oils
Sausage	Veneers
Studio Couches	Work Gloves
Steel Furniture	Wines
Sealer	Work Pants
Stains	Woodworking Machinery
Shellac	Wood Carving
Shorts	Welding
Storage Bags	Wrought Iron
Sanders	X-ray Equipment
Sprinkler Systems	Yarns
Screens	
Tents	
Tarpaulins	
Trailers	
Truck Bodies	

CHAPTER III

EDUCATIONAL RESOURCES IN GREENSBORO INDUSTRIES

Introduction

From a list of the Greensboro industries secured from the Chamber of Commerce and Greensboro Industries, Incorporated, fifteen of the more important companies were selected on the basis of availability and willingness to cooperate with this study. A survey was then made in order to discover the educational resources and facilities suitable for use by schools and colleges in supplementing the curriculum.

A check-list, covering some general information about the industries, was the basis of a personal interview with the key person in the industries. After a thorough, conducted tour was made through each industrial plant, an interview was held with the specialists in the process. A more detailed report was prepared to show how the processes in the industry are related to the various curricular areas.

All of the information gained through this survey of the educational resources and facilities of each industry has been compiled and is contained in this chapter. The following outline contains a list of the fifteen industries visited and an account of their nature, facilities, activities, and relation to the curriculum:

Industry: Revolution Rayon

Nature of business: Textiles

Facilities: Age groups: 16 years up. Number at a time: 25.

Visiting days: Tuesday through Thursday.

Hours: 9:00-1:30; 3:30-5:00. Guide service: Yes.

Preliminary arrangements with whom: Chester Arnold.

Auditorium: Yes. Capacity: 300. Classroom or demonstration room: Yes. Gifts: Yes--pictures, samples, pamphlets.

Related Curriculum Areas: art, economics, health, history, history, recreation, vocational guidance.

Curriculum area: art--color and design.

The process of dyeing the fabrics may be watched. Some types of fabrics require different processes and dyes in order for the colors to hold. Lectures can be given on designing for fabrics and other materials.

Curriculum area: economics.

An observation of the living conditions of the workers, the types of work, how it fits into economic conditions, cost of materials, and selling price of finished products, would make an interesting study for economics students.

Curriculum area: health.

A well-equipped first-aid department, under the supervision of a registered nurse, is provided. Healthful conditions prevail in the mill.

Curriculum area: history.

History students can compare the living conditions, wages, hours, age of workers, etc. of a modern mill with those of mills in the early days of manufacturing.

Curriculum area: recreation.

Recreational facilities provided for workers and their families at the Y. M. C. A.'s at White Oak and Proximity may be inspected.

Curriculum area: vocational guidance.

Night schools are provided to give the employees an opportunity to learn more about the industry so that they can advance in this field.

Industry: Cone Finishing Company (Print Works)

Nature of business: textiles (finishing)

Facilities: Age groups: 16 years up. Number at a time:
20. Visiting days: Monday through Friday.

Hours: 9:00-1:30; 3:30-5:00. **Guide service:** Yes.

Preliminary arrangements with whom: Sydney M. Cone.

Auditorium: Yes. **Capacity:** 300. **Lectures:** Yes. **Classroom or demonstration room:** No. **Gifts:** Yes--pictures, samples, pamphlets.

Related Curriculum Areas: art, chemistry, economics, home economics, industrial arts, sociology, vocational guidance.

Curriculum area: art--color and design.

In printing and dyeing, the various colors are combined into pleasing designs and patterns.

Curriculum area: chemistry.

Materials are tested to find out their strength and durability. Dyes are tested to see if they are permanent. If the colors are not fast, the chemists try to discover why. Through the use of chemicals, seersucker is made by artificial crinkling.

The chemistry students can learn about the different chemicals used in the dyeing process. Colors, for instance, have to be mixed to the right consistency in order for the dye to work properly.

Curriculum area: economics.

Students can gain valuable information about the

production, distribution, and consumption of materials.

Curriculum area: home economics.

Studies can be made about the processes of printing, dyeing, and crinkling. Many types of fabric are available for study.

Curriculum area: industrial arts.

Students can watch the processes of setting up the machinery for printing and dyeing, working out designs and patterns, and getting the machines ready to operate.

Curriculum area: sociology.

Such topics as labor contracts, labor unions, arbitration, grievances, and negotiations, as they affect the employers and employees, should be a concern of sociology students.

Curriculum area: vocational guidance.

Night schools are held to aid the employees who are interested in improving themselves and in advancing in this occupation.

Industry: White Oak.

Nature of business: textiles (denim).

Facilities: Age groups: 16 years up. Number at a time: 50. Visiting days: Monday through Friday. Hours: 9:00-12:00; 1:30-4:00. Guide service: Yes. Preliminary arrangements with whom: Chester Arnold. Favors: Yes--denim tobacco pouch. Auditorium: Yes. Capacity: 300. Class or demonstration room: Yes. Capacity: 75. Lectures: Yes. Gifts: Yes--pictures, samples, pamphlets.

Related Curriculum Areas: agriculture, economics, geography, health, history, home economics, recreation, sociology, vocational guidance.

Curriculum area: agriculture.

During the processes of spinning and weaving, one can see how the products from the farm are turned into denim. Students can see how much better it is to have clean cotton to use in manufacturing. Waste products from the mill are made into fertilizer by the fertilizer companies.

Curriculum area: economics.

Officials can lecture on buying and selling of the materials and the law of supply and demand. The mills are near the source of raw materials.

Curriculum area: geography.

An inquiry into the source of the cotton used in the denim will supplement a geography course. Most of the

cotton is produced near the plants.

Curriculum area: health.

Vacuum stripping, the process of spraying moisture into the air, has been installed to help eliminate dust. This makes it more healthful for the workers.

Nurses are hired by the company to work toward the betterment of health in the mill communities. There are first-aid stations in each department of the mill. Safe equipment has been installed and the lighting has been improved. Lunch stands provide sandwiches, milk, etc. An evaporated cooling system is used to keep the air at a healthful temperature.

Curriculum area: history.

Students who have studied the history of industry can compare the present system with the industry in the early times. Results of the private enterprise system may be noted. Labor unions may be studied.

Curriculum area: home economics.

In watching the process of sanforizing, students can note the effect it has on clothing.

Curriculum area: recreation.

A physical fitness test is available so that progress can be noted in physical fitness. Men and boys have the opportunity to participate in basket ball, volley ball, calisthenics, weight-lifting, boxing, wrestling, gymnastics,

square dancing, bowling, badminton, ping pong, dominoes, billiards, tennis, horse shoes, movies, junior band and orchestra. Hobby clubs, such as crafts, photography, and music, are provided.

Curriculum area: sociology.

Such topics as labor contracts, labor unions, arbitration, grievances, and negotiations with unions, as they affect the employers and employees, should be a concern of sociology students.

Curriculum area: vocational guidance.

Vocational guidance classes are provided so that workers can learn how to do different jobs which pay more money.

Industry: Proximity.

Nature of business: textiles--blue denim.

Facilities: Age groups: 16 years up. Number at a time: 40. Visiting days: Monday through Friday. Hours: 9:00-12:00; 1:30-4:00. Guide service: Yes. Preliminary arrangements with whom: Chester Arnold. Favors: Yes: tobacco pouch. Auditorium: Yes, at Y. M. C. A. Capacity: 300. Classroom or demonstration room: Yes. Capacity: 40. Lectures: Yes. Gifts: Yes--pictures, samples, pamphlets.

Related Curriculum Areas: agriculture, economics, geography, health, history, home economics, recreation, sociology, vocational guidance.

Curriculum area: agriculture.

The production of the raw material (cotton) would be of interest to students of agriculture.

Curriculum area: economics.

The economics student can learn something from the guide about the production, distribution, and consumption of the goods at the plant.

Curriculum area: geography.

As the guide takes one through the plant he can tell him where the materials used in manufacturing are produced. One can recall what he has learned about growing conditions necessary for the products.

Curriculum area: health.

As one tours the plant he will notice that all possible safety precautions have been taken in order to prevent accidents. The buildings have been cooled so that conditions will be healthful.

Courses in safety and first aid are provided for those who desire to take them. First aid facilities are available. Recreational facilities are furnished.

Curriculum area: history.

A comparison of how a modern plant is run--the machinery, wages, hours, working conditions, living conditions, etc. can be made with those in the early days of manufacturing.

Curriculum area: home economics.

Something can be learned about the quality of materials, which will be helpful in the selection and preparation of clothing.

Curriculum area: recreation.

Recreational facilities and leadership are provided for boys, men, and women at the Proximity Y. M. C. A. The facilities include basketball, volley ball, soft ball, baseball, tag football, calisthenics, weight lifting, boxing, wrestling, gymnastics, square dancing, bowling, badminton, ping pong, dominoes, billiards, tennis, horse shoes, movies, junior band and orchestra. Hobby clubs such as crafts, photography, and music are provided.

Curriculum area: sociology.

Labor contracts, labor unions, arbitration, grievances, and negotiations with unions as they affect the employees and the employers can be studied.

Curriculum area: vocational guidance.

Night school is held in order that workers may learn more skills so that they can advance.

Students can observe the different kinds of work and hear talks by officials.

Industry: Revolution.

Nature of business; textiles--flannel.

Facilities: Age groups: 16 years up. Number at one time: 50. Visiting days: Monday through Friday. Hours: 9:00-1:30; 3:30-5:00. Guide service: Yes. Preliminary arrangements with whom: Chester Arnold. Classroom or demonstration room: Yes. Capacity: 50. Auditorium: Yes. Capacity: 300. Lectures: Yes. Loans: No. Gifts: Yes--pictures, samples, pamphlets.

Related Curriculum Areas: agriculture, economics, geography, health, history, home economics, recreation, sociology, vocational guidance.

Curriculum area: agriculture.

Students can learn about the steps in the production of the raw material.

Curriculum area: economics.

Students can gain valuable information about the production, distribution, and consumption of materials.

Curriculum area: geography.

As the guide takes the students through the plant, he can tell them where the materials used in manufacturing are produced. Geography students should recall what they have learned about growing conditions necessary for the products.

Curriculum area: health.

A first-aid room is provided for accidents or sudden illnesses, with a registered nurse in charge. Recreational facilities are provided so that workers may maintain good health.

Employees are urged to follow safety precautions. The machines are conducive to safety. Adequate lighting and heating are provided.

Curriculum area: history.

Students of history can see how a modern plant is operated and compare the machinery, wages, hours, working conditions, etc., with those in the early days of manufacturing.

Curriculum area: home economics.

The process of flannel making may be observed. The choice and preparation of clothing are important to home economics students.

Curriculum area: recreation.

Recreational facilities and leadership are provided for boys, men, and women at the White Oak-Revolution Y. M. C. A., such as basketball, volleyball, soft ball, base ball, tag football, calisthenics, weight lifting, boxing, wrestling, gymnastics, square dancing, bowling, badminton, ping pong, dominees, billiards, tennis, horse shoes, movies, junior band, and orchestra. Among the hobby clubs provided are crafts,

photography, and music.

Curriculum area: sociology.

Labor contracts, labor unions, arbitration, grievances, and negotiations may be discussed with officials of the company.

Curriculum area: vocational guidance.

Night schools are held at the White Oak and Proximity Y. M. C. A.'s in order that the employees might learn new processes in the mill work so that they can advance in their occupation.

Officials of the mill will give vocational guidance to students.

Industry: Carolina Steel and Iron Company.

Nature of business: construction steel.

Facilities: Age groups: 12 years up. Number at a time: 45. Visiting days: Monday through Friday. Hours: 8:00 to 5:00. Guide service: Yes. Preliminary arrangements with whom: T. P. Noe, N. P. Hayes. Classroom or demonstration room: Yes. Capacity: 45. Lectures: Yes.

Related Curriculum Areas: economics, geography, vocational guidance, engineering.

Curriculum area: economics.

Students can watch the construction of building materials to be sent to different localities for use in the construction of dormitories, homes, schools, libraries, bridges, public buildings, industries, etc. As these materials are loaded on trucks or freight cars, a better idea of transportation can be gained. An appreciation for and an understanding of the machine age and mass production and the problems they have brought about and eliminated can be gained through watching the materials being unloaded; cut into the right lengths; having holes drilled and bored; riveting; and loading.

Curriculum area: geography.

As one goes through the plant with the guide, one can inquire about the sources of the material and the location of the markets.

All of the products are used for construction purposes. Many outstanding buildings, bridges, etc., have construction

steel in them, which was made in this plant.

Curriculum area: vocational guidance.

Talks on vocational guidance will be made to appropriate groups of students.

Curriculum area: engineering.

The processes of unloading steel, cutting it into the proper lengths, drilling and punching holes for bolts, welding, riveting, and loading can be observed to advantage by engineering students. This steel will be used in the construction of houses, bridges, churches, schools, libraries, dormitories, and many business establishments.

Industry: Sears, Roebuck and Company. Nature of business: Mail order house. Facilities: Age groups: 12 years up. Number at one time: 45. Visiting days: Monday through Friday. Hours: 10:00 to 12:00; 1:00 to 3:00. Guide service: Yes. Preliminary arrangements with whom: H. K. Brannon. Classroom or demonstration room: Yes. Capacity: 45. Gifts: Yes - pamphlets. Lectures: Yes.

Related Curriculum Areas: economics, health, music, recreation, vocational guidance, business education.

Curriculum area: economics.

A trip through the plant can be correlated with topics in economics, such as organizing and financing business; money and banking; marketing of goods and services; insurance; business cycles; corporations; transportation; origin and distribution of wealth; relationship of capital to wealth, to labor, and management; system of incentives (wages, profit, interest) and the part it has played in the development of our country; appreciation for and an understanding of the machine age and mass production and the problems they have brought about and eliminated.

Curriculum area: health.

A well-equipped first-aid room, staffed by registered nurse, is provided.

Wholesome meals are served at cost in a modern cafeteria operated by the company.

A fifteen minute break is allowed in the morning and afternoon to promote good health among the workers.

Curriculum area: music.

Classical, semi-classical, and popular music is played during the day for the enjoyment of the employees.

Curriculum area: recreation.

Games such as checkers, chess, cards, etc. are provided in the lounges for the employees to use during lunch period as well as other periods of leisure. Ball teams are sponsored by the company.

Curriculum area: vocational guidance.

An orientation program is carried on for the benefit of new employees. Lectures, movies, and pamphlets are used in the orientation program.

The personnel official will talk on vocational guidance to appropriate groups of students.

Curriculum area: business education.

Many different kinds of office machines are used in this plant. Students can see the employees in the various offices at work.

Industry: Blue Bell, Incorporated.

Nature of business: making of overalls, coveralls, dungarees, and jackets from denim.

Facilities: Age groups: 12 years up. Number at a time: 45.

Visiting days: Saturday. Hours: 7:30-12:00. Favors: Yes-- samples of cloth with a button-hole worked; visitor's name embroidered on a sample of denim by a machine. Guide service: Yes. Preliminary arrangements with whom: H. F. Mosher.

Lectures: Yes. Classroom or demonstration room: Yes.

Capacity: 45. Treats: Yes--drinks served to visitors.

Lectures: Yes.

Related Curriculum Areas: art--color and design, geography, health, history, home economics, music, vocational guidance.

Curriculum area: art--color.

Materials of many colors are used in making the garments. One can learn to choose pleasing colors and colors to suit the weather.

Curriculum area: art--design.

All of the garments made by the Blue Bell plants in the United States are designed in Greensboro. Visitors can see the designing being done and can see the patterns being cut.

Curriculum area: geography.

The size and shape of the denim garments are different in the various geographical locations. Custom and heredity greatly affect the clothing worn in different localities.

Much denim and elastic are purchased locally to save the cost of transportation.

Curriculum area: health.

A well-equipped first-aid room with an adequately trained personnel is provided. Two cots are supplied in case someone has to lie down for a short while.

Music is furnished for the enjoyment of the employees. The workers are put on jobs that suit their ability so that they will be happy and well-adjusted.

Well-balanced meals at moderate prices are provided in the cafeteria.

Curriculum area: history.

Students can see mass production and compare it with early industries in the home. Many more garments can be made per day with the new machinery.

Curriculum area: home economics.

Home economics students can see how the garments are designed, cut out, and sewn. They can watch to see how attachments are used on the sewing machine to save time.

The cafeteria may be inspected to see what equipment is used and what the menu is. The dietitian can talk about institutional cooking and feeding.

Curriculum area: music.

Music is heard throughout the plant by the employees. They seem more happy and cheerful when they have music. In

this particular plant the employees do not care for classical or semi-classical music.

Curriculum area: vocational guidance.

Supervisors try to steer the workers into positions to which they are best suited. If employees appear to lose their ability to do a job rapidly and well after they become old they are transferred to other work better suited to their ability.

Officials will talk on vocational guidance to appropriate groups of students.

Industry: R. J. Reynolds Tobacco Company.

Nature of business: tobacco re-drying.

Facilities: Age groups: 10 years up. Number at a time: 45.

Visiting days: Monday through Friday. Hours: 10:00-12:00;
1:30-4:00. Guide service: Yes. Preliminary arrangements
with whom: W. A. Haney or E. H. Warren. Classroom or demon-
stration room: Yes. Capacity: 45. Lectures: Yes. Gifts
or loans: No. Talks: Yes. Months for tours: September,
October, December, January.

Related Curriculum Areas: agriculture, chemistry, economics,
geography, health, physics.

Curriculum area: agriculture.

Much can be learned about the different types of tobacco and the kind of soil and climate required for its production.

Curriculum area: chemistry.

Chemical tests are made of samples of the tobacco.

Curriculum area: economics.

Something can be learned about buying the tobacco and its transportation to the plant.

Curriculum area: geography.

Students can learn about the sources of the different varieties of tobacco. They should learn how the climate, latitude, soil, etc., affect the growth of tobacco.

Curriculum area: health.

A well-equipped first-aid room, in charge of a registered nurse, is provided. Modern fire prevention equipment has been installed.

Curriculum area: physics.

Equipment for weight-lifting such as levers and pulleys may be observed.

Industry: Burlington Mills Corporation.

Nature of business: textiles.

Preliminary arrangements with whom: J. L. Williams.

Facilities: Age Groups: 16 years up. Number at one time: 45. Visiting days: Tuesday through Thursday. Hours: 10:00-12:00; 2:00-4:00. Guide service: Yes. Classroom or demonstration room: Yes. Capacity: 45. Lectures: Yes. Films: Yes. Pamphlets: Yes.

Related Curriculum Areas: art, chemistry, economics, health, history, home economics, music, vocational guidance.

Curriculum area: art--color.

At the finishing plant, the "grey" cloth is dyed pleasing colors so that customers will desire to purchase the goods when they are put on sale in the stores. At the hosiery finishing plant, the hose are dyed the proper shade.

Curriculum area: art--design.

Through a special process plain material is given a crepe effect.

By using dissimilar types of yarn in weaving the cloth, designs become evident during the dyeing process, since the various types of yarn require different dyes.

Curriculum area: chemistry.

Materials for sizing of the cloth and yarn are tested to see if they are the proper materials. Chemical tests are made of the dyes. Many physical and chemical tests

are also made of the yarn and the cloth to determine their durability.

Curriculum area: economics.

By noticing the labels on the goods ready for market one can tell where the materials are sold. Materials that are handled more have to be sold at a higher price. Workers who are exceptionally high producers are regarded by higher pay. The modern machinery is labor-saving and makes it possible to produce more goods in less time.

Curriculum area: health.

An adequately-supplied first-aid room under the supervision of a trained first-aider and two cots for emergencies are at the disposal of the employees.

A cafeteria serves food at cost to the employees at the finishing plant.

Curriculum area: history.

Spinning, weaving, dyeing, and knitting have been transferred from the home to the factory. Mass production is in operation. Goods can be produced of a better quality and cheaper. Labor conditions which existed in the early days of manufacturing are no longer present.

Curriculum area: home economics.

Suiting materials are usually made of spun yarn. Women's dresses and blouses are often made of other types of synthetic material. The dyeing process may be observed.

Through a special crinkling process, a type of cloth called crepe is produced. Chemical and physical tests are made of the cloth and yarns to determine their durability. The company strives to keep the quality of the goods high and the price low.

Curriculum area: music.

At certain times recorded instrumental music is played while the employees are at work. Vocal music is played only during the lunch period because it distracts the workers when they are at work. The music helps to keep the employees happy while they work.

Curriculum area: vocational guidance.

Talks on vocational guidance will be made by the personnel official to appropriate groups of students.

Industry: Carter Fabrics Corporation.

Nature of business: textiles (rayon weaving).

Facilities: Age groups: 16 years up. Number at a time: 35.

Visiting days: Monday through Friday. Hours: 1:30-3:00.

Guide service: Yes. Preliminary arrangements with whom:

J. W. Stewart or Carl Pahl. Classroom or demonstration room:

Yes. Capacity: 35. Lectures: Yes. Samples: Yes--cloth.

Related Curriculum Areas: chemistry, health, history,
recreation, vocational guidance.

Curriculum area: chemistry.

A laboratory is maintained for testing samples of materials.

Curriculum area: health.

A well-equipped first-aid room, under the direction of a competent, well-trained attendant, is provided. There is an examining room where all new employees are examined by a qualified physician.

Curriculum area: history.

A modern textile plant may be seen and compared with early industry.

Curriculum area: recreation.

Employees are urged to avail themselves of the opportunity of playing baseball and softball on the athletic field.

Curriculum area: vocational guidance.

On-the-job training is given to all new employees.

The personnel official will talk on vocational guidance to appropriate groups of students.

Industry: Container Corporation of America.

Nature of business: folding carton plant.

Facilities: Age groups: 13 years up. Number at a time: 45.

Visiting days: Tuesday or Thursday. Hours: 2:00-4:00. Guide service: Yes. Preliminary arrangements with whom: J. J. Friel.

Classroom or demonstration room: Yes. Capacity: 45. Lectures: Yes. Samples: No. Gifts or loans: No.

Related Curriculum Areas: art, chemistry, economics, health, home economics, vocational guidance.

Curriculum area: art--color and design.

The printing of the designs and colors may be seen.

Curriculum area: chemistry.

Students may observe the mixing of the chemicals to produce ink that gives the proper gloss. The materials for coating the cylinder have to be combined properly.

Curriculum area: economics.

The paper and cardboard are produced in other branches of the company at other locations.

Contracts are made with firms for a given number of boxes to be made.

When there is a slump in other businesses, it causes a recession in this business, which makes layoffs necessary.

Curriculum area: health.

Safety classes are held regularly.

A first-aid room, with a trained Red Cross attendant in charge, is provided.

Well-balanced meals are served to the employees in the cafeteria provided by the business.

Curriculum area: home economics.

Through observing the cafeteria and talking with the dietitian, much can be learned about meal planning and the preparation and serving of food.

Curriculum area: vocational guidance.

Classes in pressmanship are held for the employees.

Officials will talk on vocational guidance to appropriate groups of students.

Industry: Monarch Elevator and Machine Company.

Nature of business: elevators.

Facilities: Age groups: 16 years up. Number at a time: 6.

Visiting days: Monday through Friday. Hours: 9:00-11:30;

1:30-4:30. Guide service: Yes. Preliminary arrangements with

whom: C. Fred Carlson or Worth Covington. Classroom or

demonstration room: Yes. Capacity: 10. Lectures: Yes.

Gifts: Yes--pictures, charts, pamphlets.

Related Curriculum Areas: health, physics, vocational
guidance.

Curriculum area: health.

A well-equipped first-aid room is provided.

Elevators are made with a safety attachment so that no one will be injured in case something should happen to the mechanism.

Curriculum area: physics.

Such weight-lifting devices as screws, levers, pulleys, and the incline plane may be observed.

Curriculum area: vocational guidance.

Officials will talk on vocational guidance to appropriate groups of students.

Industry: Wysong and Miles Company.

Nature of industry: woodworking machinery.

Facilities: Age groups: 16 years up. Number at a time: 50.

Visiting days: Monday through Friday. Hours: 9:00-12:00;

2:00-4:00. Guide service: Yes. Preliminary arrangements

with whom: W. A. Balsley. Classroom or demonstration room:

Yes. Capacity: 50. Lectures: Yes. Gifts: Yes--pictures,

charts, pamphlets, Loans: Yes--films.

Related Curriculum Areas: health, industrial arts, mechanical engineering.

Curriculum area: health.

A well-equipped first-aid room under the supervision of a well-trained attendant is provided.

Curriculum area: industrial arts.

Machines for woodworking are produced. Each machine is tested before it is sold.

Casts are made of wood for forms used at the foundry.

Curriculum area: mechanical engineering.

Very heavy and complicated machinery is made which would be understood better by a highly trained person.

Industry: Coca-Cola Bottling Company.

Nature of business: bottling soft drinks.

Facilities: Age groups: 10 years up. Number at a time: 50.

Visiting days. Monday through Friday. Hours: 9:00-12:00;

1:00-3:00. Guide service: Yes. Preliminary arrangements

with whom: A. H. Parker. Classroom or demonstration room:

Yes. Capacity: 50. Lectures: Yes. Loans: Yes--films,

recordings, slides. Treats: Yes--Coca-Colas.

Related Curriculum Areas: art, chemistry, economics, geography, health, history, home economics, industrial arts, vocational guidance.

Curriculum area: art--color and design; industrial arts.

A sign shop is in operation to paint signs for advertisement purposes. Signs are designed elsewhere, and painted a pleasing combination of colors here.

Curriculum area. chemistry.

The bottled drinks are tested constantly for content and purity. A water purification system is in operation which purifies the water and eliminates chemicals which give the water an objectionable taste.

Curriculum area: economics.

Employment is furnished for many people.

The cost of bottling and marketing the product can be studied.

Curriculum area: geography.

Where the products that are used in a Coca-Cola drink are grown should be of great interest to geography students.

Curriculum area: health.

Elaborate equipment is used to make the water used in the drinks absolutely pure.

First aid materials are provided, and an arrangement is made with Gilmore Clinic for medical aid and hospitalization if necessary.

Bottles used for the drinks are thoroughly cleaned, sterilized, and inspected.

Curriculum area: history.

Students can learn from plant officials about the history of soft-drink making. The history of the patent, and law suits concerning it, would be of interest to scholars.

Curriculum area: home economics.

The processes of cleaning and sterilizing the bottles and the plant may be observed.

Slides about flower arrangement are available for loan.

Curriculum area: vocational guidance.

Classes in salesmanship are held regularly. Officials will talk on vocational guidance to appropriate groups of students.

CHAPTER IV

USE OF INDUSTRIAL RESOURCES

All of the industries surveyed in this study welcome visitors. Certain hours, days, and months are, of course, more convenient times for visitation than others. This information, however, is contained in Chapter III.

The numerous schools and colleges in this vicinity should have the information found in this survey, for, in order for a teacher to utilize the educational resources of his community, he must be familiar with the environment himself. The best way to accomplish this is the plan by which the teacher makes a tour of the industries. Information gained in this manner should be recorded for future use.

Many opportunities for using the educational resources of industries present themselves in classes. Every opportunity for utilizing them should be seized upon by the teacher. In addition, the successful excursion, well-planned by the teacher and pupils, is an effective exploratory method of teaching and learning. Excursion projects also involve purposeful study of problems connected with the environment and activities of people.

Turner has declared:

Excursions have long been recognized as an effective means of teaching. Ideas are made real through seeing

what they actually mean in life activities. "Seeing is believing" is an old adage that has recently gained new meaning in the field of education.¹

However, in order for teachers to use the educational resources of a **community** effectively, they must understand the technique of excursions or field trips. A discussion of field trips may be divided into three parts: (1) plans for the trip; (2) the trip; and (3) summarization or follow-up activities.

There should be much preparation of the class in order that the most important aims of the excursion will be realized. A trip should be made when it will contribute some unique experience which will aid the outcomes of the unit. Trips should not be made when they will not further contribute to pupil experience. If only one excursion can be made during a unit of work, it is preferable that the trip occur at the climax of the unit. There should be a definite reason for taking any field trip. It should be remembered that field trips are supposed to supplement class learning and are not designed to take its place.

When the teacher thinks it is an opportune time for taking a field trip, he should visit the resources which he is planning to take the class to see and get permission for the class to visit them. He should take along someone to take pictures to show the class, while he takes notes on the trip.

1. M. A. Turner, "The Traveling Classroom," Progressive Education, XXV (May, 1948), 140.

The teacher may lecture while the pictures are being shown. The class should also have specific problems in mind which they expect the trip to clear up. Through discussions the class should decide why this particular place is worth visiting, what they expect to see, and plan worth-while questions. Careful advance plans relative to transportation, grouping, and equipment should be made. Students should write a letter home explaining the **proposed** trip and asking for permission to go. If one-day trips are being taken, it makes the trip progress more smoothly if a picnic lunch is taken along. When very young children take a trip, they should be divided into squads of about five or six, with an adult in charge of each. Each group should have name tags of a distinguishing color. The teacher should be free to make contacts with authorities and to look for strayed children. Through a discussion of conduct, a code of behavior should be formulated for the trip. "Careful planning to the final detail, however, is the only way to make a successful field trip."²

The following description is the account of a possible excursion under ideal conditions.

Now the class was ready to take the trip. The chartered bus arrived, and the children, parents, and teacher greeted the driver cordially. After the lunches had been placed in the baggage compartment and the group was seated comfortably, the travelers proceeded on their way. As the class rode along,

²M. R. Whitmire, "We Visited a Nut Co-operative," Instructor, LVIII (November, 1949), 27.

the members read all the signs. This kept them occupied so that there was no cause for discipline problems. They arrived at their destination before they knew it. Out from the bus they hopped, and the squads met with their leader, while the teacher greeted the manager of the industry. The teacher had called the manager the day before, reminding him of the visit. After they were invited into the reception room, the teacher introduced the students, parents, and the bus driver to the manager, who gave them a cordial welcome.

The guides were summoned, and the tour of the plant began. Each guide took one squad along with him and explained each process. The students had with them a list of questions which they had formulated the day before in class. Since the guides anticipated their questions so well, few questions were asked. In spite of all the day-before warnings about wearing comfortable clothing and shoes, one girl wore a new pair of slippers, which rubbed blisters on her heels. The teacher took her to the first-aid room in the plant where the registered nurse bandaged the girl's heels. It was not long before the students began to exclaim that what they were seeing in the plant was just like what the teacher had shown them the day before when she displayed a few slides. One of the photography fans had brought along his camera, so, with the manager's permission, he took some additional pictures of processes in the industry. Time passed very rapidly, and the tour of the plant was completed.

The group was then invited into the classroom or

demonstration room where officials of the company explained briefly the history and significance of the industry. Questions asked by the students were answered. Favors, pictures, pamphlets, and charts were given to each visitor. Guides and officials of the firm were thanked for their kindness and for the gifts to the members of the group.

It was now lunch time; hence, the visitors were invited to eat their picnic lunches in the cool shade nearby, where picnic tables were provided. The company had previously arranged for ice-cold soft drinks to be placed at the disposal of the visitors at lunch time. Soon the hungry people had eaten their lunches and disposed of the trash.

After a brief rest period, the group boarded the bus and proceeded on to the next community resource. A tour was made of this plant. The experiences were similar to those at the industry visited in the morning.

It was now time to return to school. Everyone had that satisfying feeling which comes from a job well-done. One teacher declared after a field trip, "I will do it again, for even the teachers find the trips stimulating and enjoyable."³

On the following day, group discussions were held in the classroom concerning the values of the excursion. The pupils decided that the trip contributed some unique experiences that would aid in the outcomes of the unit which they were studying. Careful analysis was made of the experience.

3. N. R. Merritt, "Geography by Bus," Clearing House, XXII (September, 1947), 41.

The specific problems which they had in mind were cleared up through the discussion. Although the group felt that the trip was very successful, some suggestions were made to improve future expeditions. Some members of the group thought that they could have remembered the processes more vividly if they had taken notes. Letters of appreciation were written to the bus driver, the mothers who aided in the success of the trip, and the officials of the industries. An exhibit was made of the materials presented by the company. Compositions devoted to the parts of the trip liked best by the students, were written. Short talks were also given on the same topics. Pictures taken by the boy on the trip were shown. Students expressed themselves through creative art, science experiments, and music. Several members wished to gain further knowledge through research in the library. Booklets were made in connection with the unit of study, containing such materials as a history of the industry, a description of the processes, a story of the excursion, pictures given to them at the plant, and art work. Talks were given by the students at the Parent-Teacher Association meeting, and slides were shown to illustrate the talks.

The excursions were very successful. Mothers who took the trips were so enthusiastic that other mothers became interested. The patrons of the school were so thoroughly convinced that the excursions were valuable that they bought an activities bus for the school for future use.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study is concerned with a survey of the educational resources and facilities of fifteen of the leading industries of Greensboro, North Carolina, suitable for use by schools and colleges. The problems were:

I. What constitutes the industrial life of Greensboro, North Carolina?

II. What educational resources are there in the leading industries of Greensboro that are appropriate for use by schools and colleges?

III. How can these resources be made available for use?

A survey was made of the authoritative literature. The first part of the study dealt with the industrial life of Greensboro. It included such topics as the industrial advantages, location, number of employees, wages, and types of industries. Recent pamphlets furnished by the Greensboro Chamber of Commerce were very helpful.

The second part of the study was concerned with finding out what educational resources were suitable for use by schools and colleges. The North Carolina Course of Study was used to determine what the curriculum should be in the public schools

of North Carolina. A survey of fifteen of the leading industries of Greensboro was made to determine what educational resources and facilities these industries have which are suitable for use by schools and colleges.

The third part of this study was made to discover acceptable excursion techniques with the idea of making available to administrators and teachers information which would help them to utilize their educational resources more effectively.

Conclusions

As a result of this study, the following conclusions were formulated.

1. Greensboro industries have an abundance of educational resources available for use by schools and colleges.
2. The wise use of these resources would be a real boon to education.
3. Junior-high school students are capable of benefiting from a tour of these plants.
4. Excursions are stimulating and enjoyable.
5. All of the industries surveyed welcome visits by educational groups.
6. Many types of studies could be made on one brief trip.
7. People are very willing to help if appreciation is shown.
8. Careful planning enables a group to see much in a little time.

9. Expenses of an excursion can be kept low.
10. These resources are not utilized for educational purposes as much as they should be.

Recommendations

The recommendations derived from this study are:

1. That the administrators of schools and colleges consider community resources as a definite part of the curriculum, and that sufficient provisions be made in the budget for the use of them through excursions.
2. That the excursions be correlated with the units of work.
3. That teachers be made more conscious of the effectiveness of the excursion technique by reading magazine articles and books on the subject and by taking a field trip themselves.
4. That a workshop be established to train teachers how to utilize the educational resources of their community.
5. That a card file be established in the administrator's office with the resources listed on separate cards. All pertinent information about each resource should be listed.
6. That each school own a bus to be used for excursions.

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APPENDIX

INDUSTRIAL MEMBERS OF THE GREENSBORO CHAMBER OF COMMERCE
AND PRODUCTS MANUFACTURED

American Optical Company	Optical Supplies
American Paper Products Company	Paper products
*Armour Fertilizer Works	Fertilizer
Arnold Stone Company	Cast stone
Arnold Vault Company	Vaults
Bates Nitewear Company	Children's clothing
Beaman's, Inc.	Venetian blinds & screens
**Blue Bell, Inc.	Overalls
Boren Clay Products Company	Brick and clay products
Brooks Lumber Company	Lumber products
George C. Brown Lumber Co.	Cedar lumber, oil of cedar wood
**Burlington Mills Corp.	Rayon weavers
Butler Furniture Company	Wardrobes
Carolina Blower Company	Blowers, exhaust fans
Carolina By-Products Company	Rendering plant
Carolina Granite Company	Monuments
Carolina Loom Reed Company	Loom reeds
Carlina Quality Block Co., Inc.	Concrete blocks
*Carolina Steel & Iron Company	Structural steel
**Carter Fabrics Corp.	Rayon weavers
Cole-Council Sign Company	Neon and other signs
**Cone Mills Corp.	Denim, Khaki, flannels, print cloths
*Container Corporation of America	Paper boxes
Dependable Machine Co., Inc.	Woodworking machinery

Dixie Bedding Company	Mattresses, pillows
Dockery Lumber & Hardware Co.	Lumber products, cabinets
*El Moro Cigar Company	Cigars
Ferris Awning Company	Awnings
Ford Body Company	Auto Bodies
Gibbs Machine Company	Textile machine specialties
Glascok Stove & Mfg. Co.	Stoves, grates, ranges
Greensboro Iron Works	Foundry, semi-steel, brass and aluminum castings
Greensboro Loom Reed Company	Loom reeds
*Greensboro Manufacturing Co.	Women's & Children's nightwear
Greensboro Mattress Company	Mattresses
*Greensboro Overall Company	Overalls
Guilford Foundry Company	Foundry
Hanlin Manufacturing Company	Electro plating
Hasco, Inc.	Refrigeration apparatus
Home Service Venetian Blind Company	Venetian blinds
Jones & Snipes Lumber Company	Lumber products
Juvenile Hosiery Mills, Inc.	Children's sox
Kittyhawk Corporation	Ladies' hosiery
Klimate-Pruf Paint Company	Paint
W. Koury Pants Mfg. Company	Work clothing
H. W. Lay & Company	Potato chips
McLeod Leather & Belting Co.	Leather belting & Strapping
The Mabie-Bell Company	Concrete products
L. P. Mayrand	Manufacturing Chemist
Mendenhall's, Inc.	Lumber products

Meritt Chemical Company	Medicated powders
Mickel-Hopkins Company	Meat cases
Milton Hosiery Company	Hosiery
**Mock, Judson, Voehringer Company of North Carolina, Inc.	Women's hosiery
Monarch Elevator & Machine Co.	Elevators
Morton Chemical Company	Manufacturing chemists
Neese Sausage Company	Sausage
*Newman Machine Company	Woodworking Machinery
North State Pyrophyllite Co.	Refractories
D. W. Norvell Tent Mfg. Co.	Tents
Oettinger Lumber Company	Lumber products, cabinets
Perry Manufacturing Company	Infants' sleeping garments
J. R. Pitts Lumber Company	Cabinets, Lumber products.
*Pomona Manufacturing Company	Cotton fabrics
*Pomona Terra Cotta Company	Terra Cotta pipe
R. K. Sign Company	Neon signs
Chas. D. Roberts Company	Shuttle blocks
Sedgefield Foundry Company	Foundry
Southern Fixture Mfg. Co.	Cafe and refrigeration equipment
Southern Optical Company	Optical supplies
Southern Webbing Mills	Elastic webbing
Southland Hosiery Mills	Hosiery
Southland Wood Products Co.	Cedar chests, dining room furniture
Swift & Company - Plant Food Division	Fertilizer
Textile Specialty Company	Loom reeds
Theatre Supplies, Inc.	Heating, ventilating and air conditioning equipment

Transparent Packings, Inc.	Cellophane products
*Fruitt Manufacturing Company	Steel-fabricating, structural
Turner Sign Company	Neon Signs
*Vick Chemical Company	Pharmaceuticals, cough drops
Westwarren Manufacturing Co.	Corner cupboards, bookcases
J. D. Wilkins, Inc.	Ornamental Iron
*Wysong & Miles Company	Woodworking machinery
Zimmerman Associates	Chemicals

No * indicates industries employing up to 100 persons.

* indicates industries employing 100-500 persons.

** indicates industries employing over 500 persons.

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OTHER INDUSTRIES:

Acme Engineering Company	Surgical Instruments
American Agricultural Chemical Company	Fertilizer
Graham Chemical Company	Insecticides
Greensboro Bag Company	Burlap bags
Greensboro Cigar Box Company	Cigar boxes
Guilford County Workshop for the Blind	Brooms
Hercules Machine Works	Machine tools
W. F. Isley Company	Roller manufacturers
O. K. Brass Works	Bronze, brass
Talley Laundry Machinery Co.	Laundry machinery
Trade Typesetters	Machine composition
Greensboro Broom Company	Brooms

Tuftwick Corporation	Bedspreads
J. M. Lancaster, Inc.	Air operated clamping equipment
*R. J. Reynolds Tobacco Company	Re-stemming and re-drying plant

GREENSBORO INDUSTRIES, INCORPORATED
615 West Market Street
Greensboro, North Carolina

Plant Survey

Educational Specialties

Name of Plant: _____

Classification of Specialty: _____

Name of Specialty: _____

Description of Specialty: _____

Interest to what groups: _____

Key personnel: _____

GREENSBORO INDUSTRIES, INCORPORATED
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Survey of Educational Facilities and Resources

Plant _____ Contact Officer _____

I. Visitation Facilities: Age Groups: ___ to ___ Number at
one time _____ Visiting days _____ Hours _____

Guide service _____ Preliminary arrangements with
whom _____

Cafeteria service _____ Favors, treats _____

Auditorium _____ . Capacity _____ Classroom or

demonstration room _____ . Capacity _____ Talks by

officials _____ . Lecture-demonstrations by

specialists _____

II. Educational Resources:

(a) Loans or gifts: Films _____ Recordings _____ Slides _____

Pictures _____ Charts _____ Samples _____ Pamphlets _____

(b) Processes that are related to:

1. Agriculture _____ 11. History _____

2. Art: Color _____ 12. Home Economics _____

3. Art: Design _____ 13. Industrial Arts _____

4. Biology _____ 14. Music _____

5. Chemistry _____ 15. Physics _____

6. Economics _____ 16. Political Science _____

7. Foreign Language _____ 17. Recreation _____

8. Geography _____ 18. Sociology _____

9. Geology _____ 19. Vocational Guidance _____

10. Health _____

Will the personnel official talk vocational guidance to appropriate groups of students? _____

Will the public relations official talk to groups on the social and economic significance of the industry? _____