Digitized by the Internet Archive
in 2011 with funding from
University of North Carolina at Chapel Hill

http://www.archive.org/details/elizabethcitysta19511956

ELIZABETH CITY
STATE TEACHERS COLLEGE

BULLETIN

•

CATALOGUE EDITION

FOR

1951-1952

WITH

ANNOUNCEMENTS FOR 1952-1953

ELIZABETH CITY,

NORTH CAROLINA

OWEN G. DUNN CO., PRINTERS
NEW BERN, N. C.

CONTENTS

	Page
Calendar 1952-53	4
State Board of Education	5
Board of Trustees	5
Officers of Administration	6
Officers of Instruction	7-8-9
Administrative Assistants	10
General Information	11
History of the College	11
Location	12
College Buildings	14-15-16
Student Work Opportunities	16
Expenses, Payment and Fees	18
Academic Information	21
Admission	21
Student Loads	21
Credit	22
Marking System	22
Quality Points	23
Classification of Students	24
Class Attendance	24
Scholarship	25
Textbooks	26
Honors	25
Registration	26
Official Transcripts	27
Requirements for the Bachelor of Science Degree	27
Alumni	27
Curriculum Organization and Administration	28
Point of View	28
Organization Chart	29
Curriculum Living	31
Area of Personal Growth	31
Area of Social Growth	32
Student Organizations and Activities	32
Degree Requirements In-Service Teachers	37
Description of Courses	43
Register of Students, 1951-52	56

1952-53 CALENDAR

1952

September	8	Faculty-Students Pre-Opening Conference
September	12	Registration Freshmen and New Students
September	16	Registration Students in Attendance 1951-52
September	22	Last Day for Registration and Change of Courses
November	27	Thanksgiving Day
December	5	Fall Quarter Ends
December	6	Winter Quarter Registration
December	8	Classes Begin
December	13	Last Day for Registration and Change of Courses
December	19	Christmas Holidays Begin 4:15 P. M.

1953

January	5	Christmas Holidays End 8:00 A. M.
February	19	Annual Dramatic Festival
March	1	Founder's Day
March	6	Winter Quarter Ends
March	7	Spring Quarter Registration
March	9	Classes Begin
March	14	Last Day for Registration and Change of Courses
March	27	College Day
April	3	Easter Holidays Begin 4:15 P. M.
April	8	Easter Holidays End 8:00 A. M.
April	16	Annual High School Day
May	1	May Day Festival
May	10	Musical Festival Honoring Trustees
May	23	Annual Alumni Day
May	24	Baccalaureate Sermon
May	25	Awards Day
May	25	Senior Class Day
May	26	Commencement

STATE BOARD OF EDUCATION

H. P. Taylor, Lt. Governor, *Chairman*
Brandon P. Hodges, Raleigh, *State Treasurer*
CLYDE A. ERWIN, Raleigh, State Superintendent of Public Instruction, *Secretary*

Dist. No.		*Term Expires*
1.	J. A. PRITCHETT, Windsor	April 1, 1955
2.	A. McL. GRAHAM, Clinton	April 1, 1953
3.	A. S. BROWER, Durham	April 1, 1951
4.	PAUL S. OLIVER, Fairmont	April 1, 1957
5.	SANTFORD MARTIN, Winston-Salem	April 1, 1957
6.	J. HAROLD LINEBERGER, Belmont	April 1, 1951
7.	CLAUDE FARRELL, Elkin	April 1, 1955
8.	D. HIDEN RAMSEY, Asheville, Vice Chairman	April 1, 1953
*	B. B. DOUGHERTY, Boone	April 1, 1953
*	H. L. TRIGG, Raleigh	April 1, 1957

BOARD OF TRUSTEES

MR. G. R. LITTLE, Chairman	Elizabeth City
MR. G. H. FERGUSON	Raleigh
MR. O. R. SYMONS	Elizabeth City
MR. W. C. CHAPPELL	Belvidere
MR. J. W. DAVIS	Edenton
DR. E. L. HOFFLER	Elizabeth City
MR. H. L. MITCHELL	Gatesville
MR. HARRY FEREBEE	Camden
MRS. T. C. SAWYER, SR.	Belcross

*State at large appointments.

OFFICERS OF ADMINISTRATION

SIDNEY D. WILLIAMS, Ped.D.
A.B., Atlanta University, A.M., Columbia University; further study: University of Chicago and Northwestern University, Ped.D., Johnson C. Smith University
President

WENDELL P. JONES, A.M.
Atlanta University, further study, University of Colorado and University of Chicago
Dean

TAYLOR E. JONES, A.M.
A.B. Union University, A.M. Columbia University, further study, Columbia University
Registrar

KENNETH R. JEFFRIES, B.S.
Hampton Institute, further study, Columbia University
Business Manager

GWENDOLYN J. MIDGETTE
A. B., Virginia State College; B.S.L.S., Hampton Institute; further study, Columbia University
Librarian

ODESSA HOWARD FRAZIER, M.S.W.
A.B., Hiram College; M.S.W., Atlanta University
Dean of Women

ERNEST WYLIE CHERRY, A.M.
B.S., Johnson C. Smith University; A.M., University of Michigan
Dean of Men

OFFICERS OF INSTRUCTION

BAGLEY, ARTHUR MOTEN ..... *Art*
B.S., Cheyney State Teachers College, M.Ed., The Pennsylvania State College

DAVIS, GEORGE LITTLETON ..... *Social Studies*
A.B., Knoxville College; M.A. and Ph.D., University of Pittsburgh

ELLIOTT, E. DOROTHY ..... *Biology*
B.S., Livingstone College; M.S., University of Michigan; further study, University of Michigan

GAMBLE, ELLA M. ..... *Physical Education*
B.S., A. and T. College; M.S. The Dance, New York University

HENDERSON, ROMEO C. ..... *Social Studies*
B.S., Livingstone College; M.A., Cornell University; Ed.D., Pennsylvania State College

HOFFLER, JULIA M. ..... *English*
A.B. and A.M., Fisk University; further study, University of Michigan

HOUSEN, JACK H. ..... *Physical Education*
B.S., West Virginia State; M.Ed., Springfield College

JACKSON, IRENE D. ..... *Education*
Mus.B., Talladega; A.M., Columbia University; further study, Indiana University and Columbia University

JACKSON, TAYLOR S. ..... *Education*
A.B., Indiana University; A.M., University of Chicago; further study, Indiana University

JOHNSON, EVELYN A. ..... *Music*
Mus.B., Fisk University; A.M., Columbia University; further study, Christiansen Choral School and Columbia University

JONES, CLARA G. ..... *Education*
B.S., Elizabeth City State Teachers College; A.M., New York University; further study, New York University

KELLOGG, CHARLES P. ..... *Social Studies*
B.S., Wittenberg College; further study, Kent State University

ELIZABETH CITY STATE TEACHERS COLLEGE

LAMBERT, E. ELIZABETH ..... *Music*
Mus.B., New England Conservatory of Music; M.A., Columbia University

LESTER, AURELIUS P. ..... *Science*
A.B., Howard University; further study, Columbia University

McCULLOUGH, NORMAN V. ..... *English*
B.Sc. in Education and B.A., Ohio State University; M.A., Ohio State University

*MARTIN, ALBERT ..... *Art*
B.S., Ohio State University; further study, Northwestern University and Ohio State University

MINGA, AUDREY E. ..... *Chemistry*
B.S., North Carolina College at Durham; M.S., Tuskegee Institute

MITCHELL, EDNA H. ..... *English*
A.B., Shaw University; M.A., Columbia University; further study, New York University

MULDROW, HELEN H. ..... *Biology*
B.S. and M.S., Howard University

MULDROW, WILLIAM J. ..... *Education*
B.S., South Carolina State; M.Ed., Duquesne University; further study, University of Pittsburgh

POSTELL, ELIZABETH W. ..... *English*
A.B., Talladega College; A.M., Ohio State University; further study, Ohio State University

POSTELL, JOHN M. ..... *English*
A.B. and M.A., Ohio State University

POWE, ALPHONSO S. ..... *Social Studies*
B.S., B.D., Johnson C. Smith University; further study, University of Chicago, and New York University

PRATER, GERTRUDE B. ..... *Education*
B.S., Howard University; M.S., University of Pennsylvania; further study, University of Pennsylvania

PRATHER, H. LEON ..... *Social Studies*
A.B., South Carolina State; M.A., New York University

SMITH, ANNIE V.—*Home Economics*
B.S., Shaw University; further study, Columbia University

SMITH, GEORGIA LONG—*Health Education*
B.S., Bluefield State Teachers College; M.S.P.H., North Carolina College at Durham

WAMACK, TIMOTHY H.—*Social Studies*
A.B., Morris Brown College; M.A., Columbia University; further study, Columbia University

WILLIAMS, JAMES H.—*Physical Education*
B.S., North Carolina College at Durham; M.A., University of Michigan

*Away for study part of year.
**Employed part of year.

ADMINISTRATIVE ASSISTANTS

**ALBRITTON, MARY E.—*Assistant Librarian*
B.S., Elizabeth City State Teachers College

CARTER, MADGE TRUSTY—*Directress, Bias Hall*
A.B., Swift Memorial College

CALLOWAY, K. VIRGINIA—*Treasurer*
A.B., Bennett College

*HENDERSON, JESTINE T.—*Assistant Librarian*
B.S., Shaw University; further study, Temple University and Catholic University

HOFFLER, WILLIAM W., DR.—*College Physician*
Meharry Medical College

HOLMES, C. MARGUERITE—*Assistant Dietitian and Dining Room Matron*
A.B., Howard University and B.S., A. and T. College

JOHNSON, FREDDIE LEATRICE—*Dietitian*
Tennessee A. and I. College; further study, Columbia University

JONES, AGNES H.—*Assistant Librarian*
B.S., Elizabeth City State Teachers College

JORDAN, BERTHA A.—*Directress, Lane Hall*
Clark and Florida N. and I. College

NEWBY, ALMA McINTYRE—*Secretary to the President*
B.S.C., North Carolina College at Durham

NIXON, ERNEST BANKHEAD—*Assistant Registrar*
B.S., Elizabeth City State Teachers College

RICE, BRUCE—*Canteen Manager*
B.S., Elizabeth City State Teachers College

SMITH, EDWARD N.—*Budget Officer*
B.S., A. and T. College; further study, New York University

SMITH, NANNIE HINES—*Directress, Symera Hall*
North Carolina College

THOMAS, HARVEY L.—*Superintendent of Buildings and Grounds*
Hampton Institute

WAMACK, KATIE SHEPHERD—*College Nurse*
L. Richardson Memorial Hospital

WILLIAMS, JUANITA ROSS—*Assistant Librarian*
B. S., Virginia State College

WILLIS, CATHERINE L.—*Secretary to the Dean*
B.S., Kentucky State College

---

*Study part of year.
**Part of year.

GENERAL INFORMATION

HISTORY

The local institution of higher learning was established on March 3, 1891 when the General Assembly empowered the State Board of Education to set up a state normal school in Elizabeth City. The first session began on January 4, 1892 with 69 pupils in attendance. From this modest beginning, the college has grown. Originating in one small building, it now occupies 121 acres, has 15 buildings, and a complete staff of 67 persons.

The institution has had four presidents. After Dr. P. W. Moore was made president emeritus in 1927, the following have served the institution as presidents:

J. H. Bias_____1927-1939
H. L. Trigg_____1939-1945
S. D. Williams_____1945-

In 1937, the State Board of Education granted the normal school permission to expand its program from two to four years above high school. On March 28, 1939, the General Assembly passed an act which changed the name to Elizabeth City State Teachers College and granted permission to award the bachelor of science degree. Upon the completion of the prescribed course of study, the State Department of Public Instruction awards the graduate of this institution the Class "A" primary or grammar grade certificate. The college is fully accredited by the North Carolina State Department of Public Instruction, The Southern Association of Colleges and Secondary Schools with an "A" rating. Hundreds of its graduates are successfully employed in various occupations throughout the United States and in foreign countries. Though the majority of its graduates find themselves teachers, supervisors, others have become successful in medicine, law, the ministry and other worthwhile occupations.

LOCATION

The college is located on the eastern suburb of Elizabeth City, the urban center of North Carolina's Albemarle region. It is the only institution of higher learning for Negroes east of Raleigh, the State's capital, and is 170 miles from the nearest of the other colleges in the State. The broad expanses of the Pasquotank River are within a mile of the campus, and the Atlantic Ocean is 37 miles due east, near enough to provide cooling breezes in the hottest weather. U. S. Highway No. 17—the coastal route from north to south, and U. S. No. 158 from east to west make the college easily accessible to auto and bus travel from all points. Bonded taxicabs meet buses for quick and economical transportation to the campus.

PHILOSOPHY

The college believes that the essence of democracy is faith in the essential worth of each individual human being; that the foundation upon which a democracy rests is its elementary school; that the thorough preparation of teachers for the children who attend is a responsibility which must be recognized by a Teachers College. This belief assumes that the best source of knowledge and wisdom to guide collective action for the determination of values and justice is the pooled experience of all people.

Since our democratic way of life relies upon the reasoning of all citizens to determine human action, there must be a literate body of citizens. Mere literacy, however, is not a sufficient safeguard. It is essential to have not only well informed citizens but also citizens who are willing to accept the responsibilities of community living—citizens who realize that our American society is a society working towards the democratic ideal—the good life—which requires one constantly to adjust himself to changing social and economic conditions.

By declaration and organization, the chief purposes of this college are the development of good citizens and the preparation of its students as professionally trained teachers for the elementary schools. These purposes emphasize the education of the whole person—mentally, physically, emotionally and socially.

OBJECTIVES

The college proposes:

1. To aid students in the development of a functioning philosophy of life which will make it possible for them to make desirable adjustments to life situations.

2. To assist in the development of attitudes and interests related to better citizenship.

3. To provide guided learning experiences which will enable students to develop their total personalities to their maximum capacities.

4. To aid students in acquiring skill in the communication of ideas by listening, reading, speaking and writing the English language effectively.

5. To provide leisure time experiences which will enable students to live a more socially desirable life.

6. To encourage student growth through the use of methods which involve independent thought, intelligence, self-directed practice and research.

7. To develop skill in teaching the elementary school subjects and to appreciate the importance of a knowledge of what to teach.

8. To develop professional characteristics which will lead to gainful employment as teachers, supervisors, and principals in the nation's schools.

COLLEGE BUILDINGS

Dormitories

Bias Hall, erected in 1939, houses freshman and sophomore women students. It contains 75 rooms which are generally occupied by two students. Running water and large double closets are found in each room.

Symera Hall, originally the first dormitory for young women students, was completely rebuilt in 1949. It is a modern building, containing a kitchenette, hair dressing parlor, reception rooms. Each room, designed to house two students, has running water and large double closets. Seniors and juniors occupy this building.

Lane Hall is the oldest building on the campus and while not as modern as some of the other dormitories, is comfortable. Its large, airy rooms provide accommodations for young women in a home-like atmosphere.

Butler Hall, erected in 1924, is used to house the male members of the college family. In 1939 additional wings were added thus providing space for 150 men. The Y. M C. A. maintains quarters in a portion of the building.

The Administration Building

This building, erected in 1927, is named Moore Hall in honor of the founder of the institution. It carries the main business offices, classrooms and two auditoriums. It is equipped for using audio-visual materials.

College Library

Conveniently situated near the Administration Building, the College Library houses a carefully chosen book collection which affords splendid opportunity for both reference work and recreational reading. The reading rooms, stack rooms, and auxiliary rooms are conveniently arranged and modern. New books are received regularly, scores of current periodicals and daily papers are

available. In addition, a collection of mounted pictures for the purpose of exhibit and the use of practice teachers is rapidly being developed.

Physical Education and Fine Arts Building

This structure, the most recently erected building on the campus, contains space not only for all physical education purposes, including a gymnasium seating 2000 persons, but also has facilities for the fine arts.

The second floor of this building is given over to the homemaking courses and contains a modern apartment for use as a training center. Three unit kitchens, a laundry and a serving room provide space for training in these phases of home care.

The first floor which contains the art room, features a music room with acoustic ceiling thus minimizing sounds. The art room has ample space for industrial and fine art work.

The gymnasium, while used primarily for basketball and physical education programs, can be turned into a beautiful auditorium with a seating capacity of 3500. Folding bleachers and knockdown seats are conveniently arranged for many activities. The physical education equipment is of the latest design and adds much to the usefulness of the building. Locker rooms, showers, and a drying room are added features. The huge trophy case in the entrance always attracts a great amount of attention.

Athletic Field

For outdoor athletic purposes, the college has an excellent stadium. Located in an area surrounded by woods, the field contains facilities for all outdoor sports. Bleachers seating 3000 people have recently been erected.

Food Service

The Dining Hall and Kitchen were completely remodeled in 1948 and now, using the cafeteria style of serving,

is equipped to handle all eating facilities necessary in an adequate manner. Four hundred students can be easily fed in a half hour.

Laundry

In 1949 the college completed a new laundry and installed all new and modern equipment. It is fully prepared to do all the ordinary work of the members of the college family.

STUDENT WORK OPPORTUNITIES

At the present time the Elizabeth City State Teachers College does not have funds to provide scholarships and free tuition to worthy students. However, a limited number of work positions are available which provide for a reduction in board and lodging. Such aid is given on the basis of need and special abilities. It is expected that students being aided will maintain a scholastic standing at least of 1.0 in quality points.

NEW STUDENTS MUST NOT ENTER THE COLLEGE WITH THE EXPECTATION OF SECURING WORK UNLESS WRITTEN ASSURANCE HAS BEEN GIVEN OF SUCH AID PRIOR TO ENROLLING.

HEALTH SERVICES

A full time college nurse and a part time physician supervise the health of the college community. All students are required to have a complete physical examination each year prior to entering. The results of this examination must be submitted to the college on forms supplied by the Registrar.

Health services include diagnosis and treatment of minor ailments for short periods of time. Students will be required to pay for all medicine, X-rays, prescriptions and attention of specialists. Special diets, when necessary, will be provided at an extra cost.

Participation in any major athletic sport is contingent upon a satisfactory physical examination by the college physician. This physical examination is in addition to that required prior to entrance each year.

KEY DEPOSIT

Each student will be required to make a deposit of one dollar with the dormitory supervisors for a room key. This money will be returned at the end of the year upon the return of the key.

EXPENSES, PAYMENT AND FEES

BOARDING STUDENTS

Entrance Fee	Sept.	Oct. 13	Nov. 10	Dec. 6	Jan. 5	Feb. 4	Mar. 7	Apr. 3	May 1	Total
**Tuition	$20.00	----------	----------	$20.00	----------	----------	$20.00	----------	----------	$ 60.00
Health Fee	2.00	----------	----------	2.00	----------	----------	2.00	----------	----------	6.00
Library Fee	3.00	----------	----------	----------	----------	----------	----------	----------	----------	3.00
Lyceum Fee	5.00	----------	----------	----------	----------	----------	----------	----------	----------	5.00
Athletic Fee	8.00	----------	----------	----------	----------	----------	----------	----------	----------	8.00
Room, Board, Laundry and Incidental	35.00	35.00	35.00	35.00	35.00	35.00	35.00	35.00	35.00	315.00
	*$73.00	$35.00	$35.00	$57.00	$35.00	$35.00	$57.00	$35.00	$35.00	$397.00

DAY STUDENTS

Entrance Fee	Sept.	Dec. 1	Mar. 1	Total
**Tuition	$20.00	$20.00	$20.00	$60.00
Health Fee	2.00	2.00	2.00	6.00
Library Fee	3.00	----------	----------	3.00
Lyceum Fee	5.00	----------	----------	5.00
Athletic Fee	8.00	----------	----------	8.00
Incidental Fee	7.00	7.00	7.00	21.00
	*$45.00	$29.00	$29.00	$103.00

*Paid by all boarding or day students upon entrance.
See page 19 for other fees.
**Tuition for out-of-state students—$40 per quarter.

OTHER FEES

(Not listed on page 16)

Art Fee, per quarter	$ 4.00
Drawing Fee, per quarter	4.00
Biology Fee, per quarter	3.00
Chemistry Fee, per quarter	3.00
Survey Science Fee, per quarter	2.00
Home Economics Fee, per quarter	2.00
Practice Teaching Fee	12.00
Graduation Fee (cap, gown and diploma)	10.00
Student Activities	3.00
Uniforms for Physical Education (Estimated)	6.00
(Suits—$3.00; White-soled gym shoes—$3.00)	
Room Key Deposit (Deposit is made with House Directress)	1.00

Withdrawals:

No fees are refundable at any time except board, room, laundry, and those only on a per diem basis. Room reservation fee is not refundable unless the college is notified two weeks before the term for which the reservation is made. Withdrawals without notification to proper authority forfeits refund of all fees.

STUDENTS FROM OTHER STATES

Students from any state other than North Carolina will be charged an additional tuition fee of twenty dollars per quarter.

PAYMENT OF BILLS

All bills are payable in advance.

At the time of entrance a payment must be made by new and old students alike, including all annual fees.

To avoid possible loss of money while traveling, it is advisable for the student to make his first payment by mail long enough in advance so that he or she may obtain a receipt before leaving home.

All money orders and checks should be made payable to STATE TEACHERS COLLEGE.

WHAT TO BRING

Students entering the institution should provide themselves with the following:

4 Sheets (for single beds)
3 Pillow slips
2 Blankets
Bed spread
6 Towels
Dresser scarf
Money sufficient to purchase a pair of curtains.
A rain coat, rubbers and an umbrella are much needed articles.

WEEK END EXCUSES

The institution recognizes the desire of parents to have their children come home periodically for week-end visits. However, too frequent visits home tend to prevent the total development of the student since many learning activities and experiences are planned for Saturdays and Sundays. Permission to leave the campus is given only on written requests. Except in cases of extreme emergencies, telegrams and telephone calls should not be made asking for excuses to come home. Students excused to go home are expected to leave after their last scheduled class and are likewise expected to return before 9:30 P. M. Sunday.

ACADEMIC INFORMATION

Admission

The satisfactory completion of a four-year course in an accredited high school is required for admission to the college. Persons who have completed the four-year course in a non-accredited high school must take an examination before being admitted by the college.

High school graduates seeking admission should secure entrance forms from the Registrar and request the high school principal to send a complete transcript of the high school record to the Registrar. No student will be accepted by the college until the high school transcript has been received by the Registrar. Forms sent to the applicant should be completed and returned to the institution at once.

Students who transfer from another college to this institution must have transcripts of their high school and college work sent to this institution. This transcript will be evaluated by the Registrar who will then notify the applicant of the amount of work which this college will accept. In accordance with the amount of work accepted by the college, the student will be given the appropriate college classification.

All advanced standing credit is provisional and may be withdrawn if the student's record here does not justify the credits originally given. The credit will not be considered final until the student has completed with an average of "C" or above, one quarter of work. The transfer student is required to maintain an average of one quality point for each quarter hour of credit taken.

Student Loads

Students enrolled in the college are expected to carry as a standard load fourteen to sixteen clock-hours of work per week. Additional work is permitted only if the student has made an average of "B" during the previous quarter.

All courses carried by students are to be approved by the Dean. Any change in courses must also have the approval of the Dean. This includes the adding or dropping of courses. Failure to have course changes approved will result in a grade of "F" being given with a reduction in quality points equal to the credit value of the course.

Credit

The unit of credit is the "quarter hour". The quarter hour represents the successful completion of a course which provides for one hour of lecture or recitation each week for a quarter. Two hours of laboratory work are equivalent to one hour of lecture or recitation. Thus a course meeting for three recitation periods per week for one quarter carries a credit value of three quarter hours.

Marking System

At the end of each quarter the student is given a grade in each course taken. This grade represents the quality of work done by the student in the particular course. The following system of marking is employed:

A—Excellent scholarship, work of exceptionally high quality.

B—Good scholarship, work well above average.

C—Fair scholarship, work of average quality.

D—Poor scholarship, unsatisfactory, barely passing.

F—Failure to achieve the minimum requirements of the course. (Removed only by repetition of the course.)

The additional grade of Incomplete ("I") may be given in certain cases. The "I" indicates that the student has not completed the work of the course for some acceptable reason such as illness at the time of final examination, etc. The student is given an opportunity to complete the work of the course during the quarter of next enrollment. Failure to complete the work during the

quarter of next enrollment results in the "I" automatically becoming an "F".

Grades are reported to students and parents at the end of each quarter. Mid-quarter grade reports are made to those students whose work up to that point has not been satisfactory. At the request of a parent or guardian, a report on the progress of the student will be made to the parent at any time.

Quality Points

Students are required to maintain an average quality of work. A system of quality points is used to determine the general quality of the student's work. For each course taken the student receives quality points in accordance with the grade received for the work in the course and the credit value in quarter hours of the course.

The grade "A" equals 3 quality points for each quarter hour.

The grade "B" equals 2 quality points for each quarter hour.

The grade "C" equals 1 quality point for each quarter hour.

The grade "D", while a passing grade, carries no quality points.

The grade "F" equals no quarter hours and carries a penalty of a loss of quality points equal to the credit value of the course.

The student's quality point average is found by dividing the number of quality points earned by the number of hours carried.

A student who receives a mark of "D" in a course may repeat the course to improve the quality of his work. If he earns a mark higher than "D" he will be given the appropriate quality points, but he will not be granted additional quarter hours credit.

Classification of Students

The student's classification is determined by the amount of work he has satisfactorily completed. The general minimum requirements are stated below:

Freshman: A student is classified "Freshman" from the time he enters the college until he has satisfactorily completed 40 quarter hours of work.

Sophomore: A student is classified "Sophomore" when he has completed satisfactorily 40 quarter hours of work.

Junior: A student is classified "Junior" when he has completed 90 quarter hours of work with a quality point average of 1.00 or above.

Senior: A student is classified "Senior" upon the completion of 140 quarter hours of work with a quality point average of 1.00 or above. In addition he must, before receiving this classification, demonstrate proficiency in writing, spelling, arithmetic, and English and complete all required courses of the Freshman and Sophomore years. (Seniors are not permitted to do Student Teaching until all required professional courses have been completed successfully.)

Class Attendance

Students are expected to attend all the meetings of the courses they are taking. Absences are counted from the day instruction begins. For example, a student who enters a class for the first time at its third meeting is credited with two absences.

During any one quarter a student may be absent from class as many times as the class meets a week without incurring any penalty. Absences in excess of the number of meetings of the class are considered over-cuts and result in the loss of one quality point for each over-cut.

In order to receive credit for a course, the student must attend at least three-fourths of the total number of meetings of the class.

Two cuts will be given for each class absence on the day immediately preceding and following any official Thanksgiving, Christmas and Easter holidays.

The Dean of the College may grant excuses from class for serious illness, death of first degree relatives, and absence incurred while representing the college. The student is still held accountable for the work of the class, however. Excused and unexcused absences cannot total more than one-fourth of the total meetings of the class if credit for the course is to be given.

Quality points are not deducted from Juniors and Seniors with over-cuts if during the previous quarter they maintained a quality point average of 2.00 or above.

Scholarship

All students are expected to maintain a quality point average of 1.00 or above. Students who fail to maintain this average of "C" for any quarter will be placed on probation the quarter following and will be given a reduced load. The repeated failure to maintain an average of "C" will result in the student's being asked to withdraw from the institution.

All transfer students must maintain one quality point for each hour taken in order to remain in school.

Students maintaining an average of "B" or above will be placed on the Dean's Honor List.

Honors

Honors are conferred upon members of the graduating class who have maintained prescribed scholastic ratings. These honors are inscribed on the diploma and are published on the commencement program.

All honor students must have a quality point average of not less than 2.00. Students who have an aggregate of from 2.00 to 2.45 shall graduate with "Honors". Students with an aggregate average of from 2.46 to 2.69

may graduate with "High Honors". Those with aggregate averages of from 2.70 to 3.00 are graduated with "Highest Honors".

To graduate with "High Honors" and "Highest Honors" a student must do all of his college work at this college. Two years of work must be spent at this institution in order for a student to be graduated with "Honors".

Textbooks

Textbooks are considered a part of instruction and each student is expected to provide himself with the textbooks his courses require. The books may be purchased at the College Bookstore at the beginning of each quarter. Students should plan to spend approximately twenty-five dollars for the textbooks for one school year. Occasionally this cost may be reduced by the purchase of used copies from other students. Freshmen, however, purchase their books for the year at the beginning of the first quarter and should come prepared to purchase all of their books at that time.

Registration

At the beginning of each quarter one day is set aside for registration. All students are expected to complete their registration at this time.

Classes begin on the first school day following the registration day. Students will be permitted to register during the first five school days following the registration day. These students, however, are given "cuts" for each absence after a class has begun.

Freshmen are required to report to the college on the first day of Freshman Week which precedes the Registration Day.

Students are admitted at the beginning of each quarter. Freshmen, however, are not encouraged to enter at the beginning of the third quarter.

SEE THE SCHOOL CALENDAR FOR THE APPROPRIATE REGISTRATION DATES.

Official Transcripts

A fee of one dollar will be charged for each transcript after the first.

Requirements for the Bachelor of Science Degree

The course of study as outlined by the college extends over a period of four years. One hundred and eighty-six quarter hours with a minimum of one hundred and eighty-six grade points are required for graduation. The average number of hours carried by each student per quarter is sixteen.

A quality point average of 1.0 or above is required for graduation.

The time for completing the required course may be shortened only by maintaining a cumulative average of "B" or above.

Included in the requirements listed above, are those prescribed by the North Carolina State Department of Public Instruction for the Primary and Grammar Grade Class "A" certificates.

Students enrolling in the institution with advanced standing must spend at least one year in residence to qualify for a degree.

Candidates for graduation must file application for graduation at the beginning of the Spring quarter. Such application must be accompanied by the graduation fee.

Alumni

The organization of the Alumni into active county and city units is rapidly progressing. The General Alumni Association assists in the celebration of Charter Day, commemorating the date of the institution's first charter, March 3, 1891. The annual meeting of the General Alumni Association brings many graduates and former students of the college back to their Alma Mater. A feature of the day is the Oratorical Contest sponsored by the association.

CURRICULUM ORGANIZATION AND ADMINISTRATION

POINT OF VIEW

The growing conviction on the part of the staff that the curriculum must not only meet the requirements for Grammar Grade and Primary certificates in Class A and the Bachelor of Science Degree in Education, but must also meet the needs of students as determined by their capacity, abilities and interests, their home and community backgrounds, and the type of communities in which they will probably work, live and lead has furnished a basis for building a curriculum which retains enough of the traditional structure to insure balance and stability, but departs from the outmoded compartmental classroom and textbook approach to the training of teachers.

Areas of living in the college community for the full 24-hour day are the major concern of the present curriculum. Experiences are provided in which the immediate personal needs of the student are met to the end that the individual student becomes habitually healthy in body and balanced emotionally; in classroom, residence hall, dining room, student organizations, at work and play—she learns to live with others gracefully and happily in professional study; and practice teaching in the laboratory school she directs the pupils in the way of living that is satisfying to herself and others in the college community.

The classroom and laboratory are consistently related to living needs. Stains in clothes brought to the laundry provide the problem for experiment in the chemistry laboratory. Decorating the bedroom comes to the work shop and art studio for guidance. Making a bed to provide one of the conditions for rest brings the homemaking laboratory to the residence hall. A pupil in the laboratory school learning to read provides the problem for the course in reading methods.

CURRICULUM CHART, 1952-53

PRINCIPLES OF AMERICAN WAY OF LIFE

1. Capacity of each individual for growth into worthiness.
2. Growth of whole personality—mental, physical, emotional, social.
3. Social problems solved on intellectual levels; act on thinking, not impulse.
4. Cooperative effort; shared planning.
5. Experiment and intelligent change inherent in democracy.

DEMANDS OF THE CULTURE

Changing character of community.

Problems and opportunities.

Nature of community.

Essentials of community living.

INTERACTION—CURRICULUM EXPERIENCES

AREAS OF EXPERIENCE

PERSONAL	SOCIAL	ECONOMIC
Health. Dress. Manners. Voice. Fundamental skills. Self-discovery. Precision. Critical thinking.	Family. Community. Region. State. Nation. World. Clubs. General courses and activities.	Professional courses and activities. Vocational possibilities in campus living. Contribution of general courses.

COOPERATIVE LIVING

PERSONALITY

Needs growing out of abilities and interests—special, common.

A D V I S E M E N T

E V A L U A T I O N

ELIZABETH CITY STATE TEACHERS COLLEGE

This change from the old to the new is not hurried. It is recognizing the nature of the process of maturation in its varying degrees of rapidity in different individuals. The entire staff, rather than class room teachers alone, participate. Lines between courses are ignored when desired. No attention has been given to changes in structure *per se*. The fundamental change has been in approach. The starting point is now a problem in the personal, social or economic living of the student which he wants to solve, and not a problem in the mind of the text book writer of which the student may not be aware but is forced to solve. The change is not in content but in origin, sequence, and relationship to life.

Courses, and student organizations are listed separately but not in isolation. The total listing is integrated into living.

Experiences are provided for effective living in the College Community and for effective wider, social and economic adjustments.

CURRICULUM LIVING

The curriculum is based upon the assumption that whatever worthy things the individual does can be constantly improved upon, and the number and variety of desirable experiences in the living of the individual are increased and enriched in the process of interaction if due consideration is given to significant and changing elements in his environment together with his own ability to achieve increasingly effective responses to demands. Participation in planning is essential to effective interaction and consistent progress in maturing.

The Curriculum Living Committee under the general direction of the Dean is composed of three sub-committees dealing with various phases of student experiences in the areas of Personal Growth, Social Growth and Vocational Growth.

Information gathered by the Committee on Community Resources in terms of the demands made upon the personality, and that gathered by the Committee on Diagnosis in terms of individual abilities, interests and needs are used to give direction and content to the experiences which constitute the interaction between the personality and his environment.

AREA OF PERSONAL GROWTH

Because students are concerned with their own personal development that they may become healthy, both physically and mentally, many courses are offered in this area providing for their special individual needs. Understanding oneself, developing personal abilities, interests and aptitudes, making accurate self evaluations and workable conceptions of the resources of worth while living, physical and mental competence, personal appearance and a philosophy of living are included in this area.

On the basis that education is guidance, the Committee on Personal Growth and advisement is made up largely of

instructors who are class advisers. The committee seeks to help the student set up worthwhile objectives, directs him so that he may discover himself, and provides experiences which will aid him in meeting his needs. Selection of subject matter or content of the courses with the cooperation of the students, studying the progress of the student through college, and advising with him in regard to occupational adjustment and specialization are other objectives of the committee.

AREA OF SOCIAL GROWTH

This area is based upon the fact that campus and community living form an integral part of the student's education. The needs of students in their living with others, discovering the best principles and practices of democratic living from the fields of the social studies and literature are included.

Getting along with others can be a mere platitude or a pleasant reality.

The needs of students in their relationship with other students, with staff members, and with persons who are not regularly a part of the college life provide the starting point for developing a facile and graceful interaction between the personalities which are in daily contact on the campus and in the community.

Discovering the best principles and practices of democratic living from literature in the field and from personal contacts, exploring the problems in modern family living, and casual campus contacts constitute the function of this committee. Mutual respect, cooperative planning and action, and the social graces which insure pleasant social interaction are the objectives in this area of living.

STUDENT ORGANIZATIONS AND ACTIVITIES

The various organizations at the College are designed to enrich the life of the student and provide him with experiences which will enable him to adjust himself to

community living. They are not thought of as experiences separate and apart from the curriculum but as supplementary. Each student is strongly urged to participate in some form of student activity.

ATHLETICS

The athletic program at the Elizabeth City State Teachers College is designed primarily for student growth and development, and as such is looked upon as a phase of the educational program of the college. An attempt is made to have every student participate in some phase of physical education beyond the required college courses.

Varsity teams in football, basketball and baseball are maintained. While these teams are strong competitors always, emphasis is placed more upon giving a large number of students opportunities to participate rather than upon the mere winning of games.

The college is a member of the Eastern Intercollegiate Athletic Conference. It schedules games with teams from other conferences.

All outdoor athletic contests are held in the college stadium which will comfortably seat 3000 persons.

COLLEGE BAND

Recently organized, the College Band is adding to the life of the college. While the institution owns many instruments, prospective band members are urged where possible to bring their own. The band plays at the football games and will be available for other activities on and off the campus. Instruction in the band is free.

RELIGIOUS ACTIVITIES

While this is a State supported institution, considerable emphasis is placed upon the religious life of the student. Attendance at the religious exercises is compulsory. Sunday School, Prayer Meeting, Young Women's and Young Men's Christian Associations, and Vespers are regularly scheduled activities.

DRAMATICS

The Dramatic Club is open to students who are interested in this phase of extra curricula activity. The purpose of the club is to open to the student a pleasurable avenue of self expression; to bring to him through study and production the best in dramatic literature and to develop those qualities which make for good citizenship.

MUSIC

Besides the emphasis placed upon the teacher training phase of public school music, opportunity is provided the student to secure further training and enjoyment in the Glee Club, Male Quartet, and Women's Trio. Those not particularly interested in the smaller musical groups are given an opportunity to join in the frequent community sings which are held in the chapel.

CLUBS

Clubs of an educational and social nature are open to all students. Membership in the clubs is subject to regulations set up by the committee on Student Organizations.

ALPHA KAPPA MU HONOR SOCIETY

The college is a charter member of the Alpha Kappa Mu Honor Society. The purpose of this organization is to promote high scholarship; to encourage sincere and zealous endeavor in all fields of knowledge and service; to cultivate a high order of personal living; and to develop an appreciation for scholarship in others.

DRAMATIC TOURNAMENT

Annually high schools of this section of North Carolina are invited to participate in a Dramatic Tournament under the direction of the College Dramatic Club. Not only has this been an experience for the high school participating but has provided college students with experience in planning and handling groups of students.

ANNUAL HIGH SCHOOL DAY

A unique feature of our college year is the Annual High School Day. It attracts, from this area of North Carolina, hundreds of high school students who gather here for the purpose of competing in subject matter, music, and public speaking. From a modest beginning in 1931, this feature of the college has grown into one whose influence is felt over the entire region.

AREA OF ECONOMIC GROWTH

The chief purpose of the College is to train teachers for the elementary schools of North Carolina. Courses under the head of "Field of Specialization" definitely prepare the students for graduation and a certificate permitting the holder to teach in either the primary or grammar grades fields. Admission to the work of the junior year is based upon the successful completion of all requirements for graduation listed in the first two years and upon a general average of "C". Courses required for graduation and certification are marked with an asterisk.

For those students who desire to explore other vocational opportunities, a limited number of terminal courses are provided, most of which are confined to the first two years.

Many students enter college without having an avocation, a hobby or any special interests. In order to aid such students as well as to provide for continued interest on the part of those who have such interests, "Finding" or "Interest" courses have been organized. If a student has a suspected interest in a particular field, opportunity is thus provided for testing that interest. Finding courses generally carry no credit and require no preparation but once a student has enrolled, he is expected to complete the unit unless properly excused. Most of these courses run for twelve weeks, one period per week. However, in some cases the courses may run for six weeks only.

Understanding and participating effectively in the life of the larger community, the State, the Nation, and the World, become an even more persistent demand upon the individual.

The basis for such understanding participation is the extent to which democratic living is an actuality in the College situation. Growing out from this are planned experiences in the study of other people, government, international relations, participation in State and National organizations, and bringing selected personalities and organizations, into the College living pattern.

While the business of learning to teach elementary school pupils is the major objective of students in this institution, the vocational possibilities in all areas of student living are explored by this committee. Students may choose from at least ten activities of a vocational nature in addition to teaching.

EXTENSION PROGRAM

The extension work of the college is chiefly concerned with the inservice program of professional growth and teacher education. Upon demand, the college is happy to make available any services in keeping with its resources. Such services include extension classes, conferences, demonstrations, speakers, etc. Superintendents and principals are urged to investigate the possibility of such services.

COURSES

Courses which make up the formal study of the students are divided into three main areas: (1) Personal Growth, (2) Social Growth, and (3) Economic Growth. None of these is detached or unrelated but blend in providing experiences which tend to make the student a well rounded individual. Since many students find it impossible to remain throughout the full four years, the program of studies is so arranged that all students in the first two years secure experiences in the democratic way of living. Specialization in the work of teacher training is not formally begun until the beginning of the junior year.

Several terminal courses are offered which may be completed by the end of the sophomore year. While a wide range of electives is permitted students in the first two years, those planning to teach should include in their program those courses which are required by the institution for graduation; otherwise this work must be taken prior to beginning the work of the junior year. All such courses are marked with an asterisk. In the outline of the courses the numerals following each title refer to the year generally in which the course is offered, the quarter given and the number of courses previously offered in the field. For example:

Eng. 123. English Composition—shows that the course is offered in the Freshman year, the second quarter and is the third course offered in the field of English.

DEGREE REQUIREMENTS FOR THOSE WHO HAVE DONE NO RESIDENCE WORK IN THE REGULAR COLLEGE SESSIONS AND HENCE ARE NOT NORMAL SCHOOL GRADUATES

Teachers of experience who are not normal school graduates may earn the bachelor's degree through summer school and extension under the following conditions:

1. Graduation from a four year high school must be presented. If the candidate is not a graduate of a

four year high school, the college work will be discounted on the basis of four hours college work for each deficient high school unit.

2. Six twelve week sessions or twelve 6 week sessions of summer school must be secured since the first 60 hours of the candidate's college work. Extension may be substituted for some of this requirement.

3. Not more than 25% of the total college work may be taken in extension.

4. The candidate must take three of the last four quarters (since May 1937) in summer school or in a regular session at Elizabeth City State Teachers College.

5. A "C" average must be maintained in all work since high school graduation. An average of "82" in all number grades is an equivalent to a "C" average.

6. In order to fulfill the practice teaching requirements of the institution, the candidate must do student teaching at the institution or the institution may send one of its faculty members to observe the candidate's work in the field. If the candidate's work is up to the standard of the institution it will be accepted as fulfilling the practice teaching requirements of the institution.

7. In addition to the present requirements of the State Department of Education for an "A" certificate as of 1931, the following subjects must be taken as a part of the work:

English Composition	4	hours (2 of these in speech)
Biological Sciences	6	"
Physical Sciences	6	"
Economics	4	"
Sociology	4	"
Philosophy of Educ.	2	"
Negro History	2	"
Negro Literature	2	"

SOME PERSONS HAVE ALREADY MET PORTIONS OF THESE REQUIREMENTS. ALL PERSONS WHO EXPECT A DEGREE FROM THE ELIZABETH CITY STATE TEACHERS COLLEGE SHOULD HAVE A TRANSCRIPT OF ALL WORK DONE AT OTHER SCHOOLS SENT TO ELIZABETH CITY STATE TEACHERS COLLEGE.

DEGREE REQUIREMENTS FOR TWO-YEAR STANDARD NORMAL SCHOOL GRADUATES, AS APPROVED BY THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

Normal school graduates may earn the bachelor's degree during the regular session or by work in extension and summer school under the following conditions:

1. Two years or six quarters of work must be earned since normal school graduation. Twelve weeks of summer school constitute the summer quarter; therefore six 12 weeks sessions of summer school or 12 six weeks sessions would fulfill this 2 year requirement. Extension work may be substituted for some of this requirement on the basis of six hours of extension are equivalent to one six weeks session of summer school.
   (a) At least one year—or its equivalent in summer school—beyond normal school graduation must be spent at the particular institution from which the student wishes to earn a degree.
2. If the degree is to be earned in summer school and extension, the last 36 hours of work must be taken in summer school since May, 1937. These 36 hours may be earned in six 6 weeks sessions or three 12 weeks sessions of summer school.
3. Not more than 25% of the total college work since high school graduation may be taken in extension.

4. Not more than 24 hours since normal school graduation may be taken in extension.

5. An average of "C" must be maintained in all work since normal school graduation. An average of "82" in number grades is the equivalent of an average of "C".

6. In addition to the requirements of the State Department of Education for an "A" certificate, the following subjects must be taken as a part of the work:

English Composition	4	hours (2 of these in speech)
Biological Sciences	6	"
Physical Sciences	6	"
Economics	4	"
Sociology	4	"
Philosophy of Educ.	2	"
Negro History	2	"
Negro Literature	2	"

SOME PERSONS HAVE ALREADY MET PORTIONS OF THESE REQUIREMENTS. ALL PERSONS WHO EXPECT A DEGREE FROM THE ELIZABETH CITY STATE TEACHERS COLLEGE SHOULD HAVE A TRANSCRIPT OF ALL WORK DONE AT OTHER SCHOOLS SENT TO ELIZABETH CITY STATE TEACHERS COLLEGE.

FUNCTIONAL CURRICULUM

AREAS OF GROWTH

PERSONAL	SOCIAL	ECONOMIC
*Art 311-322-333—Industrial Arts.	*Biol. 211-222-233—Biology.	*Educ. 311—Reading Methods.
Chem. 311-322-333—Chemistry.	Econ. 422—Rural Economics.	*Educ. 322—Arithmetic Methods.
*Draw. 211-222-233—Drawing.	English:	*Educ. 323—Educ. Psychol.
Econ. 211—Consumer Education.	315A&B—English Literature.	*Educ. 334—Social Studies Methods.
*Eng. 111A-B-C—English Composition.	*316—American Literature.	*Educ. 335—Language Arts.
*Eng. 212—Adv. English Composition.	438—Negro.	*Educ. 336—Philosophy of Edu.
*Eng. 233—Correct Speech.	419—Shakespeare.	*Educ. 417—Student Teaching.
*Health 111-122-133—Health and Physical Development.	*Geog. 111, 122, 133 Elements of Geography.	*Educ. 419—Classroom Managem't.
Health 425—First Aid.	*Gov. 211—American Government.	Educ. 32(15)—Science Methods.
*Home Econ. 111—Homemaking	Health 426—Community Health.	*Educ. 43(10)—Tests and Measurements.
*Home Econ. 122—Clothing.	History:	Educ. 43(14)—History of Education.
*Home Econ. 133—Foods.	*111-122-133—Civilization.	Educ. 43(15)—Guidance.
Lib. Sci. 111—Library Technique.	*214-225-226—American	*Eng. 234—Children's Literature.
Lib. Sci. 412—Library Science.	327—Negro.	Eng. 329—Play Production.
*Math. 134—General Mathematics.	438—North Carolina.	*Health 311—Principles of Health and Physical Education.
*Mus. 211-222-233—Music.	439—Contemporary.	*Health 322—Practices and Procedures in Health.
*Sci. 111-122-133—Survey Science.	Soc. 432—Rural Sociology.	Health 314—Child Health.
Soc. 213—The Family.	Soc. 211—Principles of Sociology.	*Phy. Ed. 322—Prac. & Proc. P. E.
Art 301—Crafts.	Econ. 211—Principles of Economics.	Phy. Ed. 413—Coaching and Officiating.
Phy. Ed. 204,205-206—Sports Appreciation.	Phy. Ed. 414—Folk Dance and Theory.	*Psy. 311—Child Psychology.
Art. 400—Art History.	Phy. Ed. 400—Recreation Practices and Programs.	Psy. 422—Mental Hygiene.
Art 401—Art Appreciation.	Hist. 440—World Politics.	Art 201—Lettering and Poster Design
Phy. Ed. 203—Team Sports for Women.		*Educ. 322—Educational Psychology.
Phy. Ed. 201—Individual Sports.		Phy. Ed. 415—Games for Elem. Schools.
		*Educ. 301—Orientation for Student Teaching.
		Educ. 403—American Educational System.
		Educ. 402—Audio Visual Education.
		Mus. 311—Teaching Pub. Sch. Music.

*State and Institution Requirements.

TEACHER PREPARATION

Following a reorganization of the courses in teacher education to meet the requirements of the Division of Certification for graduation in 1950, changes have been made in the program of teacher education. Three major phases are emphasized—the pupil, the school and teaching and practicum.

Emphasis will be placed upon those knowledges, skills, attitudes, techniques, and interests which concern the daily lives of children, youth, and adults.

To a large extent, the content of the courses will be selected from the experiences of people in the community. Through participation in the activities of the socio-economic organizations of the local community, and through interviews of parents and teachers, the student will be able to enrich his classroom experiences.

DESCRIPTION OF COURSES

Courses are subject to change in keeping with any new curriculum adopted by the State Department of Public Instruction.

AREA OF PERSONAL GROWTH

Art 311, 322, 333. Industrial Arts. **3 Quarter Hours**

This course will enable the student to gain a knowledge of art as it relates to the life of the child, acquire certain skills, develop creative ability and become acquainted with art methods through discussions, observations and projects. Special effort is made to use material found in the environment.

Art 201. Lettering and Poster Design.

This course is designed to develop skills in the execution and application of the basic alphabets such as Gothic, Roman, and Old English. It is further taught for the value inherent in lettering and for whatever individual values that might be derived by the student.

Art 301. Crafts for the Elementary School.

This course aims to stimulate and cultivate a desire for creative expression through the use of the common materials available in everyday life such as wood, wire, cardboard, newspapers, etc.

Art 400. History of Art.

Art history is an approach to the appreciation of art through the evolutionary development of pictorial art, architecture, and sculpture as a frame of reference for modern art forms.

Art 401. Art Appreciation.

The end of this course is to stimulate an interest in the visual arts by helping the student develop techniques of analysis which bring about a better understanding of the processes and problems involved in their creation.

Chemistry 111, 122, 133 **12 Quarter Hours**

This is a course in General Chemistry which is designed to meet the needs of students having had no previous chemistry. An introduction to organic chemistry has been included to partially meet the needs of students who are interested in nursing as a career. New material resulting from recent discoveries is presented and reinterpreted in the light of scientific advances.

Laboratory courses have been correlated with theory to give the student a working knowledge of the principles of chemistry. Students are urged to bring their everyday problems to class for discussion and solution.

Drawing 211-222. Drawing. **3 Quarter Hours**

Practice in simple drawing of objects and skill in script and capital letters, and simple numbers is given. Likewise, emphasis is placed upon designs for seasonal activities, special occasions and posters. Wherever possible the work of this course is correlated with other departments.

Econ. 211. Consumer Education. **3 Quarter Hours**

This is an effort to improve the position of the consumer-buyer in our modern economy. Procedure in investigation and a critical study of advertising, means of determining quality, budgeting, installment buying, open credit and agencies which test results. Government safeguards for the consumer are studied.

English 111-A.B.C. English Composition. **9 Quarter Hours**

Freshman English Composition offers the beginning college student training in the use of the English language. The use of the library, functional grammar and word studying including spelling, use of the dictionary, and vocabulary building are emphasized during the first quarter. In the second quarter, the student is given a variety of reading materials as a foundation for oral reports and short talks. In this course the aim is not only to improve the reading habits but to stimulate the ability to do critical thinking. The third quarter emphasizes written composition as an aid to better expression. Short themes, dictation exercises, letters, formal and informal, are written with special emphasis being placed upon the basic principles of writing.

English 212. English Composition (Advanced). 3 Quarter Hours

The course attempts to have students write more thoughtful and polished expositions than are required in previous courses. Special emphasis is placed upon critical thinking and the ability to write creatively.

English 233. Correct Speech. **3 Quarter Hours**

Class activities give the student ease, poise and flexibility in the use of the voice and body as well as a knowledge of an increased skill in such fundamentals of oral reading as emphasis, grouping, good articulation and enunciation.

Health 112-122-133. Health and Physical Education. **6 Quarter Hours**

The aim of the course is to provide such information, instruction and training as will enable the student to improve his own health habits as well as to develop a more efficient use of the body in daily life. Special attention is given to problems dealing with the living habits of the students.

Health 425. First Aid. **2 Hours**

The purpose of this course is to acquaint the students with the underlying principles and applied techniques of first aid. The point of view taken is that adequate first aid tends to reduce the severity of injuries.

Physical Education 203. Team Sports for Women. **3 Quarter Hours**

This course acquaints the individual with all of the team sports for women as well as methods of presenting elementary technics and fundamental skills of body control and foot work. The team sports included in this course are basketball, hockey, soccer, softball, speedball and volley ball.

Physical Education 415. Games for the Elementary School. **3 Quarter Hours**

The games in this course are presented not as new game material but as a new arrangement of game material. Games may be very easily correlated with other school subjects therefore this course outlines the methods that may be used in obtaining the best results from the child through games. This course also equips the individual with a variety of games.

Physical Education 414. Folk Dance and Theory. 3 Quarter Hours

The student learns the historical and sociological background of various countries such as England, Scotland, France, Italy, Spain and some dances that were originated in these places. The material obtained from this course may be correlated with other school subjects such as Geography and Science.

Home Econ. 111-122-133. Home Making. **6 Quarter Hours**

In the first quarter home management is stressed. The course is designed to acquaint the students with problems of home making in relation to income, energy output, fatigue, time utilization and family relationship. The rooms of the students in the dormitory are taken as individual projects for improvement.

During the second quarter, emphasis is placed upon clothing construction and is designed to give the student a fundamental

background of garment construction in relation to individual needs for comfort, attractiveness and for various occasions. Experience is provided in solving wardrobe problems in relation to needs and resources. Textile study is used as a background for intelligent selection, care and use of clothing.

Food and nutrition are the essential problems of the third quarter. The course aims to give the students some knowledge of marketing, food selection, budgeting of money and time, and the scientific principles of food preparation. The course gives the students instruction in meal planning, the points in menu making, food color and food texture. Along with this there are units in table decoration, setting and service.

Lib. Sci. 111. Library Technique.

Instruction in the use of the library primarily for freshman students. Problems assigned include the classification, arrangement of books, the uses of card catalog and indexes. Other items include familiarizing one's self with reference books, encyclopedias, dictionaries, year books and periodicals.

Lib. Sci. 412. Library Science. 3 Quarter Hours

Intended primarily for those who can devote part of their teaching time to the school library. It gives a working knowledge of how to organize a collection of books into an effective library. Standard organization and equipment for school libraries will be studied.

Mathematics 111-122-133. College Algebra. 9 Quarter Hours

A survey of the basic principles of algebra beyond that of the high school level. The activities will include development of skills, the practice of clear and independent thinking and the emphasis of understandings which lie back of the processes.

Mathematics 134.

The course deals with the general need of adults in the field of mathematics and especially the teacher in the elementary school. It covers the four arithmetical processes, decimals, fractions, percentages as well as graphic solutions and representation of simple problems, notes, insurance, stocks and bonds covered from the elementary angle.

Music 211, 222, 223. Music Notation. 9 Quarter Hours

Music notation is intended not only to aid the individual in interpreting the printed page, but is a course planned to increase the appreciation of the listener and performer. This is done

through application of principles learned in the classroom to music heard over radio, at concerts and to music sung in the assembly and chapel programs. Emphasis is also placed on musical current events.

Sci. 111-122-133. Survey Science. **9 Quarter Hours**

Includes the study of important concepts of astronomy, physics, chemistry, meteorology and geology in a general way. It gives the student a knowledge of the concepts in these fields as are needed by the everyday citizen. It also serves to introduce the student to problem solving and acquaints him with the application of physical science to everyday life.

Soc. 213. The Family. **3 Quarter Hours**

This course aims to give the students a functional knowledge of economic and social living. It is primarily concerned with planning of income, saving, expenditures and budgets; buying shelter, food, clothing, services and cultural goods; standards of living; the effect of divorce on personality and the home; the economic aspect of birth control; the effect of industrial changes on family life; parental care and the democratic aspect of the family.

AREA OF SOCIAL GROWTH

Biol. 211-222-233. Biology. **12 Quarter Hours**

The purpose of this course is to acquaint the student with his environment and to develop an interest in the flora and fauna of his community. This is brought about through field trips, systematic classification of plants and animals, and discussion of recent biological trends and of parasites of local and state interest. Emphasis is placed upon the building of a strong body and the development of sanitary surroundings. Opportunity is given for solving individual local biological problems.

Econ. 422. Rural Economics. **3 Quarter Hours**

This course has as its objectives the making of the student conscious of the pressing economic and attendant social problems of agriculture; giving the student a vivid picture of how farm and village folk live, and to describe the problems they face locally and nationally. Students from urban areas will get a true picture of rural foundations of our state and national life and students from farm areas a better understanding of his environment. Teachers in rural areas will have a better understanding and appreciation of the areas in which they teach.

Eng. 315 A.B. English Literature. **6 Quarter Hours**

This course is designed to give the student a clear conception of the field of English literature from its beginning to the eighteenth century. In particular the course seeks not only to acquaint the student with factual material, but also to help him understand the social and political backgrounds without which no adequate appreciation of literature can be attained. Moreover an effort is made to create an abiding interest in literature as an interpretation of life itself, and an appreciation of the power of an idea expressed in beautiful language.

Eng. 316. American Literature. **3 Quarter Hours**

This course covers the periods of American literature from the Knickerbocker writers to those of the 20th century, giving special attention to those who have been the most potent figures in shaping the literature of America. Not only factual knowledge is required, but special effort is made to show how literature is an expression of everyday living.

Eng. 438. Negro Literature. **3 Quarter Hours**

This course plans to give the students a better knowledge of the Negro contribution to the field of American literature, and thereby arouse in them a pride in and a devotion to the race. Special attention is given the fact that the history of the Negro is spread all over the face of his literature. The course also is an opportunity for students to learn that the Negro can go back to a past in which there is much to foster laudable pride.

Eng. 419. Shakespeare. **3 Quarter Hours**

The purpose of this course is to give the students a more thorough acquaintance with a few of Shakespeare's best known plays, and to build up a desire for a more extensive reading of Shakespeare than is possible within the limits of this course. In seeing how Shakespeare's characterizations and situations of the plays fit into our present day contacts with people and affairs, the student understands why the great dramatist belongs to all ages. The course likewise gives an opportunity to place many familiar quotations and to recognize how pertinent they are in the life of today.

Geography 111-122-133. Elements of Geography
9 Quarter Hours

A general study of the influence of environmental factors, physical as well as cultural, on the economic and social development of man. Factors affecting population patterns, elements of the physical environment, occupational patterns, trade and industry are emphasized. Map reading and interpretation are stresed as tools of geographical thinking and expression.

Government 211. American Government **3 Quarter Hours**

The course deals with the study of the National, State and Local governments, its origin, organization and functions; political parties and group activities in the government. Mock court trials, Congressional sessions, political conventions, field trips to local government agencies and visual aids are used to enrich the course. The student is given a working knowledge of good citizenship which will enable him as a teacher not only to teach citizenship but to apply it to his everyday life.

Hist. 111-122-133. Introduction to Civilization. **9 Quarter Hours**

As a general education course, the Introduction to Civilization teaches students to be acutely aware of international relations with their resulting problems and to understand the relationship of the United States to other civilizations. The contributions of each civilization to world human progress are emphasized with special emphasis, and to aid in this objective workbooks are used.

Hist. 122-333-433. American History. **9 Quarter Hours**

Preparation for democratic citizens and qualified elementary teachers of American history forms the basis for this course instruction. The evolution of social, economic, and political developments, surveyed from the colonial period to the present, provides students with a comprehensive understanding and appreciation for the democracy of the United States. The past is reviewed with an interpretation of its influence upon the present and future. Special emphasis is placed on current history.

Health 426. Community Health. **3 Quarter Hours**

A course which aims to acquaint students with health problems which are peculiar to the average community, and to teach students the practical ways of meeting these situations. Some problems treated are: communicable disease control, principles of sewage disposal, protection of water supplies, refuse collection and disposal, insect control measures, rodent control methods, milk sanitation, food sanitation, home and school sanitation.

Economics 211. Principles of Economics.

This is a general introductory course covering fundamental principles underlying the organization of modern industrial society with applications to outstanding economic problems of the present. It introduces the student to the interaction of the forces of supply and demand, competition, monopoly, business organization, the government and its relationship to business, modern problems in agriculture, transportation, labor, consumption, taxation and foreign trade.

Hist. 438. North Carolina History. **3 Quarter Hours**

A general survey of the social, economic and political history of North Carolina. Special stress is placed upon the trends and their influence on the life of the citizenry. Problems of North Carolina and their relation to problems of the nation are given emphasis.

History 439. Contemporary History. **3 Quarter Hours**

This course is one in which current literature and radio broadcasts form the basis of the discussion. Problems of the people of the United States and of other countries at the present time and during the present generation are discussed with a view towards being intelligent about them as well as thinking and attempting to solve them.

Soc. 432. Rural Sociology. **3 Quarter Hours**

Designed primarily for those who will teach in rural communities this course acquaints the students with the problems of rural folk and their mode of living; it also deals with the interaction between urban and rural life, showing the interdependence of one upon the other. A considerable portion of the course is devoted to the aspects of rural life in the post war world.

Sociology 211.

This course aims to acquaint students with a working system of thought about society. The nature of sociology and social phenomena, social origins and social evolutions, social processes and social control, and social problems are the topics discussed.

Hist. 327. Negro History. **3 Quarter Hours**

A course covering the economic, social, political, literary and educational phases of the Negro. Members of other departments assist in giving lectures and leading discussions. Special emphasis is placed upon problems now affecting the Negro.

AREA OF ECONOMIC LIVING

Educ. 311. Methods in Reading. **3 Quarter Hours**

It is the purpose of this course to acquaint the students with practical and progressive techniques used in the teaching of primary and grammar grade reading; to give the students opportunities at stated intervals to see these techniques applied by skillful teachers; to direct them in the making of lesson plans which include subject matter, materials, methods and activities. It also aims to meet some of the reading problems which confront student teachers as well as beginning teachers.

Ed. 322. Arithmetic Methods. **3 Quarter Hours**

The aim of the course is to have students become conscious of out of school situations in which children make use of arithmetic. Such real experiences are carefully organized, analyzed and planned. Later they are used by student teachers as arithmetic materials in their teaching.

Mathematics 111.

The course is designed to meet the needs of students of widely different training: drills in the fundamental operations; review of percentages; review of the fundamentals of algebra and geometry; the study of trigonometric functions; logarithms; series; and the elements of analytic geometry and calculus.

Educ. 323. Educational Psychology. **3 Quarter Hours**

This course provides experience in observation and discussion of the principles involved in the learning process. Problems deal with the motivation of learning, learning activities, intelligence testing, pupil control, and individualized instruction. Special attention is given to the peculiar problems arising in the field of educational psychology.

Educ. 334. Social Studies Methods. **3 Quarter Hours**

The purpose of the course is to understand and apply the more recent methods and principles of teaching the social studies; to discover the needs and the best means of meeting them in a practical way. Problems of living will be discussed in such a way as to show how the various subjects in the social sciences can be made to function in the total science scene.

Educ. 335. Language Arts Methods. **3 Quarter Hours**

The first objective of this course is to prepare students to meet the language needs of both rural and urban youth. The second objective is to familiarize the students with various types of activity programs which will provide opportunities to develop the language abilities of the pupils.

Educ. 336. Philosophy of Education. **3 Quarter Hours**

Aids the student in developing a concept of modern education to the end that he may develop his own working philosophy. Likewise the course is designed to aid the student in solving new problems that may occur in the changing plans of education and problems that may arise out of his own experiences.

Educ. 417. Student Teaching. **10 Quarter Hours**

Student teaching provides opportunity for the student to become familiar with a variety of activities always present in

every school in addition to the teaching of classes. The content includes planning of definite teaching units, teaching in actual classroom situation under close supervision for definite periods, evaluating student progress and conferences with critic teachers and supervisors. The public schools of Elizabeth City are used by the college for the student teaching. Cadet teachers are expected to follow the program of these schools while doing their practice work.

Educ. 301. Orientation for Student Teaching.
This course is concerned mainly with the development of a broader understanding of the problems, teaching techniques and activities of student teaching. Special attention is given to the study of desirable traits of a good teacher, democratic classroom environment and integration of subject matter. This will be made possible through lectures, discussions, demonstrations and varied observations.

Educ. 418. Rural School Practice.
Normally a part of the student teaching period is spent in adjacent rural schools. Here the student secures actual experiences under conditions more like those which she will face in other rural communities.

Educ. 419. School Management. 3 Quarter Hours
A basic course in school organization and control, stressing the fundamental principles of school management and school law as applied to the schools. Problems of discipline, programs, care of property, professional growth and school and community relationships are considered. Each student learns to keep a register through actual practice.

Education 402. Audio-Visual Education. 3 Quarter Hours
This course is designed to provide students with a functional understanding of the value, need and techniques of operation of the various audio-visual materials. Special emphasis is placed on the use of field trips, object specimen and model materials, dramatic participation, demonstrations, motion pictures, still pictures, radio, recording, television and visual and verbal symbols. Opportunities are provided for producing many audio-visual materials.

Education 32(15). Science Methods. 3 Quarter Hours
This course provides both a background of necessary subject matter and a working knowledge of materials, methods, devices and activities appropriate to the program of elementary science. Integration of the sciences with other subjects is stressed as well as the solution of problems.

Educ. 43(10). Tests and Measurements. 3 Quarter Hours

A consideration of the simpler statistical measures with particular emphasis on their application to the classroom is given. The principles underlying the construction of valid reliable objective tests are examined and practice is given in making classroom tests in various subject matter fields. Special study is made of representative standardized tests.

Educ. 43(11). Rural Education. 3 Quarter Hours

The purpose of the course is to consider the place of the public school and the responsibility of education as they relate to the child and community needs in the rural environment. Educational needs growing out of the whole environment and methods for meeting them are treated from the standpoint of the whole child and the community as a whole.

Educ. 43(12). Administration and Supervision. 3 Quarter Hours

An introductory course designed to help inexperienced teachers who will become principals of small schools. The content of the course includes school-community relationships, objectives and functions of an elementary school, pupil accounting, the welfare of the pupil and teacher and some new techniques applied to elementary education. The solution of practical problems is an important phase of the course.

Educ. 43(13). Curriculum Planning. 3 Quarter Hours

This course is organized with the aim of helping the students get an understanding of the practical activities of the teacher's job. Attention is given to the function of education in a democratic society, the appraisal of the state course of study and individualized experience in adapting teaching material from many sources to the class room.

Educ. 43(14). History of Education 3 Quarter Hours

A study of the movements and influences that have brought about the present ideals and practices in education in the United States with special emphasis on current problems.

Phys. Educ. 413. Coaching and Officiating. 3 Quarter Hours

This course is designed to aid those who are interested in the more formal aspects of athletics. Principles of the more popular games, interpretation of the rules, how to organize and to conduct intra-mural and inter-school games are stressed.

Psy. 311. Child Psychology. 3 Quarter Hours

The purpose of this course is to study the child during the various age levels from infancy to maturity in the light of psycho-

logical factors underlying child development and growth. The course aims to show how the development of mental and bodily functions are tied up with the evolving personality of the child, and how conditioning experiences in the child-parent and child-playmates relationship determine the emotional and moral aspects of individual personality.

Psy. 422. Mental Hygiene. **3 Quarter Hours**

An introductory study of the dynamics of human relationships in home, school, and community. Special consideration is given to the meaning of adjustment, frustration, and conflict; emotional security and personality development; implications for the school administration, curriculum, teaching, and counseling.

Educ. 43(15). Guidance. **3 Quarter Hours**

This course is designed to train prospective teachers to analyze pupils, determine their needs, evaluate their environment and lead pupils to satisfactory adjustments to their environment in terms of their needs. Special attention is given to techniques used in guiding pupils to discover their needs and abilities and to adjust to their environment, socially, emotionally, educationally, vocationally.

Eng. 237. Children's Literature. **3 Quarter Hours**

This course is designed to acquaint the student with the materials of children's literature for the elementary grades. It consists of Mother Goose rhymes, fairy stories, myths, fables, poetry and the more modern stories for children which are presented by grades. Much practice is given in story telling together with discussions of the origin of stories and the reason for their appeal to children.

Eng. 329. Play Production. **3 Quarter Hours**

The purpose of the course is to aid those who are interested in directing school plays and smaller plays for various occasions. It will deal with choosing and directing a play and such problems as cast selection, scenery, lighting, costumes and makeup. Generally speaking one-act plays are produced by the class.

Health 311. Health and Physical Education.

A course dealing with the principles, aims and objectives of physical and health education. Special emphasis is given to the study of the organization and administration of a physical and health education program of a school.

Health 322. Practices and Procedures in Health. 3 Qtr. Hours

A course designed to broaden the point of view of the prospective teacher in relation to health problems of the elementary school children. Special emphasis is placed on screening, the integration of health with other subject matter on each grade level.

Health 314. Child Health. 3 Quarter Hours

The place and scope of modern health services for the child. Other topics to be discussed include the control of communicable diseases, discovery and treatment of chronic health defects, the use of clinics to secure corrections and the application of principles of hygiene and physical education in the development of the normal child.

Home Econ. 224. Quantity Cooking. 3 Quarter Hours

A course which has as its aim practical experience in cooking and serving large quantities of food. Special emphasis is placed upon the operation and management of the school lunch room.

Music 434. Music Integration. 3 Quarter Hours

Music Integration is designed to guide teachers in providing significant musical experiences and activities for elementary school children, so that music will not be an isolated subject, but an integral part of the whole elementary curriculum. This course also helps to enrich the background of the teacher in training.

Mus. 311. Teaching Public School Music.

The purpose of this course is to acquaint the student with the practical and progressive techniques used in the teaching of elementary music to children. The student will have the opportunity to develop and improve these skills in the application of teaching by actual teaching in the classroom.

Music 311. Teaching Music in the Primary Grades.

This course is designed to provide many and varied techniques for enriching the experiences of the beginning child in music. Emphasis is on the voice and instruments as a means of expression for individuals of diffused abilities. Materials of many music sehies are sung, discussed and evaluated.

Phy. Ed. 322. Practices and Procedures in Physical Education 3 Quarter Hours

A course concerning the ways and means through which the psychological needs of the body can be met in each grade with physical activity and recreation.

DIRECTORY OF STUDENTS
1951-52

SENIORS

Albritton, Mary Elizabeth	Washington
Badham, Elnora Burke	Edenton
Bagwell, Elizabeth Susan	Melfa, Va.
Balmer, Thelma Leigh	Rich Square
Battle, Isaac Andeaux	Gatesville
Bell, Luella	Windsor
Bonnett, Viola Iris	Edward
Boyd, Doris Lucille	Bath
Branch, Ada Powell	Rich Square
Burke, Thomasine Mason-Lane	Petersburg, Virginia
Byrd, Napoleon	Churchland, Virginia
Causer, Mattie Valeria	Rockingham
Clarke, George Edward	Burgaw
Cole, Dorothy Delores	Elizabeth City
Cordon, Ernestine Davis	Jamesville
Cotton, Mattie Josephine	Scotland Neck
Crumm, Joshua Henry	Richmond, Virginia
Dalton, Audrey Novella	Norfolk, Virginia
Davis, Pauline Tann	Margarettsville
Dickerson, Gwendolyn Kilby	Camden, New Jersey
Dickson, Lucy Lee	Norfolk, Virginia
Dowd, Clarence Alexander	Petersburg, Virginia
Ealey, Geraldine Theajunia	White Oak, Georgia
Elliott, Inez Sills	Edenton
Faison, Emma Crevesse	Faison
Fields, Dorothea	Hobgood
Franklin, Florence Elma	Washington
Gatling, Edith Mae	Suffolk, Virginia
Gause, Mertha Lee	Supply
Gerald, Roy Lee	Tabor City
Gormandy, Camilla Joan	Oceana, Virginia
Grantham, Margaret	Goldsboro
Hale, Alice Louise	Portsmouth, Va.
Harrell, Lillian E. Wall	Jackson
Hawkins, Verline Lee	Bayside, Virginia
Hayes, Mary Colvin	Atkinson
Hobbs, Carrie	Goldsboro
Hodges, Evelyn Rose	Plymouth
Hodges, Florida Robinson	Jackson
Horton, Clyde Lester	Elizabeth City
Isler, Marie	Goldsboro
Jackson, John William	Richmond, Virginia
James, Pauline Angeline	Washington
Jefferson, William Lankford	Southampton, New York
Jerald, Bernice Elliott	Fremont
Johnson, Gwendolyn Gertrude	Elizabeth City
Jones, Annie Basnight	Elizabeth City
Jones, Ruth Louise	Holland, Virginia
Jones, Tryckateen Annette Baggette	Warsaw

Jordan, Hester Naomi	Seaboard
Jordan, Josephine	Boykins, Virginia
Lowe, Roxie Evelyn	Enfield
Lyons, Ruby Clydia	Ahoskie
McNair, Virginia D. Norman	Roper
Mack, Audrey Parker	Durham
Massenburg, Florence Elaine	Portsmouth, Virginia
Mercer, Beatrice McConnal	Belcross
Moore, Mae Rena	Louisburg
Moore, Pearlena Bellmon	Bonnerton
Mott, Isabelle	Atkinson
Murray, Mary Ellen	South Mills
Oliver, Elouise Sandra	Mount Olive
Palmer, Bernice Elizabeth	Suffolk, Virginia
Patterson, Shirley Theresa	Plymouth
Perry, Ozella Marie	Rich Square
Ramsey, Nellie Jurene	Seaboard
Randolph, Queen Elizabeth	Bolivia
Redmon, Izetta Bowser	Elizabeth City
Reynolds, Pecola Bowser	Elizabeth City
Roberts, Thomas Leotha	Magnolia
Rucker, Cora Mae	Neuse
Rudd, Mary Magdalene	Norfolk, Virginia
Saunders, Mildred Blanche	Swan Quarter
Scott, Robert Henry	Portsmouth, Virginia
Sharpe, Sarah Peterson	Clinton
Sheppard, Marie	Williamston
Simpson, Mildred Josie	Norfolk, Virginia
Stokes, Helen Ann	Teachey
Sutton, Beulah Rice	Elizabeth City
Thompson, John Richard	Elizabeth City
Trafton, Margie Erline	Belcross
Turner, Leola Beatrice	Norfolk, Virginia
Wall, Velma Bethana	Jackson
Welch, Mattie Redwood	Halifax
White, Thomas Elmer	Edenton
White, W. Ernelle	Elizabeth City
Williams, Bennie L.	Elizabeth City
Wimberley, Lenora Sylvestya	Greenville
Winfield, S. Josephine	Ransomville
Wood, Bessie Favola	Ahoskie

SPECIAL STUDENTS

James, Mildred Walker	Elizabeth City
Morgan, Alice Moran	Elizabeth City

JUNIORS

Barclift, Lillian Alice	Elizabeth City
Boone, Charles Edward	New York, New York
Booth, Lee Grant	Portsmouth, Virginia
Bowser, Roland Valentino	Elizabeth City
Bracy, Ruth	Garysburg
Brown, Julia Elizabeth	Edenton
Brown, Winston Edward	Wilmington
Bynum, John Wiggins	Portsmouth, Virginia
Cooper, James	Plymouth

Cradle, Gilbert	Portsmouth, Virginia
Davis, Atlas Mermon	Nashville
Davis, Ernest Rudolph	Petersburg, Virginia
Dillard, Evelyn	Franklin, Virginia
Durante, Winnie Louise	Goldsboro
Ebron, Rosa Lee	Pinetown
Eggleston, Ruth Odessa	Elizabeth City
Flood, Doris Elaine	Ahoskie
Forbes, Esmeralda Delano	Greenville
Garner, Ernestine	Garysburg
Gary, Nancy Jane	Rocky Mount
Griffin, Elaine Olivia	Elizabeth City
Hayes, Edna	Nashville
Henry, Frank Lewis	Petersburg, Virginia
Hill, Myrtle Borden	Goldsboro
Hinton, Queen Esther	Zebulon
Hodges, Addie Pearl	Warsaw
Holley, Sawyer Inez	Edenton
Holmes, Hildred Lee	Goldsboro
Hudson, Queen Harper	Oriental
Jones, Clarice Hemby	Greenville
Mathis, Mary Magdalene	Warsaw
Miller, Elsie Mae	South Mills
Moore, Emma Beatrice	Roper
Moore, Sarah Marie	Bonnerton
Mumford, Rosa Bell	Kinston
McCoy, Dorothy L.	South Mills
McDonald, Margaret McCalop	Turkey
Pailin, James Edward	Elizabeth City
Perry, Nina Clay	Colerain
Randall, Vernon Lee	South Norfolk, Virginia
Rhoe, Reginald	Whiteville
Rodgers, Carroll Marcellous	Portsmouth, Virginia
Rogers, Margaret	Raleigh
Sutton, Floretta Roach	Elizabeth City
West, Susie Mae	Laurel, Delaware
White, Annie O.	Edenton
White, Constance Marie	Youngsville
White, Rosa Lee	Winston-Salem
Williams, Naomi	Elizabeth City
Worley, Francine Carolyn	Ahoskie

SOPHOMORES

Allen, Helen Florentine	Portsmouth, Virginia
Alston, Pearlene	Roanoke Rapids
Anderson, Ethel Mae	Greenville
Anderson, Margie Louise	Greenville
Andrews, William Kemp	Raleigh
Artis, Pauline Futrell	Woodland
Ballard, Frances Elizabeth	Gatesville
Balmer, Elsie Leigh	Rich Square
Banks, Caroline Deal	Edenton
Baxter, Willie Mae	Norfolk, Virginia
Best, Dollie Lee	Goldsboro
Blizzard, Ozella Mae	Franklin, Virginia

Bond, Annie Bertha ..... Windsor
Bond, Laura Deal ..... Edenton
Bond, Ora Lee ..... Windsor
Boone, Hortense Delores ..... Holland, Virginia
Boone, Maizie Calvert ..... Rich Square
Booth, Robert Lee ..... Bunn
Bowe, Jacob, Jr. ..... Elizabeth City
Boyd, Idell Elizabeth ..... Macon
Boyd, Ethel Minor ..... Aurora
Brewington, Delois Lavarne ..... Greenville
Bright, Erma Beatrice ..... Moyock
Britt, Jennie Mariah ..... Snow Hill
Brown, Corrie Cornelia ..... Norfolk, Virginia
Brown, Elaine Hall ..... Ahoskie
Brown, Encis Theodore ..... Spring Hope
Brown, George Leneal ..... Elizabeth City
Brown, Leanner Kee ..... Elizabeth City
Brown, Marion Lee ..... Suffolk, Virginia
Bryant, Mary Thomas ..... Washington
Bullock, Mary Ella ..... Washington
Burden, Margia Lena ..... Portsmouth, Virginia
Burnham, Leroy C. ..... Elizabeth City
Burrell, Santiago ..... Norfolk, Virginia
Burton, Clara Bell ..... Virgilina, Virginia
Burton, Bernice Stanford ..... Virgilina, Virginia
Busch, Lucinda Bernice ..... Portsmouth, Virginia
Butts, Sallie Esther ..... Shelby
Caudle, Mattie Rea ..... Warrenton
Chapman, Janie Elizabeth ..... Chocowinity
Close, Naomi Patricia ..... Oak City
Cogdell, Geneva Marie ..... Vanceboro
Cooper, Hilah Fay ..... Nashville
Creecy, Katie Opatris ..... Hertford
Davis, Florence ..... Jackson
Davis, Inez Bernice ..... Suffolk, Virginia
Davis, Jr., Lonnie ..... Petersburg, Virginia
Davis, Miriam Marie ..... Elizabeth City
Davis, Thelma Elaine ..... Newport News, Virginia
Deloatch, Delores ..... Suffolk, Virginia
Dickerson, Adele Janet ..... Petersburg, Virginia
Dillahunt, Julia Hayes ..... New Bern
Dixon, Suddie Gray ..... Snow Hill
Dowd, Cecelia Ernestine ..... Petersburg, Virginia
Dudley, Ethel Earl ..... Grimesland
Durham, Nannie Blanche ..... Wood
Edwards, Luzianne ..... Fremont
Edwards, Selma Beatrice ..... Snow Hill
Everette, Iona V. ..... Franklin, Virginia
Felton, Edith Armentha ..... Hertford
Fenner, Lula Mae ..... Suffolk, Virginia
Forbes, Evangeline ..... Greenville
Foreman, Eula Belle ..... Portsmouth, Virginia
Freeman, Maurice Boomer ..... Ahoskie
Freeman, Sarah Beatrice ..... Colerain
Gant, Senia Elizabeth ..... Clinton
Garland, Constance Marie ..... Portsmouth, Virginia
Gibbs, Willie Jay ..... Lake Landing

Gilliam, Elena Mae ..... Oriental
Grandy, Elizabeth Louise ..... Norfolk, Virginia
Gray, Hattie Eleanore ..... Norfolk, Virginia
Griffin, Lillie ..... Winfall
Griffin, Trula Lee ..... Jamesville
Griswell, Geraldine ..... Columbia
Hailes, Audrey Naomi ..... Petersburg, Virginia
Hailes, Robert A. ..... Petersburg, Virginia
Harrell, Mae Etta ..... Rich Square
Harris, Amy Letha ..... Greenville
Harris, Johnnie Edward ..... South Mills
Harrison, Shirley Earlene ..... Skippers, Virginia
Harvey, Emily Carolyn ..... Elizabeth City
Harvey, Otelia Celestine ..... Elizabeth City
Hawkins, Louise ..... Murfreesboro
Hemby, Ruth ..... Greenville
Hicks, Doris Mae ..... South Mills
Hill, Grace M. McMurren ..... Elizabeth City
Hocutt, Mary Price ..... Elizabeth City
Hodges, Thelma Elizabeth ..... Turkey
Hoffler, Ruth Joyce ..... Elizabeth City
Hoggard, James M. ..... Elizabeth City
Holloway, Johnnie Eleanor ..... Goldsboro
Horne, Herman P. ..... Portsmouth, Virginia
Howell, Delia Roberta ..... Goldsboro
Hughes, Charles E. ..... Columbia
Hurdle, Geraldine Albertia ..... Belvidere
Ivey, Juanita M. ..... Roanoke Rapids
Jefferson, Maggie Lee ..... Aurora
Jenkins, Montrose ..... Murfreesboro
Jennings, Doris Maceil ..... Hertford
Johnson, Annie Margarette ..... Norfolk, Virginia
Jones, Ella Mariah ..... Jackson
Joyner, Lola Mae ..... Ahoskie
Kirby, Emily Grissett ..... Wilmington
Knight, Martha Alma ..... Whaleyville, Virginia
Langaster, Harry ..... Churchland, Virginia
Leathers, Lizzie Edna ..... Portsmouth, Virginia
Lewis, Bertie Lee ..... Elizabeth City
Locust, Pauline ..... Grifton
Long, Joyce Elouise ..... Elizabeth City
Long, Justina Miriam ..... Elizabeth City
Lucas, Mattie Dora ..... Rocky Mount
Maddrey, Ruby Lee ..... Suffolk, Virginia
Majette, Mae Etta ..... Murfreesboro
Manley, Amaza Mageline ..... Margrettsville
Manley, Lela Bevyone ..... Ahoskie
Mann, Mary Sophronia ..... Belhaven
Manning, Dorothy Mae ..... Lake Waccamaw
Marbley, Alfred Lee ..... Morehead City
Marsh, Perry ..... Goldsboro
Martin, Ada Lee ..... Portsmouth, Virginia
Mitchell, Amaza Earline ..... Margarettsville
Mitchell, Lucile Josephine ..... Wake Forest
Mitchell, Pecolia ..... Rich Square
Monds, Ladis M. ..... Belvidere
Moore, Curtis Alexander ..... Elizabeth City

Moore, Ruby Colleen	Elizabeth City
Mouran, Callie Juanita	Williamston
Mullen, Carlas Moore	Elizabeth City
Murphy, Mary Madgeline	Whiteville
McCalop, Florence	Turkey
McIntyre, Annie Doris	Goldsboro
McMillan, Mattie Louise	Durham
McNair, Mary Frances	Roper
Newby, Curtis Golar	Winfall
Overton, Virginia Lee	Hertford
Pair, Dorothy Mae	Ante, Virginia
Palmer, Nell Costenia	Holland, Virginia
Parker. Mamie Virginia	Holland, Virginia
Patterson, Clinton Edward	Plymouth
Perry, Doris Olivia	Elizabeth City
Pierce, George Washington	Washington
Pittman, Edgar Jerome	Rocky Mount
Powell, Frances Catherine	Lawrenceville, Virginia
Powell, Jessie Idell	Sunbury
Powell, Naomi	Churchland, Virginia
Privott, Ruth Venida	Edenton
Proctor, Gladys Elline	Elizabeth City
Qualls, Joan Elaine	Durham
Ransom, Corine Irma	Norfolk, Virginia
Richardson, Nina Grimes	Roper
Ricks, Marion Arlethia	Suffolk, Virginia
Roberts, Mary Elizabeth	Edenton
Robinson, Dorothy Welch	Elizabeth City
Robinson, Osie Cornelius	Macon
Rodgers, Etta Bell	Chocowinity
Royals, Mary Louise	Roseboro
Satchell, Mary Esther	Swan Quarter
Scarborough, Matilda Ann	Manteo
Shaw, Agnes Loftin	Kinston
Sheppard, Marie	Williamston
Shepherd, Minnie Valeria Virginia	Suffolk, Virginia
Shoulders, Mattie Elizabeth	Suffilk, Virginia
Slade, Mazor Nolington	Portsmouth, Virginia
Smallwood, Dorothy Marie	Pollocksville
Smith, Clytie Jacqueline	Timberlake
Smith, Doris Marie	Williamston
Smith, Evelyn Geraldine	Goldsboro
Spellman, James Edward	Elizabeth City
Spence, Willie Bartlett	Shiloh
Spencer, Hortense	Scranton
Stevens, Thelma Mae	Clayton
Taylor, Fannie Elizabeth	Edenton
Thomas, Earl Bennett	Vinita, Oklahoma
Thornton, Leon M.	Norfolk, Virginia
Tillery, Bettye Lee	Williamston
Tillery, Mary Elizabeth	Williamston
Tilley, Martha Ardean	Bahama
Toxey, Geneva Vesteller	Elizabeth City
Turner, Jean Lucile	Elizabeth City
Wade, Celestine	Enfield
Wallace, Margaret Marie	New Bern
Walton, Alice Banks	Gatesville

Warren, Repsie Marie	Goldsboro
Waters, Thelma Holmond	Kinston
Weaver, Calvin Coolidge	Ahoskie
Weeks, Rachel Poole	Elizabeth City
Welch, Elaine	Elizabeth City
White, Alice Lucinda	Windsor
Whitehead, Juanita	Rocky Mount
Wilder, Wilma Clark	Belhaven
Wilkes, James Henry	Greenville
Williams, Alene	Wananish
Williams, Pearly Dimples	Suffolk, Virginia
Williams, Ernest	Oak City
Williams, Evelyn Doris	Chocowinity
Williams, Jean Odessa	Elizabeth City
Williams, John Curtis	Tabor City
Williams, Luther Cochester	Capron, Virginia
Williams, Mary Virgel	Rich Square
Winborne, Alma McClennie	Windsor
Wood, Martha Lee	Edenton
Wright, Delores Dell	Elizabeth City
Wright, Hattie Marie	Edenton
Young, Lenora	Inez
Young, Melvina Gibbs	New Bern

FRESHMEN

Adams, Sudie Mae	Farmville
Alston, Alice Marie	Littleton
Alston, Doris Grey	Raleigh
Ashford, Sallye Wondera	Clinton
Ausby, Ramona Loisevams	Portsmouth, Virginia
Bailey, Robert Bertion	Plymouth
Banks, Audrey Maxine	Elizabeth City
Barfield, Joseph Franklin	Mt. Olive
Barksdale, Jr., Alexander	Roanoke, Virginia
Barksdale, Mae Catherene	Clarkton, Virginia
Basnight, Mary Etheridge	Elizabeth City
Battle, Anna Louise	Nashvilel
Becton, Theodore McKinley	Morehead City
Berry, Irene	New Bern
Billups, Alma A.	Edenton
Boone, Carolyn Aramenta	Rich Square
Boyd, James Monroe	Norlina
Brinson, Bettie Arlena	Magnolia
Broadnax, Ophelia Hargett	Williamston
Brown, Barbara Ella	Mebane
Brown, Leola Jeanette	Atlantic, Virginia
Brown, Marceil Gertrude	Elizabeth City
Brown, Millie E.	Wilmington
Brown, Ollie Mae	Williamston
Cade, Mildred Catherine	Red Springs
Canada, Agnes Newsome	Ahoskie
Carney, Jesse Edward	Greenville
Cashwell, John Lee	Covington, Virginia

Chance, Nannie Naomi ..... Greenville
Clark, Dewey ..... Covington, Virginia
Clark, Dorothy ..... Elizabeth City
Conwell, Lucy Mae ..... Windsor
Conwell, Roberta Cora ..... Windsor
Coulter, Walter Eugene ..... Newton
Cyrus, Josephine ..... Albertson
Dance, Carolyn Ereselle ..... Elizabeth City
Davis, Bernice Gertrude ..... Zuni, Virginia
Davis, Hazel Dale ..... Grimesland
Davis, Mable Louise ..... Portsmouth, Virginia
Davis, Olethia Ernestine ..... Newport News, Virginia
Davis, Wynola Elaine ..... Portsmouth, Virginia
Dobson, Vero ..... Magnolia
Dove, Martha Franks ..... Trenton
Downing, Ernell Montana ..... New Bern
Dugger, Esther Naomi ..... Robersonville
Elliott, Ethel Lee ..... Portsmouth, Virginia
Faison, Hilda Mae ..... Farmville
Felton, Wiley ..... Hertford
Fenner, Georgia Vivien ..... New Bern
Ferebee, Queenie Elizabeth ..... Edenton
Ferebee, Ruby Mae ..... South Mills
Finney, Mildred Elaine ..... Parksley, Virginia
Freeman, Harry Edward ..... Norfolk, Virginia
Fuller, Cherrie Mae ..... Roper
Fuller, Rusha Mae ..... Roper
Gatling, Mary Lillie ..... Cofield
Gause, Gloria Elaine ..... Portsmouth, Virginia
Gregory, Marion Juanita ..... Hertford
Greene, Edward Sawyer ..... Windsor
Greer, James Daniel ..... Huntington, West Virginia
Gregory, Alice Merles ..... Kinston
Griffin, Marie Lucille ..... South Mills
Guion, Annie Mae ..... Ernul
Hale, Richard Dean ..... Roanoke, Virginia
Hammonds, Dorothy Elizabeth ..... Wilson
Hardy, Thelma ..... Kelford
Harris, James Linwood ..... South Mills
Harris, Vonnie V. ..... Roanoke Rapids
Hassell, Rosa Mae ..... Hertford
Henderson, Louise Beatrice ..... Henderson
Henry, Frances Catherine ..... Melfa, Virginia
Hill, Emma Louise ..... Havelock
Hocutt, Audrey Elano ..... Elizabeth City
Hodges, Elisha Lee ..... Stonewall
Holmond, Christine Emma ..... Kinston
Hunter, Parcia Rosetta ..... Elizabeth City
Jacobs, Cora ..... Hallsboro
James, Pearl Neomia ..... Merry Hill
Jenkins, Lacy Vivian ..... Murfreesboro
Jennings, Sallie Marie ..... Hertford
Johnson, James Kelly ..... Elizabeth City
Jones, Ethel LaVerne ..... Elizabeth City
Jones, Pauline Virginia ..... Jamesville
Kenan, Beatrice Elizabeth ..... Kenansville
King, Robert Frederick ..... Huntington, West Virginia

Loftin, Dorothy	Kinston
Mayo, Essie Lee	Edenton
Melton, Harold	New Bern
Miales, Landon Robert	Robert
Miller, Nannie Elizabeth	Warsaw
Miller, Sarah Pauline	Kenansville
Mitchell, Ivie Linwood	Elizabeth City
Mitchell, Minnie Louise	Ahoskie
Mitchell, William Henry	Petersburg, Virginia
Moore, Willie Mae Bernice	Aurora
Morings, Ethel Mae	Gates
Morris, Patricia Ann	Elizabeth City
McCoy, Leon	Huntington, West Virginia
Norris, Rosa Virginia	Greenville
Pope, Dewildera Gwendolyn	Scotland Neck
Porter, Henry Clayton	Ahoskie
Proctor, Carolyn Jean	Elizabeth City
Pugh, Bessie Ophelia	Windsor
Pugh, Roy Wesley	Windsor
Rascoe, Cora Virginia	Ahoskie
Rawls, Myrtle Olivia	Norfolk, Virginia
Reddrick, Raymond Jr.	Leland
Rhodes, Sadie Mae	New Bern
Rich, Katie Mae	Clinton
Riddick, Marie Gladiolus	Ahoskie
Rhinehardt, Raymond Jr.	Newton
Rudd, Lawrence Charles	Elizabeth City
Sanford, Evelyn Mae	Goldsboro
Saunders, Dorothy Freeman	Ahoskie
Sawyer, Jane Wilhelmina	Elizabeth City
Shannon, Earlona Victoria	Elizabeth City
Sheffield, Otis Franklin	Huntington, West Virginia
Shepherd, Eula Mae	Williamston
Ruth, Marjorie Sills	Hertford
Simons, Estella Hall	Colerain
Simons, William Wade	Winfall
Smith, Alvin Leon	Huntington, West Virginia
Smith, Doris L.	Virgilina, Virginia
Smith, Rosa Lee	Magnolia
Sparrow, John Billy	Covington, Virginia
Speller, James	Windsor
Spells, Lena Bell	Greenville
Spence, Fannie	Elizabeth City
Spencer, Helen	Scranton
Spruill, Bernice	Lewiston
Spruill, Margaret Ann	Roper
Spruill, Rebecca Naomi	Hertford
Steele, Willie Benjamin	Atmore, Alabama
Taylor, Delorice Rebecca	Potecasi
Teachey, Edith Mary	Teacheys
Thompson, Mary Novella	Lewiston
Timberlake, Jr., Matthew	Creedmoor
Tootle, Jr., Randolph Faison	Morehead City
Turner, Mildred Laon	Bolivia
Vaughan, Priscilla	Windsor
Wagstaff, Bessie Paulian	Roxboro
Ward, Joe Howard	Farmville

Weeks, Mae Bell	Clinton
White, Gladys Alvertia	Elizabeth City
White, Mamie Katherine	Elizabeth City
White, Melvin Simuel	Edenton
Whitfield, Jean Maurice	Portsmouth, Virginia
Whitfield, Willie Earl	Farmville
Wilkins, Greta Garbo	Nashville
Williams, Elizabeth Marie	Jamesville
Williams, Pecolia	Roxobel
Williamson, Verline Elizabeth	Clinton
Wilson, James Fronzie	Suffolk, Virginia
Winslow, Gilbertine	Belvidere
Wood, Annie Rebecca	Edenton
Woodley, Delia Annette	Roper

SUMMARY OF ENROLLMENT FOR YEAR 1951-1952

Freshman Class	156
Sophomore Class	207
Junior Class	50
Senior Class	90
Special Students	2
Total	505

ATTENDANCE BY STATES

North Carolina	396	
Virginia	97	
West Virginia	5	
Alabama	1	
Georgia	1	
New York	2	
New Jersey	1	
Oklahoma	1	
Delaware	1	
	505	
Summer School Enrollment 1951		218
Grand Total		723

ELIZABETH CITY
STATE TEACHERS COLLEGE

BULLETIN

•

CATALOGUE EDITION

FOR

1952-1953

WITH

ANNOUNCEMENTS FOR 1953-1954

ELIZABETH CITY, NORTH CAROLINA

ACCREDITED BY:

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

NOTE

The schedule, program of instruction and fees announced in this bulletin are subject to such changes as may be necessary or deemed advisable by the administration.

CONTENTS

PAGE

Calendar 1953-54 4
State Board of Education 5
Board of Trustees 5
Officers of Administration 6
Officers of Instruction 7-8-9
Administrative Assistants 10
General Information 11
- History of the College 11
- Location 12
- College Buildings 14-15-16
- Student Work Opportunities 16
- Expenses, Payment and Fees 18

Academic Information 22
- Admission 22
- Student Loads 22
- Credit 23
- Marking System 23
- Quality Points 24
- Classification of Students 25
- Class Attendance 26
- Scholarship 26
- Textbooks 28
- Honors 27
- Registration 28
- Official Transcripts 29
- Requirements for the Bachelor of Science Degree 29
- Alumni 30

Curriculum Pattern 31
- General Education 31
- The Future Teachers of America 32
- Athletics 33
- College Band 33
- Religious Activities 33
- Dramatics 34
- Music 34
- Clubs 34
- Alpha Kappa Mu Honor Society 34
- Dramatic Tournament 34
- Annual High School Day 35
- Professional Education 35
- Extension Program 36
- Cultural Growth 36

Degree Requirements In-Service Teachers 38
Description of Courses 45
Register of Students, 1952-53 57

1953-1954 CALENDAR

1953

September	7	Faculty-Student Pre-Opening Conference
September	11	Registration Freshmen and New Students
September	15	Registration Students in Attendance 1952-53
September	21	Last Day for Registration and Change of Courses
November	26	Thanksgiving Day
December	4	Fall Quarter Ends
December	5	Winter Quarter Registration
December	7	Classes Begin
December	12	Last Day for Registration and Change of Courses
December	18	Christmas Holidays Begin 4:15 P.M.

1954

January	4	Christmas Holidays End 8:00 A.M.
February	18	Annual Dramatic Festival
February	28	Founder's Day
March	5	Winter Quarter Ends
March	6	Spring Quarter Registration
March	8	Classes Begin
March	12	Last Day for Registration and Change of Courses
March	29	College Day
April	8	Annual High School Day
April	15	Easter Holidays Begin 4:15 P.M.
April	21	Easter Holidays End 8:00 A.M.
May	1	May Day Festival
May	9	Annual Music Festival
May	28	Awards Day Senior Class Day
May	29	Annual Alumni Day
May	30	Baccalaureate Sermon
May	30	Commencement Exercises
June	1	School Closes
June	7	Summer School Begins

STATE BOARD OF EDUCATION

L. H. Hodges, Lt. Governor, *Chairman*
Brandon P. Hodges, Raleigh, *Treasurer*
Charles F. Carroll, Raleigh, State Superintendent of Public Instruction, *Secretary*

Dist. No.		*Term Expires*
1.	J. A. PRITCHETT, Windsor	April 1, 1955
2.	A. McL. GRAHAM, Clinton	April 1, 1953
3.	A. S. BROWER, Durham	April 1, 1953
4.	PAUL S. OLIVER, Fairmont, R. 2	April 1, 1957
5.	SANTFORD MARTIN, Winston-Salem	April 1, 1957
6.	J. HAROLD LINEBERGER, Belmont	April 1, 1953
7.	CLAUDE FARRELL, Elkin	April 1, 1955
8.	D. HIDEN RAMSEY, Asheville, Vice Chairman	April 1, 1953
*	B. B. DOUGHERTY, Boone	April 1, 1953
*	H. L. TRIGG, Raleigh	April 1, 1957

BOARD OF TRUSTEES

MR. G. R. LITTLE, Chairman	Elizabeth City
MR. G. H. FERGUSON	Raleigh
MR. O. R. SYMONS	Elizabeth City
MR. W. C. CHAPPELL	Belvidere
MR. J. W. DAVIS	Edenton
DR. E. L. HOFFLER	Elizabeth City
MR. H. L. MITCHELL	Gatesville
MR. HARRY FEREBEE	Camden
MRS. T. C. SAWYER, SR.	Belcross

*State at large appointments.

OFFICERS OF ADMINISTRATION

SIDNEY D. WILLIAMS, Ped.D.
A.B., Atlanta University, A.M., Columbia University; further study: University of Chicago and Northwestern University, Ped.D., Johnson C. Smith University
President

WENDELL P. JONES, A.M.
B.S., Elizabeth City State Teachers College
A.M., Atlanta University, further study, University of Colorado and University of Chicago
**Dean*

TAYLOR E. JONES, A.M.
A.B. Union University, A.M. Columbia University, further study, Columbia University
*Registrar and Acting Dean***

KENNETH R. JEFFRIES, B.S.
Hampton Institute, further study, Columbia University
Business Manager

GWENDOLYN J. MIDGETTE, B.S.L.S.
A. B., Virginia State College; B.S.L.S., Hampton Institute; further study, Columbia University
Librarian

ROSE HOWARD ROBINSON, M.S.
B.S., Jackson College, M.S., Indiana University
Dean of Women

THOMAS L. CALDWELL
B.S., Tillotson College, further study, Indiana University
Dean of Men

*Studying part of year.
**Part of year only.

260
1325
390

OFFICERS OF INSTRUCTION

BAGLEY, ARTHUR MOTEN ..... *Art*
B.S., Cheyney State Teachers College, M.Ed., The Pennsylvania State College

BELL, FRANK CARTER ..... *Social Studies*
A.B., and A.M., Indiana University, further study, Indiana University

DAVIS, GEORGE LITTLETON ..... *Social Studies*
A.B., Knoxville College; M.A. and Ph.D., University of Pittsburgh

EATON, ESTELLE ATLEY ..... *Education*
B.S., Winston-Salem Teachers College, A.M., Columbia University, further study, University of California, and University of Minnesota

HOFFLER, JULIA MOORE ..... *English*
A.B. and A.M., Fisk University; further study, University of Michigan

JACKSON, BROADUS BRYANT ..... *Social Studies*
A.B., Fisk University; M.A., Indiana University

JACKSON, IRENE D. ..... *Education*
Mus.B., Talladega; A.M., Columbia University; further study, Indiana University and Columbia University

JACKSON, TAYLOR SYLVESTER ..... *Education*
A.B., Indiana University; A.M., University of Chicago; further study, Indiana University

JOHNSON, EVELYN ADELAIDE ..... *Music*
Mus.B., Fisk University; A.M., Columbia University; further study, Christiansen Choral School and Columbia University

JONES, CLARA GRIFFIN ..... *Education*
B.S., Elizabeth City State Teachers College; A.M., New York University; further study, New York University

LESTER, AURELIUS P. ..... *Science*
A.B., Howard University; further study, Columbia University

MARTIN, ALBERT ..... *Art*
B.S. and M.A., Ohio State University

MARTIN, ELIZABETH LAMBERT ..... *Music*
Mus.B., New England Conservatory of Music; M.A., Columbia University

MEADOWS, LOUISE SPEARS ..... *English***
A.B., North Carolina College at Durham, further study, Atlanta University and Pennsylvania State College

MINGA, AUDREY ELIZABETH ..... *Chemistry*
B.S., North Carolina College at Durham; M.S., Tuskegee Institute

MITCHELL, EDNA HARRIS ..... *English*
A.B., Shaw University; M.A., Columbia University; further study, New York University

MULDROW, HELEN HEMINGWAY ..... *Biology*
B.S. and M.S., Howard University

MULDROW, WILLIAM J. ..... *Psychology*
B.S., South Carolina State; M.Ed., Duquesne University; further study, University of Pittsburgh

POSTELL, ELIZABETH WALCOTT ..... *English*
A.B., Talladega College; A.M., Ohio State University; further study, Ohio State University

POSTELL, JOHN MELVIN ..... *English*
A.B. and M.A., Ohio State University

PRATHER, H. LEON ..... *Social Studies*
A.B., South Carolina State; M.A., New York University further study, University of North Dakota

SMITH, ANNIE V. ..... *Home Economics*
B.S., Shaw University; further study, Columbia University

TAYLOR, DOROTHY LEOTHA ..... *Physical Education*
B.S., West Virginia State College; further study, University of Wisconsin

THOMAS, DOROTHY ELLIOTT ..... *Biology*
B.S., Livingstone College; M.S., University of Michigan; further study, University of Michigan

ELIZABETH CITY STATE TEACHERS COLLEGE

TRAYLOR, LEATRICE MARIAN.....*Psychology*
A.B., Spelman College; M.A., Atlanta University

VAUGHAN, ROBERT LOUIS.....*Physical Education*
B.S., Virginia State College; M.A., Columbia University

WAMACK, TIMOTHY HIRAM.....*Social Studies*
A.B., Morris Brown College; M.A., Columbia University; further study, Columbia University and American University

WHITE, ROBERT MAURICE.....*Physical Education*
B.S., Kentucky State; M.S., Indiana University

**Part of year

ADMINISTRATIVE ASSISTANTS

BEDELL, MAMIE.....*Dietitian*
B.S., North Carolina College at Durham

CARTER, MADELYN TRUSTY.....*Directress, Bias Hall*
A.B., Swift Memorial College

DAVIS, LOUISE CHRISTINE.....*Secretary to the Dean*
B.S., A. and T. College

GREENLEE, ALBERT ALPHONSO.....*Assistant Librarian*
B.S., Tennessee State University; M.S.L.S., North Carolina College at Durham

HARPER, GLORIA MARJORIE.....*Treasurer*
B.Ed., Duquesne University

HOFFLER, WILLIAM W., M.D.....*College Physician*
Meharry Medical College

HOLMES, C. MARGUERITE.....*Dining Room Matron*
A.B., Howard University and B.S., A. and T. College

JONES, AGNES HOLLOWAY.....*Assistant Librarian*
B.S., Elizabeth City State Teachers College

JORDAN, BERTHA ALTHEA.....*Assistant Directress, Bias Hall*
Clark and Florida N. and I. College

NEWBY, ALMA McINTYRE.....*Secretary to the President*
B.S.C., North Carolina College at Durham

SMITH, EDWARD N.....*Budget Officer*
B.S., A. and T. College; further study, New York University

SMITH, NANNIE HINES.....*Directress, Symera Hall*
North Carolina College at Durham

THOMAS, HARVEY L.....*Superintendent of Buildings and Grounds*
Hampton Institute

WAMACK, KATIE SHEPHERD.....*College Nurse*
L. Richardson Memorial Hospital

WHITE, MARGUERITE ECHOLS.....*Assistant Registrar*
B.S., Virginia State College

GENERAL INFORMATION

HISTORY

The local institution of higher learning was established on March 3, 1891 when the General Assembly empowered the State Board of Education to set up a state normal school in Elizabeth City. The first session began on January 4, 1892 with 69 pupils in attendance. From this modest beginning, the college has grown. Originating in one small building, it now occupies 121 acres, has 15 buildings, and a complete staff of 67 persons.

The institution has had four presidents. After Dr. P. W. Moore was made president emeritus in 1927, the following have served the institution as presidents:

J. H. Bias_____1927-1939
H. L. Trigg_____1939-1945
S. D. Williams_____1945-

In 1937, the State Board of Education granted the normal school permission to expand its program from two to four years above high school. On March 28, 1939, the General Assembly passed an act which changed the name to Elizabeth City State Teachers College and granted permission to award the bachelor of science degree. Upon the completion of the prescribed course of study, the State Department of Public Instruction awards the graduate of this institution the Class "A" primary or grammar grade certificate.

The college is fully accredited by:

North Carolina State Department of Public Instruction

The Southern Association of Colleges and Secondary Schools

The American Association of Colleges for Teacher Education.

The institution also holds membership in the Association of Teacher Education Institutes.

Hundreds of graduates are successfully employed in various occupations throughout the United States and in foreign countries. Though the majority of graduates find themselves teachers, supervisors, or principals, some have become successful in medicine, law, the ministry and other worthwhile occupations.

LOCATION

The college is located on the eastern suburb of Elizabeth City, the urban center of North Carolina's Albemarle region. It is the only institution of higher learning for Negroes east of Raleigh, the State's capital, and is 170 miles from the nearest of the other colleges in the State. The broad expanses of the Pasquotank River are within a mile of the campus, and the Atlantic Ocean is 37 miles due east, near enough to provide cooling breezes in the hottest weather. U. S. Highway No. 17—the coastal route from north to south, and U. S. No. 158 from east to west make the college easily accessible to auto and bus travel from all points. Bonded taxicabs meet buses for quick and economical transportation to the campus.

PHILOSOPHY

The college believes that the essence of democracy is faith in the essential worth of each individual human being; that the foundation upon which a democracy rests is its elementary school; that the thorough preparation of teachers for the children who attend is a responsibility which must be recognized by a Teachers College. This belief assumes that the best source of knowledge and wisdom to guide collective action for the determination of values and justice is the pooled experience of all people.

Since our democratic way of life relies upon the reasoning of all citizens to determine human action, there must be a literate body of citizens. Mere literacy, however, is

not a sufficient safeguard. It is essential to have not only well informed citizens but also citizens who are willing to accept the responsibilities of community living—citizens who realize that our American society is a society working towards the democratic ideal—the good life—which requires one constantly to adjust himself to changing social and economic conditions.

By declaration and organization, the chief purposes of this college are the development of good citizens and the preparation of its students as professionally trained teachers for the elementary schools. These purposes emphasize the education of the whole person—mentally, physically, emotionally and socially.

OBJECTIVES

The college proposes:

1. To aid students in the development of a functioning philosophy of life which will make it possible for them to make desirable adjustments to life situations.
2. To assist in the development of attitudes and interests related to better citizenship.
3. To provide guided learning experiences which will enable students to develop their total personalities to their maximum capacities.
4. To aid students in acquiring skill in the communication of ideas by listening, reading, speaking and writing the English language effectively.
5. To provide leisure time experiences which will enable students to live a more socially desirable life.
6. To encourage student growth through the use of methods which involve independent thought, intelligence, self-directed practice and research.
7. To develop skill in teaching the elementary school subjects and to appreciate the importance of a knowledge of what to teach.

8. To develop professional characteristics which will lead to gainful employment as teachers, supervisors, and principals in the nation's schools.

COLLEGE BUILDINGS

Dormitories

Bias Hall, erected in 1939, houses freshman and sophomore women students. It contains 75 rooms which are generally occupied by two students. Running water and large double closets are found in each room.

Symera Hall, originally the first dormitory for young women students, was completely rebuilt in 1949. It is a modern building, containing a kitchenette, hair dressing parlor, reception rooms. Each room, designed to house two students, has running water and large double closets. Seniors and juniors occupy this building.

Butler Hall, erected in 1924, is used to house the male members of the college family. In 1939 additional wings were added thus providing space for 150 men. The Y. M C. A. maintains quarters in a portion of the building.

The Administration Building

This building, erected in 1927, is named Moore Hall in honor of the founder of the institution. It carries the main business offices, classrooms and two auditoriums. It is equipped for using audio-visual materials.

College Library

Conveniently situated near the Administration Building, the College Library houses a carefully chosen book collection which affords splendid opportunity for both reference work and recreational reading. The reading rooms, stack rooms, and auxiliary rooms are conveniently arranged and modern. New books are received regularly, scores of current periodicals and daily papers are available. In addition, a collection of mounted pictures

for the purpose of exhibit and the use of practice teachers is rapidly being developed.

Physical Education and Fine Arts Building

This structure, the most recently erected building on the campus, contains space not only for all physical education purposes, including a gymnasium seating 2000 persons, but also has facilities for the fine arts.

The second floor of this building is given over to the homemaking courses and contains a modern apartment for use as a training center. Three unit kitchens, a laundry and a serving room provide space for training in these phases of home care.

The first floor which contains the art room, features a music room with acoustic ceiling thus minimizing sounds. The art room has ample space for industrial and fine art work.

The gymnasium, while used primarily for basketball and physical education programs, can be turned into a beautiful auditorium with a seating capacity of 3500. Folding bleachers and knockdown seats are conveniently arranged for many activities. The physical education equipment is of the latest design and adds much to the usefulness of the building. Locker rooms, showers, and a drying room are added features. The huge trophy case in the entrance always attracts a great amount of attention.

New Science Hall

Recently completed and occupied is a large modern science hall fully equipped to handle all courses in science now offered by the institution. It contains 3 classrooms, a large lecture room, 2 biology laboratories, 2 chemistry laboratories, physics laboratory and a survey science laboratory. All modern equipment has been installed.

Health Center

A large modern infirmary, fully equipped and normally with a bed capacity of 14, is center of the health activi-

ties of the college. It has isolation and general wards for students who are in need of medical attention. While not a hospital in the truest sense, it has the necessary facilities for handling the health problems of the students.

Athletic Field

For outdoor athletic purposes, the college has an excellent stadium. Located in an area surrounded by woods, the field contains facilities for all outdoor sports. Bleachers seating 3000 people have recently been erected.

Food Service

The Dining Hall and Kitchen were completely remodeled in 1948 and now, using the cafeteria style of serving, is equipped to handle all eating facilities necessary in an adequate manner. Four hundred students can be easily fed in a half hour.

Laundry

In 1949 the college completed a new laundry and installed all new and modern equipment. It is fully equipped to do all the ordinary work of the members of the college family.

STUDENT SELF-HELP OPPORTUNITIES

There are a limited number of opportunities for self-help on the campus for those students who are in need of part time employment. Students desiring self-help should make application to the institution prior to enrolling. No student should enter the institution expecting to receive help before being officially notified that the institution will provide you with this aid.

Students receiving aid in all cases are expected to pay the full entrance fee upon entering and will be paid in cash for all work performed.

It is expected that aid given will be on the basis of need and special ability. Students who do not maintain a scholastic standing of at least 1.00 will not be eligible for such help.

HEALTH SERVICES

A full time college nurse and a part time physician supervise the health of the college community. All students are required to have a complete physical examination each year prior to entering. The results of this examination must be submitted to the college on forms supplied by the Registrar.

Health services include diagnosis and treatment of minor ailments for short periods of time. Students will be required to pay for all medicine, X-rays, prescriptions and attention of specialists. Special diets, when necessary, will be provided at an extra cost. Extra charges will be made after 72 hours of consecutive confinement in the Health Center.

Requests for meals to be taken to rooms and for special diets for those who are ill must be certified by the nurse and college physician respectively. Requests for special diets will be met so far as is possible by the Boarding Department. Facilities for providing special diets are strictly limited. Extra expense involved in providing special diets will be charged to the student's account.

Participation in any major athletic sport is contingent upon a satisfactory physical examination by the college physician. This physical examination is in addition to that required prior to entrance each year.

KEY DEPOSIT

Each student will be required to make a deposit of one dollar with the dormitory supervisors for a room key. This money will be returned at the end of the year upon the return of the key.

EXPENSES, PAYMENT AND FEES

BOARDING STUDENTS

Entrance Fee	Sept.	Oct. 12	Nov. 9	Dec. 5	Jan. 4	Feb. 3	Mar. 7	Apr. 1	May 1	Total
**Tuition	$20.00	----------	----------	$20.00	----------	----------	$20.00	----------	----------	$ 60.00
Health Fee	3.00			3.00			3.00			9.00
Library Fee	3.00	----------	----------	----------	----------	----------	----------	----------	----------	3.00
Lyceum Fee	5.00	----------	----------	----------	----------	----------	----------	----------	----------	5.00
Athletic Fee	8.00	----------	----------	----------	----------	----------	----------	----------	----------	8.00
Room, Board, Laundry and Incidental	35.00	35.00	35.00	35.00	35.00	35.00	35.00	35.00	35.00	315.00
	$74.00	$35.00	$35.00	$58.00	$35.00	$35.00	$58.00	$35.00	$35.00	$400.00

DAY STUDENTS

Entrance Fee	Sept.	Dec. 5	Mar. 7	Total
**Tuition	$20.00	$20.00	$20.00	$60.00
Health Fee	3.00	3.00	3.00	9.00
Library Fee	3.00	----------	----------	3.00
Lyceum Fee	5.00	----------	----------	5.00
Athletic Fee	8.00	----------	----------	8.00
Incidental Fee	7.00	7.00	7.00	21.00
	$46.00	$30.00	$30.00	$106.00

*Paid by all boarding or day students upon entrance.
See next page for other fees.
**Tuition for out-of-state students—$75 per quarter.

OTHER FEES

(Not listed on page 16)

Art Fee, per quarter	$ 4.00
Drawing Fee, per quarter	4.00
Biology Fee, per quarter	3.00
Chemistry Fee, per quarter	3.00
Survey Science Fee, per quarter	2.00
Home Economics Fee, per quarter	2.00
Practice Teaching Fee	12.00
Graduation Fee (cap, gown and diploma)	10.00
Student Activities	3.00
Uniforms for Physical Education (Estimated)	6.00
(Suits—$3.00; White-soled gym shoes—$3.00)	
Room Key Deposit (Deposit is made with House Directress)	1.00

Withdrawals:

A student who wishes to withdraw from the college should have the approval of his parent or guardian to do so.

To withdraw officially, the student should secure from the Registrar a Notice of Withdrawal, have it approved by the officers whose names appear on it, and deposit it with the Registrar.

If the student is under twenty-one years of age, he must have his parent's or guardian's signed approval to withdraw.

Students who withdraw unofficially are not eligible to return to the college.

No funds will be returned to students unless written request is received from the parents. Board, room, and laundry are refundable on a per diem basis. Room reservation fee is not refundable unless the college is notified two weeks before the term for which the reservation is made. Withdrawals without notification to proper authorities forfeits refund of all fees.

RESIDENCE AND NON-RESIDENCE STUDENTS

Students who are residents of North Carolina are charged a tuition fee of $60.00 per year. Non-resident students pay $225.00.

Students are considered to be North Carolina *Resident* students if at the time of registration their parents (or legal guardians) have been residents of North Carolina for one year. Adults are considered to be *Resident* students if when registering they have been living in North Carolina for at least one year; provided such residence was not acquired while attending a school in this state.

The status of a student is determined when he first registers and is not subject to change by him unless in case of a minor, his parents or legal guardians move to and become legal residents of North Carolina by maintaining such residence for at least one full calendar year.

PAYMENT OF BILLS

All bills are payable in advance.

At the time of entrance a payment must be made by new and old students alike, including all annual fees.

To avoid possible loss of money while traveling, it is advisable for the student to make his first payment by mail long enough in advance so that he or she may obtain a receipt before leaving home.

All money orders and checks should be made payable to STATE TEACHERS COLLEGE.

The college reserves the right to change fees upon written notice to parents whenever the costs justify such changes.

WHAT TO BRING

Students entering the institution should provide themselves with the following:

4 Sheets (for single beds)
3 Pillow slips
2 Blankets
Bed spread
6 Towels
Dresser scarf
Money sufficient to purchase a pair of curtains.
A rain coat, rubbers and an umbrella are much needed articles.

WEEK END EXCUSES

The institution recognizes the desire of parents to have their children come home periodically for week-end visits. However, too frequent visits home tend to prevent the total development of the student since many learning activities and experiences are planned for Saturdays and Sundays. Permission to leave the campus is given only on written requests. Except in cases of extreme emergencies, telegrams and telephone calls should not be made asking for excuses to come home. Students excused to go home are expected to leave after their last scheduled class and are likewise expected to return before 9:30 P. M. Sunday.

ACADEMIC INFORMATION

Admission

The satisfactory completion of a four-year course in an accredited high school is required for admission to the college. Persons who have completed the four-year course in a non-accredited high school must take an examination before being admitted by the college.

High school graduates seeking admission should secure entrance forms from the Registrar and request the high school principal to send a complete transcript of the high school record to the institution. No student will be accepted by the college until the high school transcript has been received. Forms sent to the applicant should be completed and returned to the institution at once.

Students who transfer from another college to this institution must have transcripts of their high school and college work sent to this institution. This transcript will be evaluated by the Registrar who will then notify the applicant of the amount of work which this college will accept. In accordance with the amount of work accepted by the college, the student will be given the appropriate college classification.

All advanced standing credit is provisional and may be withdrawn if the student's record here does not justify the credit originally given. The credit will not be considered final until the student has completed with an average of "C" or above, one quarter of work. The transfer student is required to maintain an average of one quality point for each quarter hour of credit taken.

Student Loads

Students enrolled in the college are expected to carry as a standard load fourteen to sixteen clock-hours of work per week. Additional work is permitted only if the student has made an average of "B" during the previous quarter.

All courses carried by students are to be approved by the Dean. Any change in courses must also have the approval of the Dean. This includes the adding or dropping of courses. Failure to have course changes approved will result in a grade of "F" being given with a reduction in quality points equal to the credit value of the course.

Credit

The unit of credit is the "quarter hour". The quarter hour represents the successful completion of a course which provides for one hour of lecture or recitation each week for a quarter. Two hours of laboratory work are equivalent to one hour of lecture or recitation. Thus a course meeting for three recitation periods per week for one quarter carries a credit value of three quarter hours.

Marking System

At the end of each quarter the student is given a grade in each course taken. This grade represents the quality of work done by the student in the particular course. The following system of marking is employed:

A—Excellent scholarship, work of exceptionally high quality.

B—Good scholarship, work well above average.

C—Fair scholarship, work of average quality.

D—Poor scholarship, unsatisfactory, barely passing.

F—Failure to achieve the minimum requirements of the course. (Removed only by repetition of the course.)

WP—

The additional grade of Incomplete ("I") may be given in certain cases. The "I" indicates that the student has not completed the work of the course for some acceptable reason such as illness at the time of final examination, etc. The student is given an opportunity to complete the work of the course during the quarter of next enrollment. Failure to complete the work during the

quarter of next enrollment results in the "I" automatically becoming an "F".

Grades are reported to students and parents at the end of each quarter. Mid-quarter grade reports are made to those students whose work up to that point has not been satisfactory. At the request of a parent or guardian, a report on the progress of the student will be made to the parent at any time.

Quality Points

Students are required to maintain an average quality of work. A system of quality points is used to determine the general quality of the student's work. For each course taken the student receives quality points in accordance with the grade received for the work in the course and the credit value in quarter hours of the course.

The grade "A" equals 3 quality points for each quarter hour.

The grade "B" equals 2 quality points for each quarter hour.

The grade "C" equals 1 quality point for each quarter hour.

The grade "D", while a passing grade, carries no quality points.

The grade "F" equals no quarter hours and carries a penalty of a loss of quality points equal to the credit value of the course.

The student's quality point average is found by dividing the number of quality points earned by the number of hours carried.

A student who receives a mark of "D" in a course may repeat the course to improve the quality of his work. If he earns a mark higher than "D" he will be given the appropriate quality points, but he will not be granted additional quarter hours credit.

Classification of Students

The student's classification is determined by the amount of work he has satisfactorily completed. The general minimum requirements are stated below:

Freshman: A student is classified "Freshman" from the time he enters the college until he has satisfactorily completed 40 quarter hours of work.

Sophomore: A student is classified "Sophomore" when he has completed satisfactorily 40 quarter hours of work.

Junior: A student is classified "Junior" when he has completed 90 quarter hours of work with a quality point average of 1.00 or above.

Senior: A student is classified "Senior" upon the completion of 140 quarter hours of work with a quality point average of 1.00 or above. In addition he must, before receiving this classification, demonstrate proficiency in writing, spelling, arithmetic, and English and complete all required courses of the Freshman and Sophomore years. (Seniors are not permitted to do Student Teaching until all required professional courses have been completed successfully.)

Transfer Students

Junior College graduates and students who are in good scholastic and moral standing at their respective institutions, and who present valid reasons for desiring to change schools, will be accepted as transfer students with advanced standing.

The grade of "D" is no ttransferable and only those courses which have parallel in required or elective offerings here will be credited in transfer.

The transfer student receives one grade point for each hour of credit accepted in transfer. He spends the first three quarters here on probation, and, failing to average "C", he will be asked to withdraw from the institution.

Class Attendance

Students are expected to attend all the meetings of the courses they are taking. Absences are counted from the day instruction begins. For example, a student who enters a class for the first time at its third meeting is credited with two absences.

During any one quarter a student may be absent from class as many times as the class meets a week without incurring any penalty. Absences in excess of the number of meetings of the class are considered over-cuts and result in the loss of one quality point for each over-cut.

In order to receive credit for a course, the student must attend at least three-fourths of the total number of meetings of the class.

Two cuts will be given for each class absence on the day immediately preceding and following any official Thanksgiving, Christmas and Easter holidays.

The Dean of the College may grant excuses from class for serious illness, death of first degree relatives, and absence incurred while representing the college. The student is still held accountable for the work of the class, however. Excused and unexcused absences cannot total more than one-fourth of the total meetings of the class if credit for the course is to be given.

Quality points are not deducted from Juniors and Seniors with over-cuts if during the previous quarter they maintained a quality point average of 2.00 or above.

Scholarship

The general expectation of all students is that they shall maintain a minimum average of 1.00, "C", or above.

Specifically, a Freshman in his first quarter must pass nine quarter hours of work ~~at~~ AND MAINTAIN a minimum 0.70 average, a second quarter Freshman must pass twelve quarter hours of work ~~at~~ AND MAINTAIN a minimum of 0.80 average, and a third quarter Freshman must pass twelve quarter hours of

work and maintain at a minimum of 0.90 average. All other students must pass twelve quarter hours of work at a minimum 1.00 or "C" average, *each quarter.*

Failure to meet the minimum requirements for any quarter will result in the student being placed on probation.

Probation shall mean the loss of the right to hold office in any organization or activity or to participate in any organization or activity except class and dormitory organizations. A second consecutive probation shall be called a "special probation" and carry the additional penalty of reduction of load to a maximum of twelve quarter hours.

A student on "special probation" who fails to meet his minimum standards, or any other student qualifying for a third probation, will be suspended from the college for one quarter.

Any student, previously suspended for poor scholarship will be permanently dropped from the college upon his next failure to meet his minimum standards for a quarter.

The additional grade of Incomplete ("I") is given when a student who is doing passing work fails to complete the requirements of the course for some unavoidable reason although he has been in attendance in the course sufficiently long enough to receive a grade.

The "I" must be removed within the first two weeks of his next quarter of enrollment in the college. Failure to do so results in the "I" becoming "F".

Students maintaining an average of "B" or above will be placed on the Dean's Honor List.

Honors

Honors are conferred upon members of the graduating class who have maintained prescribed scholastic ratings. These honors are inscribed on the diploma and are published on the commencement program.

All honor students must have a quality point average of not less than 2.00. Students who have an aggregate of from 2.00 to 2.45 shall graduate with "Honors". Students with an aggregate average of from 2.46 to 2.69 may graduate with "High Honors". Those with aggregate averages of from 2.70 to 3.00 are graduated with "Highest Honors".

To graduate with "High Honors" and "Highest Honors" a student must do all of his college work at this college. Two years of work must be spent at this institution in order for a student to be graduated with "Honors".

Textbooks

Textbooks are considered a part of instruction and each student is expected to provide himself with the textbooks his courses require. The books may be purchased at the College Bookstore at the beginning of each quarter. Students should plan to spend approximately twenty-five dollars for the textbooks for one school year. Occasionally this cost may be reduced by the purchase of used copies from other students. Freshmen, however, purchase their books for the year at the beginning of the first quarter and should come prepared to purchase all of their books at that time.

Registration

At the beginning of each quarter one day is set aside for registration. All students are expected to complete their registration at this time.

Classes begin on the first school day following the registration day. Students will be permitted to register during the first five school days following the registration day. These students, however, are given "cuts" for each absence after a class has begun.

Freshmen are required to report to the college on the first day of Freshman Week which precedes the Registration Day.

Students are admitted at the beginning of each quarter. Freshmen, however, are not encouraged to enter at the beginning of the third quarter.

SEE THE SCHOOL CALENDAR FOR THE APPROPRIATE REGISTRATION DATES.

Placement Services

The placement Bureau is designed to aid graduates of the college in securing positions for which they are best fitted. The Bureau maintains cordial relationships with superintendents, principals and supervisors who are interested in securing well trained teachers for the public schools and it devotes considerable effort annually in helping members of the senior class seeking teaching positions.

Graduates are encouraged to call and register with the Placement Bureau and every effort is made to place them.

Official Transcripts

A fee of one dollar will be charged for each transcript after the first.

Requirements for the Bachelor of Science Degree

The course of study as outlined by the college extends over a period of four years. One hundred and eighty-six quarter hours with a minimum of one hundred and eighty-six grade points are required for graduation. The average number of hours carried by each student per quarter is sixteen.

A quality point average of 1.0 or above is required for graduation.

The time for completing the required course may be shortened only by maintaining a cumulative average of "B" or above.

Included in the requirements listed above, are those prescribed by the North Carolina State Department of Public Instruction for the Primary and Grammar Grade Class "A" certificates.

Students enrolling in the institution with advanced standing must spend at least one year in residence to qualify for a degree.

Candidates for graduation must file application for graduation at the beginning of the Spring quarter. Such application must be accompanied by the graduation fee.

Alumni

The organization of the Alumni into active county and city units is rapidly progressing. The General Alumni Association assists in the celebration of Charter Day, commemorating the date of the institution's first charter, March 3, 1891. The annual meeting of the General Alumni Association brings many graduates and former students of the college back to their Alma Mater. A feature of the day is the Oratorical Contest sponsored by the association.

Officers for 1952-53

President	Mr. Frederick P. Shields
Vice President	Mrs. Mayola T. Murrell
Secretary	Mrs. Maye T. Jordan
Treasurer	Dr. J. E. Jones

CURRICULUM PATTERN

GENERAL EDUCATION

The curriculum of the college is, for purposes of organization, divided into two areas—General Education and Professional Education. By and large the program of General Education is confined largely to the freshman and sophomore years. Professional Education is largely undertaken in the junior and senior years. While general education may be said to precede professional education, it follows the development of professional courses.

General Education is conceived as a broad foundation upon which professional competence is built. For prospective teachers, general education assumes special importance, because teachers, more than any other persons, have a responsibility for transmitting the culture of the race to young people, and for being themselves good specimens of culture.

It is the aim of a program of General Education to produce more competent adult members of society—citizens with faith in democracy and knowledge to help solve the problems of contemporary life. Furthermore, General Education seeks to produce directly or indirectly more competent individuals, stabler, more secure personalities, possessing values that are personally satisfying and good. In other words, the program is designed to develop personal and social competencies.

From the program of General Education the student is expected to gain a broad perspective on individual and social problems, so that he approaches with a clear understanding and insight his responsibilities as a citizen, a future parent, a worker, and human being. Finally, the program of General Education is concerned with a student's personal, social and emotional adjustment, attitudes and appreciation just as much as with their acquisition of knowledge and truth.

The student is encouraged to set up worthwhile objectives, to discover himself, and to seek experiences which

will aid him in meeting his needs. Selection of subject matter or content of the courses with the cooperation of the students, studying the progress of the student through college, and advising with him in regard to occupational adjustment and specialization are important objectives.

The campus and community living form an integral part of the student's education. The needs of students in their living with others, discovering the best principles and practices of democratic living from the fields of the social studies and literature are included.

Getting along with others can be a mere platitude or a pleasant reality.

The needs of students in their relationship with other students, with staff members, and with persons who are not regularly a part of the college life provide the starting point for developing a facile and graceful interaction between the personalities which are in daily contact on the campus and in the community.

Discovering the best principles and practices of democratic living from literature in the field and from personal contacts, exploring the problems in modern family living, and casual campus contacts constitute the function of this committee. Mutual respect, cooperative planning and action, and the social graces which insure pleasant social interaction are the objectives in this area of living.

The various organizations at the College are designed to enrich the life of the student and provide him with experiences which will enable him to adjust himself to community living. They are not thought of as experiences separate and apart from the curriculum but as supplementary. Each student is strongly urged to participate in some form of student activity.

THE FUTURE TEACHERS OF AMERICA

The college chapter of the Future Teachers of America is composed of students who have pledged themselves to teaching and school administration as permanent careers.

Studies are made of those academic and professional problems which relate to desirable teaching personalities and high scholarship. Through educational research and varied projects the student is given the opportunity to develop attitudes and appreciations of effective teacher-organization and teacher-community relationships.

ATHLETICS

The athletic program at the Elizabeth City State Teachers College is designed primarily for student growth and development, and as such is looked upon as a phase of the educational program of the college. An attempt is made to have every student participate in some phase of physical education beyond the required college courses.

Varsity teams in football, basketball and baseball are maintained. While these teams are strong competitors always, emphasis is placed more upon giving a large number of students opportunities to participate rather than upon the mere winning of games.

The college is a member of the Eastern Intercollegiate Athletic Conference. It schedules games with teams from other conferences.

All outdoor athletic contests are held in the college stadium which will comfortably seat 3000 persons.

COLLEGE BAND

Recently organized, the College Band is adding to the life of the college. While the institution owns many instruments, prospective band members are urged where possible to bring their own. The band plays at the football games and will be available for other activities on and off the campus. Instruction in the band is free.

RELIGIOUS ACTIVITIES

While this is a State supported institution, considerable emphasis is placed upon the religious life of the student. Attendance at the religious exercises is strongly encour-

aged. Sunday School, Prayer Meeting, Young Women's and Young Men's Christian Associations, and Vespers are regularly scheduled activities.

DRAMATICS

The Dramatic Club is open to students who are interested in this phase of extra curricula activity. The purpose of the club is to open to the student a pleasurable avenue of self expression; to bring to him through study and production the best in dramatic literature and to develop those qualities which make for good citizenship.

MUSIC

Besides the emphasis placed upon the teacher training phase of public school music, opportunity is provided the student to secure further training and enjoyment in the College Choir and Women's Glee Club. Those not particularly interested in the smaller musical groups are given an opporunity to join in the frequent community sings which are held in the chapel.

CLUBS

Clubs of an educational and social nature are open to all students. Membership in the clubs is subject to regulations set up by the committee on Student Organizations.

ALPHA KAPPA MU HONOR SOCIETY

The college is a charter member of the Alpha Kappa Mu Honor Society. The purpose of this organization is to promote high scholarship; to encourage sincere and zealous endeavor in all fields of knowledge and service; to cultivate a high order of personal living; and to develop an appreciation for scholarship in others.

DRAMATIC TOURNAMENT

Annually high schools of this section of North Carolina are invited to participate in a Dramatic Tournament

under the direction of the College Dramatic Club. Not only has this been an experience for the high school participating but has provided college students with experience in planning and handling groups of students.

ANNUAL HIGH SCHOOL DAY

A unique feature of our college year is the Annual High School Day. It attracts, from this area of North Carolina, hundreds of high school students who gather here for the purpose of competing in subject matter, music, and public speaking. From a modest beginning in 1931, this feature of the college has grown into one whose influence is felt over the entire region.

PROFESSIONAL EDUCATION

The program of professional education follows the pattern of the best minds in the field of education in relation to the training of teachers. Subject matter and method courses, while stressed primarily, do not constitute the entire work of the junior and senior years. Observation of public school procedures and patterns, participation in various activities, developing skills in teaching through practice teaching all are knit into a composite whole.

Much observation is given in the junior year so that students will have a keen insight and appreciation of the problems incident to practice teaching. Practice teaching in the senior year is given for an entire quarter. Concomitant with practice teaching, students meet regularly in seminars where they discuss their problems with well trained instructors. Students do their practice work in the city schools under the supervision of room teachers and college supervisors. Three major phases are emphasized—the pupil, the school, and teaching and practicum.

Special stress will be placed upon those knowledges, skills, attitudes, techniques, and interests which concern the daily lives of children, youth, and adults.

To a large extent, the content of the courses will be selected from the experiences of people in the community.

Through participation in the activities of the socio-economic organizations of the local community, and through interviews of parents and teachers, the student will be able to enrich his classroom experiences.

Practice teachers are integrated in the total program of the public schools and remain for the full day at the schools to which they are assigned. They participate in all phases of the work of the participating schools—lunch rooms, playgrounds, assemblies, parent-teacher associations, and faculty meetings. As a result, a wide variety of experiences are obtained which enable them to more easily adjust themselves to actual teaching situations upon graduation.

EXTENSION PROGRAM

The extension work of the college is chiefly concerned with the inservice program of professional growth and teacher education. Upon demand, the college is happy to make available any services in keeping with its resources. Such services include extension classes, conferences, demonstrations, speakers, etc. Superintendents and principals are urged to investigate the possibility of such services.

CULTURAL GROWTH

As a means of adding to the formal program of education on the campus, many activities are encouraged for cultural enrichment and growth. Assemblies, institutes, lectures, dramatics, athletic contests, and trips contribute to the general welfare of the community.

The college brings to the campus each year outstanding well-known artists of the concert world. The department of Fine Arts sponsors musical programs throughout the school year.

Recognizing that an educational institution is an integral part of the community, faculty members and students of Elizabeth City State Teachers College share

constantly in the constructive growth and interests of the city and the surrounding areas. The public relations activities are promoted through the music and athletic departments, the department of education, lyceum programs, lectures by staff members and individual membership in the various community organizations. The faculty and college students also contribute annually to the various drives and campaigns conducted by the city.

DEGREE REQUIREMENTS FOR THOSE WHO HAVE DONE NO RESIDENCE WORK IN THE REGULAR COLLEGE SESSIONS AND HENCE ARE NOT NORMAL SCHOOL GRADUATES

Teachers of experience who are not normal school graduates may earn the bachelor's degree through summer school and extension under the following conditions:

1. Graduation from a four year high school must be presented. If the candidate is not a graduate of a four year high school, the college work will be discounted on the basis of four hours college work for each deficient high school unit.

2. Six twelve week sessions or twelve 6 week sessions of summer school must be secured since the first 60 hours of the candidate's college work. Extension may be substituted for some of this requirement.

3. Not more than 25% of the total college work may be taken in extension.

4. The candidate must take three of the last four quarters (since May 1937) in summer school or in a regular session at Elizabeth City State Teachers College.

5. A "C" average must be maintained in all work since high school graduation. An average of "82" in all number grades is an equivalent to a "C" average.

6. In order to fulfill the practice teaching requirements of the institution, the candidate must do student teaching at the institution or the institution may send one of its faculty members to observe the candidate's work in the field. If the candidate's work is up to the standard of the institution it will be accepted as fulfilling the practice teaching requirements of the institution.

7. In addition to the present requirements of the State Department of Education for an "A" certificate as of 1931, the following subjects must be taken as a part of the work:

English Composition	4	hours (2 of these in speech)
Biological Sciences	6	"
Physical Sciences	6	"
Economics	4	"
Sociology	4	"
Philosophy of Educ.	2	"
Negro History	2	"
Negro Literature	2	"

SOME PERSONS HAVE ALREADY MET PORTIONS OF THESE REQUIREMENTS. ALL PERSONS WHO EXPECT A DEGREE FROM THE ELIZABETH CITY STATE TEACHERS COLLEGE SHOULD HAVE A TRANSCRIPT OF ALL WORK DONE AT OTHER SCHOOLS SENT TO ELIZABETH CITY STATE TEACHERS COLLEGE.

DEGREE REQUIREMENTS FOR TWO-YEAR STANDARD NORMAL SCHOOL GRADUATES, AS APPROVED BY THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

Normal school graduates may earn the bachelor's degree during the regular session or by work in extension and summer school under the following conditions:

1. Two years or six quarters of work must be earned since normal school graduation. Twelve weeks of summer school constitute the summer quarter; therefore six 12 weeks sessions of summer school or 12 six weeks sessions would fulfill this 2 year requirement. Extension work may be substituted for some of this requirement on the basis of six hours of extension are equivalent to one six weeks session of summer school.

(a) At least one year—or its equivalent in summer school—beyond normal school graduation must be spent at the particular institution from which the student wishes to earn a degree.

2. If the degree is to be earned in summer school and extension, the last 36 hours of work must be taken in summer school since May, 1937. These 36 hours may be earned in six 6 weeks sessions or three 12 weeks sessions of summer school.
3. Not more than 25% of the total college work since high school graduation may be taken in extension.
4. Not more than 24 hours since normal school graduation may be taken in extension.
5. An average of "C" must be maintained in all work since normal school graduation. An average of "82" in number grades is the equivalent of an average of "C".
6. In addition to the requirements of the State Department of Education for an "A" certificate, the following subjects must be taken as a part of the work:

English Composition	4	hours (2 of these in speech)
Biological Sciences	6	"
Physical Sciences	6	"
Economics	4	"
Sociology	4	"
Philosophy of Educ.	2	"
Negro History	2	"
Negro Literature	2	"

SOME PERSONS HAVE ALREADY MET PORTIONS OF THESE REQUIREMENTS. ALL PERSONS WHO EXPECT A DEGREE FROM THE ELIZABETH CITY STATE TEACHERS COLLEGE SHOULD HAVE A TRANSCRIPT OF ALL WORK DONE AT OTHER SCHOOLS SENT TO ELIZABETH CITY STATE TEACHERS COLLEGE.

COURSES

Courses which make up the formal study of the students are divided into two main areas:

While a limited range electives are permitted students in the first two years, those planning to teach should include in their program those courses which are required by the institution for graduation; otherwise this work must be taken prior to beginning the work of the junior year. All such courses are marked with an asterisk. In the outline of the courses the numerals following each title refer to the year generally in which the course is offered, the quarter given and the number of courses previously offered in the field. For example:

Eng. 123. English Composition—shows that the course is offered in the Freshman year, the second quarter and is the third course offered in the field of English.

GENERAL EDUCAITON		PROFESSIONAL EDUCATION
*Art 311-322-333—Industrial Arts.	*Biol. 211-222-233—Biology.	*Educ. 311—Reading Methods.
Chem. 311-322-333—Chemistry.	English:	*Educ. 322—Arithmetic Methods.
*Draw. 211-222-233—Drawing.	315A&B—English Literature.	*Educ. 323—Educ. Psychol.
Econ. 211—Consumer Education.	*316—American Literature.	*Educ. 334—Social Studies Methods.
*Eng. 111A-B-C—English Composition.	438—Negro.	*Educ. 335—Language Arts.
*Eng. 212—Adv. English Composition.	419—Shakespeare.	*Educ. 336—Philosophy of Edu.
*Eng. 233—Correct Speech.	*Geog. 111, 122, 133 Elements of Geography.	*Educ. 417—Student Teaching.
*Health 111-122-133—Health and Physical Development.	*Gov. 211—American Government.	*Educ. 419—Classroom Managem't.
Health 425—First Aid.	Health 426—Community Health.	Educ. 32(15)—Science Methods.
*Home Econ. 111—Homemaking	History:	*Educ. 43(10)—Tests and Measurements.
*Home Econ. 122—Clothing.	*111-122-133—Civilization.	Educ. 43(14)—History of Education.
*Home Econ. 133—Foods.	*214-225-226—American	*Educ. 43(15)—Guidance.
Lib. Sci. 111—Library Technique.	327—Negro.	*Eng. 234—Children's Literature.
Lib. Sci. 412—Library Science.	439—Contemporary.	Eng. 329—Play Production.
*Math. 134—General Mathematics.	Soc. 211—Principles of Sociology.	Phy. Ed. 320—Practices and Procedures in Physical Education.
*Mus. 211-222-233—Music.	Econ. 211—Principles of Economics.	*Health 320—Practices and Procedures in Health.
*Sci. 111-122-133—Survey Science.	Phy. Ed. 414—Folk Dance and Theory.	Health 314—Child Health.
Soc. 213—The Family.	Phy. Ed. 400—Recreation Practices and Programs.	*Phy. Ed. 322—Prac. & Proc. P. E.
Art 301—Crafts.	Hist. 440—World Politics.	Phy. Ed. 413—Coaching and Officiating.
Phy. Ed. 204,205-206—Sports Appreciation.	*Psy. 300—General Psychology.	*Psy. 311—Child Psychology.
Art. 400—Art History.		Psy. 422—Mental Hygiene.
Art 401—Art Appreciation.		Art 201—Lettering and Poster Design
Phy. Ed. 203—Team Sports for Women.		*Educ. 322—Educational Psychology.
Phy. Ed. 201—Individual Sports.		Phy. Ed. 415—Games for Elem. Schools.
		*Educ. 301—Orientation for Student Teaching.
		Educ. 403—American Educational System.
		Educ. 402—Audio Visual Education.
		Mus. 311—Teaching Pub. Sch. Music.

*State and Institution Requirements.

BASIC CURRICULUM

FRESHMAN YEAR

FALL QUARTER

Eng. 111—Composition	3
Geog. 111—Prins. of Geog.	3
Sci. 111—Physical Survey	3
or	
Chem. 111—Gen'l Chemistry	4
Hist. 111—West. Civ.	3
H.Ec. 111—Home Management	2
Heal. 111—Hea. & Phy. Dev.	2
	16-17

WINTER QUARTER

122—Composition	3
122—Geography	3
122—Phy. Survey	3
or	
122—Gen'l Chem.	4
122—Civilization	3
122—Clothing	2
	16-17

SPRING QUARTER

133—Composition	3
133—Geography	3
133—Phys. Survey	3
or	
133—Gen'l Chem.	4
100—Social Studies	3
133—Foods	2
	17-18

SOPHOMORE YEAR

FALL QUARTER

Eng. 211—Adv. Composition	3
Hist. 211—U. S. History	3
Bio. 211—Gen'l Biology	4
Mus. 211—Appreciation	3
Gov't. 211—Amer. Gov't.	3
	16

WINTER QUARTER

233—Correct Speech	3
222—U. S. History	3
222—Gen'l Blology	4
222—Notation	3
201—Lettering	3
	16

SPRING QUARTER

234—Children's Lit.	3
233—U. S. History	3
233—Gen'l Biology	4
233—Notation	3
200—Intro. to Ed.	3
	16

JUNIOR YEAR

FALL QUARTER

Ed. 312—Lang. Arts Meths.	5
Psy. 300—General Psychology	3
Ed. 336—Phil. of Educ.	3
Eng. 316—Amer. Lit.	3
Elective	3
	15 to 17

WINTER QUARTER

322—Arith. Methods	3
311—Child Psychology	3
43-10—Tests & Measure	3
320—P.Ed. Prin; Prac; Proc.	3
Elective	3 to 5
	15 to 17

SPRING QUARTER

334—Soc. Stud. Methods	3
323—Educational Psychology	3
301—Crafts	3
320—Hea. Prin. Prac. Pro.	3
Elective	3
	17

SENIOR YEAR

FALL QUARTER

Prins. of Guidance	3
Electives	12
or	
Student Teaching	12
Student Teaching Seminar	3
	15

WINTER QUARTER

The Same or
Free Electives

SPRING QUARTER

The Same or
Free Electives

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

Requirements for Minor

The Department of Health and Physical Education offers the following courses for students who wish to obtain a minor in Health and Physical Education. A selection of twenty-four (24) quarter hours, not including RECREATIONAL ACTIVITIES and PERSONAL HYGIENE may be included on the Elementary School Certificate as a minor. The department offers this minor so as to prepare students to become teachers of physical education, coaches of athletic sports, and/or to prepare them for further professional study.

Students who are interested in this area should consult members of the staff of the department before registering.

*Required of ALL Students.

DESCRIPTION OF COURSES

Courses are subject to change in keeping with any new curriculum adopted by the State Department of Public Instruction.

Art 311, 322, 333. Industrial Arts. **3 Quarter Hours**

This course will enable the student to gain a knowledge of art as it relates to the life of the child, acquire certain skills, develop creative ability and become acquainted with art methods through discussions, observations and projects. Special effort is made to use material found in the environment.

Art 201. Lettering and Poster Design.

This course is designed to develop skills in the execution and application of the basic alphabets such as Gothic, Roman, and Old English. It is further taught for the value inherent in lettering and for whatever individual values that might be derived by the student.

Art 301. Crafts for the Elementary School.

This course aims to stimulate and cultivate a desire for creative expression through the use of the common materials available in everyday life such as wood, wire, cardboard, newspapers, etc.

Art 400. History of Art.

Art history is an approach to the appreciation of art through the evolutionary development of pictorial art, architecture, and sculpture as a frame of reference for modern art forms.

Art 401. Art Appreciation.

The end of this course is to stimulate an interest in the visual arts by helping the student develop techniques of analysis which bring about a better understanding of the processes and problems involved in their creation.

Chemistry 111, 122, 133 **12 Quarter Hours**

This is a course in General Chemistry which is designed to meet the needs of students having had no previous chemistry. An introduction to organic chemistry has been included to partially meet the needs of students who are interested in nursing as a career. New material resulting from recent discoveries is presented and reinterpreted in the light of scientific advances.

Laboratory courses have been correlated with theory to give the student a working knowledge of the principles of chemistry. Students are urged to bring their everyday problems to class for discussion and solution.

Drawing 211-222. Drawing. 3 Quarter Hours

Practice in simple drawing of objects and skill in script and capital letters, and simple numbers is given. Likewise, emphasis is placed upon designs for seasonal activities, special occasions and posters. Wherever possible the work of this course is correlated with other departments.

Econ. 211. Consumer Education. 3 Quarter Hours

This is an effort to improve the position of the consumer-buyer in our modern economy. Procedure in investigation and a critical study of advertising, means of determining quality, budgeting, installment buying, open credit and agencies which test results. Government safeguards for the consumer are studied.

English 111-122-133. English Composition. 9 Quarter Hours

Freshman English Composition offers the beginning college student training in the use of the English language. The use of the library, functional grammar and word studying including spelling, use of the dictionary, and vocabulary building are emphasized during the first quarter. In the second quarter, the student is given a variety of reading materials as a foundation for oral reports and short talks. In this course the aim is not only to improve the reading habits but to stimulate the ability to do critical thinking. The third quarter emphasizes written composition as an aid to better expression. Short themes, dictation exercises, letters, formal and informal, are written with special emphasis being placed upon the basic principles of writing.

English 212. English Composition (Advanced). 3 Quarter Hours

The course attempts to have students write more thoughtful and polished expositions than are required in previous courses. Special emphasis is placed upon critical thinking and the ability to write creatively.

English 233. Correct Speech. 3 Quarter Hours

Class activities give the student ease, poise and flexibility in the use of the voice and body as well as a knowledge of an increased skill in such fundamentals of oral reading as emphasis, grouping, good articulation and enunciation.

English 000

A non-credit course designed for those students who fall below the accepted standard of college freshmen.

Health 112-122-133. Health and Physical Education. **6 Quarter Hours**

The aim of the course is to provide such information, instruction and training as will enable the student to improve his own health habits as well as to develop a more efficient use of the body in daily life. Special attention is given to problems dealing with the living habits of the students.

Health 425. First Aid. **2 Hours**

The purpose of this course is to acquaint the students with the underlying principles and applied techniques of first aid. The point of view taken is that adequate first aid tends to reduce the severity of injuries.

Physical Education 203. Team Sports for Women. **3 Quarter Hours**

This course acquaints the individual with all of the team sports for women as well as methods of presenting elementary technics and fundamental skills of body control and foot work. The team sports included in this course are basketball, hockey, soccer, softball, speedball and volley ball.

Physical Education 415. Games for the Elementary School. **3 Quarter Hours**

The games in this course are presented not as new game material but as a new arrangement of game material. Games may be very easily correlated with other school subjects therefore this course outlines the methods that may be used in obtaining the best results from the child through games. This course also equips the individual with a variety of games.

Physical Education 414. Folk Dance and Theory. 3 Quarter Hours

The student learns the historical and sociological background of various countries such as England, Scotland, France, Italy, Spain and some dances that were originated in these places. The material obtained from this course may be correlated with other school subjects such as Geography and Science.

Home Econ. 111-122-133. Home Making. **6 Quarter Hours**

In the first quarter home management is stressed. The course is designed to acquaint the students with problems of home making in relation to income, energy output, fatigue, time

utilization and family relationship. The rooms of the students in the dormitory are taken as individual projects for improvement.

During the second quarter, emphasis is placed upon clothing construction and is designed to give the student a fundamental background of garment construction in relation to individual needs for comfort, attractiveness and for various occasions. Experience is provided in solving wardrobe problems in relation to needs and resources. Textile study is used as a background for intelligent selection, care and use of clothing.

Food and nutrition are the essential problems of the third quarter. The course aims to give the students some knowledge of marketing, food selection, budgeting of money and time, and the scientific principles of food preparation. The course gives the students instruction in meal planning, the points in menu making, food color and food texture. Along with this there are units in table decoration, setting and service.

Lib. Sci. 111. Library Technique.

Instruction in the use of the library primarily for freshman students. Problems assigned include the classification, arrangement of books, the uses of card catalog and indexes. Other items include familiarizing one's self with reference books, encyclopedias, dictionaries, year books and periodicals.

Lib. Sci. 412. Library Science. 3 Quarter Hours

Intended primarily for those who can devote part of their teaching time to the school library. It gives a working knowledge of how to organize a collection of books into an effective library. Standard organization and equipment for school libraries will be studied.

Mathematics 111-122-133. College Algebra. 9 Quarter Hours

A survey of the basic principles of algebra beyond that of the high school level. The activities will include development of skills, the practice of clear and independent thinking and the emphasis of understandings which lie back of the processes.

Mathematics 134.

The course deals with the general need of adults in the field of mathematics and especially the teacher in the elementary school. It covers the four arithmetical processes, decimals, fractions, percentages as well as graphic solutions and representation of simple problems, notes, insurance, stocks and bonds covered from the elementary angle.

Music 211, 222, 223. Music Notation. **9 Quarter Hours**

Music notation is intended not only to aid the individual in interpreting the printed page, but is a course planned to increase the appreciation of the listener and performer. This is done through application of principles learned in the classroom to music heard over radio, at concerts and to music sung in the assembly and chapel programs. Emphasis is also placed on musical current events.

Sci. 111-122-133. Survey Science. **9 Quarter Hours**

Includes the study of important concepts of astronomy, physics, chemistry, meteorology and geology in a general way. It gives the student a knowledge of the concepts in these fields as are needed by the everyday citizen. It also serves to introduce the student to problem solving and acquaints him with the application of physical science to everyday life.

Soc. 211. Principles of Sociology. **3 Quarter Hours**

The Principles of Sociology awakens the student to a conscious, objective evaluation of his place in society. Here he is exposed to the influences of culture and the various inter-relations of groups of peoples and individuals. This should enhance student social competencies and make him a better citizen, future parent, teacher, and worker. To increase the ability of the student to make rapid adaptations to new real-life situations is a main goal of the course.

Soc. 213. The Family. **3 Quarter Hours**

This course aims to give the students a functional knowledge of economic and social living. It is primarily concerned with planning of income, saving, expenditures and budgets; buying shelter, food, clothing, services and cultural goods; standards of living; the effect of divorce on personality and the home; the economic aspect of birth control; the effect of industrial changes on family life; parental care and the democratic aspect of the family.

Biol. 211-222-233. Biology. **12 Quarter Hours**

The purpose of this course is to acquaint the student with his environment and to develop an interest in the flora and fauna of his community. This is brought about through field trips, systematic classification of plants and animals, and discussion of recent biological trends and of parasites of local and state

interest. Emphasis is placed upon the building of a strong body and the development of sanitary surroundings. Opportunity is given for solving individual local biological problems.

Econ. 422. Rural Economics. **3 Quarter Hours**

This course has as its objective making the student conscious of the pressing economic and attendant social problems of agriculture; giving the student a vivid picture of how farm and village folk live, and to describe the problems they face locally and nationally. Students from urban areas will get a true picture of rural foundations of our state and national life and students from farm areas a better understanding of his environment. Teachers in rural areas will have a better understanding and appreciation of the areas in which they teach.

English 211. **3 Quarter Hours**

A course designed to give the student an opportunity for exercise in gathering information and integrating it with a consistent point of view in the report and essay.

English 315. **3 Quarter Hours**

An introductory course in the literature of England as represented by major writers from the Beowulf poet through the great Victorians.

English 316 **3 Quarter Hours**

An introductory course in the literature of the United States with emphasis on the continuity of cultural forces as seen in the works of major Americans.

Eng. 438. Negro Literature. **3 Quarter Hours**

This course plans to give the students a better knowledge of the Negro contribution to the field of American literature, and thereby arouse in them a pride in and a devotion to the race. Special attention is given the fact that the history of the Negro is spread all over the face of his literature. The course also is an opportunity for students to learn that the Negro can go back to a past in which there is much to foster laudable pride.

Eng. 419. Shakespeare. **3 Quarter Hours**

The purpose of this course is to give the students a more thorough acquaintance with a few of Shakespeare's best known plays, and to build up a desire for a more extensive reading of Shakespeare than is possible within the limits of this course. In seeing how Shakespeare's characterizations and situations

of the plays fit into our present day contacts with people and affairs, the student understands why the great dramatist belongs to all ages. The course likewise gives an opportunity to place many familiar quotations and to recognize how pertinent they are in the life of today.

Geography 111-122-133. Elements of Geography
9 Quarter Hours

A general study of the influence of environmental factors, physical as well as cultural, on the economic and social development of man. Factors affecting population patterns, elements of the physical environment, occupational patterns, trade and industry are emphasized. Map reading and interpretation are stresed as tools of geographical thinking and expression.

Government 211. American Government **3 Quarter Hours**

The course deals with the study of the National, State and Local governments, its origin, organization and functions; political parties and group activities in the government. Mock court trials, Congressional sessions, political conventions, field trips to local government agencies and visual aids are used to enrich the course. The student is given a working knowledge of good citizenship which will enable him as a teacher not only to teach citizenship but to apply it to his everyday life.

Hist. 111-122-133. Introduction to Civilization. 9 Quarter Hours

The study of civilization is really a world history. It is brief; it is introductory. But it is, we believe, coherent. It does give a flowing narrative of man from the age of hunters to that of big business, from Neander-thalers & Cro-Magnans to Bolsheviks and Collapsed Fascists. Related with the history of so-called Western Civilization, the course emphasizes the cultural, social, economic and political life of the world's peoples.

Hist. 122-333-433. American History. **9 Quarter Hours**

Preparation for democratic citizens and qualified elementary teachers of American history forms the basis for this course instruction. The evolution of social, economic, and political developments, surveyed from the colonial period to the present, provides students with a comprehensive understanding and appreciation for the democracy of the United States. The past is reviewed with an interpretation of its influence upon the present and future. Special emphasis is placed on current history.

Health 426. Community Health. **3 Quarter Hours**

A course which aims to acquaint students with health problems which are peculiar to the average community, and to teach students the practical ways of meeting these situations. Some problems treated are: communicable disease control, principles of sewage disposal, protection of water supplies, refuse collection and disposal, insect control measures, rodent control methods, milk sanitation, food sanitation, home and school sanitation.

Economics 211. Principles of Economics. **3 Quarter Hours**

This is a general introductory course covering fundamental principles underlying the organization of modern industrial society with applications to outstanding economic problems of the present. It introduces the student to the interaction of the forces of supply and demand, competition, monopoly, business organization, the government and its relationship to business, modern problems in agriculture, transportation, labor, consumption, taxation and foreign trade.

Hist. 438. North Carolina History. **3 Quarter Hours**

A general survey of the social, economic and political history of North Carolina. Special stress is placed upon the trends and their influence on the life of the citizenry. Problems of North Carolina and their relation to problems of the nation are given emphasis.

History 439. Contemporary History. **3 Quarter Hours**

The final objective of this course intends to provide the student with a well organized and brief introduction to the paramount political, social and economic events which have occurred in the western world since about 1900. A desire of the present generation to obtain a clear understanding of recent developments justifies the objective.

Sociology 200. Introduction to Education. **3 Quarter Hours**

This course offers an overall view of education. It acquaints students with the aims, organization, personnel, procedures and techniques of education. It aids students in developing a concept concerning the problems of teaching on various school levels. The course covers a wide range of topics and should serve to stimulate intensive study in subsequent courses in education. It is of special interest to prospective teachers or any person interested in education who want to evaluate the existing goals and procedures.

Sociology 211.

This course aims to acquaint students with a working system of thought about society. The nature of sociology and social phenomena, social origins and social evolutions, social processes and social control, and social problems are the topics discussed.

Hist. 327. Negro History. **3 Quarter Hours**

A course covering the economic, social, political, literary and educational phases of the Negro. Members of other departments assist in giving lectures and leading discussions. Special emphasis is placed upon problems now affecting the Negro.

Sociology 111. Sociology-Economics Survey. **4 Quarter Hours**

Survey of Social Sciences is designed to acquaint the student with the origin and character of many significant problems which confront man in contemporary world society. The material for the study of these problems will be drawn from the various social sciences, including sociology, economics, government and history. This material will be interrelated and unified in order to facilitate the student's understanding of the realities of the world in which he lives. Lectures will be delivered by the instructor. Classroom discussions, readings and reports will constitute the major items of student responsibility in this course.

History 440. Modern World Politics. **3 Quarter Hours**

Modern World Politics is a comprehensive study in modern international relations. The total forces of individual nations in the search for power includes such factors as technology, economics, public opinion, sea and air power, propaganda, political ideologies, geopolitics, imperialism, war and peace, isolation vs. collective security, and majority-minority population problems. The student is asked to consider how modern research and technology make recent codes of international law unimportant, why wars exist, and the most effective means of achieving international security.

Educ. 311. Methods in Reading. **3 Quarter Hours**

It is the purpose of this course to acquaint the students with practical and progressive techniques used in the teaching of primary and grammar grade reading; to give the students opportunities at stated intervals to see these techniques applied by skillful teachers; to direct them in the making of lesson

plans which include subject matter, materials, methods and activities. It also aims to meet some of the reading problems which confront student teachers as well as beginning teachers.

Ed. 322. Arithmetic Methods. **3 Quarter Hours**

The aim of the course is to have students become conscious of out of school situations in which children make use of arithmetic. Such real experiences are carefully organized, analyzed and planned. Later they are used by student teachers as arithmetic materials in their teaching.

Mathematics 111.

The course is designed to meet the needs of students of widely different training: drills in the fundamental operations; review of percentages; review of the fundamentals of algebra and geometry; the study of trigonometric functions; logarithms; series; and the elements of analytic geometry and calculus.

Education 300. General Psychology. **3 Quarter Hours**

This course is designed to acquaint the student with and make him aware of certain general principles of behavior; thus enabling him, as a prospective teacher, to understand and handle with some facility, classroom situations which he will inevitably encounter.

Prerequisite for Child Psychology and Educational Psychology.

Educ. 323. Educational Psychology. **3 Quarter Hours**

This course provides experience in observation and discussion of the principles involved in the learning process. Problems deal with the motivation of learning, learning activities, intelligence testing, pupil control, and individualized instruction. Special attention is given to the peculiar problems arising in the field of educational psychology.

Educ. 334. Social Studies Methods. **3 Quarter Hours**

The purpose of the course is to understand and apply the more recent methods and principles of teaching the social studies; to discover the needs and the best means of meeting them in a practical way. Problems of living will be discussed in such a way as to show how the various subjects in the social sciences can be made to function in the total science scene.

Educ. 335. Language Arts Methods. **3 Quarter Hours**

The first objective of this course is to prepare students to meet the language needs of both rural and urban youth. The second objective is to familiarize the students with various types of activity programs which will provide opportunities to develop the language abilities of the pupils.

Educ. 336. Philosophy of Education. **3 Quarter Hours**

Aids the student in developing a concept of modern education to the end that he may develop his own working philosophy. Likewise the course is designed to aid the student in solving new problems that may occur in the changing plans of education and problems that may arise out of his own experiences.

Educ. 417. Student Teaching. **10 Quarter Hours**

Student teaching provides opportunity for the student to become familiar with a variety of activities always present in every school in addition to the teaching of classes. The content includes planning of definite teaching units, teaching in actual classroom situation under close supervision for definite periods, evaluating student progress and conferences with critic teachers and supervisors. The public schools of Elizabeth City are used by the college for the student teaching. Cadet teachers are expected to follow the program of these schools while doing their practice work.

Educ. 301. Orientation for Student Teaching.

This course is concerned mainly with the development of a broader understanding of the problems, teaching techniques and activities of student teaching. Special attention is given to the study of desirable traits of a good teacher, democratic classroom environment and integration of subject matter. This will be made possible through lectures, discussions, demonstrations and varied observations.

Educ. 419. School Management. **3 Quarter Hours**

A basic course in school organization and control, stressing the fundamental principles of school management and school law as applied to the schools. Problems of discipline, programs, care of property, professional growth and school and community relationships are considered. Each student learns to keep a register through actual practice.

Education 402. Audio-Visual Education. **3 Quarter Hours**

This course is designed to provide students with a functional understanding of the value, need and techniques of operation of the various audio-visual materials. Special emphasis is placed on the use of field trips, object specimen and model materials, dramatic participation, demonstrations, motion pictures, still pictures, radio, recording, television and visual and verbal symbols. Opportunities are provided for producing many audio-visual materials.

Education 32(15). Science Methods. 3 Quarter Hours

This course provides both a background of necessary subject matter and a working knowledge of materials, methods, devices and activities appropriate to the program of elementary science. Integration of the sciences with other subjects is stressed as well as the solution of problems.

Educ. 43(10). Tests and Measurements. 3 Quarter Hours

A consideration of the simpler statistical measures with particular emphasis on their application to the classroom is given. The principles underlying the construction of valid reliable objective tests are examined and practice is given in making classroom tests in various subject matter fields. Special study is made of representative standardized tests.

Educ. 43(12). Administration and Supervision. 3 Quarter Hours

An introductory course designed to help inexperienced teachers who will become principals of small schools. The content of the course includes school-community relationships, objectives and functions of an elementary school, pupil accounting, the welfare of the pupil and teacher and some new techniques applied to elementary education. The solution of practical problems is an important phase of the course.

Educ. 43(13). Curriculum Planning. 3 Quarter Hours

This course is organized with the aim of helping the students get an understanding of the practical activities of the teacher's job. Attention is given to the function of education in a democratic society, the appraisal of the state course of study and individualized experience in adapting teaching material from many sources to the class room.

Educ. 43(14). History of Education 3 Quarter Hours

A study of the movements and influences that have brought about the present ideals and practices in education in the United States with special emphasis on current problems.

Phys. Educ. 413. Coaching and Officiating. 3 Quarter Hours

This course is designed to aid those who are interested in the more formal aspects of athletics. Principles of the more popular games, interpretation of the rules, how to organize and to conduct intra-mural and inter-school games are stressed.

Psy. 311. Child Psychology. 3 Quarter Hours

The purpose of this course is to study the child during the various age levels from infancy to maturity in the light of psycho-

logical factors underlying child development and growth. The course aims to show how the development of mental and bodily functions are tied up with the evolving personality of the child, and how conditioning experiences in the child-parent and child-playmates relationship determine the emotional and moral aspects of individual personality.

Psy. 422. Mental Hygiene. **3 Quarter Hours**

An introductory study of the dynamics of human relationships in home, school, and community. Special consideration is given to the meaning of adjustment, frustration, and conflict; emotional security and personality development; implications for the school administration, curriculum, teaching, and counseling.

Educ. 43(15). Guidance. **3 Quarter Hours**

This course is designed to train prospective teachers to analyze pupils, determine their needs, evaluate their environment and lead pupils to satisfactory adjustments to their environment in terms of their needs. Special attention is given to techniques used in guiding pupils to discover their needs and abilities and to adjust to their environment, socially, emotionally, educationally, vocationally.

Eng. 237. Children's Literature. **3 Quarter Hours**

This course is designed to acquaint the student with the materials of children's literature for the elementary grades. It consists of Mother Goose rhymes, fairy stories, myths, fables, poetry and the more modern stories for children which are presented by grades. Much practice is given in story telling together with discussions of the origin of stories and the reason for their appeal to children.

Eng. 329. Play Production. **3 Quarter Hours**

The purpose of the course is to aid those who are interested in directing school plays and smaller plays for various occasions. It will deal with choosing and directing a play and such problems as cast selection, scenery, lighting, costumes and makeup. Generally speaking one-act plays are produced by the class.

Health 311. Health and Physical Education. **3 Quarter Hours**

A course dealing with the principles, aims and objectives of physical and health education. Special emphasis is given to the study of the organization and administration of a physical and health education program of a school.

Health 322. Practices and Procedures in Health. 3 Qtr. Hours

A course designed to broaden the point of view of the prospective teacher in relation to health problems of the elementary school children. Special emphasis is placed on screening, the integration of health with other subject matter on each grade level.

Health 314. Child Health. 3 Quarter Hours

The place and scope of modern health services for the child. Other topics to be discussed include the control of communicable diseases, discovery and treatment of chronic health defects, the use of clinics to secure corrections and the application of principles of hygiene and physical education in the development of the normal child.

Home Econ. 224. Quantity Cooking. 3 Quarter Hours

A course which has as its aim practical experience in cooking and serving large quantities of food. Special emphasis is placed upon the operation and management of the school lunch room.

Music 434. Music Integration. 3 Quarter Hours

Music Integration is designed to guide teachers in providing significant musical experiences and activities for elementary school children, so that music will not be an isolated subject, but an integral part of the whole elementary curriculum. This course also helps to enrich the background of the teacher in training.

Mus. 311. Teaching Public School Music. 3 Quarter Hours

The purpose of this course is to acquaint the student with the practical and progressive techniques used in the teaching of elementary music to children. The student will have the opportunity to develop and improve these skills in the application of teaching by actual teaching in the classroom.

Music 311. Teaching Music in the Primary Grades. 3 Quarter Hours

This course is designed to provide many and varied techniques for enriching the experiences of the beginning child in music. Emphasis is on the voice and instruments as a means of expression for individuals of diffused abilities. Materials of many music series are sung, discussed and evaluated.

Phy. Ed. 322. Practices and Procedures in Physical Education 3 Quarter Hours

A course concerning the ways and means through which the psychological needs of the body can be met in each grade with physical activity and recreation.

DIRECTORY OF STUDENTS

1952-53

SENIORS

Ashe, Elaine Ruffin ..... Aulander
Badham, Elnora Burke ..... Edenton
Ballard, Frances Elizabeth ..... Gatesville
Barclift, Lillian Alice ..... Elizabeth City
Boone, Charles Edward ..... Manteo
Bowser, Roland Valentino ..... Elizabeth City
Bracy, Ruth ..... Garysburg
Brown, Julia Elizabeth ..... Edenton
Brown, Winston Edward ..... Wilmington
Butts, Sallie Esther ..... Shelby
Bynum, John Wiggins ..... Portsmouth, Virginia
Causer, Mattie Valeria ..... Rockingham
Cooper, Hilah Fay ..... Nashville
Cooper, James ..... Plymouth
Cradle, Gilbert ..... Portsmouth, Virginia
Davis, Atlas Mermon ..... Nashville
Davis, Ernest Rudolph ..... Petersburg, Virginia
Dillard, Evelyn ..... Franklin, Virginia
Dowd, Clarence Alexander ..... Petersburg, Virginia
Durante, Winnie Louise ..... Goldsboro
Ebron, Rosa Lee ..... Pinetown
Flood, Doris Elaine ..... Ahoskie
Forbes, Esmeralda Delano ..... Greenville
Gant, Senia Elizabeth ..... Clinton
Garner, Ernestine ..... Garysburg
Gary, Nancy Jane ..... Rocky Mount
Griffin, Elaine Olivia ..... Elizabeth City
Hayes, Edna ..... Nashville
Hill, Grace McMurren ..... Elizabeth City
Hill, Myrtle Borden ..... Goldsboro
Hinton, Queen Esther ..... Zebulon
Hocutt, Mary Price ..... Elizabeth City
Hodges, Addie Pearl ..... Warsaw
Holley, Sawyer Inez ..... Edenton
Holmes, Hildred Lee ..... Goldsboro
Hudson, Queen Harper ..... Oriental
Hyman, Mary Briley ..... Everetts
Ivey, Juanita Montina ..... Roanoke Rapids
Jeffries, Francine Worley ..... Roanoke Rapids
Jenkins, Montrose Gatling ..... Murfreesboro
Jennings, Doris Maceil ..... Hertford
Johnson, Annie Margarette ..... Norfolk, Virginia
Johnson, Mattie Cotton ..... Scotland Neck
Johnson, Ruth Eggleston ..... Elizabeth City
Jones, Bessie Wilson ..... Williamsburg, Virginia
Mathis, Mary Magdalene ..... Warsaw
Miller, Elsie Mae ..... South Mills
Mitchell, Lucille Josephine ..... Wake Forest
Moore, Emma Beatrice ..... Roper
Moore, Sarah Marie ..... Bonnerton

Mumford, Rosa Bell.....Kinston
McCalop, Florence.....Turkey
McCoy, Dorothy Lee.....South Mills
McDonald, Margaret McCalop.....Turkey
Pailin, James Edward.....Elizabeth City
Palmer, Bernice Elizabeth.....Suffolk, Virginia
Perry, Nina Clay.....Colerain
Randall, Vernon Lee.....South Norfolk, Virginia
Reynolds, Pecola Bowser.....Elizabeth City
Rhoe, Reginald M.....Whiteville
Richardson, Nina Grimes.....Roper
Rodgers, Carroll Marcellous.....Portsmouth, Virginia
Rogers, Margaret.....Raleigh
Spellman, James Edward.....Elizabeth City
Smith, Hettie Gibbs.....Scranton
Whitaker, Lendora Rascoe.....Norfolk, Virginia
White, Alice Lucinda.....Windsor
White, Annie Ophelia.....Edenton
White, Constance Marie.....Youngsville
White, Rosa Lee.....Winston-Salem
Wilkes, James Henry.....Greenville
Williams, Ernest.....Oak City
Williams, Naomi.....Elizabeth City

JUNIORS

Allen, Helen Florentine.....Portsmouth, Virginia
Alston, Pearlene.....Roanoke Rapids
Anderson, Ethel Mae.....Greenville
Andrews, William Kemp.....Raleigh
Balmer, Elsie Leigh.....Rich Square
Banks, Caroline Deal.....Edenton
Best, Dollie Lee.....Goldsboro
Boone, Hortense Dolores.....Holland, Virginia
Booth, Robert Lee.....Bunn
Bowser, William Charles.....Elizabeth City
Brown, Elaine Hall.....Ahoskie
Brown, George Leaneal.....Elizabeth City
Bullock, Mary Ella.....Washington
Burden, Margia Lena.....Portsmouth, Virginia
Burton, Clara Bell.....Virgilina, Virginia
Busch, Lucinda Bernice.....Suffolk, Virginia
Close, Naomi Patricia.....Rocky Mount
Cogdell, Geneva Marie.....Vanceboro
Copeland, Barbara Southall.....Norfolk, Virginia
Davis, Inez Bernice.....Suffolk, Virginia
Davis, Thelma Elaine.....Newport News, Virginia
Elfalan, Meanor Magruder.....Virginia Beach, Virginia
Felton, Edith Armentha.....Hertford
Fenner, Lula Mae.....Suffolk, Virginia
Fields, Cleo Sadie.....Delco
Forbes, Evangeline.....Greenville
Freeman, Maurice Boomer.....Ahoskie
Freeman, Sarah Beatrice.....Colerain
Gray, Hattie Eleanore.....Norfolk, Virginia
Griffin, Lillie Elizabeth.....Winfall
Hailes, Audrey Naomi.....Petersburg, Virginia
Hailes, Robert Alfred.....Petersburg, Virginia

B	Harris, Johnie Edward	South Mills
	Harrison, Shirley Earlene	Seaboard
	Hodges, Thelma Elizabeth	Turkey
	Hoffler, Ruth Joyce	Elizabeth City
	Holloway, Johnnie Eleanor	Goldsboro
B	Horne, Herman Pompey	Portsmouth, Virginia
	Jackson, Juanita Evelyn	Washington, D. C.
	Johnson, Doris Theressa	Churchland, Virginia
	Jones, Ella Mariah	Jackson
	Joyner, Lola Mae	Aulander
	Knight, Martha Alma	Whaleyville, Virginia
B	Langaster, Harry	Churchland, Virginia
	Leathers, Lizzie Edna	Portsmouth, Virginia
	Majette, Mae Etta	Murfreesboro
	Manley, Amaza Mageline	Margarettsville
	Manley, Lela Bevyone	Ahoskie
	Manning, Dorothy Mae	Lake Waccamaw
B	Marbley, Alfred Lee	Morehead City
	Martin, Ada Lee	Portsmouth, Virginia
	Mouran, Callie Juanita	Williamston
	McMillan, Mattie Louise	Durham
B	Newby, Curtis Golar	Winfall
B	O'Pharrow, Louis Edward	Washington
B	Patterson, Clinton Edward	Plymouth
	Perry, Doris Olivia	Elizabeth City
B	Pierce, George Washington	Washington
	Privott, Ruth Venida	Edenton
	Proctor, Gladys Elline	Elizabeth City
	Roberts, Mary Elizabeth	Edenton
	Robinson, Dorothy Welch	Elizabeth City
	Shaw, Agnes Loftin	Kinston
	Shoulders, Mattie Elizabeth	Suffolk, Virginia
	Slade, Mazor Nolington	Portsmouth, Virginia
	Smith, Doris Marie	Williamston
B	Spence, Willie Bartlett	Shiloh
	Stevens, Thelma Mae	Clayton
	Sutton, Floretta Roach	Elizabeth City
	Taylor, Fannie Elizabeth	Edenton
B	Thomas, Earl Bennett	Vinita, Oklahoma
	Tillery, Bettye Lee	Williamston
	Tillery, Mary Elizabeth	Williamston
	Turner, Jean Lucille	Elizabeth City
	Walton, Alice Banks	Gatesville
	Warren, Repsie Marie	Goldsboro
	Weeks, Rachel Poole	Elizabeth City
	Welch, Elaine	Elizabeth City
	Whitfield, Merdice Colleen	New Bern
B	Williams, Luther Cochester	Capron, Virginia
	Young, Melvina Gibbs	New Bern

SOPHOMORES

	Adams, Sudie Mae	Farmville
	Alston, Alice Marie	Littleton
	Anderson, Margie Louise	Greenville
	Artis, Pauline Futrell	Woodland
	Ausby, Ramona Luisevans	Portsmouth, Virginia
B	Bailey, Robert Bertion	Plymouth

	Banks, Audrey Maxine	Elizabeth City
B	Barfield, Joseph Franklin	Mt. Olive
	Barksdale, Mae Catherine	Clarkton, Virginia
	Basnight, Mary Etheridge	Elizabeth City
	Battle, Anna Louise	Nashville
	Baxter, Willie Mae	South Norfolk, Virginia
	Bazemore, Annie Richardson	Kelford
	Berry, Irene	New Bern
	Billups, Alma A.	Edenton
	Bingham, Mary Lean	Grissett, Virginia
	Bond, Ora Lee	Windsor
	Boone, Carolyn Aramenta	Rich Square
	Boone, Maizie Calvert	Rich Square
B	Booth, Lee Grant	Portsmouth, Virginia
	Boyd, Idell Elizabeth	Macon
B	Boyd, James Monroe	Norlina
	Bright, Erma Beatrice	Moyock
	Brinson, Bettie Arlena	Magnolia
	Britt, Jennie Mariah	Snow Hill
	Broadnax, Ophelia Hargette	Williamston
	Brown, Corrie Cornelia	Norfolk, Virginia
B	Brown, Encis Theodore	Spring Hope
	Brown, Leanner Kee	Elizabeth City
	Brown, Leola Jeannette	Atlantic, Virginia
	Brown, Marceil Gertrude	Elizabeth City
	Brown, Marion Lee	Suffolk, Virginia
	Brown, Millie E.	Wilmington
	Brown, Ollie Mae	Williamston
	Bryant, Mary Thomas	Washington
B	Burrell, Santiago William	Norfolk, Virginia
B	Burton, Bernice Stanford	Virgilina, Virginia
	Bynum, Mary Eleanor	Capron, Virginia
	Cade, Mildred Catherine	Red Springs
B	Canada, Agnes Newsome	Ahoskie
B	Carney, Jesse E.	Greenville
B	Cashwell, John Lee	Covington, Virginia
	Chance, Nannie Naomi	Greenville
	Chasten, Leona Maewinner	Norfolk, Virginia
B	Clark, Dewey	Covington, Virginia
	Conwell, Lucy Mae	Windsor
	Credle, Mary Satchell	Swan Quarter
	Creecy, Katie Opatris	Hertford
	Cyrus, Josephine	Rose Hill
	Davis, Bernice Gertrude	Zuni, Virginia
	Davis, Florence	Jackson
	Davis, Hazel Dale	Grimesland
B	Davis, Lonnie	Petersburg, Virginia
	Davis, Mable Louise	Portsmouth, Virginia
	Davis, Miriam Marie	Elizabeth City
	Davis, Olethia Ernestine	Newport News, Virginia
	Davis, Wynola Elaine	Portsmouth, Virginia
	Deloatch, Delores	Suffolk, Virginia
	Dickerson, Adele Jannet	Petersburg, Virginia
	Dillahunt, Julia Hayes	New Bern
	Dixon, Suddie Gray	Snow Hill
	Dowd, Cecelia Ernestine	Petersburg, Virginia
	Dugger, Esther Naomi	Robersonville
	Edmonds, Theretha	Tillery

	Edwards, Luzianne	Fremont
	Edwards, Selma Beatrice	Snow Hill
	Faison, Hilda Mae	Farmville
	Ferebee, Queenie Elizabeth	Edenton
	Ferebee, Ruby Mae	South Mills
	Fosque, Chestina Iola	Onancock, Virginia
B	Freeman, Harry Edward	Norfolk, Virginia
	Fuller, Cherrie Mae	Roper
	Fuller, Rusha Mae	Roper
	Gatling, Mary Lillie	Harrellsville
	Gause, Gloria Elaine	Portsmouth, Virginia
B	Godfrey, James Edward	Covington, Virginia
B	Greer, James Daniel	Huntington, West Virginia
	Gregory, Marion Juanita	Hertford
	Griffin, Marie Lucille	South Mills
	Griffin, Trula Lee	Jamesville
	Guion, Annie Mae	Ernul
B	Hale, Richard Dean	Roanoke, Virginia
	Harrell, Mae Etta	Rich Square
	Harris, Amy Letha	Greenville
B	Harris, James Linwood	South Mills
	Harris, Vonnie Vera	Roanoke Rapids
	Harrison, Dorothy Harris	Norfolk, Virginia
	Harvey, Emily Carolyn	Elizabeth City
	Hawkins, Louise	Murfreesboro
	Hawley, Bernice Cornelia	Oxford
	Hemby, Ruth	Greenville
	Hill, Emma Louise	Havelock
	Hocutt, Audrey Elona	Elizabeth City
B	Hodges, Elisha Lee	Stonewall
B	Hoggard, James M.	Elizabeth City
	Holmond, Christine Emma	Kinston
	Hughes, Gretchen Goodwyn	Elizabeth City
	Hunter, Esther Vivian	Hertford
	Hurdle, Ernestine	Portsmouth, Virginia
	Hurdle, Geraldine Alvertia	Belvidere
	James, Pearl Neomia	Merry Hill
	Jenkins, Lacy Vivian	Murfreesboro
B	Johnson, James Kelly	Elizabeth City
	Jones, Pauline Virginia	Jamesville
	Kenan, Beatrice Elizabeth	Kenansville
B	Larkins, Allen Lee	Goldsboro
	Lewis, Bertie Lee	Elizabeth City
B	Liggins, William Gilbert	Covington, Virginia
	Locust, Pauline	Grifton
	Long, Joyce Elouise	Elizabeth City
	Long, Justina Miriam	Elizabeth City
B	Mackey, Phillip Benjamin	Elizabeth City
	Maddrey, Ruby Lee	Suffolk, Virginia
	Mann, Mary Sophronia	Belhaven
B	Martin, Paul Lewis	Covington, Virginia
	Mayo, Essie Lee	Edenton
B	Miales, Landon Robert	Raleigh
	Miller, Nannie Elizabeth	Kenansville
	Miller, Sarah Pauline	Kenansville
	Mitchell, Ivie Linwood	Elizabeth City
	Mitchell, Pecolia	Rich Square
	Monds, Ladis M.	Belvidere

Morings, Ethel Mae	Gates	
Moore, Shirley	Elizabeth City	
Mullen, Carlas Moore	Elizabeth City	
Murphy, Georgie Fields	Pollocksville	
Murphy, Mary Magdalene	Whiteville	
Norris, Rosa Virginia	Greenville	
Overton, Virginia Lee	Hertford	
Pair, Dorothy Mae	Ante, Virginia	43
Palmer, Nell Costenia	Holland, Virginia	44
Parker, Mamie Virginia	Holland, Virginia	45
Pittman, Edgar Jerome	Rocky Mount	
Pope, Dewildera Gwendolyn	Scotland Neck	
Porter, Henry Clayton	Ahoskie	
Powell, Frances Catherine	Portsmouth, Virginia	46
Powell, Naomi	Churchland, Virginia	47
Proctor, Carolyn Jean	Elizabeth City	
Pugh, Bessie Ophelia	Windsor	
Pugh, Roy Wesley	Windsor	
Qualls, Joan Elaine	Durham	
Rawles, Myrtle Olivia	Portsmouth, Virginia	48
Reddrick, Raymond, Jr.	Leland	
Rich, Katie Mae	Clinton	
Sanford, Mae Evelyn	Goldsboro	
Sawyer, Jane Wilhelmina	Elizabeth City	
Scarborough, Matilda Ann	Manteo	
Shannon, Earlona Victoria	Elizabeth City	
Shepherd, Eula Mae	Williamston	
Shepherd, Minnie Valeria	Suffolk, Virginia	49
Simons, Estella Hall	Colerain	
Smallwood, Dorothy Marie	Pollocksville	
Smith, Doris Lidever	Virgilina, Virginia	50
Sparrow, John Billy	Covington, Virginia	2-1
Speller, James	Windsor	
Spells, Lena Bell	Greenville	
Spencer, Helen	Scranton	
Spencer, Hortense	Scranton	
Spruill, Margaret Ann	Roper	
Spruill, Rebecca Naomi	Hertford	
Sutton, Hattie Wright	Edenton	
Taylor, Delorice Rebbecca	Potecasi	
Teachey, Edith Mary	Teachey	
Tilley, Martha Andean	Durham	
Thompson, Mary Novella	Lewiston	
Turner, Mildred Laon	Bolivia	
Wade, Celestine	Enfield	
Ward, Joe Howard	Farmville	
Waters, Thelma Holmond	Kinston	
Weaver, Calvin Coolidge	Ahoskie	
White, Melvin Simuel	Edenton	
Whitehead, Otelia Harvey	Elizabeth City	
Whitfield, Jean Maurice	Portsmouth, Virginia	51
Whitfield, Willie Earl	Farmville	
Wilder, Wilma Clark	Belhaven	
Wilkins, Greta Garbo	Nashville	
Williams, Alene	Wananish	
Williams, Jean Odessa	Elizabeth City	
Williams, Mary Virgel	Rich Square	
Williams, Pearly Dimples	Suffolk, Virginia	52

Williams, Pecolia	Roxobel
Williamson, Verline	Clinton
Winslow, Gilbertine	Belvidere
Wood, Annie Rebecca	Edenton
Wood, Martha Lee	Edenton
Woodley, Delia Annette	Roper
Young, Lenora	Inez

FRESHMEN

Arrington, Clyde Gwendolyn	Enfield
Askew, Herbert	Washington
Barco, Florine Arbutis	Elizabeth City
Barnes, Pauline Cherry	Stokes
Bell, James Alonzo	Wilmington, Delaware
Billups, Margaret Reolder	Elizabeth City
Blackwell, Estella Lee	Newport News, Virginia
Blakey, Oscar Lelane	Clifton Forge, Virginia
Bland, Yvonne Deloris	Disputanta, Virginia
Boone, Mary Ida	Norfolk, Virginia
Boyd, Lillian I.	Greenville
Boyd, William Lee	Rocky Mount
Branch, Lola Vivian	Mt. Olive
Brinson, Evangelist	Wilmington
Brown, Darius Edward	New Castle, Delaware
Brown, Harriett Ores	Elizabeth City
Brown, Shadrack, Jr.	Ahoskie
Bryan, Pauline	Vanceboro
Burrus, Vernice	Elizabeth City
Cassell, James Edgar	Stanley
Chambliss, Lawrence	Wakefield, Virginia
Chavis, Sallie Ann	Winton
Cherry, Valeria Elizabeth	Elizabeth City
Clark, Violet Claudite	Elizabeth City
Commander, Mary Elizabeth	Elizabeth City
Cooper, Bertha Lee	Rocky Mount
Copeland Myrobia Barbara	Portsmouth, Virginia
Coulter, Walter Eugene	Newton
Courtney, Gearline	Hamlet
Coward, Martha Lee	Greenville
Daniel, John Henry	Washington
Davenport, Verna Lee	Plymouth
Davis, Earline Margaret	Gregory
Dupree, Ruby Kateria	Farmville
Edwards, Linwood	Chuckatuck, Virginia
Eggleston, Constance Virginia	Elizabeth City
Exum, Irene	Whitakers
Floyd, Legusta	Fairmont
Foreman, Janie Jones	Farmville
Foreman, Julia Lee	Havelock
Freeman, Ida Elizabeth	Castalia
Garland, Hortense Helena	Portsmouth, Virginia
Gatling, Bernice	Rich Square
Godfrey, Helen Elizabeth	Portsmouth, Virginia
Green, Gloria Swanson	Oriental
Gregory, Robert Alphonso	Hertford
Griffin, Lucille Cylvia	Elizabeth City
Griffin, Teila Naomi	Winfall

Hamlin, Amie Bernice ..... Smithfield, Virginia
Hardy, Annie Ruth ..... Grimesland
Hardy, Barbara Louise ..... Roxobel
Harris, Elizabeth Marcia ..... Tarboro
Harris, Vivian Malessia ..... Charlotte
Harvey, Robert Eugene ..... Elizabeth City
Hasselle, Rosa Mae ..... Hertford
Hayslett, Beulah ..... Norfolk, Virginia
Hopkins, Vivian Delois ..... Greenville
Horton, Junious Joel ..... Spring Hope
James, Paul Delano ..... Ahoskie
Jeannette, Florence Alverta ..... Plymouth
Johnson, Myrtle Odessie ..... Woodsdale
Johnson, Willie Martin ..... Merry Hill
Jones, Geraldine ..... Whiteville
Jones, Robert William ..... Weldon
Jones, Vernon Lee ..... Norfolk, Virginia
Jordan, Orabelle Strayhorne ..... Pollocksville
Joyner, Earline ..... Greenville
Joyner, Melrose J. ..... Windsor
King, Georgia Lois ..... Montclair, New Jersey
Lawrence, Dorothy Corrine ..... Enfield
Lewis, Margaret Vastella ..... Elizabeth City
McBeth, Theresa Burnet ..... Sedalia
Markham, Alta Paulette ..... Durham
Matthews, Violet ..... Washington
Miller, John Richard ..... Clifton Forge, Virginia
Monds, Mary Merline ..... Belvidere
Moore, Henrietta Rebecca ..... Stokes
Moore, Willie Mae ..... Aurora
Morris, Ella Louise ..... Washington
Morris, Erlyn Velez ..... Elizabeth City
Moses, Willard Claxter ..... Wendell
Murphy, Doris Evelyn ..... Burgaw
Murrell, Bessie Lucille ..... Dover
Newby, Dorothy Barcliff ..... Winfall
Outlaw, Violene ..... Stokes
Page, Cornelius ..... Whiteville
Perry, Ozell Cleopha ..... Louisburg
Powell, Lillie Mae ..... Courtland, Virginia
Price, Rosetta ..... Elizabeth City
Pritchard, Gloria Jean ..... Windsor
Rascoe, Bettie Louis ..... Windsor
Rawles, Hazel Irma ..... Suffolk, Virginia
Reide, Gloria Magdalene ..... Amherst, Virginia
Revelle, Clarence ..... Ahoskie
Richardson, Fay Taylor ..... South Mills
Roberts, Samuel ..... Gastonia
Scott, Carolyn Jannis ..... Elizabeth City
Sharpe, Elsie Victoria ..... Elizabeth City
Simons, William Wade ..... Winfall
Slade, Annie Deloris ..... Tarboro
Spence, James Roscoe ..... Belcross
Spence, Olivia Mae ..... Elizabeth City
Spruill, Lossie Alberta ..... Plymouth
Staton, Sarah Beatrice ..... Oak City
Steele, Carl Alexander ..... Mocksville
Stewart, Shirley Virginia ..... Hickory, Virginia

Stokes, Mary Alice	Teachey
Taylor, Lee Helen	Fairmont
Taylor, Verlene Viola	Suffolk, Virginia
Teel, Pearlie Mae	Bridgeport, Conn.
Thompson, Iris Lee	Fairmont
Thompson, Wakefield	Fairmont
Toliver, Annie Virginia	Elkton, Virginia
Toxey, Earline	Elizabeth City
Trotman, Gladys Cartwright	Elizabeth City
Turner, Stephen	Belcross
Twine, Curtis Lowell	Elizabeth City
Vines, Dolores Marie	Farmville
Wallace, Thedius Marie	Vanceboro
Walston, Dafferlin Darnella	Elizabeth City
Walston, Syvalius	Suffolk, Virginia
Warren, Gracie Armenta	Courtland, Virginia
Washington, Virginia	Prince George, Virginia
Watkins, Robert Montgomery	Louisburg
White, Anna Mae	Elizabeth City
Williams, Elizabeth Marie	Jamesville
Williams, James	Wilmington, Delaware
Williams, Mary Jane	Greenville
Williams, Mary Lucy	Hansom, Virginia
Williams, Rossie Edward	Elizabeth City
Williams, Vivian Catherine	Elizabeth City
Wise, Mary Louise	Elizabeth City
Woolard, Eva Gray	Jamesville
Wyant, Audrey Spruill	Schenectady, New York
Wynn, Doris Ophelia	Suffolk, Virginia

SUMMARY OF ENROLLMENT FOR YEAR 1952-53

Freshman Class	135
Sophomore Class	188
Junion Class	81
Senior Class	73
Total	477

ATTENDANCE BY STATES

North Carolina	367
Virginia	101
Oklahoma	1
District of Columbia	1
West Virginia	1
Delaware	3
New York	1
New Jersey	1
Connecticut	1
	477

ELIZABETH CITY
STATE TEACHERS COLLEGE

BULLETIN

•

Catalogue Edition

FOR

1953-1954

WITH

ANNOUNCEMENTS FOR 1954-1955

ELIZABETH CITY, NORTH CAROLINA

ACCREDITED BY:

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

NOTE

The schedule, program of instruction and fees announced in this bulletin are subject to such changes as may be necessary or deemed advisable by the administration.

CONTENTS

PAGE

Calendar 1953-54 4
State Board of Education 5
Board of Trustees 5
Officers of Administration 6
Officers of Instruction 7-8-9
Administrative Assistants 10
General Information 11
- History of the College 11
- Location 12
- College Buildings 14-15-16
- Student Work Opportunities 16
- Expenses, Payment and Fees 18

Academic Information 22
- Admission 22
- Student Loads 22
- Credit 23
- Marking System 23
- Quality Points 24
- Classification of Students 25
- Class Attendance 26
- Scholarship 27
- Textbooks 28
- Honors 28
- Registration 28
- Official Transcripts 29
- Requirements for the Bachelor of Science Degree 29
- Alumni 30

Curriculum Pattern 31
- General Education 31
- The Future Teachers of America 32
- Athletics 33
- College Band 33
- Religious Activities 33
- Dramatics 34
- Music 34
- Greek Letter Organizations 34
- Alpha Kappa Mu Honor Society 34
- Dramatic Tournament 34
- Annual High School Day 35
- Professional Education 35
- Extension Program 36
- Cultural Growth 36

Degree Requirements In-Service Teachers 38
Description of Courses 40-60
Register of Students, 1952-53 61

1954-1955 CALENDAR

1954

September	7	Faculty-Student Pre-Opening Conference
September	10	Registration Freshmen and New Students
September	13	Registration Students in Attendance 1953-1954
September	20	Last Day for Registration and Change of Courses
November	25	Thanksgiving Day
December	4	Winter Quarter Registration
December	6	Classes Begin
December	10	Last Day for Registration and Change of Courses
December	17	Christmas Holidays Begin 4:10 P.M.

1955

January	3	Christmas Holidays End 8:00 A.M.
February	17	Annual Dramatic Festival
February	27	Founder's Day
March	4	Winter Quarter Ends
March	5	Registration for Spring Quarter
March	11	Last Day for Registration and Change of Courses
March	28	College Day
April	6	Annual High School Day
April	7	Easter Holidays Begin 4:10 P.M.
April	13	Easter Holidays End 8:00 A.M.
May	12	Annual Music Festival
May	20	Awards Day
		Senior Class Day
May	21	Annual Alumni Day
May	22	Commencement Exercises
May	24	Final Day of Quarter.
June	6	Summer Session Begins

STATE BOARD OF EDUCATION

LUTHER H. HODGES, Lt. Governor, *Chairman*
EDWIN GILL, Raleigh, *State Treasurer*
CHARLES F. CARROLL, Raleigh, State Superintendent of Public Instruction, *Secretary*

District No.		*Term Expires*
1.	J. A. PRITCHETT, Windsor	April 1, 1955
2.	A. McL. GRAHAM, Clinton, *Vice-Chairman*	April 1, 1961
3.	A. S. BROWER, Durham	April 1, 1959
4.	PAUL S. OLIVER, Fairmont, R. 2	April 1, 1957
5.	SANTFORD MARTIN, Winston-Salem	April 1, 1957
6.	O. L. RICHARDSON, Monroe	April 1, 1959
7.	CLAUD FARRELL, Elkin	April 1, 1955
8.	GERALD CONWAN, Asheville	April 1, 1961
*	B. B. DOUGHERTY, Boone	April 1, 1961
*	HAROLD L. TRIGG, Raleigh	April 1, 1957

BOARD OF TRUSTEES

MR. G. R. LITTLE, *Chairman*	Elizabeth City
MR. G. H| FERGUSON	Raleigh
MR. DUDLEY BAGLEY	Moyock
MR. W. C. CHAPPELL	Belvidere
MR. J. W. DAVIS	Edenton
DR. E. L. HOFFLER	Elizabeth City
MR. T. S. COOPER	Sunbury
MRS. T. C. SAWYER, SR.	Belcross
MR. E. P. LEARY	Old Trap

*State at large appointments.

OFFICERS OF ADMINISTRATION

SIDNEY D. WILLIAMS, Ped.D.
A.B., Atlanta University, A.M., Columbia University; further study: University of Chicago and Northwestern University, Ped.D., Johnson C. Smith University
President

GEORGE L. DAVIS, Ph.D.
A.B., Knoxville College; M.A. and Ph.D., University of Pittsburgh
Dean

TAYLOR E. JONES, A.M.
A.B. Union University, A.M. Columbia University, further study, Columbia University
Registrar

KENNETH R. JEFFRIES, B.S.
Hampton Institute, further study, Columbia University
Business Manager

GWENDOLYN J. MIDGETTE, B.S.L.S.
A. B., Virginia State College; B.S.L.S., Hampton Institute; further study, Columbia University
Librarian

CAROLYN ROBERTSON PAYTON, M.S.
B.S., Bennett College; M.S. University of Wisconsin; further study, Columbia University
Dean of Women

THOMAS L. CALDWELL
B.S., Tillotson College, further study, Indiana University
Dean of Men

OFFICERS OF INSTRUCTION

ALEXANDER, MAE THOMAS.....*Home Economics*
A.B., Spelman College; M.A., Howard University

BAGLEY, ARTHUR MOTEN.....*Art*
B.S., Cheyney State Teachers College, M.Ed., The Pennsylvania State College

BANKS, JAMES F.....*Religious Education*
A.B., Virginia Union University; B.D., Virginia Union University; further study, Hebrew Union College

BELL, FRANK CARTER.....*Social Studies*
A.B., and A.M., Indiana University, further study, Indiana University

DAVIS, GEORGE LITTLETON.....*Social Studies*
A.B., Knoxville College; M.A. and Ph.D., University of Pittsburgh

EATON, ESTELLE ATLEY.....*Education*
B.S., Winston-Salem Teachers College, A.M., Columbia University, further study, University of California, and University of Minnesota

FLEMING, ATTRUS C., JR.....*Music*
Mus.B., Howard University; further study, University of Michigan

HOFFLER, JULIA MOORE.....*English*
A.B. and A.M., Fisk University; further study, University of Michigan and New York University

JACKSON, BROADUS BRYANT.....*Social Studies*
A.B., Fisk University; M.A., Indiana University

JACKSON, IRENE D.....*Education*
Mus.B., Talladega; A.M., Columbia University; further study, Indiana University and Columbia University

JACKSON, TAYLOR SYLVESTER.....*Education*
A.B., Indiana University; A.M., University of Chicago; further study, Indiana University

JOHNSON, EVELYN ADELAIDE.....*Music*
Mus.B., Fisk University; A.M., Columbia University; further study, Christiansen Choral School and Columbia University

JOHNSON, SAMUEL J.....*Guidance*
B.S., State Teachers College, Cheyney; M.Ed., and D.Ed., University of Pittsburgh

JONES, CLARA GRIFFIN.....*Education*
B.S., Elizabeth City State Teachers College; A.M., New York University; further study, New York University

LESTER, AURELIUS P.....*Science*
A.B., Howard University; further study, Columbia University

*LEWIS, IOLA E.—*English*
A.B., Allen University; M.A., Howard University; further study, Catholic University and New York University

MARSHALL, HELEN A.—*English*
A.B., Virginia State College; M.A., New York University; further study, New York University

MARTIN, ALBERT—*Art*
B.S. and M.A., Ohio State University

MARTIN, ELIZABETH LAMBERT—*Music*
Mus.B., New England Conservatory of Music; M.A., Columbia University; further study, Boston University

MITCHELL, EDNA HARRIS—*English*
A.B., Shaw University; M.A., Columbia University; further study, New York University

MULDROW, HELEN HEMINGWAY—*Biology*
B.S. and M.S., Howard University

MULDROW, WILLIAM J.—*Psychology*
B.S., South Carolina State; M.Ed., Duquesne University; further study, University of Pittsburgh

PRATHER, AUDREY MINGA—*Chemistry*
B.S., North Carolina College at Durham; M.S., Tuskegee Institute; further study, Fordham University

PRATHER, H. LEON—*Social Studies*
A.B., South Carolina State; M.A., New York University; further study, University of North Dakota and New York University

SCOTT, EDYTHE—*English*
B.S., Ohio State University; M.A., Columbia University

SMITH, GEORGIA LONG—*Health Education*
B.S., Bluefield State Teachers College; M.S.P.H., North Carolina College at Durham

TAYLOR, DOROTHY LEOTHA—*Physical Education*
B.S., West Virginia State College; further study, University of Wisconsin and New York University

THOMAS, DOROTHY ELLIOTT—*Biology*
B.S., Livingstone College; M.S., University of Michigan; further study, University of Michigan

VAUGHAN, ROBERT LOUIS.....*Physical Education*
B.S., Virginia State College; M.A., Columbia University; further study, Boston University

WAMACK, TIMOTHY HIRAM.....*Social Studies*
A.B., Morris Brown College; M.A., Columbia University; further study, Columbia University and American University

WHITE, ROBERT MAURICE.....*Physical Education*
B.S., Kentucky State; M.S., Indiana University

---

*Part of year.

ADMINISTRATIVE ASSISTANTS

BEDELL, MAMIE.....*Dietitian*
B.S., North Carolina College at Durham

CARTER, MADELYN TRUSTY.....*Directress, Bias Hall*
A.B., Swift Memorial College

DAVIS, LOUISE CHRISTINE.....*Secretary to the Dean*
B.S., A. and T. College

GREENLEE, ALBERT ALPHONSO.....*Assistant Librarian*
B.S., Tennessee State University; M.S.L.S., North Carolina College at Durham

HOFFLER, WILLIAM W., M.D.....*College Physician*
Meharry Medical College

HOLMES, C. MARGUERITE.....*Dining Room Matron*
A.B., Howard University and B.S., A. and T. College

JORDAN, BERTHA ALTHEA.....*Assistant Directress, Bias Hall*
Clark and Florida N. and I. College

*LAWSON, A. NOVELLA.....*Clerk, Registrar's Office*
B.S.C., North Carolina College at Durham

MORGAN, GEORGIA H.....*Assistant Librarian*
B.S., Elizabeth City State Teachers College; further study, North Carolina College at Durham

NEWBY, ALMA McINTYRE.....*Secretary to the President*
B.S.C., North Carolina College at Durham

PHILLIPS, DOLORISE W.....*Treasurer*
B.S., A. and T. College

SMITH, EDWARD N.....*Budget Officer*
B.S., A. and T. College; further study, New York University

SMITH, NANNIE HINES.....*Directress, Symera Hall*
North Carolina College at Durham

THOMAS, HARVEY L.....*Superintendent of Buildings and Grounds*
Hampton Institute

WAMACK, KATIE SHEPHERD.....*College Nurse*
L. Richardson Memorial Hospital

WHITE, MARGUERITE ADDISON.....*Assistant Registrar*
B.S., Virginia State College

*Part of year.

GENERAL INFORMATION

HISTORY

The local institution of higher learning was established on March 3, 1891 when the General Assembly empowered the State Board of Education to set up a state normal school in Elizabeth City. The first session began on January 4, 1892 with 69 pupils in attendance. From this modest beginning, the college has grown. Originating in one small building, it now occupies 121 acres, has 15 buildings, and a complete staff of 67 persons.

The institution has had four presidents. After Dr. P. W. Moore was made president emeritus in 1927, the following have served the institution as presidents:

J. H. Bias_____1927-1939
H. L. Trigg_____1939-1945
S. D. Williams_____1945-

In 1937, the State Board of Education granted the normal school permission to expand its program from two to four years above high school. On March 28, 1939, the General Assembly passed an act which changed the name to Elizabeth City State Teachers College and granted permission to award the bachelor of science degree. Upon the completion of the prescribed course of study, the State Department of Public Instruction awards the graduate of this institution the Class "A" primary or grammar grade certificate.

The college is fully accredited by:

North Carolina State Department of Public Instruction

The Southern Association of Colleges and Secondary Schools

The American Association of Colleges for Teacher Education.

The institution also holds membership in the Association of Teacher Institutions.

Hundreds of graduates are successfully employed in various occupations throughout the United States and in foreign countries. Though the majority of graduates find themselves teachers, supervisors, or principals, some have become successful in medicine, law, the ministry and other worthwhile occupations.

LOCATION

The college is located on the eastern suburb of Elizabeth City, the urban center of North Carolina's Albemarle region. It is the only institution of higher learning for Negroes east of Raleigh, the State's capital, and is 170 miles from the nearest college in the State. The broad expanses of the Pasquotank River are within a mile of the campus, and the Atlantic Ocean is 37 miles due east, near enough to provide cooling breezes in the hottest weather. U. S. Highway No. 17—the coastal route from north to south, and U. S. No. 158 from east to west make the college easily accessible to auto and bus travel from all points. Bonded taxicabs meet buses for quick and economical transportation to the campus.

PHILOSOPHY

The college believes that the essence of democracy is faith in the essential worth of each individual human being; that the foundation upon which a democracy rests is its elementary school; that the thorough preparation of teachers for the children who attend is a responsibility which must be recognized by a Teachers College. This belief assumes that the best source of knowledge and wisdom to guide collective action for the determination of values and justice is the pooled experience of all people.

Since our democratic way of life relies upon the reasoning of all citizens to determine human action, there must be a literate body of citizens. Mere literacy, however, is

not a sufficient safeguard. It is essential to have not only well informed citizens but also citizens who are willing to accept the responsibilities of community living—citizens who realize that our American society is a society working towards the democratic ideal—the good life—which requires one constantly to adjust himself to changing social and economic conditions.

By declaration and organization, the chief purposes of this college are the development of good citizens and the preparation of its students as professionally trained teachers for the elementary schools. These purposes emphasize the education of the whole person—mentally, physically, emotionally and socially.

OBJECTIVES

The college proposes:

1. To aid students in the development of a functioning philosophy of life which will make it possible for them to make desirable adjustments to life situations.
2. To assist in the development of attitudes and interests related to better citizenship.
3. To provide guided learning experiences which will enable students to develop their total personalities to their maximum capacities.
4. To aid students in acquiring skill in the communication of ideas by listening, reading, speaking and writing the English language effectively.
5. To provide leisure time experiences which will enable students to live a more socially desirable life.
6. To encourage student growth through the use of methods which involve independent thought, intelligence, self-directed practice and research.
7. To develop skill in teaching the elementary school subjects and to appreciate the importance of a knowledge of what to teach.

8. To develop professional characteristics which will lead to gainful employment as teachers, supervisors, and principals in the nation's schools.

COLLEGE BUILDINGS

Dormitories

Bias Hall, erected in 1939, houses freshman and sophomore women students. It contains 75 rooms which are generally occupied by two students. Running water and large double closets are found in each room.

Symera Hall, originally the first dormitory for young women students, was completely rebuilt in 1949. It is a modern building, containing a kitchenette, hair dressing parlor, reception rooms. Each room, designed to house two students, has running water and large double closets. Seniors and juniors occupy this building.

Butler Hall, erected in 1924, is used to house the male members of the college family. In 1939 additional wings were added thus providing space for 150 men.

The Administration Building

This building, erected in 1927, is named Moore Hall in honor of the founder of the institution. It carries the main business offices, classrooms and two auditoriums. It is equipped for using audio-visual materials.

College Library

Conveniently situated near the Administration Building, the College Library houses a carefully chosen book collection which affords splendid opportunity for both reference work and recreational reading. The reading rooms, stack rooms, and auxiliary rooms are conveniently arranged and modern. New books are received regularly, scores of current periodicals and daily papers are available. In addition, a collection of mounted pictures

for the purpose of exhibit and the use of practice teachers is rapidly being developed.

Physical Education and Fine Arts Building

The physical Education and Fine Arts Building contains space not only for all physical education purposes, including a gymnasium seating 2000 persons, but also has facilities for the fine arts.

The second floor of this building is given over to the homemaking courses and contains a modern apartment for use as a training center. A three unit kitchen, a laundry and a serving room provide space for training in these phases of home care.

The first floor which contains the art room, features a music room with acoustic ceiling thus minimizing sounds. The art room has ample space for industrial and fine art work.

The gymnasium, while used primarily for basketball and physical education programs, can be turned into a beautiful auditorium with a seating capacity of 3500. Folding bleachers and knockdown seats are conveniently arranged for many activities. The physical education equipment is of the latest design and adds much to the usefulness of the building. Locker rooms, showers, and a drying room are added features. The huge trophy case in the entrance always attracts a great amount of attention.

New Science Hall

Recently completed and occupied is a large modern science hall fully equipped to handle all courses in science now offered by the institution. It contains 3 classrooms, a large lecture room, 2 biology laboratories, 2 chemistry laboratories, physics laboratory and a survey science laboratory. All modern equipment has been installed.

Health Center

A large modern infirmary, fully equipped and normally with a bed capacity of 14, is center of the health activi-

ties of the college. It has isolation and general wards for students who are in need of medical attention. While not a hospital in the truest sense, it has the necessary facilities for handling the health problems of the students.

Athletic Field

For outdoor athletic purposes, the college has an excellent stadium. Located in an area surrounded by woods, the field contains facilities for all outdoor sports. Bleachers seating 3000 people have recently been erected. The lighting system is one of the best in college circles.

Food Service

The Dining Hall and Kitchen were completely remodeled recently and equipped to handle all eating facilities. Now using the cafeteria style of serving, four hundred students can easily be fed in a half hour.

Laundry

In 1949 the college completed a new laundry and installed all new and modern equipment. It is equipped to do only the ordinary work of the members of the college family.

STUDENT SELF-HELP OPPORTUNITIES

There are a limited number of opportunities for self-help on the campus for those students who are in need of part time employment. Students desiring self-help should make application to the institution prior to enrolling. No student should enter the institution expecting to receive help before being officially notified that the institution will provide you with this aid.

Students receiving aid in all cases are expected to pay the full entrance fee upon entering and will be paid in cash for all work performed. Cash received from work must be applied to the student's college account.

It is expected that aid given will be on the basis of need and special ability. Students who do not maintain

a scholastic standing of at least 1.00 will not be eligible for such help.

HEALTH SERVICES

A full time college nurse and a part time physician supervise the health of the college community. All students are required to have a complete physical examination each year prior to entering. The results of this examination must be submitted to the college on forms supplied by the Registrar.

Health services include diagnosis and treatment of minor ailments for short periods of time. Students will be required to pay for special medicine, X-rays, prescriptions and attention of specialists. Special diets, when necessary, will be provided at an extra cost. Extra charges will be made after 72 hours of consecutive confinement in the Health Center.

Requests for meals to be taken to rooms and for special diets for those who are ill must be certified by the nurse and college physician respectively. Requests for special diets will be met so far as is possible by the Boarding Department. Facilities for providing special diets are strictly limited. Extra expense involved in providing special diets will be charged to the student's account.

Participation in any major athletic sport is contingent upon a satisfactory physical examination by the college physician. This physical examination is in addition to that required prior to entrance each year.

KEY DEPOSIT

Each student will be required to make a deposit of five dollars with the dormitory supervisors for a room key and breakage fee. Any damage to college property will be charged against this deposit. All unused portions will be returned at the close of the year.

EXPENSES, PAYMENT AND FEES

NORTH CAROLINA BOARDING STUDENTS

Entrance Fee	Sept. 13	Oct. 10	Nov. 7	Dec. 4	Jan. 3	Feb. 1	Mar. 1	Apr. 1	May 1	Total
[1]Tuition	$20.00	----------	----------	$20.00	----------	----------	$20.00	----------	----------	$ 60.00
Health Fee	3.00			3.00			3.00			9.00
Library Fee	3.00	----------	----------	----------	----------	----------	----------	----------	----------	3.00
Lyceum Fee	5.00	----------	----------	----------	----------	----------	----------	----------	----------	5.00
Athletic Fee	8.00	----------	----------	----------	----------	----------	----------	----------	----------	8.00
Room, Board, Laundry and Incidental	35.00	35.00	35.00	35.00	35.00	35.00	35.00	35.00	35.00	315.00
	$74.00	$35.00	$35.00	$58.00	$35.00	$35.00	$58.00	$35.00	$35.00	$400.00

*Board, Room and Laundry for the year is $315.00 and isdivided into 9 equal payments.

NORTH CAROLINA DAY STUDENTS

Entrance Fee	Sept. 13	Dec. 4	Mar. 4	Total
[1]Tuition	$20.00	$20.00	$20.00	$60.00
Health Fee	3.00	3.00	3.00	9.00
Library Fee	3.00	----------	----------	3.00
Lyceum Fee	5.00	----------	----------	5.00
Athletic Fee	8.00	----------	----------	8.00
Incidental Fee	7.00	7.00	7.00	21.00
	$46.00	$30.00	$30.00	$106.00

[1]Paid by all boarding or day students upon entrance.

EXPENSES, PAYMENT AND FEES, BOARDING STUDENTS

NON-RESIDENT STUDENTS OF NORTH CAROLINA

Entrance Fee	Sept. 13	Oct. 10	Nov. 7	Dec. 4	Jan. 3	Feb. 1	Mar. 1	Apr. 1	May 1	Total
[1]Tuition	$75.00	.....	.....	$75.00	.....	.....	$75.00	.....	.....	$225.00
Health Fee	3.00	.....	.....	3.00	.....	.....	3.00	.....	.....	9.00
Library Fee	3.00	.....	.....	.....	.....	.....	.....	.....	.....	3.00
Lyceum Fee	5.00	.....	.....	.....	.....	.....	.....	.....	.....	5.00
Athletic Fee	8.00	.....	.....	.....	.....	.....	.....	.....	.....	8.00
*Room Board, Laundry and Incidental	35.00	35.00	35.00	35.00	35.00	35.00	35.00	35.00	35.00	315.00
	$129.00	$35.00	$35.00	$113.00	$35.00	$35.00	$113.00	$35.00	$35.00	$565.00

*Board, Room and Laundry for the year is $315.00 and is divided into 9 equal payments.

DAY STUDENTS

NON-RESIDENT STUDENTS OF NORTH CAROLINA

Entrance Fee	Sept. 13	Dec. 4	Mar. 4	Total
[1]Tuition	$75.00	$75.00	$75.00	$225.00
Health Fee	3.00	3.00	3.00	9.00
Library Fee	3.00	.....	.....	3.00
Lyceum Fee	5.00	.....	.....	5.00
Athletic Fee	8.00	.....	.....	8.00
Incidental Fee	7.00	7.00	7.00	21.00
	$101.00	$85.00	$85.00	$271.00

[1]Paid by all boarding or day students upon entrance.

Students are considered to be North Carolina *Resident* students if at the time of registration their parents (or legal guardians) have been residents of North Carolina for one year. Adults are considered to be *Resident* students if when registering they have been living in North Carolina for at least one year; provided such residence was not acquired while attending a school in this state.

The status of a student is determined when he first registers and is not subject to change by him unless in case of a minor, his parents or legal guardians move to and become legal residents of North Carolina by maintaining such residence for at least one full calendar year.

PAYMENT OF BILLS

All bills are payable in advance.

At the time of entrance full payment must be made by new and old students alike, including all annual fees.

To avoid possible loss of money while traveling, it is advisable for the student to make his first payment by mail long enough in advance so that he or she may obtain a receipt before leaving home.

All money orders and checks should be made payable to STATE TEACHERS COLLEGE.

The college reserves the right to change fees upon written notice to parents whenever the costs justify such changes.

WHAT TO BRING

Students entering the institution should provide themselves with the following:

4 Sheets (for single beds)
3 Pillow slips
2 Blankets
Bed spread
6 Towels
Dresser scarf
Money sufficient to purchase a pair of curtains.
A rain coat, rubbers and an umbrella are much needed articles.

WEEK END EXCUSES

The institution recognizes the desire of parents to have their children come home periodically for week-end visits. However, too frequent visits home tend to prevent the total development of the student since many learning activities and experiences are planned for Saturdays and Sundays. Permission to leave the campus is given only on written requests to the office of the Dean of Women. Except in cases of extreme emergencies, telegrams and telephone calls should not be made asking for excuses to come home. Students excused to go home are expected to leave after their last scheduled class and are likewise expected to return before 9:30 P. M. Sunday.

ACADEMIC INFORMATION

Admission

The satisfactory completion of a four-year course in an accredited high school is required for admission to the college. Persons who have completed the four-year course in a non-accredited high school must take an examination before being admitted to the college.

High school graduates seeking admission should secure entrance forms from the Registrar and request the high school principal to send a complete transcript of the high school record to the institution. No student will be accepted by the college until the high school transcript has been received. Forms sent to the applicant should be completed and returned to the institution at once.

Students who transfer from another college to this institution must have transcripts of their high school and college work sent to this institution. This transcript will be evaluated by the Registrar who will then notify the applicant of the amount of work which this college will accept. In accordance with the amount of work accepted by the college, the student will be given the appropriate college classification.

All advanced standing credit is provisional and may be withdrawn if the student's record here does not justify the credit originally given. The credit will not be considered final until the student has completed with an average of "C" or above, one quarter of work. The transfer student is required to maintain an average of one quality point for each quarter hour of credit taken.

Student Loads

Students enrolled in the college are expected to carry as a standard load fourteen to sixteen clock-hours of work per week. Additional work is permitted only if the student has made an average of "B" during the previous quarter.

All courses carried by students are to be approved by the Dean. Any change in courses must also have the ap-

proval of the Dean. This includes the adding or dropping of courses. Failure to have course changes approved will result in a grade of "F" being given with a reduction in quality points equal to the credit value of the course.

Credit

The unit of credit is the "quarter hour". The quarter hour represents the successful completion of a course which provides for one hour of lecture or recitation each week for a quarter. Two hours of laboratory work are equivalent to one hour of lecture or recitation. Thus a course meeting for three recitation periods per week for one quarter carries a credit value of three quarter hours.

Marking System

At the end of each quarter the student is given a grade in each course taken. This grade represents the quality of work done by the student in the particular course. The following system of marking is employed:

A—Excellent scholarship, work of exceptionally high quality.

B—Good scholarship, work well above average.

C—Fair scholarship, work of average quality.

D—Poor scholarship, unsatisfactory, barely passing.

F—Failure to achieve the minimum requirements of the course. (Removed only by repetition of the course.)

WD—Officially withdrew from course.

WP—Officially withdrew from school while doing passing work in course.

WF—Officially withdrew from school while doing failing work in course.

INC—Incomplete. The student is given this grade when he fails to complete the requirements of the course for some acceptable reason such as illness when he has been in the course sufficiently long to qualify for credit for the course. This grade applies to course work due *prior* to examination.

The course must be completed, however, within the first two weeks after the close of the registration period of his next quarter of attendance at the college. Failure to complete the course within the specified time will result in the "INC" grade becoming "F".

NE—No Examination. This grade is given to indicate the student's failure to take final examination at the prescribed time. It is to be removed under the same regulations as the "Inc".

Grades are reported to students and parents at the end of each quarter. Mid-quarter grade reports are made to those students whose work, up to that point, has not been satisfactory. At the request of a parent or guardian, a report on the progress of the student will be made to the parent at any time.

Quality Points

Students are required to maintain an average quality of work. A system of quality points is used to determine the general quality of the student's work. For each course taken the student receives quality points in accordance with the grade received for the work in the course and the credit value in quarter hours of the course.

The grade "A" equals 3 quality points for each quarter hour.

The grade "B" equals 2 quality points for each quarter hour.

The grade "C" equals 1 quality point for each quarter hour.

The grade "D", while a passing grade, carries no quality points.

The grade "F" equals no quarter hours and carries a penalty of a loss of quality points equal to the credit value of the course.

The student's quality point average is found by dividing the number of quality points earned by the number of hours carried.

A student who receives a mark of "D" in a course may repeat the course to improve the quality of his work. If he earns a mark higher than "D" he will be given the appropriate quality points, but he will not be granted additional quarter hours credit.

Classification of Students

The student's classification is determined by the amount of work he has satisfactorily completed. The general minimum requirements are stated below:

Freshman: A student is classified "Freshman" from the time he enters the college until he has satisfactorily completed 40 quarter hours of work.

Sophomore: A student is classified "Sophomore" when he has completed satisfactorily 40 quarter hours of work.

Junior: A student is classified "Junior" when he has completed 90 quarter hours of work with a quality point average of 1.00 or above.

Senior: A student is classified "Senior" upon the completion of 140 quarter hours of work with a quality point average of 1.00 or above. In addition he must, before receiving this classification, demonstrate proficiency in writing, spelling, arithmetic, and English and complete all required courses of the Freshman and Sophomore years.

Student Teaching

A student may do Practice Teaching after he has completed the following requirements:

1. Achieved "senior" classification, equal to the successful completion of 140 quarter hours of work with a quality point average of 1.00 or above.
2. Completed specific general education and professional subjects which must include all method courses.
3. Shown proficiency in Arithmetic, English, and Spelling on standardized tests.

Transfer Students

Junior College graduates and students who are in good scholastic and moral standing at their respective institutions, and who present valid reasons for desiring to change schools, will be accepted as transfer students with advanced standing.

The grade of "D" is not transferable and only those courses which are parallel in required or elective offerings here will be credited in transfer.

The transfer student receives one grade point for each hour of credit accepted in transfer. He spends the first three quarters here on probation, and, failing to average "C", he will be asked to withdraw from the institution.

Class Attendance

Students are expected to attend all meetings of the courses they are taking. Absences are counted from the day instruction begins. For example, a student who enters a class for the first time at its third meeting is credited with two absences.

During any one quarter a student may be absent from class as many times as the class meets a week without incurring any penalty. Absences in excess of the number of meetings of the class are considered over-cuts and result in the loss of one quality point for each over-cut.

In order to receive credit for a course, the student must attend at least three-fourths of the total number of meetings of the class.

Two cuts will be given for each class absence immediately preceding and following Thanksgiving, Christmas and Easter holidays.

The Dean of the College may grant excuses from class for serious illness, death of first degree relatives, and absence incurred while representing the college. The student is still held accountable for the work of the class, however. Excused and unexcused absences cannot total

more than one-fourth of the total meetings of the class if credit for the course is to be given.

Quality points are not deducted from Juniors and Seniors with over-cuts if during the previous quarter they maintained a quality point average of 2.00 or above.

Scholarship

The general expectation of all students is that they shall maintain a minimum average of 1.00, "C", or above.

Specifically, a Freshman in his first quarter must pass nine quarter hours of work at a minimum 0.70 average, a second quarter Freshman must pass twelve quarter hours of work at a minimum of 0.80 average, and a third quarter Freshman must pass twelve quarter hours of work at a minimum of 0.90 average. All other students must pass twelve quarter hours of work at a minimum 1.00 or "C" average, *each quarter.*

Failure to meet the minimum requirements for any quarter will result in the student being placed on probation.

Probation shall mean the loss of the right to hold office in any organization or activity or to participate in any organization or activity except class and dormitory organizations. A second consecutive probation shall be called a "special probation" and carry the additional penalty of reduction of load to a maximum of twelve quarter hours.

A student on "special probation" who fails to meet his minimum standards, or any other student qualifying for a third probation, will be suspended from the college for one quarter.

Any student, previously suspended for poor scholarship will be permanently dropped from the college upon his next failure to meet his minimum standards for a quarter.

Students maintaining an average of "B" or above will be placed on the Dean's Honor List.

Honors

Honors are conferred upon members of the graduating class who have maintained prescribed scholastic ratings. These honors are inscribed on the diploma and are published on the commencement program.

All honor students must have a quality point average of not less than 2.00. Students who have an aggregate of from 2.00 to 2.45 shall graduate with "Honors". Students with an aggregate average of from 2.46 to 2.69 may graduate with "High Honors". Those with aggregate averages of from 2.70 to 3.00 are graduated with "Highest Honors".

To graduate with "High Honors" and "Highest Honors" a student must do all of his college work at this college. Two years of work must be spent at this institution in order for a student to be graduated with "Honors".

Textbooks

Textbooks are considered a part of instruction and each student is expected to provide himself with the textbooks his courses require. The books may be purchased at the College Bookstore at the beginning of each quarter. Students should plan to spend approximately twenty-five dollars for the textbooks for one school year. Occasionally this cost may be reduced by the purchase of used copies from other students. Freshmen, however, purchase their books for the year at the beginning of the first quarter and should come prepared to purchase all of their books at that time.

Registration

At the beginning of each quarter one day is set aside for registration. All students are expected to complete their registration at this time.

Classes begin on the first school day following the registration day. Students will be permitted to register

during the first five school days following the registration day. These students, however, are given "cuts" for each absence after a class has begun.

Freshmen are required to report to the college on the first day of Freshman Week which precedes the Registration Day.

Students are admitted at the beginning of each quarter. Freshmen, however, are not encouraged to enter at the beginning of the third quarter.

SEE THE SCHOOL CALENDAR FOR THE APPROPRIATE REGISTRATION DATES.

Placement Services

The placement Bureau is designed to aid graduates of the college in securing positions for which they are best fitted. The Bureau maintains cordial relationships with superintendents, principals and supervisors who are interested in securing well trained teachers for the public schools and it devotes considerable effort annually in helping members of the senior class seeking teaching positions.

Graduates are encouraged to call and register with the Placement Bureau and every effort is made to place them.

Official Transcripts

A fee of one dollar will be charged for each transcript after the first.

Requirements for the Bachelor of Science Degree

The course of study as outlined by the college extends over a period of four years. One hundred and eighty-six quarter hours with a minimum of one hundred and eighty-six grade points are required for graduation. The average number of hours carried by each student per quarter is sixteen.

A quality point average of 1.0 or above is required for graduation.

The time for completing the required course may be shortened only by maintaining a cumulative average of "B" or above.

Included in the requirements listed above, are those prescribed by the North Carolina State Department of Public Instruction for the Primary and Grammar Grade Class "A" certificates.

Students enrolling in the institution with advanced standing must spend at least one year in residence to qualify for a degree.

Candidates for graduation must file application for graduation at the beginning of the Spring quarter. Such application must be accompanied by the graduation fee.

Alumni

The organization of the Alumni into active county and city units is rapidly progressing. The General Alumni Association assists in the celebration of Charter Day, commemorating the date of the institution's first charter, March 3, 1891. The annual meeting of the General Alumni Association brings many graduates and former students of the college back to their Alma Mater.

Officers for 1953-54

President	Mr. Frederick P. Shields
Vice President	Mrs. Mayola T. Murrell
Secretary	Mrs. Marjorie P. Felton
Treasurer	Dr. J. E. Jones

CURRICULUM PATTERN

GENERAL EDUCATION

The curriculum of the college is, for purposes of organization, divided into two areas—General Education and Professional Education. By and large the program of General Education is confined to the freshman and sophomore years. Professional Education is largely undertaken in the junior and senior years. While general education may be said to precede professional education, it follows the development of professional courses.

General Education is conceived as a broad foundation upon which professional competence is built. For prospective teachers, general education assumes special importance, because teachers, more than any other persons, have a responsibility for transmitting the culture of the race to young people, and for being themselves good specimens of culture.

It is the aim of a program of General Education to produce more competent adult members of society—citizens with faith in democracy and knowledge to help solve the problems of contemporary life. Furthermore, General Education seeks to produce directly or indirectly more competent individuals, stabler, more secure personalities, possessing values that are personally satisfying and good. In other words, the program is designed to develop personal and social competencies.

From the program of General Education the student is expected to gain a broad perspective on individual and social problems, so that he approaches with a clear understanding and insight his responsibilities as a citizen, a future parent, a worker, and human being. Finally, the program of General Education is concerned with a student's personal, social and emotional adjustment, attitudes and appreciation just as much as with their acquisition of knowledge and truth.

The student is encouraged to set up worthwhile objectives, to discover himself, and to seek experiences which

will aid him in meeting his needs. Selection of subject matter or content of the courses with the cooperation of the students, studying the progress of the student through college, and advising with him in regard to occupational adjustment and specialization are important objectives.

Campus and community living form an integral part of the student's education. The needs of students in their living with others, discovering the best principles and practices of democratic living from the fields of the social studies and literature are included.

Getting along with others can be a mere platitude or a pleasant reality.

The needs of students in their relationship with other students, with staff members, and with persons who are not regularly a part of the college life provide the starting point for developing a facile and graceful interaction between the personalities which are in daily contact on the campus and in the community.

Discovering the best principles and practices of democratic living from literature in the field and from personal contacts, exploring the problems in modern family living, and casual campus contacts constitute the function of this committee. Mutual respect, cooperative planning and action, and the social graces which insure pleasant social interaction are the objectives in this area of living.

The various organizations at the College are designed to enrich the life of the student and provide him with experiences which will enable him to adjust himself to community living. They are not thought of as experiences separate and apart from the curriculum but as supplementary. Each student is strongly urged to participate in some form of student activity.

THE FUTURE TEACHERS OF AMERICA

The college chapter of the Future Teachers of America is composed of students who have pledged themselves to teaching and school administration as permanent careers.

Studies are made of those academic and professional problems which relate to desirable teaching personalities and high scholarship. Through educational research and varied projects the student is given the opportunity to develop attitudes and appreciations of effective teacher-organization and teacher-community relationships.

ATHLETICS

The athletic program at the Elizabeth City State Teachers College is designed primarily for student growth and development, and as such is looked upon as a phase of the educational program of the college. An attempt is made to have every student participate in some phase of physical education beyond the required college courses.

Varsity teams in football, basketball and baseball are maintained. While these teams are strong competitors always, emphasis is placed more upon giving a large number of students opportunities to participate rather than upon the mere winning of games.

The college is a member of the Eastern Intercollegiate Athletic Conference. It schedules games with teams from other conferences.

All outdoor athletic contests are held in the college stadium which will comfortably seat 3000 persons.

COLLEGE BAND

Recently organized, the College Band is adding to the life of the college. While the institution owns many instruments, prospective band members are urged where possible to bring their own. The band plays at football games and is available for other activities on and off the campus. Instruction in the band is free.

RELIGIOUS ACTIVITIES

While this is a State supported institution, considerable emphasis is placed upon the religious life of the student. Attendance at religious exercises is strongly encour-

aged. Sunday School, Prayer Meeting, Young Women's and Young Men's Christian Associations, and Vespers are regularly scheduled activities.

DRAMATICS

The Dramatic Club is open to students who are interested in this phase of extra curricula activity. The purpose of the club is to open to the student a pleasurable avenue of self expression; to bring to him through study and production the best in dramatic literature and to develop those qualities which make for good citizenship.

MUSIC

Besides the emphasis placed upon the teacher training phase of public school music, opportunity is provided the student to secure further training and enjoyment in the College Choir and Women's Glee Club. Those not particularly interested in the smaller musical groups are given an opporunity to join in the frequent community sings which are held in the chapel.

CLUBS

Clubs of an educational and social nature are open to all students. Membership in the clubs is subject to regulations set up by the committee on Student Organizations.

ALPHA KAPPA MU HONOR SOCIETY

The college is a charter member of the Alpha Kappa Mu Honor Society. The purpose of this organization is to promote high scholarship; to encourage sincere and zealous endeavor in all fields of knowledge and service; to cultivate a high order of personal living; and to develop an appreciation for scholarship in others.

FRATERNITIES AND SORORITIES

National Fraternities and Sororities have been welcomed to the campus and are establishing chapters rapid-

ly. These organizations aim to promote high ideals of scholarship, character and friendship through close association of groups of students with similar interests. The following organizations have chapters at the institution: Zeta Phi Beta Sorority, Delta Sigma Theta Sorority, Alpha Kappa Alpha Sorority and Alpha Phi Alpha Fraternity.

THE SIGMA RHO SIGMA

The Sigma Rho Sigma, social studies club, has for its objectives the promotion of scholarship in the social studies subjects. The motto is: "Social Science, Social Technology and Social Engineering."

The Sigma Rho Sigma promotes the cooperation of students in the field of human relations, professional growth among members and cooperation of members on problems of mutual interest.

DRAMATIC TOURNAMENT

Annually high schools of this section of North Carolina are invited to participate in a Dramatic Tournament under the direction of the College Dramatic Club. Not only has this been an experience for the high school participating but has provided college students with experience in planning and handling groups of students.

ANNUAL HIGH SCHOOL DAY

A unique feature of our college year is the Annual High School Day. It attracts, from this area of North Carolina, hundreds of high school students who gather here for the purpose of competing in subject matter, music, and public speaking. From a modest beginning in 1931, this feature of the college has grown into one whose influence is felt over the entire region.

PROFESSIONAL EDUCATION

The program of professional education follows the pattern of the best minds in the field of education in relation to the training of teachers. Subject matter and method

courses, while stressed primarily, do not constitute the entire work of the junior and senior years. Observation of public school procedures and patterns, participation in various activities, developing skills in teaching through practice teaching all are knit into a composite whole.

Much observation is given in the junior year so that students will have a keen insight and appreciation of the problems incident to practice teaching. Practice teaching in the senior year is given for an entire quarter. Concomitant with practice teaching, students meet regularly in seminars where they discuss their problems with well trained instructors. Students do their practice work in the city schools under the supervision of room teachers and college supervisors. Three major phases are emphasized—the pupil, the school, and teaching and practicum.

Special stress will be placed upon those knowledges, skills, attitudes, techniques, and interests which concern the daily lives of children, youth, and adults.

To a large extent, the content of the courses will be selected from the experiences of people in the community. Through participation in the activities of the socio-economic organizations of the local community, and through interviews of parents and teachers, the student will be able to enrich his classroom experiences.

Practice teachers are integrated in the total program of the public schools and remain for the full day at the schools to which they are assigned. They participate in all phases of the work of the participating schools—lunch rooms, playgrounds, assemblies, parent-teacher associations, and faculty meetings. As a result, a wide variety of experiences are obtained which enable them to more easily adjust themselves to actual teaching situations upon graduation.

EXTENSION PROGRAM

The extension work of the college is chiefly concerned with the inservice program of professional growth and teacher education. Upon demand, the college is happy to

make available any services in keeping with its resources. Such services include extension classes, conferences, demonstrations, speakers, etc. Superintendents and principals are urged to investigate the possibility of such services.

CULTURAL GROWTH

As a means of adding to the formal program of education on the campus, many activities are encouraged for cultural enrichment and growth. Assemblies, institutes, lectures, dramatics, athletic contests, and trips contribute to the general welfare of the community.

The college brings to the campus each year outstanding well-known artists of the concert world. The department of Fine Arts sponsors musical programs throughout the school year.

Recognizing that an educational institution is an integral part of the community, faculty members and students of Elizabeth City State Teachers College share constantly in the constructive growth and interests of the city and the surrounding areas. The public relations activities are promoted through the music and athletic departments, the department of education, lyceum programs, lectures by staff members and individual membership in the various community organizations. The faculty and college students also contribute annually to the various drives and campaigns conducted by the city.

DEGREE REQUIREMENTS FOR THOSE WHO HAVE DONE NO RESIDENCE WORK IN THE REGULAR COLLEGE SESSIONS AND HENCE ARE NOT NORMAL SCHOOL GRADUATES

Teachers of experience who are not normal school graduates may earn the bachelor's degree through summer school and extension under the following conditions:

1. Graduation from a four year high school must be presented. If the candidate is not a graduate of a four year high school, the college work will be discounted on the basis of four hours college work for each deficient high school unit.

2. Six twelve week sessions or twelve 6 week sessions of summer school must be secured since the first 60 hours of the candidate's college work. Extension may be substituted for some of this requirement.

3. Not more than 25% of the total college work may be taken in extension.

4. The candidate must take three of the last four quarters (since May 1937) in summer school or in a regular session at Elizabeth City State Teachers College.

5. A "C" average must be maintained in all work since high school graduation. An average of "82" in all number grades is an equivalent to a "C" average.

6. In order to fulfill the practice teaching requirements of the institution, the candidate must do student teaching at the institution or the institution may send one of its faculty members to observe the candidate's work in the field. If the candidate's work is up to the standard of the institution it will be accepted as fulfilling the practice teaching requirements of the institution.

7. In addition to the present requirements of the State Department of Education for an "A" certificate as of 1931, the following subjects must be taken as a part of the work:

English Composition	4	hours (2 of these in speech)
Biological Sciences	6	"
Physical Sciences	6	"
Economics	4	"
Sociology	4	"
Philosophy of Educ.	2	"
Negro History	2	"
Negro Literature	2	"

SOME PERSONS HAVE ALREADY MET PORTIONS OF THESE REQUIREMENTS. ALL PERSONS WHO EXPECT A DEGREE FROM THE ELIZABETH CITY STATE TEACHERS COLLEGE SHOULD HAVE A TRANSCRIPT OF ALL WORK DONE AT OTHER SCHOOLS SENT TO ELIZABETH CITY STATE TEACHERS COLLEGE.

DEGREE REQUIREMENTS FOR TWO-YEAR STANDARD NORMAL SCHOOL GRADUATES, AS APPROVED BY THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

Normal school graduates may earn the bachelor's degree during the regular session or by work in extension and summer school under the following conditions:

1. Two years or six quarters of work must be earned since normal school graduation. Twelve weeks of summer school constitute the summer quarter; therefore six 12 weeks sessions of summer school or 12 six weeks sessions would fulfill this 2 year requirement. Extension work may be substituted for some of this requirement on the basis of six hours of extension are equivalent to one six weeks session of summer school.

(a) At least one year—or its equivalent in summer school—beyond normal school graduation must be spent at the particular institution from which the student wishes to earn a degree.

2. If the degree is to be earned in summer school and extension, the last 36 hours of work must be taken in summer school since May, 1937. These 36 hours may be earned in six 6 weeks sessions or three 12 weeks sessions of summer school.
3. Not more than 25% of the total college work since high school graduation may be taken in extension.
4. Not more than 24 hours since normal school graduation may be taken in extension.
5. An average of "C" must be maintained in all work since normal school graduation. An average of "82" in number grades is the equivalent of an average of "C".
6. In addition to the requirements of the State Department of Education for an "A" certificate, the following subjects must be taken as a part of the work:

English Composition	4	hours (2 of these in speech)
Biological Sciences	6	"
Physical Sciences	6	"
Economics	4	"
Sociology	4	"
Philosophy of Educ.	2	"
Negro History	2	"
Negro Literature	2	"

SOME PERSONS HAVE ALREADY MET PORTIONS OF THESE REQUIREMENTS. ALL PERSONS WHO EXPECT A DEGREE FROM THE ELIZABETH CITY STATE TEACHERS COLLEGE SHOULD HAVE A TRANSCRIPT OF ALL WORK DONE AT OTHER SCHOOLS SENT TO ELIZABETH CITY STATE TEACHERS COLLEGE.

COURSES

Courses which make up the formal study of the students are divided into two main areas:

While a limited range electives are permitted students in the first two years, those planning to teach should include in their program those courses which are required by the institution for graduation; otherwise this work must be taken prior to beginning the work of the junior year. All such courses are marked with an asterisk. In the outline of the courses the numerals following each title refer to the year generally in which the course is offered, the quarter given and the number of courses previously offered in the field. For example:

Eng. 123. English Composition—shows that the course is offered in the Freshman year, the second quarter and is the third course offered in the field of English.

CURRICULUM

GENERAL EDUCATION

Art
*211-222-233—Drawing
301—Crafts
302—Hand Wood Work
400—History of Art
401—Appreciation of Art
*Biol. 211-222-233—General Biology
Chem. 111-122-133—General Chemistry
Econ. 211—Consumer Education
222—Principles of Education
*English 111-122-133—Composition
211—Advanced Composition
222—Correct Speech
311—American Literature
315—English Literature
327—Bible Literature
419—Shakespeare
438—Negro Literature
*Geog. 111-122-133—Elements of Geography
*Govt. 211—American Govt.
*Health 111-122-133—Personal Hygiene
425—First Aid
426—Community Health
*Hist. 111-122-133—Civilization
211-222-233—American History
327 —Negro
440 —Mod. World Politics
441-442 —Mod. Eur. History
443 —Contemporary Affairs
*Home Econ.—111-122-133—Homemaking, Clothing, Foods
Lib. Sci. 111—Library Techniques
412—Library Science
*Math. 13—General Math
Music 211-222-233—Notation
Phy. Ed. 111-122-133—Physical Development
200-201 —Rhythmics
211 —Individual Sports
221 —Team Sports
231 —Gymnastics & Stunts
414 —Folk Dance & Theory
*Psychology 311—General Psychology
Science 111-122-133—Physical Science
Soc. 211—Principles of Sociology
213—The Family

PROFESSIONAL EDUCATION

Art 201—Lettering & Poster Design
Educ. 200—Introduction to Educ.
*300—Classroom Management
*301—Orientation
*311—Reading Methods
*321—Language Arts
*322—Arithmetic Methods
*331—Philosophy of Educ.
*332—Tests & Measurements
*333—Social Studies Methods
402—Audio Visual Education
403—American Educational System
411—Science Methods
*417—P. T. & Seminar
*422—Guidance
433—History of Educ.
*Eng. 233—Children's Literature
329—Play Production
*Hea. 320—Prin., Prac., Proc.
Music 311—Teaching Public School Music
P.E. 320—Prin., Prac., Procedures
321-322—Anatomy
331-332-333—Coaching & Officiating Football, Basketball, Baseball & Track
400—Organization, Administration & Supervision
420—Games for the Elementary Schools
433—Community Recreation
*Psy. 322—Child Psychology
*333—Educational Psychology
411—Mental Hygiene

*State and Institutional Requirements.

BASIC CURRICULUM

FRESHMAN YEAR

FALL QUARTER

Eng. 111—Composition	3
Geog. 111—Prins. of Geog.	3
*Sci. 111—Physical Survey	3
*Chem. 111—Gen'l Chemistry	4
Hist. 111—Civilization	3
H.Ec. 111—Home Management	2
Heal. 111—Hea. & Phy. Dev.	1
P.Ed. 111—Seasonal Activities	1
*Take one	16-17

WINTER QUARTER

122—Composition	3
122—Geography	3
*122—Phy. Survey	3
*122—Gen'l Chem	4
122—Civilization	3
122—Clothing	2
122—Personal Hygiene	1
122—Seasonal Activities	1
	16-17

SPRING QUARTER

133—Composition	3
133—Geography	3
*133—Phys. Survey	3
*133—Gen'l Chem.	4
133—Civilization	3
133—Foods	2
133—Personal Hygiene	1
133—Seasonal Activities	1
	16-17

SOPHOMORE YEAR

FALL QUARTER

Eng. 211—Adv. Composition	3
Hist. 211—U. S. History	3
Bio. 211—Gen'l Biology	4
Mus. 211—Appreciation	3
Gov't. 211—Amer. Gov't.	3
	16

WINTER QUARTER

222—Correct Speech	3
222—U. S. History	3
222—Gen'l Biology	4
222—Notation	3
201—Lettering	3
	16

SPRING QUARTER

233—Children's Lit.	3
233—U. S. History	3
233—Gen'l Biology	4
233—Notation	3
200—Intro. to Ed.	3
	16

JUNIOR YEAR

FALL QUARTER

Ed. 321—Lang. Arts Meths.	5
Psy. 311—General Psychology	3
Ed. 331—Phil. of Educ.	3
Eng. 311—Amer. Lit.	3
Educ. 300—Classroom Management	3
	17

WINTER QUARTER

322—Arith. Methods	3
322—Child Psychology	3
332—Tests & Measure	3
320—P.Ed. Prin; Prac; Proc.	3
Educ. 301—Orientation	2
	14

SPRING QUARTER

333—Soc. Stud. Methods	3
333—Educational Psychology	3
301—Crafts	3
320—Hea. Prin. Prac. Pro.	3
Elective	3
	15

SENIOR YEAR

FALL QUARTER

Ed. 422—Prins. of Guidance	3
Electives	12
or	
Student Teaching	12
Student Teaching Seminar	3
	15

WINTER QUARTER

The Same or
Free Electives

SPRING QUARTER

The Same or
Free Electives

DESCRIPTION OF COURSES

Courses are subject to change in keeping with any new curriculum adopted by the State Department of Public Instruction.

Art 311, 322, 333. Industrial Arts. **3 Quarter Hours**

This course will enable the student to gain a knowledge of art as it relates to the life of the child, acquire certain skills, develop creative ability and become acquainted with art methods through discussions, observations and projects. Special effort is made to use material found in the environment.

Art 201. Lettering and Poster Design. **3 Quarter Hours**

This course is designed to develop skills in the execution and application of the basic alphabets such as Gothic, Roman, and Old English. It is further taught for the value inherent in lettering and for whatever individual values that might be derived by the student.

Art 301. Crafts for the Elementary School. **3 Quarter Hours**

This course aims to stimulate and cultivate a desire for creative expression through the use of the common materials available in everyday life such as wood, wire, cardboard, newspapers, etc.

Art 400. History of Art. **3 Quarter Hours**

Art history is an approach to the appreciation of art through the evolutionary development of pictorial art, architecture, and sculpture as a frame of reference for modern art forms.

Art 401. Art Appreciation. **3 Quarter Hours**

The end of this course is to stimulate an interest in the visual arts by helping the student develop techniques of analysis which bring about a better understanding of the processes and problems involved in their creation.

Drawing 211-222. Drawing. **3 Quarter Hours**

Practice in simple drawing of objects and skill in script and capital letters, and simple numbers is given. Likewise, emphasis is placed upon designs for seasonal activities, special occasions and posters. Wherever possible the work of this course is correlated with other departments.

English 100. **No Credit**

A non-credit course designed for those students who fall below the accepted standard of college freshmen.

English 111-122-133. English Composition. 9 Quarter Hours

Freshman English Composition offers the beginning college student training in the use of the English language. The use of the library, functional grammar and word studying including spelling, use of the dictionary, and vocabulary building are emphasized during the first quarter. In the second quarter, the student is given a variety of reading materials as a foundation for oral reports and short talks. In this course the aim is not only to improve the reading habits but to stimulate the ability to do critical thinking. The third quarter emphasizes written composition as an aid to better expression. Short themes, dictation exercises, letters, formal and informal, are written with special emphasis being placed upon the basic principles of writing.

English 222. Correct Speech. 3 Quarter Hours

Class activities give the student ease, poise and flexibility in the use of the voice and body as well as a knowledge of an increased skill in such fundamentals of oral reading as emphasis, grouping, good articulation and enunciation.

English 211. Advanced English Composition. 3 Quarter Hours

A course designed to give the student an opportunity for exercise in gathering information and integrating it with a consistent point of view in the report and essay.

English 315. English Literature. 3 Quarter Hours

An introductory course in the literature of England as represented by major writers from the Beowulf poet through the great Victorians.

English 311. American Literature. 3 Quarter Hours

An introductory course in the literature of the United States with emphasis on the continuity of cultural forces as seen in the works of major Americans.

Eng. 419. Shakespeare. 3 Quarter Hours

The purpose of this course is to give the students a more thorough acquaintance with a few of Shakespeare's best known plays, and to build up a desire for a more extensive reading of

Shakespeare than is possible within the limits of this course. In seeing how Shakespeare's characterizations and situations of the plays fit into our present day contacts with people and affairs, the student understands why the great dramatist belongs to all ages. The course likewise gives an opportunity to place many familiar quotations and to recognize how pertinent they are in the life of today.

Eng. 233. Children's Literature. **3 Quarter Hours**

This course is designed to acquaint the student with the materials of children's literature for the elementary grades. It consists of Mother Goose rhymes, fairy stories, myths, fables, poetry and the more modern stories for children which are presented by grades. Much practice is given in story telling together with discussions of the origin of stories and the reason for their appeal to children.

Eng. 329. Play Production. **3 Quarter Hours**

The purpose of the course is to aid those who are interested in directing school plays and smaller plays for various occasions. It will deal with choosing and directing a play and such problems as cast selection, scenery, lighting, costumes and makeup. Generally speaking one-act plays are produced by the class.

Eng. 438. Negro Literature. **3 Quarter Hours**

This course plans to give the students a better knowledge of the Negro contribution to the field of American literature, and thereby arouse in them a pride in and a devotion to the race. Special attention is given the fact that the history of the Negro is spread all over the face of his literature. The course also is an opportunity for students to learn that the Negro can go back to a past in which there is much to foster laudable pride.

Chemistry 111, 122, 133 **12 Quarter Hours**

This is a course in General Chemistry which is designed to meet the needs of students having had no previous chemistry. An introduction to organic chemistry has been included to partially meet the needs of students who are interested in nursing as a career. New material resulting from recent discoveries is presented and reinterpreted in the light of scientific advances. Laboratory courses have been correlated with theory to give the student a working knowledge of the principles of chemistry. Students are urged to bring their everyday problems to class for discussion and solution.

Biol. 211-222-233. Biology. **12 Quarter Hours**

The purpose of this course is to acquaint the student with his environment and to develop an interest in the flora and fauna of his community. This is brought about through field trips, systematic classification of plants and animals, and discussion of recent biological trends and of parasites of local and state interest. Emphasis is placed upon the building of a strong body and the development of sanitary surroundings. Opportunity is given for solving individual local biological problems.

Sci. 111-122-133. Physical Science Survey. **9 Quarter Hours**

Includes the study of important concepts of astronomy, physics, chemistry, meteorology and geology in a general way. It gives the student a knowledge of the concepts in these fields as are needed by the everyday citizen. It also serves to introduce the student to problem solving and acquaints him with the application of physical science to everyday life.

Home Econ. 111-122-133. Home Making. **6 Quarter Hours**

In the first quarter home management is stressed. The course is designed to acquaint the students with problems of home making in relation to income, energy output, fatigue, time utilization and family relationship. The rooms of the students in the dormitory are taken as individual projects for improvement.

During the second quarter, emphasis is placed upon clothing construction and is designed to give the student a fundamental background of garment construction in relation to individual needs for comfort, attractiveness and for various occasions. Experience is provided in solving wardrobe problems in relation to needs and resources. Textile study is used as a background for intelligent selection, care and use of clothing.

Food and nutrition are the essential problems of the third quarter. The course aims to give the students some knowledge of marketing, food selection, budgeting of money and time, and the scientific principles of food preparation. The course gives the students instruction in meal planning, the points in menu making, food color and food texture. Along with this there are units in table decoration, setting and service.

Lib. Sci. 111. Library Technique. **3 Quarter Hours**

Instruction in the use of the library primarily for freshman students. Problems assigned include the classification, arrangement of books, the uses of card catalog and indexes. Other items

include familiarizing one's self with reference books, encyclopedias, dictionaries, year books and periodicals.

Lib. Sci. 412. Library Science. 3 Quarter Hours

Intended primarily for those who can devote part of their teaching time to the school library. It gives a working knowledge of how to organize a collection of books into an effective library. Standard organization and equipment for school libraries will be studied.

Mathematics 111-122-133. College Algebra. 9 Quarter Hours

A survey of the basic principles of algebra beyond that of the high school level. The activities will include development of skills, the practice of clear and independent thinking and the emphasis of understandings which lie back of the processes. Not offered 1953-1954.

Arith. 111.

The course deals with the general need of adults in the field of mathematics and especially the teacher in the elementary school. It covers the four arithmetical processes, decimals, fractions, percentages as well as graphic solutions and representation of simple problems, notes, insurance, stocks and bonds covered from the elementary angle.

Geography 111-122-133. Elements of Geography 9 Quarter Hours

A general study of the influence of environmental factors, physical as well as cultural, on the economic and social development of man. Factors affecting population patterns, elements of the physical environment, occupational patterns, trade and industry are emphasized. Map reading and interpretation are stresed as tools of geographical thinking and expression.

Government 211. American Government 3 Quarter Hours

The course deals with the study of the National, State and Local governments, its origin, organization and functions; political parties and group activities in the government. Mock court trials, Congressional sessions, political conventions, field trips to local government agencies and visual aids are used to enrich the course. The student is given a working knowledge of good citizenship which will enable him as a teacher not only to teach citizenship but to apply it to his everyday life.

Hist. 111-122-133. Introduction to Civilization. 9 Quarter Hours

The study of civilization is really a world history. It is brief; it is introductory. But it is, we believe, coherent. It does

give a flowing narrative of man from the age of hunters to that of big business, from Neander-thalers & Cro-Magnans to Bolsheviks and Collapsed Fascists. Related with the history of so-called Western Civilization, the course emphasizes the cultural, social, economic and political life of the world's peoples.

Hist. 211-222-233. American History. **9 Quarter Hours**

Preparation for democratic citizens and qualified elementary teachers of American history forms the basis for this course instruction. The evolution of social, economic, and political developments, surveyed from the colonial period to the present, provides students with a comprehensive understanding and appreciation for the democracy of the United States. The past is reviewed with an interpretation of its influence upon the present and future. Special emphasis is placed on current history.

Hist. 438. North Carolina History. **3 Quarter Hours**

A general survey of the social, economic and political history of North Carolina. Special stress is placed upon the trends and their influence on the life of the citizenry. Problems of North Carolina and their relation to problems of the nation are given emphasis. Not offered 1953-54.

History 443. Contemporary History. **3 Quarter Hours**

The final objective of this course intends to provide the student with a well organized and brief introduction to the paramount political, social and economic events which have occurred in the western world since about 1900. A desire of the present generation to obtain a clear understanding of recent developments justifies the objective.

Hist. 327. Negro History. **3 Quarter Hours**

A course covering the economic, social, political, literary and educational phases of the Negro. Members of other departments assist in giving lectures and leading discussions. Special emphasis is placed upon problems now affecting the Negro.

History 440. Modern World Politics. **3 Quarter Hours**

Modern World Politics is a comprehensive study in modern international relations. The total forces of individual nations in the search for power includes such factors as technology, economics, public opinion, sea and air power, propaganda, political ideologies, geopolitics, imperialism, war and peace, isolation vs. collective security, and majority-minority population

problems. The student is asked to consider how modern research and technology make recent codes of international law unimportant, why wars exist, and the most effective means of achieving international security.

History 441-442. Modern European History, 1815. 3 hours each

Modern European History is a narrative and objective study of European social, political and economic affairs in the nineteenth and twentieth century. This course attempts to acquaint the student with an understanding of current history, to inform the student of basic patterns of European thought and action. The world of today is therefore determined by the results of timely successes and failure on the international scene.

Soc. 211. Principles of Sociology. 3 Quarter Hours

The Principles of Sociology awakens the student to a conscious, objective evaluation of his place in society. Here he is exposed to the influences of culture and the various inter-relations of groups of peoples and individuals. This should enhance student social competencies and make him a better citizen, future parent, teacher, and worker. To increase the ability of the student to make rapid adaptations to new real-life situations is a main goal of the course.

Sociology 211.

This course aims to acquaint students with a working system of thought about society. The nature of sociology and social phenomena, social origins and social evolutions, social processes and social control, and social problems are the topics discussed.

Soc. 213. The Family. 3 Quarter Hours

This course aims to give the students a functional knowledge of economic and social living. It is primarily concerned with planning of income, saving, expenditures and budgets; buying shelter, food, clothing, services and cultural goods; standards of living; the effect of divorce on personality and the home; the economic aspect of birth control; the effect of industrial changes on family life; parental care and the democratic aspect of the family.

Econ. 211. Consumer Education. 3 Quarter Hours

This is an effort to improve the position of the consumer-buyer in our modern economy. Procedure in investigation and a critical study of advertising, means of determining quality, budgeting, installment buying, open credit and agencies which test results. Government safeguards for the consumer are studied.

Economics 222. Principles of Economics. 3 Quarter Hours

This is a general introductory course covering fundamental principles underlying the organization of modern industrial society with applications to outstanding economic problems of the present. It introduces the student to the interaction of the forces of supply and demand, competition, monopoly, business organization, the government and its relationship to business, modern problems in agriculture, transportation, labor, consumption, taxation and foreign trade.

Music 211, 222, 223. Music Notation. 9 Quarter Hours

Music notation is intended not only to aid the individual in interpreting the printed page, but is a course planned to increase the appreciation of the listener and performer. This is done through application of principles learned in the classroom to music heard over radio, at concerts and to music sung in the assembly and chapel programs. Emphasis is also placed on musical current events.

Music 434. Music Integration. 3 Quarter Hours

Music Integration is designed to guide teachers in providing significant musical experiences and activities for elementary school children, so that music will not be an isolated subject, but an integral part of the whole elementary curriculum. This course also helps to enrich the background of the teacher in training.

Mus. 311. Teaching Public School Music. 3 Quarter Hours

The purpose of this course is to acquaint the student with the practical and progressive techniques used in the teaching of elementary music to children. The student will have the opportunity to develop and improve these skills in the application of teaching by actual teaching in the classroom.

PIANO

The course in piano is designed to give students a command of piano sufficiently adequate and functional to the practical needs of the average teacher in public school music. In general, the courses have the 'following objectives: keyboard facility, harmonization of melodies, ensemble playing, transposition, sight reading and accompanying, and acquaintance with some piano repertory (some of which is memorized).

Piano 1, 2, 3:

Emphasizes ability to recognize all keys, clefs, elementary notation, etc. Progressive emphasis upon simple harmonization and

improvised accompaniment of melodies. Includes playing of simple duets, sight reading, transposition, prepared reading, memorization of several short pieces, and major scales and arpeggios, both hands, for two octaves in parallel motion. The basic book for the beginner's study is "The Adult Explorer" together with materials from the Diller-Quaille series and other supplementary materials.

Piano 4, 5, 6:

Continuation of materials from the first year. Develop added facility in harmonizations, sight reading solos and simple accompaniments, memorization, ensemble (duets, etc.). Introduces harmonic minor scales and minor arpeggios into four octaves gradually increasing tempo. Includes materials of greater difficulty.

Piano 7, 8, 9:

Ability to harmonize at sight simple melodies using the principal chords, to read simple community songs; to play standard piano materials on the intermediate level, such as sonatinas and easier Mendelssohn, "Songs Without Words;" Bach, "Little Preludes and Fugues" and/or "Two-Part Inventions;" and selected materials on this level. Includes exercises for finger agility and dexterity (Duvernoy, Burgmuller, Czerny, etc.) in accordance with the student's individual needs, together with additional scales and arpeggio facility. Ensemble.

Piano 10, 11, 12:

Reading at sight a wider range of more difficult materials with facility, accuracy and confidence and playing scales in thirds and sixths for two octaves. Ability to play accompaniments for voice, instruments, and choral groups. Ability to harmonize at sight vocal materials used in elementary schools. The year's work is designed for development of maturity in interpretation of more difficult assignments.

Psy. 300. General Psychology. **3 Quarter Hours**

This course is designed to acquaint the student with and make him aware of certain general principles of behavior; thus enabling him, as a prospective teacher, to understand and handle with some facility, classroom situations which he will inevitably encounter.

Prerequisite for Child Psychology and Educational Psychology.

Educ. 323. Educational Psychology. **3 Quarter Hours**

This course provides experience in observation and discussion of the principles involved in the learning process. Problems deal with the motivation of learning, learning activities, intelligence testing, pupil control, and individualized instruction. Special attention is given to the peculiar problems arising in the field of educational psychology.

Educ. 333. Social Studies Methods. **3 Quarter Hours**

The purpose of the course is to understand and apply the more recent methods and principles of teaching the social studies; to discover the needs and the best means of meeting them in a practical way. Problems of living will be discussed in such a way as to show how the various subjects in the social sciences can be made to function in the total science scene.

Educ. 321. Language Arts Methods. **3 Quarter Hours**

The first objective of this course is to prepare students to meet the language needs of both rural and urban youth. The second objective is to familiarize the students with various types of activity programs which will provide opportunities to develop the language abilities of the pupils.

Educ. 331. Philosophy of Education. **3 Quarter Hours**

Aids the student in developing a concept of modern education to the end that he may develop his own working philosophy. Likewise the course is designed to aid the student in solving new problems that may occur in the changing plans of education and problems that may arise out of his own experiences.

Educ. 417. Student Teaching and Seminar. **10 Quarter Hours**

Student teaching provides opportunity for the student to become familiar with a variety of activities always present in every school in addition to the teaching of classes. The content includes planning of definite teaching units, teaching in actual classroom situation under close supervision for definite periods, evaluating student progress and conferences with critic teachers and supervisors. The public schools of Elizabeth City are used by the college for the student teaching. Cadet teachers are expected to follow the program of these schools while doing their practice work. See page 25.

Educ. 301. Orientation for Student Teaching. **2 Quarter Hours**

This course is concerned mainly with the development of a broader understanding of the problems, teaching techniques and activities of student teaching. Special attention is given

to the study of desirable traits of a good teacher, democratic classroom environment and integration of subject matter. This will be made possible through lectures, discussions, demonstrations and varied observations.

Educ. 300. School Management. **3 Quarter Hours**

A basic course in school organization and control, stressing the fundamental principles of school management and school law as applied to the schools. Problems of discipline, programs, care of property, professional growth and school and community relationships are considered. Each student learns to keep a register through actual practice.

Education 402. Audio-Visual Education. **3 Quarter Hours**

This course is designed to provide students with a functional understanding of the value, need and techniques of operation of the various audio-visual materials. Special emphasis is placed on the use of field trips, object specimen and model materials, dramatic participation, demonstrations, motion pictures, still pictures, radio, recording, television and visual and verbal symbols. Opportunities are provided for producing many audio-visual materials.

Education 411. Science Methods. **3 Quarter Hours**

This course provides both a background of necessary subject matter and a working knowledge of materials, methods, devices and activities appropriate to the program of elementary science. Integration of the sciences with other subjects is stressed as well as the solution of problems.

Educ. 322. Tests and Measurements. **3 Quarter Hours**

A consideration of the simpler statistical measures with particular emphasis on their application to the classroom is given. The principles underlying the construction of valid reliable objective tests are examined and practice is given in making classroom tests in various subject matter fields. Special study is made of representative standardized tests.

Educ. 43(12). Administration and Supervision. **3 Quarter Hours**

An introductory course designed to help inexperienced teachers who will become principals of small schools. The content of the course includes school-community relationships, objectives and functions of an elementary school, pupil accounting, the welfare of the pupil and teacher and some new techniques applied to elementary education. The solution of practical problems is an important phase of the course.

Educ. 43(13). Curriculum Planning. **3 Quarter Hours**

This course is organized with the aim of helping the students get an understanding of the practical activities of the teacher's job. Attention is given to the function of education in a democratic society, the appraisal of the state course of study and individualized experience in adapting teaching material from many sources to the class room.

Educ. 43 (34). History of Education. **3 Quarter Hours**

A study of the movements and influences that have brought about the present ideals and practices in education in the United States with special emphasis on current problems.

Psy. 322. Child Psychology. **3 Quarter Hours**

The purpose of this course is to study the child during the various age levels from infancy to maturity in the light of psychological factors underlying child development and growth. The course aims to show how the development of mental and bodily functions are tied up with the evolving personality of the child, and how conditioning experiences in the child-parent and child-playmates relationship determine the emotional and moral aspects of individual personality.

Psy. 411. Mental Hygiene. **3 Quarter Hours**

An introductory study of the dynamics of human relationships in home, school, and community. Special consideration is given to the meaning of adjustment, frustration, and conflict; emotional security and personality development; implications for the school administration, curriculum, teaching, and counseling.

Educ. 422. Guidance. **3 Quarter Hours**

This course is designed to train prospective teachers to analyze pupils, determine their needs, evaluate their environment and lead pupils to satisfactory adjustments to their environment in terms of their needs. Special attention is given to techniques used in guiding pupils to discover their needs and abilities and to adjust to their environment, socially, emotionally, educationally, vocationally.

Educ. 311. Methods in Reading. **3 Quarter Hours**

It is the purpose of this course to acquaint the students with practical and progressive techniques used in the teaching of primary and grammar grade reading; to give the students opportunities at stated intervals to see these techniques applied by skillful teachers; to direct them in the making of lesson

plans which include subject matter, materials, methods and activities. It also aims to meet some of the reading problems which confront student teachers as well as beginning teachers.

Ed. 322. Arithmetic Methods. 3 Quarter Hours

The aim of the course is to have students become conscious of out of school situations in which children make use of arithmetic. Such real experiences are carefully organized, analyzed and planned. Later they are used by student teachers as arithmetic materials in their teaching.

P.E. 111-122-133. Seasonal Activities. 3 Quarter Hours

Two meetings weekly each quarter. Required of freshmen. The aim of this course is to provide an opportunity for freshman students to engage in seasonal recreational activities in order for them to develop fundamental skills in individual, dual and team sports.

Health 111-122-133. Personal Hygiene. 3 Quarter Hours

One meeting weekly each quarter. Required of all freshman students. The aim of the course is to develop proper habits, attitudes and skills in personal living.

Physical Education 414. Folk Dance and Theory. 3 Quarter Hours

The student learns the historical and sociological background of various countries such as England, Scotland, France, Italy, Spain and some dances that were originated in these places. The material obtained from this course may be correlated with other school subjects such as Geography and Science.

Health 426. Community Health. 3 Quarter Hours

A course which aims to acquaint students with health problems which are peculiar to the average community, and to teach students the practical ways of meeting these situations. Some problems treated are: communicable disease control, principles of sewage disposal, protection of water supplies, refuse collection and disposal, insect control measures, rodent control methods, milk sanitation, food sanitation, home and school sanitation.

P.E. 320. Principles, Practices and Procedures in Physical Education. 3 Quarter Hours

A course concerning the ways and means through which the psychological needs of the body can be met in each grade with physical activity and recreation.

Health 320. Principles, Practices and Procedures in Health Education **3 Quarter Hours**

A course designed to broaden the point of view of the prospective teacher in relation to health problems of the elementary school children. Special emphasis is placed on screening, the integration of health with other subject matter on each grade level.

Health 314. Child Health. **3 Quarter Hours**

The place and scope of modern health services for the child. Other topics to be discussed include the control of communicable diseases, discovery and treatment of chronic health defects, the use of clinics to secure corrections and the application of principles of hygiene and physical education in the development of the normal child.

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

Requirements for Minor

The Department of Health and Physical Education offers the following courses for students who wish to obtain a minor in Health and Physical Education. A selection of twenty-four (24) quarter hours, not including RECREATIONAL ACTIVITIES and PERSONAL HYGIENE may be included on the Elementary School Certificate as a minor. The department offers this minor so as to prepare students to become teachers of physical education, coaches of athletic sports, and/or to prepare them for further professional study.

Students who are interested in this area should consult members of the staff of the department before registering.

REQUIRED COURSES FOR A MINOR IN PHYSICAL EDUCATION

(Students who wish to minor are urged to take as many courses as possible in the department as electives.)

P.E. 201-202-203	Individual Sports	3 hrs.
P.E. 231-232-233	Team Sports	3 hrs.
P.E. 213	Gymnastics and Stunts (men)	1 hr.
P.E. 207-208-209	Rhythmics (women)	6 hrs.
P.E. 325-326	Introduction to Human Anatomy	6 hrs.
P.E. 331-332-333	Coaching and Officiating (men) Football, Basketball, Baseball	3 hrs.
P.E. 400	Organization and Administration of Physical Education	3 hrs.
P.E. 415	Games for the Elementary Schools	3 hrs.
P.E. 433	Community Recreation	3 hrs.

P.E. 201. Individual Sports. **1 Quarter Hour**

Two meetings weekly. Fundamentals and techniques of tennis, golf, handball, aerial darts, etc.

P.E. 202. Individual Sports. **1 Quarter Hour**

Two meetings weekly. Fundamentals and Techniques of badminton, shuffleboard, ping pong, paddle tennis, indoor tennis.

P.E. 203. Individual Sports. **1 Quarter Hour**

Two meetings weekly. Fundamentals and techniques of archery, tennis, horseshoe pitching, croquet, field events.

P.E. 231. Team Sports. **1 Quarter Hour**

Two meetings weekly. Fundamentals and techniques of soccer, touch football, field hockey, mass athletics.

P.E. 232. Team Sports. **1 Quarter Hour**

Two meetings weekly. Fundamentals and techniques of volleyball, basketball, indoor hockey.

P.E. 233. Team Sports. **1 Quarter Hour**

Two meetings weekly. Fundamentals and techniques of softball, speedball, mass athletics.

P.E. 213. Gymnastics and Stunts. **1 Quarter Hour**

Two meetings weekly. Elementary apparatus work, stunts, tumbling, and pyramid building.

P.E. 320. Principles, Practices and Procedures in

P.E. 325. An Introduction to Human Anatomy. 3 Quarter Hours

This course is designed primarily to show the relationship of anatomy and physical education. It is offered primarily for students who wish to minor in physical education.

P.E. 326. An Introduction to Human Anatomy. 3 Quarter Hours

This course is a continuation of Anatomy 325, Part I. (Both courses must be satisfactorily completed for a student to gain credit.)

Health 311. First Aid and Safety. **2 Quarter Hours**

Underlying principles and applied techniques of first aid and safety.

P.E. 331. Coaching and Officiating of Football. 1 Quarter Hour

P.E. 332. Coaching and Officiating of Basketball. 1 Quarter Hour

P.E. 333. Coaching and Officiating of Baseball. 1 Quarter Hour

P.E. 207. Rhythmics. **2 Quarter Hours**

Three meetings weekly. Creative rhythms and singing games.

P.E. 208. Rhythmics. **2 Quarter Hours**

Three meetings weekly. Folk and Square Dancing.

P.E. 209. Rhythmics. 2 Quarter Hours

Three meetings weekly. Clogging and Tap dancing.

P.E. 400. Organization, Administration and Supervision of Physical Education. 3 Quarter Hours

Policies and procedures of administration on the elementary and secondary school level. Special emphasis on construction and care of facilities, equipment and supervision of personnel. (Primarily for minors in P. E.)

P.E. 415. Games for the Elementary Schools. 3 Quarter Hours

Materials, methods and practices in all types of games used in the elementary schools.

P.E. 418. The Prevention and Care of Athletic Injuries. 3 Quarter Hours

This course must be preceded by Human Anatomy.

P.E. 433. Community Recreation. 3 Quarter Hours

This course aims to acquaint the student with the methods and procedures in the organization and administration of a community recreation program. Each enrollee is required to conduct a recreational project for the quarter.

DIRECTORY OF STUDENTS

1953-54

SENIORS

Allen, Helen Florentine ..... Portsmouth, Virginia
Alston, Pearlene ..... Roanoke Rapids, North Carolina
Anderson, Ethel Mae ..... Greenville, North Carolina
Andrews, William Kemp ..... Raleigh, North Carolina
Ballard, Frances Elizabeth ..... Gatesville, North Carolina
Balmer, Elsie Leigh ..... Rich Square, North Carolina
Banks, Caroline Deal ..... Edenton, North Carolina
Barnes, Florence Davis ..... Weldon, North Carolina
Baxter, Willie Mae ..... South Norfolk, Virginia
Bell, Dorothy Rosell ..... Eastville, Virginia
Best, Dollie Lee ..... Goldsboro, North Carolina
Bingham, Mary Lean ..... Gressitt, Virginia
Boone, Hortense Delores ..... Holland, Virginia
Boone, Maizie Calvert ..... Rich Square, North Carolina
Booth, Robert Lee ..... Bunn, North Carolina
Bowser, William Charles ..... Elizabeth City, North Carolina
Branch, Ada Powell ..... Rich Square, North Carolina
Brown, Elaine Hall ..... Ahoskie, North Carolina
Brown, Encis Theodore ..... Spring Hope, North Carolina
Brown, George Leneal ..... Elizabeth City, North Carolina
Bullock, Mary Ella ..... Washington, North Carolina
Burden, Margia Lena ..... Portsmouth, Virginia
Burrell, Santiago William ..... Norfolk, Virginia
Burton, Clara Bell ..... Virgilina, Virginia
Busch, Lucinda Bernice ..... Portsmouth, Virginia
Chasten, Leona Maewinner ..... Norfolk, Virginia
Close, Naomi Patricia ..... Oak City, North Carolina
Cogdell, Geneva Marie ..... Vanceboro, North Carolina
Copeland, Barbara Southall ..... Norfolk, Virginia
Credle, Mary Satchel ..... Swan Quarter, North Carolina
Davis, Inez Bernice ..... Suffolk, Virginia
Dickerson, Adele Janet ..... Petersburg, Virginia
Dixon, Suddie Gray ..... Snow Hill, North Carolina
Dowd, Cecelia Ernestine ..... Portsmouth, Virginia
Edwards, Selma Beatrice ..... Snow Hill, North Carolina
Elfalan, Meanor Magruder ..... Virginia Beach, Virginia
Felton, Edith Armenthia ..... Hertford, North Carolina
Fenner, Lula Mae ..... Suffolk, Virginia
Fields, Cleo Sadie ..... Delco, North Carolina
Forbes, Evangeline ..... Greenville, North Carolina
Freeman, Maurice Boomer ..... Ahoskie, North Carolina
Freeman, Sarah Beatrice ..... Colerain, North Carolina
Gatling, Mildred Saunders ..... Swan Quarter, North Carolina
Gilliam, Elena Mae ..... Oriental, North Carolina
Griffin, Lillie Elizabeth ..... Winfall, North Carolina
Harrison, Dorothy Harris ..... Norfolk, Virginia
Harrison, Shirley Earlene ..... Seaboard, North Carolina
Hawkins, Louise ..... Murfreesboro, North Carolina

Hill, Myrtle Borden ..... Goldsboro, North Carolina
Hodges, Thelma Elizabeth ..... Turkey, North Carolina
Hoffler, Ruth Joyce ..... Elizabeth City, North Carolina
Holloway, Johnnie Eleanor ..... Goldsboro, North Carolina
Horne, Herman P. ..... Portsmouth, Virginia
Jackson, Juanita Evelyn ..... Washington, D. C.
Jackson, Mazor Slade ..... Portsmouth, Virginia
Johnson, Doris Theresa ..... Churchland, Virginia
Jones, Ella Mariah ..... Jackson, North Carolina
Joyner, Lola Mae ..... Woodland, North Carolina
Knight, Martha Alma ..... Whaleyville, Virginia
Leathers, Lizzie Edna ..... Portsmouth, Virginia
Lewis, Bertie Lee ..... Elizabeth City, North Carolina
Long, Joyce Elouise ..... Elizabeth City, North Carolina
Long, Justina Miriam ..... Elizabeth City, North Carolina
Majette, Mae Etta ..... Murfreesboro, North Carolina
Manley, Amaza M. ..... Margarettesville, North Carolina
Manley, Lela Bevoyne ..... Ahoskie, North Carolina
Mann, Mary Sophronia ..... Belhaven, North Carolina
Manning, Dorothy Mae ..... Lake Waccamaw, North Carolina
Marbley, Alfred Lee ..... Morehead City, North Carolina
Martin, Ada Lee ..... Portsmouth, Virginia
Mitchell, Pecolia ..... Rich Square, North Carolina
Mullen, Carlas Moore ..... Elizabeth City, North Carolina
Mouran, Callie ..... Williamston, North Carolina
McMillan, Mattie Louise ..... Durham, North Carolina
Newby, Curtis Golar ..... Winfall, North Carolina
O'Pharrow, Louis Edward ..... Washington, North Carolina
Overton, Virginia Lee ..... Hertford, North Carolina
Pailen, Golden Faye ..... Elizabeth City, North Carolina
Patterson, Clinton Edward ..... Plymouth, North Carolina
Perry, Doris Olivia ..... Elizabeth City, North Carolina
Pierce, George Washington ..... Washington, North Carolina
Powell, Frances Catherine ..... Portsmouth, Virginia
Powell, Naomi ..... Churchland, Virginia
Privott, Ruth Venida ..... Edenton, North Carolina
Proctor, Gladys Elline ..... Elizabeth City, North Carolina
Pruden, Paul Lawrence ..... Norfolk, Virginia
Qualls, Joan Elaine ..... Durham, North Carolina
Roberts, Mary Elizabeth ..... Edenton, North Carolina
Shoulders, Mattie Elizabeth ..... Suffolk, Virginia
Smith, Doris Mae ..... Williamston, North Carolina
Spence, Willie Bartlett ..... Shiloh, North Carolina
Stevens, Thelma Mae ..... Clayton, North Carolina
Sutton, Hattie Wright ..... Edenton, North Carolina
Taylor, Fannie Elizabeth ..... Edenton, North Carolina
Thomas, Earl Bennett ..... Vinita, Oklahoma
Tillery, Bettye Lee ..... Williamston, North Carolina
Tillery, Mary Elizabeth ..... Williamston, North Carolina
Tilley, Martha Ardean ..... Durham, North Carolina
Turner, Jeanne Lucille ..... Elizabeth City, North Carolina
Walton, Alice Banks ..... Gatesville, North Carolina
Waters, Thelma Holmond ..... Kinston, North Carolina
Weaver, Calvin Coolidge ..... Ahoskie, North Carolina
Welch, Elaine ..... Elizabeth City, North Carolina
Whitehead, Otelia Harvey ..... Elizabeth City, North Carolina
Wilder, Wilma Clark ..... Belhaven, North Carolina

Williams, Luther Cochester.....Capron, Virginia
Williams, Mary Virgel.....Rich Square, North Carolina
Wilson, Millicent Yvonne.....Norfolk, Virginia
Wood, Martha Lee.....Edenton, North Carolina
Young, Melvina Gibbs.....New Bern, North Carolina

JUNIORS

Anderson, Margie.....Greenville, North Carolina
Ashley, Vater.....Lumberton, North Carolina
Ausby, Ramona Loisevans.....Portsmouth, Virginia
Basnight, Mary Etheridge.....Elizabeth City, North Carolina
Battle, Anna Louise.....Nashville, North Carolina
Bazemore, Annie Richardson.....Kelford, North Carolina
Benjamin, Josephine Cyrus.....Rose Hill, North Carolina
Bias, John Eli.....Petersburg, Virginia
Blue, Evelyn Smith.....Goldsboro, North Carolina
Bond, Laura Deal.....Edenton, North Carolina
Broadnax, Ophelia Hargette.....Williamston, North Carolna
Brown, Marceil Gertrude.....Elizabeth City, North Carolina
Brown, Millie E.....Wilmington, North Carolina
Bynum, Mary Eleanor.....Courtland, Virginia
Chance, Nannie Naomi.....Greenville, North Carolina
Clay, Sophia Cooper.....Plymouth, North Carolina
Davis, Earlona Shannon.....Elizabeth City, North Carolina
Davis, Hazel Dale.....Grimesland, North Carolina
Davis, Mable Louise.....Portsmouth, Virginia
Davis, Olethia Ernestine.....Newport News, Virginia
Davis, Wynola Elaine.....Portsmouth, Virginia
Dillahunt, Julia Hayes.....New Bern, North Carolina
Edmonds, Theretha.....Tillery, North Carolina
Faison, Hilda Mae.....Farmville, North Carolina
Ferebee, Queenie Elizabeth.....Edenton, North Carolina
Ferebee, Ruby Mae.....South Mills, North Carolina
Fosque, Chestina Iola.....Onancock, Virginia
Fuller, Cherrie Mae.....Roper, North Carolina
Gatling, Mary Lillie.....Harrellsville, North Carolina
Godfrey, James Edward.....Covington, Virginia
Hailes, Audrey Naomi.....Petersburg, Virginia
Harris, Alice Alston.....Littleton, North Carolina
Harvey, Esther Dugger.....Robersonville, North Carolina
Hill, Emma Louise.....Havelock, North Carolina
Hodge, Billy Ralph.....Ashland, West Virginia
Hurdle, Ernestine.....Portsmouth, Virginia
Jenkins, Lacy Vivian.....Murfreesboro, North Carolina
Johnson, James Kelly.....Elizabeth City, North Carolina
Jones, Pauline Virginia.....Jamesville, North Carolina
Liggins, William Gilbert.....Covington, Virginia
Martin, Paul Lewis.....Covington, Virginia
Mayo, Essie Lee.....Edenton, North Carolina
Miales, Landon Robert.....Raleigh, North Carolina
Miller, Nannie Elizabeth.....Kenansville, North Carolina
Monds, Ladis M.....Elizabeth City, North Carolina
Morris, Erlyn Velez.....Elizabeth City, North Carolina
Pope, Dewildera Gwendolyn.....Scotland Neck, North Carolina
Proctor, Carolyn Jean.....Elizabeth City, North Carolina
Reddrick, Raymond, Jr.....Leland, North Carolina

Rich, Katie Mae.....Clinton, North Carolina
Robinson, Dorothy Welch.....Elizabeth City, North Carolina
Sanford, Evelyn Mae.....Goldsboro, North Carolina
Sawyer, Jane Wilhelmina.....Elizabeth City, North Carolina
Seward, Mattie Calista.....Norfolk, Virginia
Shields, Iris Francis.....Norfolk, Virginia
Simons, Estella Hall.....Colerain, North Carolina
Smith, Doris Lidever.....Virgilina, Virginia
Taylor, Delorice Rebecca.....Woodland, North Carolina
White, Melvin Simuel.....Edenton, North Carolina
Wilkins, Greta Garbo.....Nashville, North Carolina
Williams, Pearly Dimples.....Suffolk, Virginia
Williamson, Verline.....Clinton, North Carolina
Winslow, Gilbertine.....Belvidere, North Carolina
Wise, Mary Louise.....Elizabeth City, North Carolina

SOPHOMORES

Alexander, Quentian.....Halifax, North Carolina
Arrington, Clyde Gwendolyn.....Enfield, North Carolina
Artis, Pauline Futtrell.....Woodland, North Carolina
Bailey, Robert Bertron.....Plymouth, North Carolina
Banks, Audrey Maxine.....Elizabeth City, North Carolina
Barco, Florine Arbutis.....Elizabeth City, North Carolina
Barksdale, Mae Catherene.....Clarkton, North Carolina
Barnes, Pauline Cherry.....Stokes, North Carolina
Berry, Irene.....New Bern, North Carolina
Billups, Alma A.....Edenton, North Carolina
Blackwell, Estella Lee.....Newport News, Virginia
Blakey, Oscar Delane.....Clifton Forge, Virginia
Bland, Yvonne Deloris.....Disputanta, Virginia
Boone, Carolyn Aramenta.....Rich Square, North Carolina
Boone, John Jackson.....Suffolk, Virginia
Branch, Lola Vivian.....Mt. Olive, North Carolina
Brinson, Bettie Arlena.....Magnolia, North Carolina
Brinson, Evangelist.....Wilmington, North Carolina
Britt, Jennie Mariah.....Snow Hill, North Carolina
Brown, Corrie Cornelia.....Norfolk, Virginia
Brown, Darius Edward.....New Castle, Delaware
Brown, Leola Jeanette.....Atlantic, Virginia
Brown, Marion Lee.....Suffolk, Virginia
Brown, Shadrack, Jr.....Ahoskie, North Carolina
Bryan, Pauline.....Vanceboro, North Carolina
Burrus, Vernice.....Elizabeth City, North Carolina
Camen, Edward.....Suffolk, Virginia
Canada, Agnes Newsome.....Ahoskie, North Carolina
Cashwell, John Lee.....Covington, Virginia
Cassell, James Edgar.....Stanley, North Carolina
Chambliss, Irene E.....Portsmouth, Virginia
Clark, Dewey, Jr.....Covington, Virginia
Collins, Mary Boone.....Norfolk, Virginia
Commander, Mary Elizabeth.....Elizabeth City, North Carolina
Conwell, Lucy Mae.....Norfolk, Virginia
Courtney, Gearline.....Hamlet, North Carolina
Coward, Martha Lee.....Greenville, North Carolina
Davenport, Verna Lee.....Plymouth, North Carolina

Davis, Bernice Gertrude ..... Zuni, Virginia
Davis, Earline Margaret ..... Gregory, North Carolina
Dupree, Ruby Kateria ..... Farmville, North Carolina
Eley, Uriah ..... Murfreesboro, North Carolina
Exum, Irene ..... Whitakers, North Carolina
Foreman, Janie Jones ..... Farmville, North Carolina
Foreman, Julia Lee ..... Havelock, North Carolina
Freeman, Harry Edward ..... Norfolk, Virginia
Freeman, Ida Elizabeth ..... Castalia, North Carolina
Freemon, Catherine ..... Tarboro, North Carolina
Garland, Hortense Helena ..... Portsmouth, Virginia
Gause, Gloria Elaine ..... Portsmouth, Virginia
Gist, Willie Roger ..... Winston-Salem, North Carolina
Godfrey, Helen Elizabeth ..... Portsmouth, Virginia
Greene, Gloria Swanson ..... Oriental, North Carolina
Greer, James Daniel ..... Huntington, West Virginia
Gregory, Robert Alphonso ..... Hertford, North Carolina
Griffin, Lucille Cylvia ..... Elizabeth City, North Carolina
Griffin, Teila Naomi ..... Winfall, North Carolina
Griffin, Trula Lee ..... Jamesville, North Carolina
Hailes, Robert Alfred ..... Petersburg, Virginia
Harris, Amy Letha ..... Greenville, North Carolina
Harris, Vivian Malessia ..... Charlotte, North Carolina
Harvey, India Anna ..... Elizabeth City, North Carolina
Harvey, Robert Eugene ..... Elizabeth City, North Carolina
Hemby, Ruth ..... Greenville, North Carolina
Hill, Ernestine ..... Rocky Mount, North Carolina
Hocutt, Audrey Elona ..... Elizabeth City, North Carolina
Hodges, Elisha Lee ..... Stonewall, North Carolina
Holmond, Christine Emma ..... Kinston, North Carolina
Horton, Junious Joel ..... Zebulon, North Carolina
Hunter, Esther Vivian ..... Hertford, North Carolina
Hurdle, Geraldine Alvertia ..... Belvidere, North Carolina
James, Paul Delano ..... Ahoskie, North Carolina
Jeannette, Florence Alverta ..... Plymouth, North Carolina
Jerald, Palmas Randolph ..... St. Pauls, North Carolina
Johnson, Myrtle Odessie ..... Woodsdale, North Carolina
Jones, Geraldine ..... Whiteville, North Carolina
Jones, Robert William ..... Weldon, North Carolina
Joyner, Earline ..... Greenville, North Carolina
Joyner, Melrose James ..... Windsor, North Carolina
Kenan, Beatrice Elizabeth ..... Kenansville, North Carolina
King, Georgia Lois ..... Montclair, New Jersey
Larkin, Allen Lee ..... Goldsboro, North Carolina
Lawrence, Dorothy Corrine ..... Enfield, North Carolina
Lewis, Margaret Vestella ..... Elizabeth City, North Carolina
Locust, Pauline ..... Grifton, North Carolina
Mackey, Phillip Benjamin ..... Elizabeth City, North Carolina
Markham, Alta Paulette ..... Durham, North Carolina
Miller, John Richard ..... Clifton Forge, Virginia
Miller, Sarah E. ..... Kenansville, North Carolina
Moore, Henrietta Rebecca ..... Stokes, North Carolina
Moore, Shirley Davis ..... Elizabeth City, North Carolina
Morings, Ethel Mae ..... Gates, North Carolina
Morton, Patsy Carolyn ..... Durham, North Carolina
Moses, Willard Claxter ..... Williamston, North Carolina

Murphy, Doris Evelyn ..... Burgaw, North Carolina
McClees, Zion Hall ..... Columbia, North Carolina
McGowan, Ida Louise ..... Norfolk, Virginia
Page, Cornelius ..... Whiteville, North Carolina
Palmer, Fred, Jr. ..... Clinton, North Carolina
Palmer, Nell Costenia ..... Holland, Virginia
Parker, Mamie Virginia ..... Holland, Virginia
Pelham, Genie ..... Rich Square, North Carolina
Pittman, Edgar Jerome ..... Rocky Mount, North Carolina
Powell, Lillie Mae ..... Courtland, Virginia
Price, Rosetta ..... Elizabeth City, North Carolina
Pugh, Bessie Ophelia ..... Windsor, North Carolina
Ramsey, Lucy ..... Seaboard, North Carolina
Rascoe, Bettie Louis ..... Windsor, North Carolina
Reed, Robert ..... Washington, D. C.
Reide, Gloria Magdalene ..... Amherst, Virginia
Scarborough, Matilda ..... Manteo, North Carolina
Sharpe, Elsie Victoria ..... Elizabeth City, North Carolina
Sharpe, Mary Elizabeth ..... Elizabeth City, North Carolina
Shepherd, Minnie Virginia ..... Suffolk, Virginia
Slade, Annie Deloris ..... Tarboro, North Carolina
Sparrow, John Billie ..... Covington, Virginia
Spells, Lena Belle ..... Greenville, North Carolina
Spence, James Roscoe ..... Belcross, North Carolina
Spence, Olivia Mae ..... Elizabeth City, North Carolina
Spencer, Helen ..... Scranton, North Carolina
Spencer, Hortense ..... Scranton, North Carolina
Spruill, Margaret Ann ..... Roper, North Carolina
Spruill, Rebecca Naomi ..... Hertford, North Carolina
Staton, Sarah Beatrice ..... Oak City, North Carolina
Stewart, Shirley Virginia ..... Hickory, Virginia
Stokes, Mary Alice ..... Teachey, North Carolina
Taylor, Lee Helen ..... Fairmont, North Carolina
Taylor, Mattie Louise ..... Petersburg, Virginia
Teel, Pearlie Mae ..... Bridgeport, Connecticut
Teachey, Edith Mary ..... Teachey, North Carolina
Thompson, Iris Lee ..... Fairmont, North Carolina
Torrence, Katheryne Delois ..... Clarkton, North Carolina
Toxey, Earline ..... Elizabeth City, North Carolina
Trotman, Gladys Cartwright ..... Elizabeth City, North Carolina
Turner, Mildred Laon ..... Bolivia, North Carolina
Twine, Curtis Lowell ..... Elizabeth City, North Carolina
Vines, Delores Marie ..... Farmville, North Carolina
Wade Celestine ..... Enfield, North Carolina
Ward, Joe Howard ..... Farmville, North Carolina
Warren, Gracie Aramenta ..... Courtland, Virginia
Washington, Virginia ..... Prince George, Virginia
Weeks, Rachel Virginia ..... Elizabeth City, North Carolina
White, Anna Mae ..... Elizabeth City, North Carolina
Whitehead, Juanita ..... Rocky Mount, North Carolina
Whitehead, Otelia Harvey ..... Elizabeth City, North Carolina
Whitfield, Jean Maurice ..... Portsmouth, Virginia
Williams, Alene ..... Wananish, North Carolina
Williams, Elizabeth Marie ..... Jamesville, North Carolina
Williams, James ..... Wilmington, Delaware
Williams, Jean Odessa ..... Elizabeth City, North Carolina
Williams, Mary Jane ..... Greenville, North Carolina

Williams, Vivian Catherine.....Elizabeth City, North Carolina
Wood, Annie Rebecca.....Edenton, North Carolina
Woolard, Eva Gray.....Jamesville, North Carolina
Woodley, Delia Annette.....Roper, North Carolina
Wynn, Doris Ophelia.....Suffolk, Virginia
Young, Lenora.....Inez, North Carolina

FRESHMEN

Allen, Helen Ruth.....Greenville, North Carolina
Alston, Donald Edward.....Littleton, North Carolina
Bailey, Annie Beatrice.....Elizabeth City, North Carolina
Bailey, Katie Bell.....Enfield, North Carolina
Barclift, Daisy Lee.....Elizabeth City, North Carolina
Barrow, Muriel Irene.....Elizabeth City, North Carolina
Baum, Minnie Louise.....Creswell, North Carolina
Bell, Lillie Gray.....Windsor, North Carolina
Bond, Redden.....Windsor, North Carolina
Boney, Sullar Donell.....Rose Hill, North Carolina
Booker, Marian Willette.....Norfolk, Virginia
Bryant, Calvin Coolidge.....Nashville, North Carolina
Bryant, Robert Lee.....Elizabeth City, North Carolina
Bryant, Susie Mercede.....Tarboro, North Carolina
Bullock, Sweetie Louise.....Washington, North Carolina
Burke, Logan.....Winton, North Carolina
Burke, Marian Elizabeth.....Hertford, North Carolina
Butler, Jeannette.....Lake Waccamaw, North Carolina
Canada, Doris Pierce.....George, North Carolina
Carney, Rose Mae.....Bethel, North Carolina
Carraway, Beulah Mae.....LaGrange, North Carolina
Chamblee, Mary Ruth.....Colerain, North Carolina
Cherry, Lula Mae.....Greenville, North Carolina
Clark, Mary Helene.....Blounts Creek, North Carolina
Claude, Lottie Doretha.....Capron, Virginia
Clawson, Janice Patricia.....Belmont, North Carolina
Cofield, Hattie Victoria.....Edenton, North Carolina
Coley, Margaret.....Goldsboro, North Carolina
Collins, George Edward.....Morehead City, North Carolina
Copeland, William Lewis.....Lynchburg, Virginia
Cox, Sarah Elizabeth.....Grifton, North Carolina
Dabney, Dee Lois.....Newport News, Virginia
Daniels, Mildred Ruth.....Whiteville, North Carolina
Davis, Leo Alexander.....Elizabeth City, North Carolina
Drew, Janice Scott.....Woodland, North Carolina
Earley, Jean Leak.....Woodland, North Carolina
Eason, Adeline.....South Mills, North Carolina
Edwards, Linwood, Jr.....Chuckatuck, Virginia
Elliott, Dorothy Ann.....Portsmouth, Virginia
Flowers, Joan Delores.....Washington, North Carolina
Freer, Dorothy Louise.....Rocky Mount, North Carolina
Gardner, Christine.....Ayden, North Carolina
Gatlin, Jo Anne.....Grimesland, North Carolina
Gatling, Bernice Elizabeth.....Rich Square, North Carolina
Gee, Helen Patricia.....Harrellsville, North Carolina
Gordon, Lillie Mae.....Hickory, Virginia
Gordy, Irvin D.....Wilmington, Delaware

Graham, Lydia Mae.....New Bern, North Carolina
Granby, Catherine Ophelia.....Elizabeth City, North Carolina
Green, Ephriam Clarence.....Greenville, North Carolina
Green, Mary Eleanor.....Newport News, Virginia
Griffin, Doris Carolyn.....Elizabeth City, North Carolina
Hall, Elma Doretha.....Edenton, North Carolina
Hamlin, Amie Bernice.....Smithfield, Virginia
Hardy, Annie Ruth.....Grimesland, North Carolina
Hardy, Odie Carlise.....Aulander, North Carolina
Hargrave, Helen Judith.....Cincinnati, Ohio
Harper, Mary Ella.....Kinston, North Carolina
Harper, Shirley Ann.....Rocky Mount, North Carolina
Harris, Della Everlena.....Princess Anne, Virginia
Harris, John Henry.....South Mills, North Carolina
Hawkins, Frances Carolyn.....Greenville, North Carolina
Hemby, Walter James.....Greenville, North Carolina
Hill, Georgie Mae.....Pollocksville, North Carolina
Hines, Myrtle Virginia.....Roper, North Carolina
Horne, Albert Manley.....Rocky Mount, North Carolina
Howard, Mary Virginia.....Creswell, North Carolina
Hubbard, Samuel Willis.....Lynchburg, Virginia
Hunter, Elizabeth Louise.....Hertford, North Carolina
Isley, Maxine.....Cedar Grove, North Carolina
Jeffers, Allene Remell.....Roxboro, North Carolina
Jenkins, Lillie Louise.....Greenville, North Carolina
Jenkins, Willie Lee.....Selma, North Carolina
Jennings, Mary Louise.....Clarkton, Virginia
Johnson, Essie Yneather.....Plymouth, North Carolina
Johnson, Phyllis Jones.....Winton, North Carolina
Jordan, Virginia Ruth.....Suffolk, Virginia
Kennon, Doris Aletha.....Goldsboro, North Carolina
King, Abie.....Pollocksville, North Carolina
Koonce, Alelia Leanner.....Trenton, North Carolina
Leary, Theresa Barbara.....Vanceboro, North Carolina
Liverman, Mary Louise.....Columbia, North Carolina
Lovett, Olivia Trease.....Greenville, North Carolina
Maggette, Mary Josephine.....Woodland, North Carolina
Manleyq, Vivian Sylvia.....Cofield, North Carolina
Mattocks, Lillie Arimenta.....Oriental, North Carolina
Melton, Shirley Carolene.....Ahoskie, North Carolina
Melton, Willie Louise.....Ahoskie, North Carolina
Miller, Mildred Sue.....Windsor, North Carolina
Miller, Sara Alice.....Gastonia, North Carolina
Mitchell, Carolyn Juanita.....Ahoskie, North Carolina
Monds, Mary Merline.....Elizabeth City, North Carolina
Moody, Shirley Salome.....Garysburg, North Carolina
Moon, Nathaniel.....Mayberry, West Virginia
Moore, Erma Lucille.....Aurora, North Carolina
Moore, Mary Jean.....Norfolk, Virginia
Moore, Patsy Lee.....Greenville, North Carolina
Murray, Eleanor Ruth.....Belmont, North Carolina
Murray, Martha.....Teachey, North Carolina
McBeth, Theresa Burnet.....Sedalia, South Carolina
Outlaw, Violene Anderia.....Stokes, North Carolina
Overton, Paul, Jr.....Elizabeth City, North Carolina
Overton, Ruth Ann.....Hertford, North Carolina

Parker, Mary Luvenia ..... Farmville, North Carolina
Perry, Josephine Restella ..... Castalia, North Carolina
Pickett, Helen Odessa ..... Burgaw, North Carolina
Powell, Florence Elvertia ..... Williamston, North Carolina
Price, Rachel Louise ..... Elizabeth City, North Carolina
Reddick, Annie Mildred ..... Williamston, North Carolina
Revelle, Clarence ..... Ahoskie, North Carolina
Rice, Melissa Ann ..... Elizabeth City, North Carolina
Riddick, Annie Marie ..... Windsor, North Carolina
Riddick, Esther Beatrice ..... Merry Hill, North Carolina
Rogers, Betty Jane ..... Melfa, Virginia
Rogers, Doris Elaine ..... Painter, Virginia
Rogers, Tillie Mae ..... Painter, Virginia
Roland, James Edward ..... Kinston, North Carolina
Roundtree, Mable Ruth ..... Greenville, North Carolina
Ruffin, Rebecca Arlean ..... Waverly, Virginia
Scott, Bettie Conston ..... Rocky Mount, North Carolina
Scott, George, Jr. ..... Elizabeth City, North Carolina
Sharp, Ethel Jones ..... Elizabeth City, North Carolina
Sharpe, Johnnie Earl ..... Suffolk, Virginia
Sharpless, Marie Antonnette ..... Chinquapin, North Carolina
Shaw, Betty Jean ..... Clarkton, North Carolina
Smith, Addie Calonia ..... Dover, North Carolina
Smith, Wilhelmina ..... Williamston, North Carolina
Spellman, Mary Elizabeth ..... Elizabeth City, North Carolina
Spellman, Ruth Devolia ..... Belcross, North Carolina
Spruill, Lillie Beatrice ..... Plymouth, North Carolina
Spruill, Mary Magdalene ..... Columbia, North Carolina
Squire, Maggie Ray ..... Roanoke Rapids, North Carolina
Staten, Flora Jane ..... Jamesville, North Carolina
Swain, Emma Jean ..... Columbia, North Carolina
Taylor, Allen Vernon, Jr. ..... Elizabeth City, North Carolina
Taylor, Eunice Elizabeth ..... Mount Airy, North Carolina
Taylor, Gladys Virginia ..... South Mills, North Carolina
Thomas, Marva Michele ..... Vinita, Oklahoma
Thompson, Geneva Mae ..... Elizabeth City, North Carolina
Thompson, Turner James ..... Grimesland, North Carolina
Thorpe, Virgie ..... Virgilina, Virginia
Turner, Stephen, Jr. ..... Belcross, North Carolina
Trafton, Mary Vernice ..... Belcross, North Carolina
Tyson, Margaret Vivian ..... Morven, North Carolina
Uzzell, Shirley Jean ..... Goldsboro, North Carolina
Walker, Julia Mae ..... Edenton, North Carolina
Walston, Dafferlin Darnella ..... Elizabeth City, North Carolina
Walston, Syvalius ..... Suffolfl, Virginia
Ward, Verna Mae ..... Pactolus, North Carolina
Whedbee, Billy ..... Elizabeth City, North Carolina
Whitaker, James Clersie ..... Suffolk, Virginia
White, Ethel Antoinette ..... Northwest, Virginia
White, Jannie Lee ..... Elizabeth City, North Carolina
Williams, James Elbert ..... Elizabeth City, North Carolina
Williams, Joyce Lorrine ..... Elizabeth City, North Carolina
Williams, Mahalie Pearl ..... Louisburg, North Carolina
Wilson, Evelyn Elmira ..... Elizabeth City, North Carolina
Wright, Shirley Inetta ..... London Bridge, Virginia
Wrisby, Evelyn Louise ..... Williamston, North Carolina

SPECIAL STUDENTS

Armstrong, Mary H. L.	Elm City, North Carolina
Brown, William Arthur Lee	Elizabeth City, North Carolina
Etheridge, Vertie Marie	Murfreesboro, North Carolina
Moseley, Eula Mae	New Bern, North Carolina
Sawyer, Flossie Katherine	Edenton, North Carolina

SUMMARY OF ENROLLMENT FOR YEAR 1954-55

Freshman Class	159
Sophomore Class	157
Junior Class	67
Senior Class	106
Special Students	5
Total	494

ATTENDANCE BY STATES

North Carolina	380
Virginia	102
West Virginia	2
Oklahoma	2
Delaware	3
District of Columbia	2
South Carolina	1
Ohio	1
New Jersey	1
	494

ELIZABETH CITY
STATE TEACHERS COLLEGE

BULLETIN

•

Catalogue Edition

FOR

1954-1955

WITH

ANNOUNCEMENTS FOR 1955-1956

ELIZABETH CITY, NORTH CAROLINA

ACCREDITED BY:

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

NOTE

The schedule, program of instruction and fees announced in this bulletin are subject to such changes as may be necessary or deemed advisable by the administration.

CONTENTS

	Page
Calendar 1955-56	4
State Board of Education	5
Board of Trustees	5
Officers of Administration	6
Officers of Instruction	7-9
Administrative Assistants	10
General Information	11
History	11
Location	12
Philosophy	12
Objectives	13
College Buildings	14-16
Student Work Opportunities	16-17
Health Services	17
Expenses, Payment and Fees	18-22
Academic Information	23
Admission	23
Student Loads	23
Credit	24
Marking System	24
Quality Points	25
Classification of Students	26
Student Teaching	26
Transfer Students	27
Class Attendance	27
Scholarship	28
Honors	29
Textbooks	29
Registration	29
Official Transcripts and Freshman Orientation	30
Requirements for the B.S. Degree	31
Alumni and Officers	31
Curriculum Pattern	32
General Education	32-33
Professional Education	34
Extension Program	35
Cultural Growth	35
Campus Organizations	36
Future Teachers of America	36
Athletics & College Band	36
Religious Activities and Dramatics	37
Music, Clubs & Alpha Kappa Mu	37
Fraternities & Sororities	38
Sigma Rho Sigma	38
Dramatic Tournament	38
Annual High School Day	38
Degree Requirements, In-Service Teachers	39-41
Curriculum, General Professional and Basic	42-43
Description of Courses	44-56
Requirements for Phy. Educ. Minor	57-59
Directory of Students, 1954-55	60-68

CALENDAR 1955-1956

1955

September 8.....Freshmen Report
September 8.....Registration—Freshmen and New Students
September 14.....Registration—Students in Attendance 1954-55
September 19.....Last Day for Registration and Change of Courses
November 23.....Thanksgiving Holidays Begin
November 28.....Thanksgiving Holidays end at 8:00 A.M.
December 3.....Winter Quarter Registration
December 5.....Classes Begin
December 12.....Last Day for Registration and Change of Courses
December 16.....Christmas Vacation Begins at 4:10 P.M.

1956

January 2.....Christmas Vacation Ends at 8:00 A.M.
February 16.....Annual One-Act Play Festival
February 26.....Founder's Day
March 3.....Winter Quarter Ends
March 5.....Spring Quarter Registration
March 12.....Last Day for Registration and Change of Courses
March 28.....Annual College Day
March 29.....Easter Vacation Begins at 4:10 P.M.
April 4.....Easter Vacation Ends at 8:00 A.M.
April 11.....Annual High School Senior Day
May 10.....Annual Music Festival
May 25.....Awards Day
Senior Class Day
May 26.....Annual Alumni Day
May 27.....Commencement Exercises
May 29.....Final Day of Quarter
June 4.....Summer Session Begins

STATE BOARD OF EDUCATION

EDWIN GILL, Raleigh, *State Treasurer*
CHARLES F. CARROLL, Raleigh, State Superintendent of Public Instruction, *Secretary*

District No.		*Term Expires*
1.	J. A. PRITCHETT, Windsor	April 1, 1955
2.	A. McL. GRAHAM, Clinton, *Vice-Chairman*	April 1, 1961
3.	A. S. BROWER, Durham	April 1, 1959
4.	PAUL S. OLIVER, Fairmont, R. 2	April 1, 1957
5.	SANTFORD MARTIN, Winston-Salem	April 1, 1957
6.	O. L. RICHARDSON, Monroe	April 1, 1959
7.	CLAUD FARRELL, Elkin	April 1, 1955
8.	GERALD CONWAN, Asheville	April 1, 1961
*	B. B. DOUGHERTY, Boone	April 1, 1961
*	HAROLD L. TRIGG, Raleigh	April 1, 1957

BOARD OF TRUSTEES

MR. J. W. DAVIS, *Chairman*	Edenton
DR. E. L. HOFFLER, *Secretary*	Elizabeth City
MR. G. H. FERGUSON	Raleigh
MR. DUDLEY BAGLEY	Moyock
MR. W. C. CHAPPELL	Belvidere
MR. T. S. COOPER	Sunbury
MRS. T. C. SAWYER, SR.	Belcross
MR. E. P. LEARY	Old Trap
MR. O. ROY SYMONS	Elizabeth City

*State at large appointments.

OFFICERS OF ADMINISTRATION

SIDNEY D. WILLIAMS
A.B., Atlanta University, A.M., Columbia University; further study, University of Chicago and Northwestern University, Ped.D., Johnson C. Smith University
President

GEORGE L. DAVIS
A.B., Knoxville College; M.A. and Ph.D., University of Pittsburgh
Dean

TAYLOR E. JONES
A.B., Virginia Union University, A.M. Columbia University, further study, Columbia University
Registrar

KENNETH R. JEFFRIES
B.S., Hampton Institute, further study, Columbia University
Business Manager

GWENDOLYN JORDAN MIDGETTE
A.B., Virginia State College; B.S.L.S., Hampton Institute, further study, Columbia University
Librarian

CAROLYN ROBERTSON PAYTON
B.S., Bennett College; M.S., University of Wisconsin; further study, Columbia University
Dean of Women

THOMAS L. CALDWELL
B.S., Tillotson College, further study, Indiana University
Dean of Men

OFFICERS OF INSTRUCTION

BAGLEY, ARTHUR MOTEN.....*Art*
B.S., Cheyney State Teachers College, M.Ed., The Pennsvylvania State College

BAGLEY, EDYTHE SCOTT.....*English*
B.S., Ohio State University; M.A., Columbia University

BANKS, JAMES FRANKLIN.....*Religious Education*
A.B., Virginia Union University; B.D., Virginia Union University; further study, Hebrew Union College

BELL, FRANK CARTER.....*Social Studies*
A.B., and A.M., Indiana University, further study, Indiana University

BUTTS, CHARLOTTE AUGUSTA.....*Music*
Mus.B., Boston Conservatory of Music

DAVIS, EDNA LOUISE.....*Music*
Mus.B. and Mus. Ed.M., Oberlin Conservatory

DAVIS, GEORGE LITTLETON.....*Social Studies*
A.B., Knoxville College; M.A. and Ph.D., University of Pittsburgh

EATON, ESTELLE ATLEY.....*Education*
B.S., Winston-Salem Teachers College, A.M., Columbia University, further study, University of California and University of Minnesota

GREGORY, CHESTER WOODROW.....*Social Studies*
A.B. and M.A., North Carolina College at Durham

HOFFLER, JULIA MOORE.....*English*
A.B. and A.M., Fisk University; further study, University of Michigan and New York University

JACKSON, IRENE D.....*Education*
Mus.B., Talladega, A.M., Columbia University; further study, Indiana University and Columbia University

JACKSON, TAYLOR SYLVESTER.....*Education*
A.B., Indiana University; A.M., University of Chicago; further study, Indiana University

**JACKSON, BROADUS BRYANT.....*Social Studies*
A.B., Fisk University; M. A. Indiana University

**JOHNSON, EVELYN ADELAIDE.....*Music*
Mus.B., Fisk University; A.M., Columbia University; further study, Christiansen Choral School and Columbia University

**On Leave

ELIZABETH CITY STATE TEACHERS COLLEGE

JOHNSON, SAMUEL JAMES.....*Guidance*
B.S., Cheyney State Teachers College; M.Ed. and D. Ed., University of Pittsburgh

JONES, CLARA GRIFFIN.....*Education*
B.S., Elizabeth City State Teachers College; A.M., New York University, further study, New York University

LESTER, AURELIUS P.....*Survey Science*
A.B., Howard University; further study, Columbia University

MARSHALL, HELEN ANNE.....*English*
A.B., Virginia State College; M.A., New York University, further study, New York University

MARTIN, ALBERT.....*Art*
B.S., and M.A., Ohio State University

MARTIN, ELIZABETH LAMBERT.....*Music*
Mus.B., New England Conservatory; M.A., Columbia University, further study, Boston University

MITCHELL, EDNA HARRIS.....*English*
A.B., Shaw University; M.A., Columbia University; further study, New York University

**MULDROW, HELEN HEMINGWAY.....*Biology*
B.S. and M.S., Howard University

MULDROW, WILLIAM J.....*Psychology*
B.S., South Carolina State; M.Ed., Duquesne University, further study, University of Pittsburgh

PRATHER, AUDREY MINGA.....*Chemistry*
B.S., North Carolina College; M.S., Tuskegee Institute; further study, Fordham University

PRATHER, H. LEON.....*Social Studies*
A.B., South Carolina State; M.A., New York University; further study, University of North Dakota and New York University

SMITH, GEORGIA LONG.....*Health Education*
B.S., Bluefield State College; M.S.P.H., North Carolina College

TAYLOR, DOROTHY LEOTHA.....*Physical Education*
B.S., West Virginia State College; further study, University of Wisconsin and New York University

THOMAS, DOROTHY ELLIOTT.....*Biology*
B.S., Livingstone College; M.S., University of Michigan; further study, University of Michigan

---

**On Leave

ELIZABETH CITY STATE TEACHERS COLLEGE

VAUGHAN, ROBERT LOUIS.....*Physical Education*
B.S., Virginia State College; M.S., Columbia University; further study, Boston University

WAMACK, TIMOTHY HIRAM.....*Social Studies*
A.B., Morris Brown College; M.A., Columbia University; further study, Columbia University and American University

WHITE, JOSEPH JAMES.....*Biology*
B.S., and M.S., North Carolina College at Durham

WHITE, ROBERT MAURICE.....*Physical Education*
B.S., Kentucky State; M.S., Indiana University

WINSTON, ETHNA BEULAH.....*English and Education*
A.B., Howard University; M.A., Hartford School of Religious Education; Ed.D., Columbia University—Post Graduate Work—University of Maryland

ADMINISTRATIVE ASSISTANTS

BEDELL, MAMIE.....*Dietitian*
B.S., North Carolina College at Durham

CARTER, MADELYN TRUSTY.....*Directress, Bias Hall*
A.B., Swift Memorial College

DAVIS, NOVELLA LAWSON.....*Secretary, Registrar's Office*
B.S.C., North Carolina College at Durham

GREENLEE, ALBERT ALPHONSO.....*Assistant Librarian*
B.S., Tennessee State University; M.S.L.S., North Carolina College

HOFFLER, WILLIAM W., M.D.....*College Physician*
Meharry Medical College

JONES, AGNES HOLLOWAY.....*Assistant Librarian*
B.S., Elizabeth City State Teachers College

JORDAN, BERTHA ALTHEA.....*Assistant Directress, Bias Hall*
Clark College

KEELS, MARY ETHEL.....*Secretary to the Dean*
Virginia State College

NEWBY, ALMA McINTYRE.....*Secretary to the President*
B.S.C., North Carolina College at Durham

PHILLIPS, DOLORISE W.....*Treasurer*
B.S., A. and T. College

ROYALL, OSSIE M.....*Dining Hall Matron*

SMITH, EDWARD N.....*Budget Officer*
B.S., A. and T. College; further study, New York University

SMITH, NANNIE HINES.....*Directress, Symera Hall*
North Carolina College

THOMAS, HARVEY L.....*Superintendent of Buildings and Grounds*
Hampton Institute

WAMACK, KATIE SHEPHERD, R.N.....*College Nurse*
L. Richardson Memorial Hospital

WHITE, MARGUERITE ADDISON.....*Assistant Registrar*
B.S., Virginia State College

GENERAL INFORMATION

HISTORY

The local institution of higher learning was established on March 3, 1891 when the General Assembly empowered the State Board of Education to set up a state normal school in Elizabeth City. The first session began on January 4, 1892 with 69 pupils in attendance. From this modest beginning, the college has grown. Originating in one small building, it now occupies 121 acres, has 15 buildings, and a complete staff of 67 persons.

The institution has had four presidents. After Dr. P. W. Moore was made president emeritus in 1927, the following have served the institution as presidents:

J. H. Bias_____1927-1939
H. L. Trigg_____1939-1945
S. D. Williams_____1945-

In 1937, the State Board of Education granted the normal school permission to expand its program from two to four years above high school. On March 28, 1939, the General Assembly passed an act which changed the name to Elizabeth City State Teachers College and granted permission to award the bachelor of science degree. Upon the completion of the prescribed course of study, the State Department of Public Instruction awards the graduate of this institution the Class "A" primary or grammar grade certificate.

The college is fully accredited by:

North Carolina State Department of Public Instruction

The Southern Association of Colleges and Secondary Schools

The American Association of Colleges for Teacher Education.

The institution also holds membership in the Association of Teacher Institutions.

Hundreds of graduates are successfully employed in various occupations throughout the United States and in foreign countries. Though the majority of graduates find themselves teachers, supervisors, or principals, some have become successful in medicine, law, the ministry and other worthwhile occupations.

LOCATION

The college is located on the eastern suburb of Elizabeth City, the urban center of North Carolina's Albemarle region. It is the only institution of higher learning for Negroes east of Raleigh, the State's capital, and is 170 miles from the nearest college in the State. The broad expanses of the Pasquotank River are within a mile of the campus, and the Atlantic Ocean is 37 miles due east, near enough to provide cooling breezes in the hottest weather. U. S. Highway No. 17—the coastal route from north to south, and U. S. No. 158 from east to west make the college easily accessible to auto and bus travel from all points. Bonded taxicabs meet buses for quick and economical transportation to the campus.

PHILOSOPHY

The college believes that the essence of democracy is faith in the essential worth of each individual human being; that the foundation upon which a democracy rests is its elementary school; that the thorough preparation of teachers for the children who attend is a responsibility which must be recognized by a Teachers College. This belief assumes that the best source of knowledge and wisdom to guide collective action for the determination of values and justice is the pooled experience of all people.

Since our democratic way of life relies upon the reasoning of all citizens to determine human action, there must be a literate body of citizens. Mere literacy, however, is

not a sufficient safeguard. It is essential to have not only well informed citizens but also citizens who are willing to accept the responsibilities of community living—citizens who realize that our American society is a society working towards the democratic ideal—the good life—which requires one constantly to adjust himself to changing social and economic conditions.

By declaration and organization, the chief purposes of this college are the development of good citizens and the preparation of its students as professionally trained teachers for the elementary schools. These purposes emphasize the education of the whole person—mentally, physically, emotionally and socially.

OBJECTIVES

The college proposes:

1. To aid students in the development of a functioning philosophy of life which will make it possible for them to make desirable adjustments to life situations.
2. To assist in the development of attitudes and interests related to better citizenship.
3. To provide guided learning experiences which will enable students to develop their total personalities to their maximum capacities.
4. To aid students in acquiring skill in the communication of ideas by listening, reading, speaking and writing the English language effectively.
5. To provide leisure time experiences which will enable students to live a more socially desirable life.
6. To encourage student growth through the use of methods which involve independent thought, intelligence, self-directed practice and research.
7. To develop skill in teaching the elementary school subjects and to appreciate the importance of a knowledge of what to teach.

8. To develop professional characteristics which will lead to gainful employment as teachers, supervisors, and principals in the nation's schools.

COLLEGE BUILDINGS

Dormitories

Bias Hall, erected in 1939, houses freshman and sophomore women students. It contains 75 rooms which are generally occupied by two students. Running water and large double closets are found in each room.

Symera Hall, originally the first dormitory for young women students, was completely rebuilt in 1949. It is a modern building, containing a kitchenette, hair dressing parlor, and reception rooms. Each room, designed to house two students, has running water and large double closets. Seniors and juniors occupy this building.

Butler Hall, erected in 1924, is used to house the male members of the college family. In 1939 additional wings were added thus providing space for 150 men.

New Dormitories

Two new dormitories are in the process of being built to provide additional housing facilities for faculty members and students. These dormitories are modern in every detail, containing a reception room, game room, kitchenette, lounges and semi-private rooms on each of the three floors. They are expected to be ready for occupancy in September 1955.

The Administration Building

This building, erected in 1927, is named Moore Hall in honor of the founder of the institution. It carries the main business offices, classrooms and two auditoriums. It is equipped for using audio-visual materials.

College Library

Conveniently situated near the Administration Building, the College Library houses a carefully chosen book collection which affords splendid opportunity for both reference work and recreational reading. The reading rooms, stack rooms, and auxiliary rooms are conveniently arranged and modern. New books are received regularly, scores of current periodicals and daily papers are available. In addition, a collection of mounted pictures for the purpose of exhibit and the use of practice teachers is rapidly being developed.

Physical Education and Fine Arts Building

The Physical Education and Fine Arts Building contains space for all physical education purposes, including a gymnasium seating 2000 persons, and has facilities for the fine arts.

The second floor of this building is given over to the homemaking courses and contains a modern apartment for use as a training center. A three unit kitchen, a laundry and a serving room provide space for training in these phases of home care.

The first floor, which contains the art room, features a music room with acoustic ceiling thus minimizing sounds. The art room has ample space for industrial and fine art work.

The gymnasium, while used primarily for basketball and physical education programs, can be turned into a beautiful auditorium with a seating capacity of 3500. Folding bleachers and knockdown seats are conveniently arranged for many activities. The physical education equipment is of the latest design and adds much to the usefulness of the building. Locker rooms, showers, and a drying room are added features. The huge trophy case in the entrance always attracts a great amount of attention.

Science Hall

Recently completed and occupied is a large modern science hall fully equipped to handle all courses in science now offered by the institution. It contains 3 classrooms, a large lecture room, 2 biology laboratories, 2 chemistry laboratories, physics laboratory and a survey science laboratory. All modern equipment has been installed.

Health Center

A large modern infirmary, fully equipped and normally with a bed capacity of 14, is center of the health activities of the college. It has isolation and general wards for students who are in need of medical attention. While not a hospital in the truest sense, it has the necessary facilities for handling the health problems of the students.

Athletic Field

For outdoor athletic purposes, the college has an excellent stadium. Located in an area surrounded by woods, the field contains facilities for all outdoor sports. Bleachers seating 3000 people have been erected. The lighting system is one of the best in college circles.

Food Service

The Dining Hall and Kitchen have been completely remodeled recently and equipped to handle all eating facilities. Now using the cafeteria style of serving, four hundred students can easily be fed in a half hour.

Laundry

In 1949 the college completed a new laundry and installed all new and modern equipment. It is equipped to do only the ordinary work of the members of the college family.

STUDENT SELF-HELP OPPORTUNITIES

There are a limited number of opportunities for self-help on the campus for those students who are in need of part time employment. Students desiring self-help should

make application to the institution prior to enrolling. No student should enter the institution expecting to receive help before being officially notified that the institution will provide you with this aid.

Students receiving aid in all cases are expected to pay the full entrance fee upon entering and will be paid in cash for all work performed. Cash received from work must be applied to the student's college account.

It is expected that aid given will be on the basis of need and special ability. Students who do not maintain a scholastic standing of at least 1.00 will not be eligible for such help.

HEALTH SERVICES

A full time college nurse and a part time physician supervise the health of the college community. All students are required to have a complete physical examination each year prior to entering. The results of this examination must be submitted to the college on forms supplied by the Registrar.

Health services include diagnosis and treatment of minor ailments for short periods of time. Students will be required to pay for special medicine, X-rays, prescriptions and attention of specialists. Special diets, when necessary, will be provided at an extra cost. Extra charges will be made after 72 hours of consecutive confinement in the Health Center.

Requests for meals to be taken to rooms and for special diets for those who are ill must be certified by the nurse and college physician respectively. Requests for special diets will be met so far as is possible by the Boarding Department. Facilities for providing special diets are strictly limited. Extra expense involved in providing special diets will be charged to the student's account.

Participation in any major athletic sport is contingent upon a satisfactory physical examination by the college physician. This physical examination is in addition to that required prior to entrance each year.

EXPENSES, PAYMENT AND FEES

NORTH CAROLINA BOARDING STUDENTS

Entrance Fee	Sept. 14	Oct. 10	Nov. 7	Dec. 5	Jan. 2	Feb. 1	Mar. 3	Apr. 1	May 1	Total
[1]Tuition	$20.00	----------	----------	$20.00	----------	----------	$20.00	----------	----------	$ 60.00
Health Fee	3.00			3.00			3.00			9.00
Library Fee	3.00	----------	----------	----------	----------	----------	----------	----------	----------	3.00
Lyceum Fee	5.00	----------	----------	----------	----------	----------	----------	----------	----------	5.00
Athletic Fee	8.00	----------	----------	----------	----------	----------	----------	----------	----------	8.00
Room, Board, Laundry and Incidental	35.00	35.00	35.00	35.00	35.00	35.00	35.00	35.00	35.00	315.00
	$74.00	$35.00	$35.00	$58.00	$35.00	$35.00	$58.00	$35.00	$35.00	$400.00

*Board, Room and Laundry for the year is $315.00 and is divided into 9 equal payments.

NORTH CAROLINA DAY STUDENTS

Entrance Fee	Sept. 14	Dec. 5	Mar. 3	Total
[1]Tuition	$20.00	$20.00	$20.00	$60.00
Health Fee	3.00	3.00	3.00	9.00
Library Fee	3.00	----------	----------	3.00
Lyceum Fee	5.00	----------	----------	5.00
Athletic Fee	8.00	----------	----------	8.00
Incidental Fee	7.00	7.00	7.00	21.00
	$46.00	$30.00	$30.00	$106.00

[1]Paid by all boarding or day students upon entrance.

EXPENSES, PAYMENT AND FEES — 1955-56

North Carolina Boarding Students

Entrance Fee	Sept 14	Oct. 10	Nov. 7	Dec. 5	Jan. 2	Feb. 1	Mar. 3	Apr. 1	May 1	Total
Tuition	$27.00			$27.00			$27.00			$81.00
Registration Fee	6.00			6.00			6.00			18.00
Health Fee	3.00			3.00			3.00			9.00
Library Fee	3.00									3.00
Lyceum Fee	5.00									5.00
Athletic Fee	10.00									10.00
Board, Room, Laundry	36.00	36.00	36.00	36.00	36.00	36.00	36.00	36.00	36.00	324.00
Student Activity Fee	5.00									5.00
Key and Breakage Fee	5.00									5.00
TOTAL	$100.00	$36.00	$36.00	$72.00	$36.00	$36.00	$72.00	$36.00	$36.00	$460.00

DAY STUDENTS

Entrance Fee	Sept 14			Dec. 5			Mar. 3			Total
Tuition	$27.00			$27.00			$27.00			$81.00
Registration Fee	6.00			6.00			6.00			18.00
Health Fee	3.00			3.00			3.00			9.00
Library Fee	3.00									3.00
Lyceum Fee	5.00									5.00
Athletic Fee	10.00									10.00
Incidental Fee	7.00			7.00			7.00			21.00
Student Activity Fee	5.00									5.00
TOTAL	$66.00			$43.00			$43.00			$152.00

The above charges do not include laboratory, art and special fees. (See page 20.)

EXPENSES, PAYMENT AND FEES, BOARDING STUDENTS — 1955-56

Non-Resident Students of North Carolina

Entrance Fee	Sept 14	Oct. 10	Nov. 7	Dec. 5	Jan. 2	Feb. 1	Mar. 3	Apr. 1	May 1	Total
Tuition	92.00			$92.00			$92.00			$276.00
Registration Fee	6.00			6.00			6.00			18.00
Health Fee	3.00			3.00			3.00			9.00
Library Fee	3.00									3.00
Lyceum Fee	5.00									5.00
Athletic Fee	10.00									10.00
Board, Room, Laundry	36.00	36.00	36.00	36.00	36.00	36.00	36.00	36.00	36.00	324.00
Student Activity Fee	5.00									5.00
Key and Breakage Fee	5.00									5.00
TOTAL	$165.00	$36.00	$36.00	$137.00	$36.00	$36.00	$137.00	$36.00	$36.00	$655.00

Day Students — Non-Residents of North Carolina

Entrance Fee	Sept. 14			Dec. 5			Mar. 3			Total
Tuition	$92.00			$92.00			$92.00			$276.00
Registration Fee	6.00			6.00			6.00			18.00
Health Fee	3.00			3.00			3.00			9.00
Library Fee	3.00									3.00
Lyceum Fee	5.00									5.00
Athletic Fee	10.00									10.00
Incidental Fee	7.00			7.00			7.00			21.00
Student Activity Fee	5.00									5.00
TOTAL	$131.00			$108.00			$108.00			$347.00

The above charges do not include laboratory, art and special fees. (See page 20.)

EXPENSES, PAYMENT AND FEES, BOARDING STUDENTS

NON-RESIDENT STUDENTS OF NORTH CAROLINA

Entrance Fee	Sept. 14	Oct. 10	Nov. 7	Dec. 5	Jan. 2	Feb. 1	Mar. 3	Apr. 1	May 1	Total
[1]Tuition	$75.00			$75.00			$75.00			$225.00
Health Fee	3.00			3.00			3.00			9.00
Library Fee	3.00									3.00
Lyceum Fee	5.00									5.00
Athletic Fee	8.00									8.00
*Room Board, Laundry and Incidental	35.00	35.00	35.00	35.00	35.00	35.00	35.00	35.00	35.00	315.00
	$129.00	$35.00	$35.00	$113.00	$35.00	$35.00	$113.00	$35.00	$35.00	$565.00

*Board, Room and Laundry for the year is $315.00 and is divided into 9 equal payments.

DAY STUDENTS

NON-RESIDENT STUDENTS OF NORTH CAROLINA

Entrance Fee	Sept. 14	Dec. 5	Mar. 3	Total
[1]Tuition	$75.00	$75.00	$75.00	$225.00
Health Fee	3.00	3.00	3.00	9.00
Library Fee	3.00			3.00
Lyceum Fee	5.00			5.00
Athletic Fee	8.00			8.00
Incidental Fee	7.00	7.00	7.00	21.00
	$101.00	$85.00	$85.00	$271.00

[1]Paid by all boarding or day students upon entrance.

KEY DEPOSIT

Each student will be required to make a deposit of five dollars with the dormitory supervisors for a room key and breakage fee. Any damage to college property will be charged against this deposit. Unused portions will be returned when the student graduates or officially withdraws from the institution.

OTHER FEES

(Not listed on pages 18-19)

Art Fee, per quarter	$ 4.00
Drawing Fee, per quarter	4.00
Biology Fee, per quarter	3.00
Chemistry Fee, per quarter	3.00
Survey Science Fee, per quarter	2.00
Home Economics Fee, per quarter	2.00
Practice Teaching Fee	12.00
Graduation Fee (cap, gown and diploma)	10.00
Student Activities	5.00
Uniforms for Physical Education (Estimated) (Suits—$3.00; White-soled gym shoes—$3.00)	6.00
Key and Breakage Fee	5.00

Withdrawals:

A student who wishes to withdraw from the college should have the approval of his parent or guardian to do so.

To withdraw officially, the student should secure from the Registrar a Notice of Withdrawal, have it approved by the officers whose names appear on it and deposit it with the Registrar.

If the student is under twenty-one years of age, he must have his parent's or guardian's signed approval to withdraw.

Students who withdraw unofficially are not eligible to return to the college.

No funds will be returned to students unless written request is received from the parents. Board, room, and

laundry are refundable on a per diem basis. Room reservation fee is not refundable unless the college is notified two weeks before the term for which the reservation is made. Withdrawals without notification to proper authorities forfeits refund of all fees.

RESIDENCE AND NON-RESIDENCE STUDENTS

Students who are residents of North Carolina are charged a tuition fee of $60.00 per year. Non-resident students pay $225.00.

Students are considered to be North Carolina *Residents* if at the time of registration their parents (or legal guardians) have been residents of North Carolina for one year. Adults are considered to be *Resident* students if when registering they have been living in North Carolina for at least one year; provided such residence was not acquired while attending a school in this state.

The status of a student is determined when he first registers and is not subject to change by him unless in case of a minor, his parents or legal guardians move to and become legal residents of North Carolina by maintaining such residence for at least one full calendar year.

PAYMENT OF BILLS

All bills are payable in advance.

At the time of entrance full payment must be made by new and old students alike, including all annual fees.

To avoid possible loss of money while traveling, it is advisable for the student to make his first payment by mail long enough in advance so that he or she may obtain a receipt before leaving home.

All money orders and checks should be made payable to STATE TEACHERS COLLEGE.

The college reserves the right to change fees upon written notice to parents whenever the costs justify such changes.

LATE REGISTRATION

A fee of two dollars will be charged for late registration after the second day of each quarter.

WHAT TO BRING

Students entering the institution should provide themselves with at least the following:

4 Sheets (for single beds)
3 Pillow slips
2 Blankets
Bed spread
6 Towels
Dresser scarf
Money sufficient to purchase a pair of curtains.
A rain coat, rubbers and an umbrella are much needed articles.

WEEK END EXCUSES

The institution recognizes the desire of parents to have their children come home periodically for week-end visits. However, too frequent visits home tend to prevent the total development of the student since many learning activities and experiences are planned for Saturdays and Sundays. Permission to leave the campus is given only on written requests to the office of the Dean of Women. Except in cases of extreme emergencies, telegrams and telephone calls should not be made asking for excuses to come home. Students excused to go home are expected to leave after their last scheduled class on Friday and return before 9:30 P. M. Sunday.

ACADEMIC INFORMATION

Admission

The satisfactory completion of a four-year course in an accredited high school is required for admission to the college. Persons who have completed the four-year course in a non-accredited high school must take an examination before being admitted to the college.

High school graduates seeking admission should secure entrance forms from the Registrar and request the high school principal to send a complete transcript of the high school record to the institution. No student will be accepted by the college until the high school transcript has been received. Forms sent to the applicant should be completed and returned to the institution at once.

Students who transfer from another college must have transcripts of their high school and college work sent to this institution. This transcript will be evaluated by the Registrar who will then notify the applicant of the amount of work which this college will accept. In accordance with the amount of work accepted by the college, the student will be given the appropriate college classification.

All advanced standing credit is provisional and may be withdrawn if the student's record here does not justify the credit originally given. The credit will not be considered final until the student has completed with an average of "C" or above, one quarter of work. The transfer student is required to maintain an average of one quality point for each quarter hour of credit taken.

Student Loads

Students enrolled in the college are expected to carry as a standard load fourteen to sixteen clock-hours of work per week. Additional work is permitted only if the student has made an average of "B" during the previous quarter.

All courses carried by students are to be approved by the Dean. Any change in courses must also have the ap-

proval of the Dean. This includes the adding or dropping of courses. Failure to have course changes approved will result in a grade of "F" being given with a reduction in quality points equal to the credit value of the course. (See page 28)

Credit

The unit of credit is the "quarter hour". The quarter hour represents the successful completion of a course which provides for one hour of lecture or recitation each week for a quarter. Two hours of laboratory work are equivalent to one hour of lecture or recitation. Thus a course meeting for three recitation periods per week for one quarter carries a credit value of three quarter hours.

Marking System

At the end of each quarter the student is given a grade in each course taken. This grade represents the quality of work done by the student in the particular course. The following system of marking is employed:

A—Excellent scholarship, work of exceptionally high quality.

B—Good scholarship, work well above average.

C—Fair scholarship, work of average quality.

D—Poor scholarship, unsatisfactory, barely passing.

F—Failure to achieve the minimum requirements of the course. (Removed only by repetition of the course.)

WD—Officially withdrew from course.

WP—Officially withdrew from school while doing passing work in course.

WF—Officially withdrew from school while doing failing work in course.

INC—Incomplete. The student is given this grade when he fails to complete the requirements of the course for some acceptable reason such as illness when he has been in the course sufficiently long to qualify for credit for the course. This grade applies to course work due *prior* to examination.

The course must be completed, however, within the first two weeks after the close of the registration period of his next quarter of attendance at the college. Failure to complete the course within the specified time will result in the "INC" grade becoming "F".

NE—No Examination. This grade is given to indicate the student's failure to take final examination at the prescribed time. It is to be removed under the same regulations as the "Inc".

Grades are reported to students and parents at the end of each quarter. Mid-quarter grade reports are made to those students whose work, up to that point, has not been satisfactory. At the request of a parent or guardian, a report on the progress of the student will be made to the parent at any time.

Quality Points

Students are required to maintain an average quality of work. A system of quality points is used to determine the general quality of the student's work. For each course taken the student receives quality points in accordance with the grade received for the work in the course and the credit value in quarter hours of the course.

The grade "A" equals 3 quality points for each quarter hour.

The grade "B" equals 2 quality points for each quarter hour.

The grade "C" equals 1 quality point for each quarter hour.

The grade "D", while a passing grade, carries no quality points.

The grade "F" equals no quarter hours and carries a penalty of a loss of quality points equal to the credit value of the course.

The student's quality point average is found by dividing the number of quality points earned by the number of hours carried.

A student who receives a mark of "D" in a course may repeat the course to improve the quality of his work. If he earns a mark higher than "D" he will be given the appropriate quality points, but he will not be granted additional quarter hours credit.

Classification of Students

The student's classification is determined by the amount of work he has satisfactorily completed. The general minimum requirements are stated below:

Freshman: A student is classified "Freshman" from the time he enters the college until he has satisfactorily completed 40 quarter hours of work.

Sophomore: A student is classified "Sophomore" when he has completed satisfactorily 40 quarter hours of work.

Junior: A student is classified "Junior" when he has completed 90 quarter hours of work with a quality point average of 1.00 or above.

Senior: A student is classified "Senior" upon the completion of 140 quarter hours of work with a quality point average of 1.00 or above. In addition he must, before receiving this classification, demonstrate proficiency in writing, spelling, arithmetic, and English and complete all required courses of the Freshman and Sophomore years.

Student Teaching

A student may do Practice Teaching after he has completed the following requirements:

1. Achieved "senior" classification, equal to the successful completion of 140 quarter hours of work with a quality point average of 1.00 or above.
2. Completed specific general education and professional subjects which must include all method courses.
3. Shown proficiency in Arithmetic, English, and Spelling on standardized tests.

Transfer Students

Junior College graduates and students who are in good scholastic and moral standing at their respective institutions, and who present valid reasons for desiring to change schools, will be accepted as transfer students with advanced standing.

The grade of "D" is not transferable and only those courses which are parallel in required or elective offerings here will be credited in transfer.

The transfer student receives one grade point for each hour of credit accepted in transfer. He spends the first three quarters here on probation, and, failing to average "C", he will be asked to withdraw from the institution.

Class Attendance

Students are expected to attend all meetings of the courses they are taking. Absences are counted from the day instruction begins. For example, a student who enters a class for the first time at its third meeting is credited with two absences.

During any one quarter a student may be absent from class as many times as the class meets a week without incurring any penalty. Absences in excess of the number of meetings of the class are considered over-cuts and result in the loss of one quality point for each over-cut.

In order to receive credit for a course, the student must attend at least three-fourths of the total number of meetings of the class.

Two cuts will be given for each class absence immediately preceding and following Thanksgiving, Christmas and Easter holidays.

The Dean of the College may grant excuses from class for serious illness, death of first degree relatives, and absence incurred while representing the college. The student is still held accountable for the work of the class, however. Excused and unexcused absences cannot total more than one-fourth of the total meetings of the class if credit for the course is to be given.

Quality points are not deducted from Juniors and Seniors with over-cuts if during the previous quarter they maintained a quality point average of 2.00 or above.

Chapel attendance on Mondays and Wednesdays is compulsory for all students not doing student teaching. Absences from chapel in excess of three cuts are penalized by a reduction in quality points equal to the number of unexcused over-cuts.

Scholarship

The general expectation of all students is that they shall maintain a minimum average of 1.00, "C", or above.

Specifically, a Freshman in his first quarter must pass nine quarter hours of work at a minimum 0.70 average, a second quarter Freshman must pass twelve quarter hours of work at a minimum of 0.80 average, and a third quarter Freshman must pass twelve quarter hours of work at a minimum of 0.90 average. All other students must pass twelve quarter hours of work at a minimum 1.00 or "C" average, *each quarter.*

Failure to meet the minimum requirements for any quarter will result in the student being placed on probation.

Probation shall mean the loss of the right to hold office in any organization or activity or to participate in any organization or activity except class and dormitory organizations. A second consecutive probation shall be called a "special probation" and carry the additional penalty of reduction of load to a maximum of twelve quarter hours.

A student on "special probation" who fails to meet his minimum standards, or any other student qualifying for a third probation, will be suspended from the college for one quarter.

Any student, previously suspended for poor scholarship will be permanently dropped from the college upon his next failure to meet his minimum standards for a quarter.

Students maintaining an average of "B" or above will be placed on the Dean's Honor List.

Honors

Honors are conferred upon members of the graduating class who have maintained prescribed scholastic ratings. These honors are inscribed on the diploma and are published on the commencement program.

All honor students must have a quality point average of not less than 2.00. Students who have an aggregate of from 2.00 to 2.45 shall graduate with "Honors". Students with an aggregate average of from 2.46 to 2.69 may graduate with "High Honors". Those with aggregate averages of from 2.70 to 3.00 are graduated with "Highest Honors".

To graduate with "High Honors" and "Highest Honors" a student must do all of his college work at this college. Two years of work must be spent at this institution in order for a student to be graduated with "Honors".

Textbooks

Textbooks are considered a part of instruction and each student is expected to provide himself with the textbooks his courses require. The books may be purchased at the College Bookstore at the beginning of each quarter. Students should plan to spend approximately twenty-five dollars for textbooks for one school year. Occasionally this cost may be reduced by the purchase of used copies from other students. Freshmen, however, purchase their books for the year at the beginning of the first quarter and should come prepared to purchase all of their books at that time.

Registration

At the beginning of each quarter one day is set aside for registration. All students are expected to complete their registration at this time.

Classes begin on the first school day following the registration day. Students will be permitted to register during the first five school days following the registration day. These students, however, are given "cuts" for each absence after a class has begun.

Freshmen are required to report to the college on the first day of Freshman Week which precedes the Registration Day.

Students are admitted at the beginning of each quarter. Freshmen, however, are not encouraged to enter at the beginning of the third quarter.

SEE THE SCHOOL CALENDAR FOR THE APPROPRIATE REGISTRATION DATES.

Placement Services

The placement Bureau is designed to aid graduates of the college in securing positions for which they are best fitted. The Bureau maintains cordial relationships with superintendents, principals and supervisors who are interested in securing well trained teachers for the public schools and it devotes considerable effort annually in helping members of the senior class seeking teaching positions.

Graduates are encouraged to call and register with the Placement Bureau and every effort is made to place them.

Official Transcripts

A fee of one dollar will be charged for each transcript after the first.

Freshman Orientation

All entering freshmen are required to take the course in freshman orientation which is given throughout the entire year.

Requirements for the Bachelor of Science Degree

The course of study as outlined by the college extends over a period of four years. One hundred and eighty-six quarter hours with a minimum of one hundred and eighty-six grade points are required for graduation. The average number of hours carried by each student per quarter is sixteen.

A quality point average of 1.0 or above is required for graduation.

The time for completing the required course may be shortened only by maintaining a cumulative average of "B" or above.

Included in the requirements listed above, are those prescribed by the North Carolina State Department of Public Instruction for the Primary and Grammar Grade Class "A" certificates.

Students enrolling in the institution with advanced standing must spend at least one year in residence to qualify for a degree.

Candidates for graduation must file application for graduation at the beginning of the Spring quarter. Such application must be accompanied by the graduation fee.

Alumni

The organization of the Alumni into active county and city units is rapidly progressing. The General Alumni Association assists in the celebration of Charter Day, commemorating the date of the institution's first charter, March 3, 1891. The annual meeting of the General Alumni Association brings many graduates and former students of the college back to their Alma Mater.

Officers

President	Mrs. Mayola T. Murrell
Vice President	Alphonse C. Crowder
Executive Secretary	Mrs. Mamie L. Turner
Treasurer	Walter Turner
Secretary	Miss Elizabeth Ransome

CURRICULUM—GENERAL EDUCATION

The curriculum of the college is, for purposes of organization, divided into two areas—General Education and Professional Education. By and large the program of General Education is confined to the freshman and sophomore years. Professional Education is largely undertaken in the junior and senior years. While general education may be said to precede professional education, it follows the development of professional courses.

General Education is conceived as a broad foundation upon which professional competence is built. For prospective teachers, general education assumes special importance, because teachers, more than any other persons, have a responsibility for transmitting the culture of the race to young people, and for being themselves good specimens of culture.

It is the aim of a program of General Education to produce more competent adult members of society—citizens with faith in democracy and knowledge to help solve the problems of contemporary life. Furthermore, General Education seeks to produce directly or indirectly more competent individuals, stabler, more secure personalities, possessing values that are personally satisfying and good. In other words, the program is designed to develop personal and social competencies.

From the program of General Education the student is expected to gain a broad perspective on individual and social problems, so that he approaches with a clear understanding and insight his responsibilities as a citizen, a future parent, a worker, and human being. Finally, the program of General Education is concerned with a student's personal, social and emotional adjustment, attitudes and appreciation just as much as with their acquisition of knowledge and truth.

The student is encouraged to set up worthwhile objectives, to discover himself, and to seek experiences which

will aid him in meeting his needs. Selection of subject matter or content of the courses with the cooperation of the students, studying the progress of the student through college, and advising with him in regard to occupational adjustment and specialization are important objectives.

Campus and community living form an integral part of the student's education. The needs of students in their living with others, discovering the best principles and practices of democratic living from the fields of the social studies and literature are included.

Getting along with others can be a mere platitude or a pleasant reality.

The needs of students in their relationship with other students, with staff members, and with persons who are not regularly a part of the college life provide the starting point for developing a facile and graceful interaction between the personalities which are in daily contact on the campus and in the community.

Discovering the best principles and practices of democratic living from literature in the field and from personal contacts, exploring the problems in modern family living, and casual campus contacts constitute the function of this committee. Mutual respect, cooperative planning and action, and the social graces which insure pleasant social interaction are the objectives in this area of living.

The various organizations at the College are designed to enrich the life of the student and provide him with experiences which will enable him to adjust to community living. They are not thought of as experiences separate and apart from the curriculum but as supplementary. Each student is strongly urged to participate in some form of student activity.

PROFESSIONAL EDUCATION

The program of professional education follows the pattern of the best minds in the field of education in relation to the training of teachers. Subject matter and method courses, while stressed primarily, do not constitute the entire work of the junior and senior years. Observation of public school procedures and patterns, participation in various activities, developing skills in teaching through practice teaching all are knit into a composite whole.

Much observation is given in the junior year so that students will have a keen insight and appreciation of the problems incident to practice teaching. Practice teaching in the senior year is given for an entire quarter. Concomitant with practice teaching, students meet regularly in seminars where they discuss their problems with well trained instructors. Students do their practice work in the city schools under the supervision of room teachers and college supervisors. Three major phases are emphasized—the pupil, the school, and teaching and practicum.

Special stress will be placed upon those knowledges, skills, attitudes, techniques, and interests which concern the daily lives of children, youth, and adults.

To a large extent, the content of the courses will be selected from the experiences of people in the community. Through participation in the activities of the socio-economic organizations of the local community, and through interviews of parents and teachers, the student will be able to enrich his classroom experiences.

Practice teachers are integrated in the total program of the public schools and remain for the full day at the schools to which they are assigned. They participate in all phases of the work of the participating schools—lunch rooms, playgrounds, assemblies, parent-teacher associations, and faculty meetings. As a result, a wide variety of experiences are obtained which enable them to more easily adjust themselves to actual teaching situations upon graduation.

EXTENSION PROGRAM

The extension work of the college is chiefly concerned with the in-service program of professional growth and teacher education. Upon demand, the college is happy to make available any services in keeping with its resources. Such services include extension classes, conferences, demonstrations, speakers, etc. Superintendents and principals are urged to investigate the possibility of such services.

CULTURAL GROWTH

As a means of adding to the formal program of education on the campus, many activities are encouraged for cultural enrichment and growth. Assemblies, institutes, lectures, dramatics, athletic contests, and trips contribute to the general welfare of the community.

The college brings to the campus each year outstanding well-known artists of the concert world. The department of Fine Arts sponsors musical programs throughout the school year.

Recognizing that an educational institution is an integral part of the community, faculty members and students of Elizabeth City State Teachers College share constantly in the constructive growth and interests of the city and the surrounding areas. The public relations activities are promoted through the music and athletic departments, the department of education, lyceum programs, lectures by staff members and individual membership in the various community organizations. The faculty and college students also contribute annually to the various drives and campaigns conducted by the city.

CAMPUS ORGANIZATIONS

THE FUTURE TEACHERS OF AMERICA

The college chapter of the Future Teachers of America is composed of students who have pledged themselves to teaching and school administration as permanent careers. Studies are made of those academic and professional problems which relate to desirable teaching personalities and high scholarship. Through educational research and varied projects the student is given the opportunity to develop attitudes and appreciations of effective teacher-organization and teacher-community relationships.

ATHLETICS

The athletic program at the Elizabeth City State Teachers College is designed primarily for student growth and development, and as such is looked upon as a phase of the educational program of the college. An attempt is made to have every student participate in some phase of physical education beyond the required college courses.

Varsity teams in football, basketball and baseball are maintained. While these teams are strong competitors always, emphasis is placed more upon giving a large number of students opportunities to participate than upon the mere winning of games.

The college is a member of the Eastern Intercollegiate Athletic Conference. It schedules games with teams from other conferences.

All outdoor athletic contests are held in the college stadium which will comfortably seat 3000 persons.

COLLEGE BAND

Recently organized, the College Band is adding to the life of the college. While the institution owns many instruments, prospective band members are urged where possible to bring their own. The band plays at football games and is available for other activities on and off the campus. Instruction in the band is free.

RELIGIOUS ACTIVITIES

While this is a State supported institution, considerable emphasis is placed upon the religious life of the student. Attendance at religious exercises is strongly encouraged. Sunday School, Quiet Hour, Prayer Meeting, Young Women's and Young Men's Christian Associations, and Vespers are regularly scheduled activities.

DRAMATICS

The Dramatic Club is open to students who are interested in this phase of extra curricula activity. The purpose of the club is to open to the student a pleasurable avenue of self expression; to bring to him through study and production the best in dramatic literature and to develop those qualities which make for good citizenship.

MUSIC

Besides the emphasis placed upon the teacher training phase of public school music, opportunity is provided the student to secure further training and enjoyment in the College Choir and Women's Glee Club. Those not particularly interested in the smaller musical groups are given an opportunity to join in the frequent community sings which are held in the chapel.

CLUBS

Clubs of an educational and social nature are open to all students. Membership in the clubs is subject to regulations set up by the committee on Student Organizations.

ALPHA KAPPA MU HONOR SOCIETY

The college is a charter member of the Alpha Kappa Mu Honor Society. The purpose of this organization is to promote high scholarship; to encourage sincere and zealous endeavor in all fields of knowledge and service; to cultivate a high order of personal living; and to develop an appreciation for scholarship in others.

FRATERNITIES AND SORORITIES

National Fraternities and Sororities have been welcomed to the campus and are establishing chapters rapidly. These organizations aim to promote high ideals of scholarship, character and friendship through close association of groups of students with similar interests. The following organizations have chapters at the institution: Zeta Phi Beta Sorority, Delta Sigma Theta Sorority, Alpha Kappa Alpha Sorority, Alpha Phi Alpha Fraternity and Omega Psi Phi Fraternity.

THE SIGMA RHO SIGMA

The Sigma Rho Sigma, social studies club, has for its objectives the promotion of scholarship in the social studies subjects. The motto is: "Social Science, Social Technology and Social Engineering."

The Sigma Rho Sigma promotes the cooperation of students in the field of human relations, professional growth among members and cooperation of members on problems of mutual interest.

DRAMATIC TOURNAMENT

Annually high schools of this section of North Carolina are invited to participate in a Dramatic Tournament under the direction of the College Dramatic Club. Not only has this been an experience for the high school participating but has provided college students with experience in planning and handling groups of students.

ANNUAL HIGH SCHOOL DAY

A unique feature of our college year is the Annual High School Day. It attracts, from this area of North Carolina, hundreds of high school students who gather here for the purpose of competing in subject matter, music, and public speaking. From a modest beginning in 1931, this feature of the college has grown into one whose influence is felt over the entire region.

DEGREE REQUIREMENTS FOR THOSE WHO HAVE DONE NO RESIDENCE WORK IN THE REGULAR COLLEGE SESSIONS AND HENCE ARE NOT NORMAL SCHOOL GRADUATES

Teachers of experience who are not normal school graduates may earn the bachelor's degree through summer school and extension under the following conditions:

1. Graduation from a four year high school must be presented. If the candidate is not a graduate of a four year high school, the college work will be discounted on the basis of four hours college work for each deficient high school unit.

2. Six twelve week sessions or twelve 6 week sessions of summer school must be secured since the first 60 hours of the candidate's college work. Extension may be substituted for some of this requirement.

3. Not more than 25% of the total college work may be taken in extension.

4. The candidate must take three of the last four quarters (since May 1937) in summer school or in a regular session at Elizabeth City State Teachers College.

5. A "C" average must be maintained in all work since high school graduation. An average of "82" in all number grades is an equivalent to a "C" average.

6. In order to fulfill the practice teaching requirements of the institution, the candidate must do student teaching at the institution or the institution may send one of its faculty members to observe the candidate's work in the field. If the candidate's work is up to the standard of the institution it will be accepted as fulfilling the practice teaching requirements of the institution.

7. In addition to the present requirements of the State Department of Education for an "A" certificate as of 1931, the following subjects must be taken as a part of the work:

English Composition	4	hours (2 of these in speech)
Biological Sciences	6	"
Physical Sciences	6	"
Economics	4	"
Sociology	4	"
Philosophy of Educ.	2	"
Negro History	2	"
Negro Literature	2	"

SOME PERSONS HAVE ALREADY MET PORTIONS OF THESE REQUIREMENTS. ALL PERSONS WHO EXPECT A DEGREE FROM THIS INSTITUTION SHOULD HAVE A TRANSCRIPT OF ALL WORK DONE AT OTHER SCHOOLS SENT TO ELIZABETH CITY STATE TEACHERS COLLEGE.

DEGREE REQUIREMENTS FOR TWO-YEAR STANDARD NORMAL SCHOOL GRADUATES, AS APPROVED BY THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

Normal school graduates may earn the bachelor's degree during the regular session or by work in extension and summer school under the following conditions:

1. Two years or six quarters of work must be earned since normal school graduation. Twelve weeks of summer school constitute the summer quarter; therefore six 12 weeks sessions of summer school or 12 six weeks sessions would fulfill this 2 year requirement. Extension work may be substituted for some of this requirement on the basis of six hours of extension are equivalent to one six weeks session of summer school.

(a) At least one year—or its equivalent in summer school—beyond normal school graduation must be spent at the particular institution from which the student wishes to earn a degree.

2. If the degree is to be earned in summer school and extension, the last 36 hours of work must be taken in summer school since May, 1937. These 36 hours may be earned in six 6 weeks sessions or three 12 weeks sessions of summer school.

3. Not more than 25% of the total college work since high school graduation may be taken in extension.

4. Not more than 24 hours since normal school graduation may be taken in extension.

5. An average of "C" must be maintained in all work since normal school graduation. An average of "82" in number grades is the equivalent of an average of "C".

6. In addition to the requirements of the State Department of Education for an "A" certificate, the following subjects must be taken as a part of the work:

English Composition	4	hours (2 of these in speech)
Biological Sciences	6	"
Physical Sciences	6	"
Economics	4	"
Sociology	4	"
Philosophy of Educ.	2	"
Negro History	2	"
Negro Literature	2	"

SOME PERSONS HAVE ALREADY MET PORTIONS OF THESE REQUIREMENTS. ALL PERSONS WHO EXPECT A DEGREE FROM THIS INSTITUTION SHOULD HAVE A TRANSCRIPT OF ALL WORK DONE AT OTHER SCHOOLS SENT TO ELIZABETH CITY STATE TEACHERS COLLEGE.

GENERAL EDUCATION

Art 201—Lettering
*211-222-233—Drawing
301—Crafts
302—Hand Wood Work
400—History of Art
401—Appreciation of Art
*Biol. 211-222-233—General Biology
Chem. 111-122-133—General Chemistry
Econ. 211—Consumer Economics
*English 111-122-133—Composition
211—Advanced Composition
222—Correct Speech
311—American Literature
315—English Literature
327—Bible Literature
419—Shakespeare
438—Negro Literature
*Geog. 111-122-133—Elements of Geography
*Gvt. 211—American Government
*Health 111-122-133—Personal Hygiene
425—First Aid
426—Community Health
*Hist. 111-122-133—Civilization
211-222-233—American History
327 —Negro
440 —Mod. World Politics
441-442 —Mod. Eur. History
443 —Contemporary Affairs
*Home Econ.—111-122-133—Homemaking, Clothing, Foods
Lib. Sci. 111—Library Techniques
412—Library Science
*Math. 13—General Math
Music 211-222-233—Notation
Phy. Ed. 111-122-133—Physical Development
204-205-206—Rhythmics
201-202-203—Individual Sports
231-232-233—Team Sports
213 —Gymnastics & Stunts
414 —Folk Dance & Theory
*Psychology 311—General Psychology
Science 111-122-133—Physical Science
Soc. 211—Principles of Sociology
213—The Family

PROFESSIONAL EDUCATION

Art 201—Lettering & Poster Design
Educ. 200—Introduction to Educ.
*300—Classroom Management
*301—Orientation
*311—Reading Methods
*321—Language Arts
*322—Arithmetic Methods
*331—Philosophy of Educ.
*332—Tests & Measurements
*333—Social Studies Methods
*334—Educational Psychology
402—Audio Visual Education
403—American Educational System
411—Science Methods
*417—P. T. & Seminar
*422—Guidance
433—History of Educ.
*Eng. 233—Children's Literature
329—Play Production
*Hea. 320—Prin., Prac., Procedures
Music 311—Teaching Public School Music
P.E. 320—Prin., Prac., Procedures
321-322—Anatomy
331-332-333—Coaching & Officiating Football, Basketball, Baseball & Track
400—Organization, Administration & Supervision
420—Games for the Elementary Schools
433—Community Recreation
*Psy. 322—Child Psychology
411—Mental Hygiene

*State and Institutional Requirements.

BASIC CURRICULUM

FRESHMAN YEAR

FALL QUARTER

Eng. 111—Composition	3
Geog. 111—Prins. of Geography	3
*Sci. 111—Physical Survey	3
*Chem. 111—Gen'l Chemistry	4
Hist. 111—Civilization	3
H.Ec. 111—Home Management	1
Heal. 111—Personal Hygiene	1
P.Ed. 111—Seasonal Activities	1
Math 111—College Arith	2
	17-18

*Take one

WINTER QUARTER

122—Composition	3
122—Geography	3
*122—Phy. Survey	3
*122—Gen'l Chemistry	4
122—Civilization	3
122—Clothing	1
122—Personal Hygiene	1
122—Seasonal Activities	1
Math 122—College Arith	2
	17-18

SPRING QUARTER

133—Composition	3
133—Geography	3
*133—Phys. Survey	3
*133—Gen'l Chemistry	4
133—Civilization	3
133—Foods	1
133—Personal Hygiene	1
133—Seasonal Activities	1
Math 133—College Arith	2
	17-18

SOPHOMORE YEAR

FALL QUARTER

Eng. 211—Adv. Composition	3
Hist. 211—U. S. History	3
Bio. 211—Gen'l Biology	4
Mus. 211—Appreciation	3
Gov't. 211—Amer. Government	3
	16

WINTER QUARTER

222—Correct Speech	3
222—U. S. History	3
222—Gen'l Biology	4
222—Notation	3
201—Lettering	3
	16

SPRING QUARTER

233—Children's Literature	3
233—U. S. History	3
233—Gen'l Biology	4
233—Notation	3
200—Intro. to Education	3
	16

JUNIOR YEAR

FALL QUARTER

Ed. 321—Lang. Arts Methods	5
Psy. 311—General Psychology	3
Ed. 331—Phil. of Education	3
Eng. 311—Amer. Literature	3
Educ. 300—Classroom Management	3
	17

WINTER QUARTER

322—Arith. Methods	3
322—Child Psychology	3
332—Tests & Measurements	3
220—P.Ed. Prin; Prac; Procedures	3
Educ. 301—Orientation	2
	14

SPRING QUARTER

333—Soc. Stud. Methods	3
333—Educational Psychology	3
301—Crafts	3
320—Heal. Prin. Prac. Procedures	3
Elective	3
	15

SENIOR YEAR

FALL QUARTER

Ed. 422—Prins. of Guidance	3
Electives	12
or	
Student Teaching	12
Student Teaching Seminar	3
	15

WINTER QUARTER

The Same or
Free Electives

SPRING QUARTER

The Same or
Free Electives

DESCRIPTION OF COURSES

Courses are subject to change in keeping with any new curriculum adopted by the State Department of Public Instruction or the college.

ART

Art 201. Lettering and Poster Design. **3 Quarter Hours**

This course is designed to develop skills in the execution and application of the basic alphabets such as Gothic, Roman, and Old English. It is further taught for the value inherent in lettering and for whatever individual values that might be derived by the student.

Art 211-222. Drawing. **3 Quarter Hours**

Practice in simple drawing of objects and skill in script and capital letters, and simple numbers is given. Likewise, emphasis is placed upon designs for seasonal activities, special occasions and posters. Wherever possible the work of this course is correlated with other departments.

Art 301. Crafts for the Elementary School. **3 Quarter Hours**

This course aims to stimulate and cultivate a desire for creative expression through the use of the common materials available in everyday life such as wood, wire, cardboard, newspapers, etc.

Art 400. History of Art. **3 Quarter Hours**

Art history is an approach to the appreciation of art through the evolutionary development of pictorial art, architecture, and sculpture as a frame of reference for modern art forms.

Art 401. Art Appreciation. **3 Quarter Hours**

The aim of this course is to stimulate an interest in the visual arts by helping the student develop techniques of analysis which bring about a better understanding of the processes and problems involved in their creation.

ENGLISH

English 100. **No Credit**

A non-credit course designed for those students who fall below the accepted standard of college freshmen.

English 111-122-133. English Composition. 9 Quarter Hours

Freshman English Composition offers the beginning college student training in the use of the English language. The use of the library, functional grammar and word studying including spelling, use of the dictionary, and vocabulary building are emphasized during the first quarter. In the second quarter, the student is given a variety of reading materials as a foundation for oral reports and short talks. In this course the aim is not only to improve the reading habits but to stimulate the ability to do critical thinking. The third quarter emphasizes written composition as an aid to better expression. Short themes, dictation exercises, letters, formal and informal, are written with special emphasis being placed upon the basic principles of writing.

English 211. Advanced English Composition. 3 Quarter Hours

A course designed to give the student an opportunity for exercise in gathering information and integrating it with a consistent point of view in the report and essay.

English 222. Correct Speech. 3 Quarter Hours

Class activities give the student ease, poise and flexibility in the use of the voice and body as well as a knowledge of an increased skill in such fundamentals of oral reading as emphasis, grouping, good articulation and enunciation.

English 233. Children's Literature. 3 Quarter Hours

This course is designed to acquaint the student with the materials of children's literature for the elementary grades. It consists of Mother Goose rhymes, fairy stories, myths, fables, poetry and the more modern stories for children which are presented by grades. Much practice is given in story telling together with discussions of the origin of stories and the reason for their appeal to children.

English 311. American Literature. 3 Quarter Hours

An introductory course in the literature of the United States with emphasis on the continuity of cultural forces as seen in the works of major Americans.

English 315. English Literature. 3 Quarter Hours

An introductory course in the literature of England as represented by major writers from the Beowulf poet through the great Victorians.

English 329. Play Production. **3 Quarter Hours**

The purpose of the course is to aid those who are interested in directing school plays and smaller plays for various occasions. It will deal with choosing and directing a play and such problems as cast selection, scenery, lighting, costumes and makeup. Generally speaking one-act plays are produced by the class.

English 419. Shakespeare. **3 Quarter Hours**

The purpose of this course is to give the students a more thorough acquaintance with a few of Shakespeare's best known plays, and to build up a desire for a more extensive reading of Shakespeare than is possible within the limits of this course. In seeing how Shakespeare's characterizations and situations of the plays fit into our present day contacts with people and affairs, the student understands why the great dramatist belongs to all ages. The course likewise gives an opportunity to place many familiar quotations and to recognize how pertinent they are in the life of today.

English 438. Negro Literature. **3 Quarter Hours**

This course plans to give the students a better knowledge of the Negro contribution to the field of American literature, and thereby arouse in them a pride in and a devotion to the race. Special attention is given the fact that the history of the Negro is spread all over the face of his literature. The course also is an opportunity for students to learn that the Negro can go back to a past in which there is much to foster laudable pride.

Lib. Sci. 111. Library Technique. **3 Quarter Hours**

Instruction in the use of the library primarily for freshman students. Problems assigned include the classification, arrangement of books, the uses of card catalog and indexes. Other items include familiarizing one's self with reference books, encyclopedias, dictionaries, year books and periodicals.

Lib. Sci. 412. Library Science. **3 Quarter Hours**

Intended primarily for those who can devote part of their teaching time to the school library. It gives a working knowledge of how to organize a collection of books into an effective library. Standard organization and equipment for school libraries will be studied.

SCIENCE

Math. 111. Arith. For Teacher Education **2 Hours**

The course deals with the general need of adults in the field of mathematics and especially the teacher in the elementary school. It covers the four arithmetical processes, decimals, fractions, percentages as well as graphic solutions and representation of simple problems, notes, insurance, stocks and bonds covered from the elementary angle.

Chemistry 111, 122, 133 **12 Quarter Hours**

This is a course in General Chemistry which is designed to meet the needs of students having had no previous chemistry. An introduction to organic chemistry has been included to partially meet the needs of students who are interested in nursing as a career. New material resulting from recent discoveries is presented and reinterpreted in the light of scientific advances. Laboratory courses have been correlated with theory to give the student a working knowledge of the principles of chemistry. Students are urged to bring their everyday problems to class for discussion and solution.

Biol. 211-222-233. Biology. **12 Quarter Hours**

The purpose of this course is to acquaint the student with his environment and to develop an interest in the flora and fauna of his community. This is brought about through field trips, systematic classification of plants and animals, and discussion of recent biological trends and of parasites of local and state interest. Emphasis is placed upon the building of a strong body and the development of sanitary surroundings. Opportunity is given for solving individual local biological problems.

Sci. 111-122-133. Physical Science Survey. **9 Quarter Hours**

Includes the study of important concepts of astronomy, physics, chemistry, meteorology and geology in a general way. It gives the student a knowledge of the concepts in these fields as are needed by the everyday citizen. It also serves to introduce the student to problem solving and acquaints him with the application of physical science to everyday life.

SOCIAL STUDIES

Geography 111-122-133. Elements of Geography
9 Quarter Hours

A general study of the influence of environmental factors, physical as well as cultural, on the economic and social development of man. Factors affecting population patterns, elements of the

physical environment, occupational patterns, trade and industry are emphasized. Map reading and interpretation are stressed as tools of geographical thinking and expression.

Government 211. American Government **3 Quarter Hours**

The course deals with the study of the National, State and Local governments, its origin, organization and functions; political parties and group activities in the government. Mock court trials, Congressional sessions, political conventions, field trips to local government agencies and visual aids are used to enrich the course. The student is given a working knowledge of good citizenship which will enable him as a teacher not only to teach citizenship but to apply it to his everyday life.

Hist. 111-122-133. Introduction to Civilization. 9 Quarter Hours

The study of civilization is really a world history. It is brief; it is introductory. But it is, we believe, coherent. It does give a flowing narrative of man from the age of hunters to that of big business, from Neander-thalers & Cro-Magnans to Bolsheviks and Collapsed Fascists. Related with the history of so-called Western Civilization, the course emphasizes the cultural, social, economic and political life of the world's peoples.

Hist. 211-222-233. American History. **9 Quarter Hours**

Preparation for democratic citizens and qualified elementary teachers of American history forms the basis for this course instruction. The evolution of social, economic, and political developments, surveyed from the colonial period to the present, provides students with a comprehensive understanding and appreciation for the democracy of the United States. The past is reviewed with an interpretation of its influence upon the present and future. Special emphasis is placed on current history.

Hist. 327. Negro History. **3 Quarter Hours**

A course covering the economic, social, political, literary and educational phases of the Negro. Members of other departments assist in giving lectures and leading discussions. Special emphasis is placed upon problems now affecting the Negro.

Hist. 438. North Carolina History. **3 Quarter Hours**

A general survey of the social, economic and political history of North Carolina. Special stress is placed upon the trends and their influence on the life of the citizenry. Problems of North Carolina and their relation to problems of the nation are given emphasis.

Hist. 440. Modern World Politics. **3 Quarter Hours**

Modern World Politics is a comprehensive study in modern international relations. The total forces of individual nations in the search for power include such factors as technology, economics, public opinion, sea and air power, propaganda, political ideologies, geopolitics, imperialism, war and peace, isolation vs. collective security, and majority-minority population problems. The student is asked to consider how modern research and technology make recent codes of international law unimportant, why wars exist, and the most effective means of achieving international security.

Hist. 441-442. Modern European History, 1815. **3 hours each**

Modern European History is a narrative and objective study of European social, political and economic affairs in the nineteenth and twentieth century. This course attempts to acquaint the student with an understanding of current history, and to inform the student of basic patterns of European thought and action. The world of today is therefore determined by the results of timely successes and failures on the international scene.

Hist. 443. Contemporary History. **3 Quarter Hours**

The objective of this course intends to provide the student with a well organized and brief introduction to the paramount political, social and economic events which have occurred in the western world since about 1900. A desire of the present generation to obtain a clear understanding of recent developments justifies the objective.

Soc. 211. Principles of Sociology. **3 Quarter Hours**

The principles of sociology awakens the student to an objective evaluation of his place in society. Here he is exposed to the influences of culture, various group inter-relations, and problems requiring rapid adaptations to new real life situations. This should enhance student social competencies and make him a better citizen, future parent, teacher, and worker.

Soc. 213. The Family. **3 Quarter Hours**

Students are given a functional knowledge of economic and social living. Of primary concern is income planning, saving, expense and budgets; purchase of shelter, food, clothing, services and

cultural goods, standards of living, the effect of divorce; the economic aspect of birth control; the effect of industrial changes on family life; parental care and the democratic aspect of the family.

Econ. 211. Consumer Economics. **3 Quarter Hours**

This is an effort to improve the position of the consumer-buyer in our modern economy. Procedure in investigation and a critical study of advertising, means of determining quality, budgeting, installment buying, open credit and agencies which test results. Government safeguards for the consumer are studied.

HOME MAKING

Home Econ. 111-122-133. Home Making. **6 Quarter Hours**

In the first quarter home management is stressed. The course is designed to acquaint the students with problems of home making in relation to income, energy output, fatigue, time utilization and family relationship. The rooms of the students in the dormitory are taken as individual projects for improvement.

During the second quarter, emphasis is placed upon clothing construction and is designed to give the student a fundamental background of garment construction in relation to individual needs for comfort, attractiveness and for various occasions. Experience is provided in solving wardrobe problems in relation to needs and resources. Textile study is used as a background for intelligent selection, care and use of clothing.

Food and nutrition are the essential problems of the third quarter. The course aims to give the students some knowledge of marketing, food selection, budgeting of money and time, and the scientific principles of food preparation. The course gives the students instruction in meal planning, the points in menu making, food color and food texture. Along with this there are units in table decoration, setting and service.

MUSIC

Music 211, 222, 223. Music Notation. **9 Quarter Hours**

Music notation is intended not only to aid the individual in interpreting the printed page, but is a course planned to increase

the appreciation of the listener and performer. This is done through application of principles learned in the classroom to music heard over radio, at concerts and to music sung in the assembly and chapel programs. Emphasis is also placed on musical current events.

Music 311. Teaching Public School Music. 3 Quarter Hours

The purpose of this course is to acquaint the student with the practical and progressive techniques used in the teaching of elementary music to children. The student will have the opportunity to develop and improve these skills in the application of teaching by actual teaching in the classroom.

Music 434. Music Integration. 3 Quarter Hours

Music Integration is designed to guide teachers in providing significant musical experiences and activities for elementary school children, so that music will not be an isolated subject, but an integral part of the whole elementary curriculum. This course also helps to enrich the background of the teacher in training.

PIANO

The course in piano is designed to give students a command of piano sufficiently adequate and functional to the practical needs of the average teacher in public school music. In general, the courses have the following objectives: keyboard facility, harmonization of melodies, ensemble playing, transposition, sight reading and accompanying, and acquaintance with some piano repertory (some of which is memorized).

Piano 1, 2, 3:

Emphasizes ability to recognize all keys, clefs, elementary notation, etc. Progressive emphasis upon simple harmonization and improvised accompaniment of melodies. Includes playing of simple duets, sight reading, transposition, prepared reading, memorization of several short pieces, and major scales and arpeggios, both hands, for two octaves in parallel motion. The basic book for the beginner's study is "The Adult Explorer" together with materials from the Diller-Quaille series and other supplementary materials.

Piano 4, 5, 6:

Continuation of materials from the first year. Develop added facility in harmonizations, sight reading solos and simple accompaniments, memorization, ensemble (duets, etc.). Intro-

duces harmonic minor scales and minor arpeggios into four octaves gradually increasing tempo. Includes materials of greater difficulty.

Piano 7, 8, 9:

Ability to harmonize at sight simple melodies using the principal chords, to read simple community songs; to play standard piano materials on the intermediate level, such as sonatinas and easier Mendelssohn, "Songs Without Words;" Bach, "Little Preludes and Fugues" and/or "Two-Part Inventions;" and selected materials on this level. Includes exercises for finger agility and dexterity (Duvernoy, Burgmuller, Czerny, etc.) in accordance with the student's individual needs, together with additional scales and arpeggio facility. Ensemble.

Piano 10, 11, 12:

Reading at sight a wider range of more difficult materials with facility, accuracy and confidence and playing scales in thirds and sixths for two octaves. Ability to play accompaniments for voice, instruments, and choral groups. Ability to harmonize at sight vocal materials used in elementary schools. The year's work is designed for development of maturity in interpretation of more difficult assignments.

EDUCATION

Educ. 100-101-102. Freshman Orientation. A Non-Credit Course

This orientation program is designed to give the beginning student a survey of the world in which he lives as a student and after he leaves college. Areas covered include effective college living, living with one's self, as well as others. Family, community and home problems are emphasized. A text book is required for the course.

Educ. 200. Introduction to Education. 3 Quarter Hours

An introductory course to professional education. Required of Sophomores.

Educ. 300. Classroom Management. 3 Quarter Hours

A basic course in school organization and control, stressing the fundamental principles of school management and school law as applied to the schools. Problems of discipline, programs, care of property, professional growth and school and community relationships are considered. Each student learns to keep a register through actual practice.

Educ. 301. Orientation for Student Teaching. 2 Quarter Hours

This course is concerned mainly with the development of a broader understanding of the problems, teaching techniques and activities of student teaching. Special attention is given to the study of desirable traits of a good teacher, democratic classroom environment and integration of subject matter. This will be made possible through lectures, discussions, demonstrations and varied observations.

Educ. 311. Methods in Reading. 3 Quarter Hours

It is the purpose of this course to acquaint the students with practical and progressive techniques used in the teaching of primary and grammar grade reading; to give the students opportunities at stated intervals to see these techniques applied by skillful teachers; to direct them in the making of lesson plans which include subject matter, materials, methods and activities. It also aims to meet some of the reading problems which confront student teachers as well as beginning teachers.

Educ. 321. Language Arts Methods. 3 Quarter Hours

The first objective of this course is to prepare students to meet the language needs of both rural and urban youth. The second objective is to familiarize the students with various types of activity programs which will provide opportunities to develop the language abilities of the pupils.

Educ. 322. Arithmetic Methods. 3 Quarter Hours

The aim of the course is to have students become conscious of out of school situations in which children make use of arithmetic. Such real experiences are carefully organized, analyzed and planned. Later they are used by student teachers as arithmetic materials in their teaching.

Educ. 331. Philosophy of Education. 3 Quarter Hours

Aids the student in developing a concept of modern education to the end that he may develop his own working philosophy. Likewise the course is designed to aid the student in solving new problems that may occur in the changing plans of education and problems that may arise out of his own experiences.

Educ. 332. Tests and Measurements. 3 Quarter Hours

A consideration of the simpler statistical measures with particular emphasis on their application to the classroom is given. The principles underlying the construction of valid reliable objective tests are examined and practice is given in making classroom tests in various subject matter fields. Special study is made of representative standardized tests.

Educ. 333. Social Studies Methods. **3 Quarter Hours**

The purpose of the course is to understand and apply the more recent methods and principles of teaching the social studies; to discover the needs and the best means of meeting them in a practical way. Problems of living will be discussed in such a way as to show how the various subjects in the social sciences can be made to function in the total science scene.

Educ. 334. Educational Psychology. **3 Quarter Hours**

This course provides experience in observation and discussion of the principles involved in the learning process. Problems deal with the motivation of learning, learning activities, intelligence testing, pupil control, and individualized instruction. Special attention is given to the peculiar problems arising in the field of educational psychology.

Educ. 402. Audio-Visual Education. **3 Quarter Hours**

This course is designed to provide students with a functional understanding of the value, need and techniques of operation of the various audio-visual materials. Special emphasis is placed on the use of field trips, object specimen and model materials, dramatic participation, demonstrations, motion pictures, still pictures, radio, recording, television and visual and verbal symbols. Opportunities are provided for producing many audio-visual materials.

Educ. 411. Science Methods. **3 Quarter Hours**

This course provides both a background of necessary subject matter and a working knowledge of materials, methods, devices and activities appropriate to the program of elementary science. Integration of the sciences with other subjects is stressed as well as the solution of problems.

Educ. 417. Student Teaching and Seminar. **10 Quarter Hours**

Student teaching provides opportunity for the student to become familiar with a variety of activities always present in every school in addition to the teaching of classes. The content includes planning of definite teaching units, teaching in actual classroom situation under close supervision for definite periods, evaluating student progress and conferences with critic teachers and supervisors. The public schools of Elizabeth City are used by the college for the student teaching. Cadet teachers are expected to follow the program of these schools while doing their practice work. See page 25.

Educ. 422. Guidance. **3 Quarter Hours**

This course is designed to train prospective teachers to analyze pupils, determine their needs, evaluate their environment and lead pupils to satisfactory adjustments to their environment in terms of their needs. Special attention is given to techniques used in guiding pupils to discover their needs and abilities and to adjust to their environment, socially, emotionally, educationally, vocationally.

Educ. 433. History of Education. **3 Quarter Hours**

A study of the movements and influences that have brought about the present ideals and practices in education in the United States with special emphasis on current problems.

Psy. 311. General Psychology. **3 Quarter Hours**

This course is designed to acquaint the student with and make him aware of certain general principles of behavior; thus enabling him, as a prospective teacher, to understand and handle with some facility, classroom situations which he will inevitably encounter.

Prerequisite for Child Psychology and Educational Psychology.

Psy. 322. Child Psychology. **3 Quarter Hours**

The purpose of this course is to study the child during the various age levels from infancy to maturity in the light of psychological factors underlying child development and growth. The course aims to show how the development of mental and bodily functions are tied up with the evolving personality of the child, and how conditioning experiences in the child-parent and child-playmates relationship determine the emotional and moral aspects of individual personality.

Psy. 411. Mental Hygiene. **3 Quarter Hours**

An introductory study of the dynamics of human relationships in home, school, and community. Special consideration is given to the meaning of adjustment, frustration, and conflict; emotional security and personality development; implications for the school administration, curriculum, teaching, and counseling.

PHYSICAL EDUCATION AND HEALTH

P.E. 111-122-133. Seasonal Activities. 3 Quarter Hours

Two meetings weekly each quarter. Required of freshmen. The aim of this course is to provide an opportunity for freshman students to engage in seasonal recreational activities in order for them to develop fundamental skills in individual, dual and team sports.

P.E. 320. Principles, Practices and Procedures in Physical Education. 3 Quarter Hours

A course concerning the ways and means through which the psychological needs of the body can be met in each grade with physical activity and recreation. Required of lal.

Health 320. Principles, Practices and Procedures in Health Education. 3 Quarter Hours

A course designed to broaden the point of view of the prospective teacher in relation to health problems of the elementary school children. Special emphasis is placed on screening, the integration of health with other subject matter on each grade level.

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

Requirements for Minor

The Department of Health and Physical Education offers the following courses for students who wish to obtain a minor in Health and Physical Education. A selection of twenty-four (24) quarter hours, not including RECREATIONAL ACTIVITIES and PERSONAL HYGIENE may be included on the Elementary School Certificate as a minor. The department offers this minor so as to prepare students to become teachers of physical education, coaches of athletic sports, and/or to prepare them for further professional study.

Students who are interested in this area should consult members of the staff of the department before registering.

REQUIRED COURSES FOR A MINOR IN PHYSICAL EDUCATION

(Students who wish to minor are urged to take as many courses as possible in the department as electives.)

P.E. 111-122-133	Seasonal Activities	3 hrs.
P.E. 201-202-203	Individual Sports	3 hrs.
P.E. 204-205-206	Rhythmics (women)	6 hrs.
P.E. 231-232-233	Team Sports	3 hrs.
P.E. 213	Gymnastics and Stunts (men)	1 hr.
P.E. 321-322	Introduction to Human Anatomy	6 hrs.
P.E. 331-332-333	Coaching and Officiating (men) Football, Basketball, Baseball	3 hrs.
P.E. 400	Organization and Administration of Physical Education	3 hrs.
P.E. 420	Games for the Elementary Schools	3 hrs.
P.E. 433	Community Recreation	3 hrs.

P.E. 201. Individual Sports. **1 Quarter Hour**

Two meetings weekly. Fundamentals and techniques of tennis, golf, handball, aerial darts, etc.

P.E. 202. Individual Sports. **1 Quarter Hour**

Two meetings weekly. Fundamentals and Techniques of badminton, shuffleboard, ping pong, paddle tennis, indoor tennis.

P.E. 203. Individual Sports. **1 Quarter Hour**

Two meetings weekly. Fundamentals and techniques of archery, tennis, horseshoe pitching, croquet, field events.

P.E. 204. Rhythmics. **2 Quarter Hours**

Three meetings weekly. Creative rhythms and singing games.

P.E. 205. Rhythmics. **2 Quarter Hours**

Three meetings weekly. Folk and Square Dancing.

P.E. 206. Rhythmics. **2 Quarter Hours**

Three meetings weekly. Clogging and Tap dancing.

P.E. 213. Gymnastics and Stunts. **1 Quarter Hour**

Two meetings weekly. Elementary apparatus work, stunts, tumbling, and pyramid building.

P.E. 231. Team Sports. **1 Quarter Hour**

Two meetings weekly. Fundamentals and techniques of soccer, touch football, field hockey, mass athletics.

P.E. 232. Team Sports. **1 Quarter Hour**

Two meetings weekly. Fundamentals and techniques of volleyball, basketball, indoor hockey.

P.E. 233. Team Sports. **1 Quarter Hour**

Two meetings weekly. Fundamentals and techniques of softball, speedball, mass athletics.

P.E. 321. An Introduction to Human Anatomy. 3 Quarter Hours

This course is designed primarily to show the relationship of anatomy and physical education. It is offered primarily for students who wish to minor in physical education.

P.E. 322. An Introduction to Human Anatomy. 3 Quarter Hours

This course is a continuation of Anatomy 321, Part I. (Both courses must be satisfactorily completed for a student to gain credit.)

P.E. 400. Organization, Administration and Supervision of Physical Education. **3 Quarter Hours**

Policies and procedures of administration on the elementary and secondary school level. Special emphasis on construction and care of facilities, equipment and supervision of personnel. (Primarily for minors in P. E.)

P.E. 414. Folk Dance and Theory. 3 Quarter Hours

The student learns the historical and sociological background of various countries such as England, Scotland, France, Italy, Spain and some dances that were originated in these places. The material obtained from this course may be correlated with other school subjects such as Geography and Science.

P.E. 418. The Prevention and Care of Athletic Injuries. 3 Quarter Hours

This course must be preceded by Human Anatomy.

P.E. 420. Games for the Elementary Schools. 3 Quarter Hours

Materials, methods and practices in all types of games used in the elementary schools.

P.E. 433. Community Recreation. 3 Quarter Hours

This course aims to acquaint the student with the methods and procedures in the organization and administration of a community recreation program. Each enrollee is required to conduct a recreational project for the quarter.

Health 111-122-133. Personal Hygiene. 3 Quarter Hours

One meeting weekly each quarter. Required of all freshman students. The aim of the course is to develop proper habits, attitudes and skills in personal living.

Health 311. First Aid and Safety. 2 Quarter Hours

Underlying principles and applied techniques of first aid and safety.

Health 320. Principles, Practices and Procedures in Health Education 3 Quarter Hours

A course designed to broaden the point of view of the prospective teacher in relation to health problems of the elementary school children. Special emphasis is placed on screening, the integration of health with other subject matter on each grade level.

Health 426. Community Health. 3 Quarter Hours

A course which aims to acquaint students with health problems which are peculiar to the average community, and to teach students the practical ways of meeting these situations. Some problems treated are: communicable disease control, principles of sewage disposal, protection of water supplies, refuse collection and disposal, insect control measures, rodent control methods, milk sanitation, food sanitation, home and school sanitation.

DIRECTORY OF STUDENTS
1954-55

SENIORS

Anderson, Margie Louise ..... Greenville
Andrews, William Kemp ..... Raleigh
Artis, Pauline Futrell ..... Woodland
Bailey, Robert Bertron ..... Plymouth
Barksdale, Mae Catherene ..... Clarkton, Virginia
Basnight, Mary Etheridge ..... Elizabeth City
Bazemore, Annie Richardson ..... Kelford
Bell, Dorothy Rosell ..... Eastville, Virginia
Benjamin, Josephine Cyrus ..... Rose Hill
Berry, Irene ..... New Bern
Billups, Alma A. ..... Edenton
Bingham, Mary Lean ..... Gressitt, Virginia
Brinson, Betty Arlena ..... Magnolia
Broadnax, Ophelia Hargett ..... Williamston
Brown, Leola Jeanette ..... Atlantic, Virginia
Brown, Marceil Gertrude ..... Elizabeth City
Brown, Millie E. ..... Wilmington
Bynum, Mary Eleanor ..... Courtland, Virginia
Canada, Agnes Newsome ..... Ahoskie
Cassell, Ernestine Hurdle ..... Portsmouth, Virginia
Chance, Nannie Naomi ..... Greenville
Chasten, Leona Maewinner ..... Norfolk, Virginia
Conwell, Lucy Mae ..... Windsor
Clay, Sophia Cooper ..... Plymouth
Davis, Earlona Shannon ..... Elizabeth City
Davis, Hazel Dale ..... Grimesland
Davis, Mable Louise ..... Portsmouth, Virginia
Davis, Olethia Ernestine ..... Newport News, Virginia
Davis, Wynola Elaine ..... Portsmouth, Virginia
Edmonds, Theretha ..... Tillery
Everett, Carolyn Proctor ..... Elizabeth City
Faison, Hilda Mae ..... Farmville
Felton, Tallie Welch ..... Elizabeth City
Ferebee, Queenie Elizabeth ..... Edenton
Ferebee, Ruby Mae ..... South Mills
Fosque, Chestina Iola ..... Onancock, Virginia
Fuller, Cherrie Mae ..... Roper
Gallop, Matilda Scarborough ..... Manteo
Gatling, Mary Lillie ..... Harrellsville
Ghee, Pauline Jones ..... Jamesville
Godfrey, James Edward ..... Covington, Virginia
Greer, James Daniel ..... Huntington, West Virginia
Griggs, Ramona Ausby ..... Portsmouth, Virginia
Harris, Alice Alston ..... Littleton
Harris, Amy Letha ..... Greenville
Higgs, Otelia Wade ..... Enfield
Hill, Emma Louise ..... Havelock
Holmond, Christine Emma ..... Kinston
Hughes, Gretchen Goodwyn ..... Elizabeth City
Jenkins, Lacy Vivian ..... Murfreesboro
Johnson, James Kelly ..... Elizabeth City
Kenan, Beatrice Elizabeth ..... Kenansville

Liggins, William Gilbert ..... Covington, Virginia
Long, Essie Moore ..... Aurora
Martin, Paul Lewis ..... Covington, Virginia
Mayo, Essie Lee ..... Edenton
Miales, Landon Robert ..... Raleigh
Miller, Nannie Elizabeth ..... Kenansville
Miller, Sarah Pauline ..... Kenansville
Mitchell, Pecolia ..... Rich Square
Moore, Shirley Davis ..... Elizabeth City
Monds, Ladis Missouri ..... Belvidere
Morings, Ethel Mae ..... Gates
Morton, Patsy Carolyn ..... Durham
Pittman, Edgar Jerome ..... Rocky Mount
Pope, Dewildera Gwendolyn ..... Scotland Neck
Powell, Naomi ..... Churchland, Virginia
Reddrick, Raymond, Jr. ..... Leland
Robinson, Dorothy Welch ..... Elizabeth City
Rich, Katie Mae ..... Clinton
Sawyer, Jane Wilhelmina ..... Elizabeth City
Seward, Mattie Calista ..... Norfolk, Virginia
Shaw, Agnes Loftin ..... Kinston
Shepherd, Minnie Valeria ..... Suffolk, Virginia
Simons, Estella Hall ..... Colerain
Smith, Dorothy Elizabeth ..... Norfolk, Virginia
Spells, Lena Belle ..... Greenville
Spencer, Hortense ..... Scranton
Sutton, Floretta Roach ..... Elizabeth City
Sutton, Hattie Wright ..... Edenton
Taylor, Delorice Rebecca ..... Woodland
Turner, Mildred Laon ..... Bolivia
Wade, Celestine ..... Enfield
Walton, Alice Banks ..... Gatesville
Ward, Joe Howard ..... Farmville
White, Melvin Simuel ..... Edenton
Whitehead, Otelia Harvey ..... Elizabeth City
Whitfield, Jean Maurice ..... Portsmouth, Virginia
Wilkins, Greta Garbo ..... Nashville
Williams, Jean Odessa ..... Elizabeth City
Williams, Mable Griffin ..... Norfolk, Virginia
Williams, Pearly Dimples ..... Suffolk, Virginia
Williamson, Verline ..... Clinton
Winfrey, Elsie Balmer ..... Rich Square
Winslow, Gilbertine ..... Belvidere

SPECIAL STUDENTS

Turner, Jean Lucille ..... Elizabeth City
Vaughan, Beatrice Cordell ..... Ahoskie

JUNIORS

Avery, Gloria Reid ..... Henderson
Bias, John Eli ..... Petersburg, Virginia
Blakey, Oscar Leland ..... Clifton Forge, Virginia
Bland, Yvonne Deloris ..... Disputanta, Virginia
Bond, Laura Deal ..... Edenton
Brickers, Florine Barco ..... Elizabeth City
Brinson, Evangelist ..... Wilmington
Brown, Darius Edward ..... New Castle, Delaware

Brown, Shadrack, Jr. ..... Ahoskie
Bryan, Pauline ..... Vanceboro
Burke, Vivian Harris ..... Charlotte
Burns, Eula Shepherd ..... Robersonville
Cassell, James Edgar ..... Stanley
Commander, Mary Elizabeth ..... Elizabeth City
Coward, Martha Lee ..... Greenville
Davenport, Verna Lee ..... Plymouth
Dupree, Ruby Katerial ..... Farmville
Everett, Ceclephus ..... Elizabeth City
Exum, Irene ..... Whitakers
Foreman, Julia Lee ..... Havelock
Freeman, Harry Edward ..... Norfolk, Virginia
Garland, Hortense Helena ..... Portsmouth, Virginia
Gregory, Robert Alphonso ..... Hertford
Hargrave, Helen Judith ..... Cincinnati, Ohio
Hill, Ernestine ..... Rocky Mount
Hodge, Billy Ralph ..... Ashland, West Virginia
Horton, Junius Joel ..... Zebulon
James, Paul Delano ..... Ahoskie
Jeannette, Florence Alverta ..... Plymouth
Johnson, Myrtle Odessie ..... Woodsdale
Jones, Geraldine ..... Whiteville
Jones, Robert ..... Weldon
Joyner, Earline ..... Greenville
King, Georgia Lois ..... Montclair, New Jersey
Lawrence, Dorothy Corrine ..... Enfield
Locust, Pauline ..... Grifton
Markham, Alta Paulette ..... Durham
Morris, Erlyn Velez ..... Elizabeth City
Moses, Ollie Mae ..... Williamston
Murphy, Doris Evelyn ..... Burgaw
McBeth, Theresa Burnet ..... Greensboro
Page, Cornelius ..... Whiteville
Palmer, Fred, Jr. ..... Clinton
Price, Rosetta ..... Elizabeth City
Purvis, Lillian LaVern ..... Rocky Mount
Ransom, Corine Irma ..... Norfolk, Virginia
Rawles, Myrtle Olivia ..... Norfolk, Virginia
Reed, Robert L. ..... Newark, Delaware
Riddick, Bessie Mae ..... Portsmouth, Virginia
Scott, Bernice Gatling ..... Rich Square
Sharpe, Elsie Victoria ..... Elizabeth City
Slade, Annie Deloris ..... Tarboro
Smith, Doris Lidever ..... Virgilina, Virginia
Spellman, Mary Eliza ..... Elizabeth City
Spence, James Roscoe ..... Belcross
Spruill, Rebecca Naomi ..... Hertford
Staton, Sarah Beatrice ..... Oak City
Stewart, Shirley Virginia ..... Hickory, Virginia
Taylor, Lee Helen ..... Fairmont
Thompson, Iris Lee ..... Fairmont
Toxey, Earline ..... Elizabeth City
Trafton, Mary Vernice ..... Belcross
Trotman, Gladys Cartwright ..... Elizabeth City
Turner, Stephen, Jr. ..... Belcross
Twine, Curtis Lowell ..... Elizabeth City
Vines, Delores Marie ..... Farmville

Warren, Gracie Aramenta	Courtland, Virginia
Washington, Virginia	Prince George, Virginia
White, Anna Mae	Elizabeth City
Whitehurst, Lorraine	Princess Anne, Virginia
Wilkes, Daisy Good	Winston-Salem
Williams, Elizabeth Marie	Jamesville
Williams, Mary Jane	Greenville
Williams, Vivian Catherine	Elizabeth City
Wise, Mary Louise	Elizabeth City
Woolard, Eva Gray	Jamesville
Wynn, Doris Ophelia	Suffolk, Virginia

SOPHOMORES

Allen, Helen Ruth	Grimesland
Ashley, Vater	Lumberton
Bailey, Annie Beatrice	Elizabeth City
Barclift, Daisy Lee	Elizabeth City
Barnes, Cherry Pauline	Stokes
Blackwell, Estella Lee	Reidsville
Bobbitt, Alton C.	Wendell
Bond, Albert Mayfield	Windsor
Boney, Sullar Donell	Rose Hill
Booker, Marion Willette	Norfolk, Virginia
Boone, Carolyn Arementa	Rich Square
Boone, John Jackson	Suffolk, Virginia
Booth, Margaret Ree	Goldsboro
Branch, Lola Vivian	Mount Olive
Brickers, Evelyn Williams	Elizabeth City
Britt, Jennie Mariah	Snow Hill
Brown, Corrie Cornelia	Norfolk, Virginia
Brown, Lizzie Mae	South Mills
Bryant, Robert Lee	Elizabeth City
Bullock, Sweetie Louise	Washington
Burke, Marion Elizabeth	Hertford
Butler, Jennette	Washington, D. C.
Camen, Edward Herbert	Suffolk, Virginia
Canada, Doris Pierce	George
Carney, Rosa Mae	Bethel
Carraway, Beulah Mae	LaGrange
Cashwell, John Lee	Covington, Virginia
Chandler, Constance Bailey	Onancock, Virginia
Cherry, Carlton Eugene	Elizabeth City
Clark, Dewey	Covington, Virginia
Clawson, Janice Patricia	Belmont
Coffield, Mary Magdalene	Robersonville
Coley, Margaret	Goldsboro
Collins, Mary Boone	Norfolk, Virginia
Collins, George Edward	Morehead City
Cooper, Geraldine Fredericks	Jamesville
Dabney, Dee Lois	Newport News, Virginia
Daniels, Mildred Ruth	Whiteville
Davis, Earline Margaret	Gregory
Davis, Lonnie, Jr.	Petersburg, Virginia
Davis, Marion Elizabeth	Portsmouth, Virginia
Drew, Janice Scott	Woodland
Edmond, Louise Jeanette	Waverly, Virginia

Edwards, Linwood, Jr. ..... Chucatuck, Virginia
Edwards, Miriam Nora ..... Wilson
Eley, Uriah ..... Murfreesboro
Flowers, Joan Delores ..... Washington
Gardner, Christine ..... Ayden
Gatlin, Jo Anne ..... Grimesland
Gause, Gloria Elaine ..... Portsmouth, Virginia
Gist, Willie Rogers ..... Winston-Salem
Godfrey, Helen Elizabeth ..... Portsmouth, Virginia
Gordon, Lillie Mae ..... Hickory, Virginia
Gordy, Irvin Donald ..... Wilmington, Delaware
Granby, Catherine Ophelia ..... Elizabeth City
Grant, Mae Etta ..... Jackson
Green, Ephriam Clarence ..... Greenville
Green, Mary Eleanor ..... Newport News, Virginia
Griffin, Teila Naomi ..... Winfall
Hall, Elma Doretha ..... Edenton
Hammonds, Dorothy Elizabeth ..... Wilson
Hardy, Odie Carlise ..... Aulander
Harper, Mary Ella ..... Kinston
Harris, Della Everlena ..... Princess Anne, Virginia
Harvey, India Anna ..... Elizabeth City
Hawkins, Frances Carolyn ..... Greenville
Hemby, Ruth ..... Greenville
Hines, Myrtle Virginia ..... Roper
Horne, Albert Manley ..... Rocky Mount
Howard, Mary Virginia ..... Creswell
Hubbard, Samuel Willis ..... Lynchburg, Virginia
Hunter, Elizabeth Louise ..... Hertford
Hunter, Esther Vivian ..... Hertford
Hurdle, Geraldine Alverta ..... Belvidere
Isley, Maxine ..... Cedar Grove
Jeffers, Allene Remell ..... Roxboro
Jenkins, Lillie Louise ..... Greenville
Jenkins, Willie Lee ..... Selma
Johnson, Essie Yneather ..... Plymouth
Jones, Lena Frances ..... Durham
Jones, Vernon Lee ..... Norfolk, Virginia
King, Abie Clattis ..... Pollocksville
Koonce, Alelia Leanner ..... Trenton
Leary, Theresa Barbara ..... Vanceboro
Lovell, Olivia Trease ..... Greenville
Mackey, Philip Benjamin ..... Elizabeth
Maggette, Mary Josephine ..... Woodland
Manley, Vivian Sylvia ..... Cofield
Mann, George Ruffin ..... Scranton
Mattocks, Lillie Arimenta ..... Oriental
Miller, John Richard ..... Clifton Forge, Virginia
Miller, Mildred Sue ..... Windsor
Miller, Sarah Alice ..... Gastonia
Mitchell, Carolyn Juanita ..... Ahoskie
Monds, Mary Merline ..... Belvidere
Moody, Shirley Salome ..... Garysburg
Moore, Erma Lucille ..... Aurora
Moore, Patsy ..... Greenville
Moses, Willard Claxter ..... Williamston

Mumford, Pauline	Kinston
Murphy, Mary Magdalene	Whiteville
Murray, Eleanor Ruth	Belmont
Murray, Martha	Belmont
Mutts, Essie Lee	Scotland Neck
McClees, Zion HallBerry	Columbia
McNeill, Sadie Lee	Laurinburg
Outlaw, Violene A.	Stokes
Palmer, Nell Costenia	Holland, Virginia
Parker, Mamie Virginia	Holland, Virginia
Parker, Mary Luvenia	Farmville
Pelham, Genie	Rich Square
Perry, Josephine Restella	Castalia
Pickett, Helen Odessa	Burgaw
Pierce, Margaret Mitchell	Jamesville
Powell, Florence Elvertia	Williamston
Pugh, Bessie Ophelia	Windsor
Rascoe, Bettie Louis	Windsor
Revelle, Clarence	Ahoskie
Rice, Malissa Ann	Elizabeth City
Ricks, Maude Virginia	Norfolk, Virginia
Riddick, Annie Marie	Windsor
Robinson, Osie Cornelius	Macon
Rogers, Betty Jane	Melfa, Virginia
Roland, James Edward	Kinston
Roundtree, Mable Ruth	Greenville
Scott, Bettie Conston	Rocky Mount
Scott, George, Jr.	Elizabeth City
Sharpe, Johnnie Earl	Suffolk, Virginia
Sharpe, Mary Elizabeth	Elizabeth City
Sharpless, Marie Antoinette	Chinquapin
Shepherd, Minnie Valeria	Suffolk, Virginia
Smith, Wilhelmina	Williamston
Sparrow, John Billy	Covington, Virginia
Spruill, Lillie Beatrice	Plymouth
Spruill, Margaret Ann	Roper
Spruill, Mary Magdalene	Columbia
Squire, Maggie Ray	Roanoke Rapids
Stokes, Mary Alice	Teachey
Swain, Emma Jean	Columbia
Taylor, Gladys Virginia	South Mills
Taylor, Mattie Louise	Petersburg, Virginia
Teachey, Edith Mary	Teachey
Teel, Pearlie Mae	Bridgeport, Connecticut
Thomas, Marva Michele	Vinita, Oklahoma
Thompson, Geneva Mae	Elizabeth City
Thompson, Turner James	Grimesland
Thornton, Leon	South Norfolk, Virginia
Torrence, Katheryne Delois	Clarkton
Underwood, Rufus Walter, Jr.	Rocky Mount
Uzzell, Shirley Jean	Goldsboro
Whedbee, Billy	Elizabeth City
Whitaker, James Clersie	Suffolk, Virginia
White, Cleo Caroline	Wake Forest
White, Ethel Antoinette	Northwest, Virginia
White, Janie Lee	Elizabeth City

Williams, James Elbert ..... Elizabeth City
Williams, Joyce Lorrine ..... Elizabeth City
Williams, Mahalie Pearl ..... Louisburg
Williams, Paul Joe ..... Clinton
Wood, Annie Rebecca ..... Edenton
Wrisby, Evelyn Louise ..... Williamston

FRESHMEN

Adams, Margaret Marie ..... Stokes
Alexander, Joyce Elizabeth ..... Asheville
Allen, Theodius H. ..... Elizabeth City
Andrews, Nannie Lee ..... Hobgood
Armstrong, Herbert Richard ..... Elizabeth City
Arrington, Jesse W. ..... Rocky Mount
Baker, Albert ..... Farmville
Banks, Ivola Alberta ..... Belcross
Barclift, Tran Ernest ..... Elizabeth City
Barclift, William ..... Elizabeth City
Baum, William Harold ..... Columbia
Baxter, Eva Pearl ..... Roper
Bazemore, James Carson ..... Aulander
Bell, Gwendolyn James ..... Jamesville
Bembry, Annie Ruth ..... Falkland
Billups, Samuel Eldridge ..... Lynchburg, Virginia
Bishop, Raona Allen ..... Portsmouth, Virginia
Blowe, Dollye Rose ..... Boykins, Virginia
Bond, Redden, Jr. ..... Windsor
Boyd, Melvin Earl ..... Washington
Bradley, Grace Alphaeus ..... Greenville
Branch, Richard ..... Sanford
Bryant, Carolyn Jean ..... Elizabeth City
Chamblee, Mary Ruth ..... Colerain
Claude, Lottie Doretha ..... Capron, Virginia
Cooper, John Smallwood ..... Elizabeth City
Copeland, Sonja Mae ..... Belvidere
Daniels, Pauline ..... Washington
Davis, Mildred Christine ..... Gregory
Dillard, John C. ..... Elizabeth City
Dixon, Sonnia Carolyn ..... Magnolia
Draughn, Maude Effie ..... Whitakers
Dudley, Dorothy Josephine ..... Grimesland
Dunn, Marie Cassie ..... Elizabeth City
Dupree, Ray Violet ..... Falkland
Ferebee, Yvonne Louise ..... South Mills
Forrest, Estelle ..... Clarkton, Virginia
Gorham, Delores ..... Washington
Gorham, Lottie Virginia ..... Washington
Griffin, Eliza Ellen ..... South Mills
Griffin, Horace Lee ..... Williamston
Hardy, Annie Ruth ..... Grimesland
Harper, Shirley Ann ..... Rocky Mount
Harris, Mary Magdalene ..... Zuni, Virginia
Haynes, Jean Annette ..... London Bridge, Virginia
Hedgebeth, Thomas Lazus ..... Plymouth
Hemby, Simon ..... Greenville
Hinton, Fannie Raye ..... Tarboro

Holloman, Annie Mae ..... Ahoskie
Horne, James O. ..... Rocky Mount
Howell, Mary Edith ..... Holland, Virginia
James, Tim Earl ..... Elizabeth City
Jennings, Mary Louise ..... Clarkton, Virginia
Johnson, Alberta Marie ..... Washington
Johnson, Andrew Venson ..... Hertford
Johnson, Cary, Jr. ..... Elizabeth
Johnson, Freddie Roscoe ..... Plymouth
Jones, Carolyn Jean ..... Elizabeth City
Jones, Claud Britt ..... Edenton
Jones, Jean Leigh ..... Edenton
Joyner, Herbert, Jr. ..... Rocky Mount
Knox, Vivian Rebecca ..... London Bridge, Virginia
Leathers, James Edward ..... Hobgood
Lennon, Sterling Lee ..... Whiteville
Lewis, Janice Elizabeth ..... Littleton
Lewis, Simon Anderson ..... Elizabeth
Lloyd, Vilma Morris ..... Robersonville
Majette, Lafayette ..... Rich Square
Manley, Lois Marie ..... Winton
Marbley, Mary Hannah ..... Morehead City
Minor, Lillian Marie ..... Edward
Mitchell, Florence Agnes ..... South Mills
Mitchell, Mildred ..... South Mills
Monds, Gennette Elizabeth ..... Elizabeth
Monk, Hattie ..... Bellarthur
Moody, Robert Weston ..... Newark, New Jersey
Moore, Cora Mae ..... Fountain
Morgan, Richard ..... Washington
Murray, Alice Elizabeth ..... Norfolk, Virginia
McClees, Dessie Sykes ..... Columbia
McKennie, Dorothy Rose ..... Fairmont
McQueen, Altamese ..... Hamlet
McRae, Catherine ..... Chadbourn
Newsome, Charlie ..... South Mills
Nixon, Herbert Lee ..... Elizabeth City
Norfleet, Oneal ..... Elizabeth City
Ore, Phefie Lee ..... Williamston
Parmley, Isaac ..... Newport
Peele, Frederick Douglass ..... Washington
Pierce, Joyce Barbara ..... George
Porter, Henry Clay ..... Ahoskie
Pritchard, Bettie Mae ..... Grimesland
Purvis, Joseph Debories ..... Rocky Mount
Raynor, L. T. ..... Goldsboro
Reaves, Mary Carolyn ..... Everetts
Reddick, Annie Mildred ..... Williamston
Ridley, Erline Beatrice ..... Boykins, Virginia
Rogers, Janice Eugene ..... Lumberton
Rogers, Sara E. ..... Nashville
Ruffin, Whayland Earl ..... Aulander
Sawyer, Charles Erwin ..... Elizabeth City
Setzer, June Ray ..... Princess Anne, Virginia
Seymore, Annie Louise ..... Maple
Seymore, Ruth Mae ..... Maple
Sharpe, Lillian Beatrice ..... Elizabeth City

Simons, William Wade	Winfall
Simmons, Robert Randolph	Trenton
Small, Herman Lee	Winfall
Sneed, Mamie Ruth	Greenville
Spellman, John H.	Elizabeth City
Spellman, Joyce Marie	Elizabeth City
Spellman, Ruth Devolia	Belcross
Stallings, Eugene Edward	Wilmington, Delaware
Teel, Carolyn R.	Roper
Thompson, Douglas Ray	Chicod
Thompson, Lillian R.	Grimesland
Thornton, Yvonne	Washington
Thurman, Eva Elaine	Hallsboro
Turnage, Lillian	Enfield
Tyson, Calvin	Farmville
Vaughan, Evelyn	Woodland
Whitaker, Garfield, Jr.	Enfield
White, Elton Rawles	Hertford
White, Peggy Muzetta	Scotland Neck
Whitley, Ella Mae	Robersonville
Wiggins, Shirley Jean	Nashville
Williams, Elizabeth	Grifton
Williams, Frank Edward	Elizabeth City
Williams, George Carlis, Jr.	Morehead City
Williams, Priscilla Alice Mae	Williamston
Williams, Raymond Wesley	Greenville
Wilson, James Fronzie	Suffolk, Virginia
Wilson, Queen Esther	Holland, Virginia
Wright, Amieen Barbara	London Bridge, Virginia
Wright, Claristine	Zebulon
Wright, Shirley Inetta	London Bridge, Virginia

SUMMARY OF ENROLLMENT FOR YEAR 1954-55

Freshman Class	136
Sophomore Class	160
Junior Class	77
Senior Class	95
Special Students	2
Total	470

ATTENDANCE BY STATES

North Carolina	374
Virginia	83
Delaware	4
West Virginia	2
New Jersey	2
District of Columbia	1
Ohio	1
Oklahoma	1
Connecticut	1
Total	470

ELIZABETH CITY
STATE TEACHERS COLLEGE

BULLETIN

•

Catalogue Edition

FOR

1955-1956

WITH

ANNOUNCEMENTS FOR 1956-1957

ELIZABETH CITY, NORTH CAROLINA

ACCREDITED BY:

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

NOTE

The schedule, program of instruction and fees announced in this bulletin are subject to such changes as may be necessary or deemed advisable by the administration.

TABLE OF CONTENTS

Title	*Page*
Calendar 1956-57	4
State Board of Education	5
Board of Trustees	5
Officers of Administration	6
Officers of Instruction	7-9
Administrative Assistants	10
GENERAL INFORMATION: History	11
Location, Philosophy	12
Objectives	13
COLLEGE BUILDINGS: Dormitories	14
Library, FAPE Building	15
Athletic Field, Health Center	16
Science Hall, Food Service, Laundry, Student Work Opportunities	17
Expenses, Payment and Fees	18-19
Key Deposit, Other Fees, Withdrawal Refunds, Residence & Non-Resident Students and Fees	20
Payment of Bills, Late Registration	21
ACADEMIC INFORMATION: Admission	21
Transfer Students, What to Bring	22
Registration, Freshman Orientation, Textbooks	23
Student Loads, Marking System	24
Quality Points	25
Hours and Credit, Class Attendance	26
Week End Excuses, Probation & Special Probation	27
Classification of Students	28
Student Teaching, Honors	29
Requirements for the B.S. Degree, Degree Requirements for Those Who Have Done No Residence Work in the Regular College Sessions and Hence Are Not Normal School Graduates	30
Degree Requirements for Two Year Standard Normal School Graduates as Approved by the State Department of Public Instruction	32
Withdrawals	33
Placement Services, Official Transcripts, Alumni & Officers	33-34
CURRICULUM: General Education	35
Professional Education	37
Extension Program and Cultural Growth	38
CAMPUS ORGANIZATIONS: F.T.A., Athletics, College Band	39
Music, Religious Activities & Dramatics	40
Clubs, Alpha Kappa Mu, Sigma Rho Sigma, Fraternities and Sororities, Annual High School Day	40-41
Curriculum & Basic Curriculum	42-43
DESCRIPTION OF COURSES: Art, English	44-45
Science	48
Social Studies	49-50
Music	51-52
Piano	52-53
Education	53-56
Physical Education and Health	57
HEALTH AND PHYSICAL EDUCATION DEPARTMENT: Requirements for Minor in	58-60
DIRECTORY OF STUDENTS	61-68

CALENDAR 1956-1957

1956

September	7	Freshmen Report
September	7	Registration—Freshmen and New Students
September	12	Registration—Students in Attendance 1955-56
September	18	Last Day for Registration and Change of Courses
November	21	Thanksgiving Holidays Begin
November	26	Thanksgiving Holidays end at 8:00 A. M.
November	26	Winter Quarter Registration
November	27	Classes Begin 8:00 A. M.
November	29	Last Day for Registration and Change of Courses
December	21	Christmas Vacation Begins at 4:10 P. M.

1957

January	7	Christmas Vacation Ends at 8:00 A. M.
February	14	Annual One-Act Play Festival
February	24	Founder's Day
March	2	Winter Quarter Ends
March	4	Spring Quarter Registration
March	7	Last Day for Registration
March	28	Annual College Day
April	18	Easter Vacation Begins at 4:10 P. M.
April	24	Easter Vacation Ends at 8:00 A. M.
April	25	Annual High School Senior Day
May	12	Annual Music Festival
May	24	Awards Day
May	25	Alumni Day
May	26	Commencement Exercises and Baccalaureate
May	28	Final Day of Quarter
June	5	Summer Session Begins

BOARD OF HIGHER EDUCATION

D. HIDEN RAMSEY, *Chairman*.....Asheville
R. L. HARRIS, *Vice Chairman*.....Roxboro
MRS. T. R. EASTERLING, *Secretary*.....Rocky Mount
W. J. KENNEDY.....Durham
ROBERT LASSITER, JR.....Charlotte
SANTFORD MARTIN.....Winston-Salem
L. P. McLENDON.....Greensboro
CHARLES H. REYNOLDS.....Spindale
W. F. WOMBLE.....Winston-Salem

BOARD OF TRUSTEES

MR. J. W. DAVIS, *Chairman*.....Edenton
DR. E. L. HOFFLER, *Secretary*.....Elizabeth City
MR. G. H. FERGUSON.....Raleigh
MR. W. C. CHAPPELL.....Belvidere
MR. T. S. COOPER.....Sunbury
MRS. T. C. SAWYER, SR.....Belcross
MR. E. P. LEARY.....Old Trap
MR. O. ROY SYMONS.....Elizabeth City

OFFICERS OF ADMINISTRATION

SIDNEY D. WILLIAMS
A.B., Atlanta University, A.M., Columbia University; further study, University of Chicago and Northwestern University, Ped.D., Johnson C. Smith University
President

GEORGE L. DAVIS
A.B., Knoxville College; M.A. and Ph.D., University of Pittsburgh
Dean

TAYLOR E. JONES
A.B., Virginia Union University, A.M. Columbia University, further study, Columbia University
Registrar

KENNETH R. JEFFRIES
B.S., Hampton Institute, further study, Columbia University
Business Manager

GWENDOLYN JORDAN MIDGETTE
A.B., Virginia State College; B.S.L.S., Hampton Institute, further study, Columbia University
Librarian

CAROLYN ROBERTSON PAYTON
B.S., Bennett College; M.S., University of Wisconsin; further study, New York University
Dean of Women

THOMAS L. CALDWELL
B.S., Tillotson College, M.S., Indiana University
Dean of Men

OFFICERS OF INSTRUCTION

BAGLEY, ARTHUR MOTEN.....*Art*
B.S., Cheyney State Teachers College, M.Ed., The Pennsylvania State College

**BAGLEY, EDYTHE SCOTT.....*English*
B.S., Ohio State University; M.A., Columbia University

BANKS, JAMES FRANKLIN.....*Religious Education*
A.B., Virginia Union University; B.D., Virginia Union University; further study, Hebrew Union College

BELL, WINSTON ALONZO.....*Music*
B.A., Fisk University; M. Mus., University of Michigan

CALDWELL, HELEN MARSHALL.....*English*
A.B., Virginia State College; M.A., New York University, further study, New York University

DAVIS, EDNA LOUISE.....*Music*
Mus.B. and Mus. Ed.M., Oberlin Conservatory

DAVIS, GEORGE LITTLETON.....*Social Studies*
A.B., Knoxville College; M.A. and Ph.D., University of Pittsburgh

EATON, ESTELLE ATLEY.....*Education*
B.S., Winston-Salem Teachers College, A.M., Columbia University, further study, University of California and University of Minnesota

GREGORY, CHESTER WOODROW.....*Social Studies*
A.B. and M.A., North Carolina College at Durham

HOFFLER, JULIA MOORE.....*English*
A.B. and A.M., Fisk University; further study, University of Michigan and New York University

JACKSON, IRENE D.....*Education*
Mus.B., Talladega, A.M., Columbia University; further study, Indiana University and Columbia University

JACKSON, TAYLOR SYLVESTER.....*Education*
A.B., Indiana University; A.M., University of Chicago; further study, Indiana University

**JACKSON, BROADUS BRYANT.....*Social Studies*
A.B., Fisk University; M. A. Indiana University

JOHNSON, EVELYN ADELAIDE.....*Music*
Mus.B., Fisk University; A.M., Columbia University; further study, Christiansen Choral School and Columbia University

**On Leave

JOHNSON, SAMUEL JAMES.....*Guidance*
B.S., Cheyney State Teachers College; M.Ed. and D. Ed., University of Pittsburgh

JONES, CLARA GRIFFIN.....*Education*
B.S., Elizabeth City State Teachers College; A.M., New York University, further study, New York University

MARTIN, ALBERT.....*Art*
B.S., and M.A., Ohio State University

**MARTIN, ELIZABETH LAMBERT.....*Music*
Mus.B., New England Conservatory; M.A., Columbia University, further study, Boston University

MITCHELL, EDNA HARRIS.....*English*
A.B., Shaw University; M.A., Columbia University; further study, New York University

MULDROW, HELEN HEMINGWAY.....*Biology*
B.S. and M.S., Howard University

MULDROW, WILLIAM J.....*Psychology*
B.S., South Carolina State; M.Ed., Duquesne University, further study, University of Pittsburgh

PRATHER, AUDREY MINGA.....*Chemistry*
B.S., North Carolina College; M.S., Tuskegee Institute; further study, Fordham University

PRATHER, H. LEON.....*Social Studies*
A.B., South Carolina State; M.A., New York University; further study, University of North Dakota and New York University

ROPER, MAE ALEXANDER.....*Home Economics*
A.B., Spelman College, M.A., Howard University

SMITH, GEORGIA LONG.....*Health Education*
B.S., Bluefield State College; M.S.P.H., North Carolina College

TAYLOR, DOROTHY LEOTHA.....*Physical Education*
B.S., West Virginia State College; further study, University of Wisconsin and New York University

THOMAS, DOROTHY ELLIOTT.....*Biology*
B.S., Livingstone College; M.S., University of Michigan; further study, University of Michigan

---

**On Leave

VAUGHAN, ROBERT LOUIS.....*Physical Education*
B.S., Virginia State College; M.S., Columbia University; further study, Boston University

WAMACK, TIMOTHY HIRAM.....*Social Studies*
A.B., Morris Brown College; M.A., Columbia University; further study, Columbia University and American University

WHITE, JOSEPH JAMES.....*Biology*
B.S., and M.S., North Carolina College at Durham

WHITE, ROBERT MAURICE.....*Physical Education*
B.S., Kentucky State; M.S., Indiana University

WINSTON, ETHNA BEULAH.....*English and Reading*
A.B., Howard University; M.A., Hartford School of Religious Education; Ed.D., Columbia University—Post Graduate Work—University of Maryland

ADMINISTRATIVE ASSISTANTS

BEDELL, MAMIE.....*Dietitian*
B.S., North Carolina College at Durham

BURGESS, BERTHA CORRINE.....*Treasurer*
B.S.C., North Carolina College at Durham

CARTER, MADELYN TRUSTY.....*Directress, Bias Hall*
A.B., Swift Memorial College

DAVIS, NOVELLA LAWSON.....*Secretary, Registrar's Office*
B.S.C., North Carolina College at Durham

GREENLEE, ALBERT ALPHONSO.....*Assistant Librarian*
B.S., Tennessee State University; M.S.L.S., North Carolina College

HOFFLER, WILLIAM W., M.D.....*College Physician*
Meharry Medical College

JONES, AGNES HOLLOWAY.....*Assistant Librarian*
B.S., Elizabeth City State Teachers College

JORDAN, BERTHA ALTHEA.....*Assistant Directress, Bias Hall*
Clark College

KEELS, MARY ETHEL.....*Secretary to the Dean*
Virginia State College

NEWBY, ALMA McINTYRE.....*Secretary to the President*
B.S.C., North Carolina College at Durham

ROYALL, OSSIE M.....*Dining Hall Matron*

SMITH, EDWARD N.....*Budget Officer*
B.S., A. and T. College; further study, New York University

SMITH, NANNIE HINES.....*Directress, Symera Hall*
North Carolina College

THOMAS, HARVEY L.....*Superintendent of Buildings and Grounds*
Hampton Institute

WAMACK, KATIE SHEPHERD, R.N.....*College Nurse*
L. Richardson Memorial Hospital

WHITE, MARGUERITE ADDISON.....*Assistant Registrar*
B.S., Virginia State College

GENERAL INFORMATION

HISTORY

The local institution of higher learning was established on March 3, 1891 when the General Assembly empowered the State Board of Education to set up a state normal school in Elizabeth City. The first session began on January 4, 1892 with 69 pupils in attendance. From this modest beginning, the college has grown. Originating in one small building, it now occupies 121 acres, has 15 buildings, and a complete staff of 67 persons.

The institution has had four presidents. After Dr. P. W. Moore was made president emeritus in 1927, the following have served the institution as presidents:

J. H. Bias_____1927-1939
H. L. Trigg_____1939-1945
S. D. Williams_____1945-

In 1937, the State Board of Education granted the normal school permission to expand its program from two to four years above high school. On March 28, 1939, the General Assembly passed an act which changed the name to Elizabeth City State Teachers College and granted permission to award the bachelor of science degree. Upon the completion of the prescribed course of study, the State Department of Public Instruction awards the graduate of this institution the Class "A" primary or grammar grade certificate.

The college is fully accredited by:

North Carolina State Department of Public Instruction

The Southern Association of Colleges and Secondary Schools

The American Association of Colleges for Teacher Education.

The institution also holds membership in the Association of Teacher Institutions.

Hundreds of graduates are successfully employed in various occupations throughout the United States and in foreign countries. Though the majority of graduates find themselves teachers, supervisors, or principals, some have become successful in medicine, law, the ministry and other worthwhile occupations.

LOCATION

The college is located on the eastern suburb of Elizabeth City, the urban center of North Carolina's Albemarle region. It is the only institution of higher learning for Negroes east of Raleigh, the State's capital, and is 170 miles from the nearest college in the State. The broad expanses of the Pasquotank River are within a mile of the campus, and the Atlantic Ocean is 37 miles due east, near enough to provide cooling breezes in the hottest weather. U. S. Highway No. 17—the coastal route from north to south, and U. S. No. 158 from east to west make the college easily accessible to auto and bus travel from all points. Bonded taxicabs meet buses for quick and economical transportation to the campus.

PHILOSOPHY

The college believes that the essence of democracy is faith in the essential worth of each individual human being; that the foundation upon which a democracy rests is its elementary school; that the thorough preparation of teachers for the children who attend is a responsibility which must be recognized by a Teachers College. This belief assumes that the best source of knowledge and wisdom to guide collective action for the determination of values and justice is the pooled experience of all people.

Since our democratic way of life relies upon the reasoning of all citizens to determine human action, there must be a literate body of citizens. Mere literacy, however, is

not a sufficient safeguard. It is essential to have not only well informed citizens but also citizens who are willing to accept the responsibilities of community living—citizens who realize that our American society is a society working towards the democratic ideal—the good life—which requires one constantly to adjust himself to changing social and economic conditions.

By declaration and organization, the chief purposes of this college are the development of good citizens and the preparation of its students as professionally trained teachers for the elementary schools. These purposes emphasize the education of the whole person—mentally, physically, emotionally and socially.

OBJECTIVES

The college proposes:

1. To aid students in the development of a functioning philosophy of life which will make it possible for them to make desirable adjustments to life situations.
2. To assist in the development of attitudes and interests related to better citizenship.
3. To provide guided learning experiences which will enable students to develop their total personalities to their maximum capacities.
4. To aid students in acquiring skill in the communication of ideas by listening, reading, speaking and writing the English language effectively.
5. To provide leisure time experiences which will enable students to live a more socially desirable life.
6. To encourage student growth through the use of methods which involve independent thought, intelligence, self-directed practice and research.
7. To develop skill in teaching the elementary school subjects and to appreciate the importance of a knowledge of what to teach.

8. To develop professional characteristics which will lead to gainful employment as teachers, supervisors, and principals in the nation's schools.

COLLEGE BUILDINGS

Dormitories

Bias Hall, erected in 1939, houses freshman and sophomore women students. It contains 75 rooms which are generally occupied by two students. Running water and large double closets are found in each room.

Symera Hall, originally the first dormitory for young women students, was completely rebuilt in 1949. It is a modern building, containing a kitchenette, hair dressing parlor, and reception rooms. Each room, designed to house two students, has running water and large double closets. Seniors and juniors occupy this building.

Butler Hall, erected in 1924, is used to house the male members of the college family. In 1939 additional wings were added thus providing space for 150 men.

New Dormitories

Two new dormitories have been built to provide additional housing facilities for faculty members and students. These dormitories are modern in every detail, containing a reception room, game room, kitchenettes, lounges and semi-private rooms on each of the three floors.

The Administration Building

This building, erected in 1927, is named Moore Hall in honor of the founder of the institution. It carries the main business offices, classrooms and two auditoriums. It is equipped for using audio-visual materials.

College Library

Conveniently situated near the Administration Building, the College Library houses a carefully chosen book collection which affords splendid opportunity for both reference work and recreational reading. The reading rooms, stack rooms, and auxiliary rooms are conveniently arranged and modern. New books are received regularly, scores of current periodicals and daily papers are available. In addition, a collection of mounted pictures for the purpose of exhibit and the use of practice teachers is rapidly being developed.

Physical Education and Fine Arts Building

The Physical Education and Fine Arts Building contains space for all physical education purposes, including a gymnasium seating 2000 persons, and has facilities for the fine arts.

The second floor of this building is given over to the homemaking courses and has a modern apartment for use as a training center. A three unit kitchen, a laundry and a serving room provide space for training in these phases of home care.

The first floor, which houses the art room, features a music room with acoustic ceiling thus minimizing sounds. The art room has ample space for industrial and fine art work.

The gymnasium, while used primarily for basketball and physical education programs, can be turned into a beautiful auditorium with a seating capacity of 3500. Folding bleachers and knockdown seats are conveniently arranged for many activities. The physical education equipment is of the latest design and adds much to the usefulness of the building. Locker rooms, showers, and a drying room are added features. The huge trophy case in the entrance always attracts a great amount of attention.

Athletic Field

For outdoor athletic purposes, the college has an excellent stadium. Located in an area surrounded by woods, the field contains facilities for all outdoor sports. Bleachers seating 3000 people have been erected. The lighting system is one of the best in college circles.

Health Center

A large modern infirmary, fully equipped and normally with a bed capacity of 14, is center of the health activities of the college. It has isolation and general wards for students who are in need of medical attention. While not a hospital in the truest sense, it has the necessary facilities for handling the health problems of the students.

A full time college nurse and a part time physician supervise the health of the college community. All students are required to have a complete physical examination each year prior to entering. The results of this examination must be submitted to the college on forms supplied by the Registrar.

Health services include diagnosis and treatment of minor ailments for short periods of time. Students will be required to pay for special medicine, X-rays, prescriptions and attention of specialists. Special diets, when necessary, will be provided at an extra cost. Extra charges will be made after 72 hours of consecutive confinement in the Health Center.

Requests for meals to be taken to rooms and for special diets for those who are ill must be certified by the nurse and college physician respectively. Requests for special diets will be met so far as is possible by the Boarding Department. Facilities for providing special diets are strictly limited. Extra expense involved in providing special diets will be charged to the student's account.

Participation in any major athletic sport is contingent upon a satisfactory physical examination by the college physician. This physical examination is in addition to that required prior to entrance each year.

Science Hall

Recently completed and occupied is a large modern science hall fully equipped to handle all courses in science now offered by the institution. It contains 3 classrooms, a large lecture room, 2 biology laboratories, 2 chemistry laboratories, physics laboratory and a survey science laboratory. All modern equipment has been installed.

Food Service

The Dining Hall and Kitchen have been completely remodeled and equipped to handle all eating facilities. Now using the cafeteria style of serving, four hundred students can easily be fed in a half hour.

Laundry

In 1949 the college completed a new laundry and installed all new and modern equipment. It is equipped to do only the ordinary work of the members of the college family.

STUDENT WORK OPPORTUNITIES

There are a limited number of opportunities for self-help on the campus for those students who are in need of part time employment. Students desiring self-help should make application to the institution prior to enrolling. No student should enter the institution expecting to receive help before being officially notified that the institution will provide you with this aid.

Students receiving aid in all cases are expected to pay the full entrance fee upon entering and will be paid in cash for all work performed. Cash received from work must be applied to the student's college account.

It is expected that aid given will be on the basis of need and special ability. Students who do not maintain a scholastic standing of at least 1.00 will not be eligible for such help.

NORTH CAROLINA

EXPENSES, PAYMENTS AND FEES—1956-57

North Carolina Boarding Students

Entrance Fee	Sept. 12	Oct. 8	Nov. 5	Nov. 26	Jan. 7	Feb. 1	Mar. 4	Apr. 1	May 1	Total
Tuition	$27.00	.....	.....	$27.00	.....	.....	$27.00	.....	.....	$ 81.00
Registration Fee	6.00	.....	.....	6.00	.....	.....	6.00	.....	.....	18.00
Health Fee	3.00	.....	.....	3.00	.....	.....	3.00	.....	.....	9.00
Library Fee	3.00	.....	.....	.....	.....	.....	.....	.....	.....	3.00
Lyceum Fee	5.00	.....	.....	.....	.....	.....	.....	.....	.....	5.00
Athletic Fee	10.00	.....	.....	.....	.....	.....	.....	.....	.....	10.00
Board, Room, Laundry	36.00	36.00	36.00	36.00	36.00	36.00	36.00	36.00	36.00	324.00
Student Activity Fee	5.00	.....	.....	.....	.....	.....	.....	.....	.....	5.00
Key and Breakage Fee	5.00	.....	.....	.....	.....	.....	.....	.....	.....	5.00
TOTAL	$100.00	$36.00	$36.00	$72.00	$36.00	$36.00	$72.00	$36.00	$36.00	$460.00

DAY STUDENTS

Entrance Fee				Nov. 26			Mar. 4			Total
Tuition	$27.00	.....	.....	$27.00	.....	.....	$27.00	.....	.....	$ 81.00
Registration Fee	6.00	.....	.....	6.00	.....	.....	6.00	.....	.....	18.00
Health Fee	3.00	.....	.....	3.00	.....	.....	3.00	.....	.....	9.00
Library Fee	3.00	.....	.....	.....	.....	.....	.....	.....	.....	3.00
Lyceum Fee	5.00	.....	.....	.....	.....	.....	.....	.....	.....	5.00
Athletic Fee	10.00	.....	.....	.....	.....	.....	.....	.....	.....	10.00
Incidental Fee	7.00	.....	.....	7.00	.....	.....	7.00	.....	.....	21.00
Student Activity Fee	5.00	.....	.....	.....	.....	.....	.....	.....	.....	5.00
TOTAL	$66.00			$43.00			$43.00			$152.00

The above charges do not include laboratory, art and special fees. (See page 20.)

EXPENSES, PAYMENTS AND FEES, BOARDING STUDENTS—1956-57

Non-Resident Students of North Carolina

Entrance Fee	Sept. 12	Oct. 8	Nov. 5	Nov. 26	Jan. 7	Feb. 1	Mar. 4	Apr. 1	May 1	Total
Tuition	$92.00	.....	.....	$92.00	.....	.....	$92.00	.....	.....	$276.00
Registration Fee	6.00	.....	.....	6.00	.....	.....	6.00	.....	.....	18.00
Health Fee	3.00	.....	.....	3.00	.....	.....	3.00	.....	.....	9.00
Library Fee	3.00	.....	.....	.....	.....	.....	.....	.....	.....	3.00
Lyceum Fee	5.00	.....	.....	.....	.....	.....	.....	.....	.....	5.00
Athletic Fee	10.00	.....	.....	.....	.....	.....	.....	.....	.....	10.00
Board, Room, Laundry	36.00	36.00	36.00	36.00	36.00	36.00	36.00	36.00	36.00	324.00
Student Activity Fee	5.00	.....	.....	.....	.....	.....	.....	.....	.....	5.00
Key and Breakage Fee	5.00	.....	.....	.....	.....	.....	.....	.....	.....	5.00
TOTAL	$165.00	$36.00	$36.00	$137.00	$36.00	$36.00	$137.00	$36.00	$36.00	$655.00

Day Students—Non-Residents of North Carolina

Entrance Fee				Nov. 26	Jan. 7		Mar. 4			Total
Tuition	$92.00	.....	.....	$92.00	.....	.....	$92.00	.....	.....	$276.00
Registration Fee	6.00	.....	.....	6.00	.....	.....	6.00	.....	.....	18.00
Health Fee	3.00	.....	.....	3.00	.....	.....	3.00	.....	.....	9.00
Library Fee	3.00	.....	.....	.....	.....	.....	.....	.....	.....	3.00
Lyceum Fee	5.00	.....	.....	.....	.....	.....	.....	.....	.....	5.00
Athletic Fee	10.00	.....	.....	.....	.....	.....	.....	.....	.....	10.00
Incidental Fee	7.00	.....	.....	7.00	.....	.....	7.00	.....	.....	21.00
Student Activity Fee	5.00	.....	.....	.....	.....	.....	.....	.....	.....	5.00
TOTAL	$131.00			$108.00			$108.00			$347.00

The above charges do not include laboratory, art and special fees. (See page 20.)

KEY DEPOSIT

Each student will be required to make a deposit of five dollars with the dormitory supervisors for a room key and breakage fee. Any damage to college property will be charged against this deposit. Unused portions will be returned when the student graduates or officially withdraws from the institution.

OTHER FEES

(Not listed on pages 18-19)

Art Fee, per quarter	$ 4.00
Drawing Fee, per quarter	4.00
Biology Fee, per quarter	3.00
Chemistry Fee, per quarter	3.00
Survey Science Fee, per quarter	2.00
Home Economics Fee, per quarter	2.00
Practice Teaching Fee	12.00
Graduation Fee (cap, gown and diploma)	10.00
Student Activities	5.00
Uniforms for Physical Education (Estimated) (Suits—$3.00; White-soled gym shoes—$3.00)	6.00
Key and Breakage Fee	5.00

Withdrawal Refunds:

No funds will be returned to students unless written request is received from the parents. Board, room, and laundry are refundable on a per diem basis. Room reservation fee is not refundable unless the college is notified two weeks before the term for which the reservation is made. Withdrawals without notification to proper authorities forfeits refund of all fees.

RESIDENCE AND NON-RESIDENCE STUDENTS

Students who are residents of North Carolina are charged a tuition fee of $60.00 per year. Non-resident students pay $225.00.

Students are considered to be North Carolina *Residents* if at the time of registration their parents (or legal guardians) have been residents of North Carolina

for one year. Adults are considered to be *Resident* students if when registering they have been living in North Carolina for at least one year; provided such residence was not acquired while attending a school in this state.

The status of a student is determined when he first registers and is not subject to change by him unless in case of a minor, his parents or legal guardians move to and become legal residents of North Carolina by maintaining such residence for at least one full calendar year.

PAYMENT OF BILLS

All bills are payable in advance.

At the time of entrance full payment must be made by new and old students alike, including all annual fees.

To avoid possible loss of money while traveling, it is advisable for the student to make his first payment by mail long enough in advance so that he or she may obtain a receipt before leaving home.

All money orders and checks should be made payable to STATE TEACHERS COLLEGE.

The college reserves the right to change fees upon written notice to parents whenever the costs justify such changes.

LATE REGISTRATION

A fee of two dollars will be charged for late registration after the first day of each quarter.

ACADEMIC INFORMATION

Admission

The satisfactory completion of a four-year course in an accredited high school is required for admission to the college. Persons who have completed the four-year course in a non-accredited high school must take an examination before being admitted to the college.

High school graduates seeking admission should secure entrance forms from the Registrar and request the high

school principal to send a complete transcript of the high school record to the institution. No student will be accepted by the college until the high school transcript has been received. Forms sent to the applicant should be completed and returned to the institution at once.

TRANSFER STUDENTS. Students (Junior College graduates and those in good scholastic and moral standing at their respective institutions, and who present valid reasons for desiring to change schools will be accepted as transfer students with advanced standing.

All advanced standing is provisional and may be withdrawn if the student's record here does not justify the credit originally given. The credit will not be considered final until the student has completed one quarter of work with a minimum average of "C". The transfer student, failing to maintain an average of one quality point for each quarter hour of credit taken (1.00 or C) will be asked to withdraw from the institution.

Transfer students from another college must have transcripts of their high school and college work sent to this institution. The transcripts will be evaluated by the Registrar, who will then notify the applicant of the amount of work which this college will accept. The grade of "D" is not transferable and only those courses which are parallel in required or elective offerings here will be credited in transfer. In accordance with the amount of work accepted by the college, the student will be given the appropriate classification.

WHAT TO BRING

Students entering the institution should provide themselves with at least the following:

4 Sheets (for single beds)
3 Pillow slips
2 Blankets
Bed spread
6 Towels
Dresser scarf
Money sufficient to purchase a pair of curtains.
A rain coat, rubbers and an umbrella are much needed articles.

Registration

At the beginning of each quarter one day is set aside for registration. All students are expected to complete their registration at this time.

Classes begin on the first school day following the registration day. Students will be permitted to register during the first five school days following the registration day. These students, however, are given "cuts" for each absence after a class has begun.

Freshmen are required to report to the college on the first day of Freshman Week which precedes the Registration Day.

Students are admitted at the beginning of each quarter. Freshmen, however, are not encouraged to enter at the beginning of the third quarter.

SEE THE SCHOOL CALENDAR FOR THE APPROPRIATE REGISTRATION DATES.

Freshman Orientation

All entering freshmen are required to take the course in freshman orientation which is given the entire year.

Textbooks

Textbooks are considered a part of instruction and each student is expected to provide himself with the textbooks his courses require. The books may be purchased at the College Bookstore at the beginning of each quarter. Students should plan to spend approximately twenty-five dollars for textbooks for one school year. Occasionally this cost may be reduced by the purchase of used copies from other students. Freshmen, however, purchase their books for the year at the beginning of the first quarter and should come prepared to purchase all of their books at that time.

Change of Courses During Registration

Students who elect to drop courses and substitute others during registration should obtain a change of program

request card from the Registrar's Office, make the changes indicated, get the college Dean's approval and return card to the Registrar's office. Any student who wants to add or drop courses must follow this same procedure.

Student Loads

Students enrolled in the college are expected to carry as a standard load fourteen to sixteen clock-hours of work per week. Additional work is permitted only if the student has made an average of "B" during the previous quarter.

All courses carried by students are to be approved by the Dean. Any change in courses must also have the approval of the Dean. This includes the adding or dropping of courses. Failure to have course changes approved will result in a grade of "F" being given with a reduction in quality points equal to the credit value of the course. (See page 28)

Marking System

At the end of each quarter the student is given a grade in each course taken. This grade represents the quality of work done by the student in the particular course. The following system of marking is employed:

A—Excellent scholarship, work of exceptionally high quality.

B—Good scholarship, work well above average.

C—Fair scholarship, work of average quality.

D—Poor scholarship, unsatisfactory, barely passing.

F—Failure to achieve the minimum requirements of the course. (Removed only by repetition of the course.)

WD—Officially withdrew from course.

WP—Officially withdrew from school while doing passing work in course.

WF—Officially withdrew from school while doing failing work in course.

INC—Incomplete. The student is given this grade when he fails to complete the requirements of

the course for some acceptable reason such as illness when he has been in the course sufficiently long to qualify for credit for the course. This grade applies to course work due *prior* to examination.

The course must be completed, however, within the first two weeks after the close of the registration period of his next quarter of attendance at the college. Failure to complete the course within the specified time will result in the "INC" grade becoming "F".

NE—No Examination. This grade is given to indicate the student's failure to take final examination at the prescribed time. It is to be removed under the same regulations as the "Inc".

Grades are reported to students and parents at the end of each quarter. Mid-quarter grade reports are made to those students whose work, up to that point, has not been satisfactory. At the request of a parent or guardian, a report on the progress of the student will be made to the parent at any time.

Quality Points

Students are required to maintain an average quality of work. A system of quality points is used to determine the general quality of the student's work. For each course taken the student receives quality points in accordance with the grade received for the work in the course and the credit value in quarter hours of the course.

The grade "A" equals 3 quality points for each quarter hour.

The grade "B" equals 2 quality points for each quarter hour.

The grade "C" equals 1 quality point for each quarter hour.

The grade "D", while a passing grade, carries no quality points.

The grade "F" equals no quarter hours and carries a penalty of a loss of quality points equal to the credit value of the course.

The student's quality point average is found by dividing the number of quality points earned by the number of hours carried.

A student who receives a mark of "D" in a course may repeat the course to improve the quality of his work. If he earns a mark higher than "D" he will be given the appropriate quality points, but he will not be granted additional quarter hours credit.

Hours and Credit

The unit of credit is the "quarter hour". The quarter hour represents the successful completion of a course which provides for one hour of lecture or recitation each week for a quarter. Two hours of laboratory work are equivalent to one hour of lecture or recitation. Thus a course meeting for three recitation periods per week for one quarter carries a credit value of three quarter hours.

Class Attendance

Students are expected to attend all meetings of the courses they are taking. Absences are counted from the day instruction begins. For example, a student who enters a class for the first time at its third meeting is credited with two absences.

During any one quarter a student may be absent from class as many times as the class meets a week without incurring any penalty. Absences in excess of the number of meetings of the class are considered over-cuts and result in the loss of one quality point for each over-cut.

In order to receive credit for a course, the student must attend at least three-fourths of the total number of meetings of the class.

Two cuts will be given for each class absence immediately preceding and following Thanksgiving, Christmas and Easter holidays.

The Dean of the College may grant excuses from class for serious illness, death of first degree relatives, and absence incurred while representing the college. The

student is still held accountable for the work of the class, however. Excused and unexcused absences cannot total more than one-fourth of the total meetings of the class if credit for the course is to be given.

Quality points are not deducted from Juniors and Seniors with over-cuts if during the previous quarter they maintained a quality point average of 2.00 or above.

Chapel attendance on Mondays and Wednesdays is compulsory for all students not doing student teaching. Absences from chapel in excess of three cuts are penalized by a reduction in quality points equal to the number of unexcused over-cuts.

WEEK END EXCUSES

The institution recognizes the desire of parents to have their children come home periodically for week-end visits. However, too frequent visits home tend to prevent the total development of the student since many learning activities and experiences are planned for Saturdays and Sundays. Permission to leave the campus is given only on written requests to the office of the Dean of Women. Except in cases of extreme emergencies, telegrams and telephone calls should not be made asking for excuses to come home. Students excused to go home are expected to leave after their last scheduled class on Friday and return before 9:30 P. M. Sunday.

Academic Probation

The general expectation of all students is that they shall maintain a minimum average of 1.00, "C", or above.

Specifically, Freshmen are not generally placed on probation until the end of the first year when he is expected to have attained at least 37 quarter hours with a 1.00 or "C" average. All other students must pass each quarter a minimum of 12 quarter hours of work at a minimum of 1.00 or a "C" average.

Failure to meet the minimum requirements for any quarter will result in the student being placed on probation.

Probation shall mean the loss of the right to hold office in any organization or activity or to participate in any organization or activity except class and dormitory organizations. A second consecutive probation shall be called a "special probation" and carry the additional penalty of reduction of load to a maximum of twelve quarter hours.

A student on "special probation" who fails to meet his minimum standards, or any other student qualifying for a third probation, will be suspended from the college for one quarter.

Any student, previously suspended for poor scholarship will be permanently dropped from the college upon his next failure to meet his minimum standards for a quarter.

Students maintaining an average of "B" or above will be placed on the Dean's Honor List.

Classification of Students

The student's classification is determined by the amount of work he has satisfactorily completed. The general minimum requirements are stated below:

Freshman: A student is classified "Freshman" from the time he enters the college until he has satisfactorily completed 40 quarter hours of work.

Sophomore: A student is classified "Sophomore" when he has completed satisfactorily 40 quarter hours of work.

Junior: A student is classified "Junior" when he has completed 90 quarter hours of work with a quality point average of 1.00 or above.

Senior: A student is classified "Senior" upon the completion of 140 quarter hours of work with a quality point average of 1.00 or above. In addition he must, before receiving this classification, demonstrate proficiency in writing, spelling, arithmetic, and English and complete all required courses of the Freshman and Sophomore years.

Student Teaching

A student may do Practice Teaching after he has completed the following requirements:

1. Achieved "senior" classification, equal to the successful completion of 140 quarter hours of work with a quality point average of 1.00 or above.
2. Completed specific general education and professional subjects which must include all method courses.
3. Shown proficiency in Arithmetic, English, and Spelling on standardized tests.

Honors

Honors are conferred upon members of the graduating class who have maintained prescribed scholastic ratings. These honors are inscribed on the diploma and are published on the commencement program.

All honor students must have a quality point average of not less than 2.00. Students who have an aggregate of from 2.00 to 2.45 shall graduate with "Honors". Students with an aggregate average of from 2.46 to 2.69 may graduate with "High Honors". Those with aggregate averages of from 2.70 to 3.00 are graduated with "Highest Honors".

To graduate with "High Honors" and "Highest Honors" a student must do all of his college work at this college. Two years of work must be spent at this institution in order for a student to be graduated with "Honors".

Requirements for the Bachelor of Science Degree

The course of study as outlined by the college extends over a period of four years. One hundred and eighty-six quarter hours with a minimum of one hundred and eighty-six grade points are required for graduation. The average number of hours carried by each student per quarter is sixteen.

A quality point average of 1.0 or above is required for graduation.

The time for completing the required course may be shortened only by maintaining a cumulative average of "B" or above.

Included in the requirements listed above, are those prescribed by the North Carolina State Department of Public Instruction for the Primary and Grammar Grade Class "A" certificates.

Students enrolling in the institution with advanced standing must spend at least one year in residence to qualify for a degree.

Candidates for graduation must file application for graduation at the beginning of the Spring quarter. Such application must be accompanied by the graduation fee.

DEGREE REQUIREMENTS FOR THOSE WHO HAVE DONE NO RESIDENCE WORK IN THE REGULAR COLLEGE SESSIONS AND HENCE ARE NOT NORMAL SCHOOL GRADUATES

Teachers of experience who are not normal school graduates may earn the bachelor's degree through summer school and extension under the following conditions:

1. Graduation from a four year high school must be presented. If the candidate is not a graduate of a four year high school, the college work will be discounted on the basis of four hours college work for each deficient high school unit.

2. Six twelve week sessions or twelve 6 week sessions of summer school must be secured since the first 60 hours of the candidate's college work. Extension may be substituted for some of this requirement.

3. Not more than 25% of the total college work may be taken in extension.

4. The candidate must take three of the last four quarters (since May 1937) in summer school or in a regular session at Elizabeth City State Teachers College.

5. A "C" average must be maintained in all work since high school graduation. An average of "82" in all number grades is an equivalent to a "C" average.

6. In order to fulfill the practice teaching requirements of the institution, the candidate must do student teaching at the institution or the institution may send one of its faculty members to observe the candidate's work in the field. If the candidate's work is up to the standard of the institution it will be accepted as fulfilling the practice teaching requirements of the institution.

7. In addition to the present requirements of the State Department of Education for an "A" certificate as of 1931, the following subjects must be taken as a part of the work:

English Composition	4	hours (2 of these in speech)
Biological Sciences	6	"
Physical Sciences	6	"
Economics	4	"
Sociology	4	"
Philosophy of Educ.	2	"
Negro History	2	"
Negro Literature	2	"

SOME PERSONS HAVE ALREADY MET PORTIONS OF THESE REQUIREMENTS. ALL PERSONS WHO EXPECT A DEGREE FROM THIS INSTITUTION SHOULD HAVE A TRANSCRIPT OF ALL WORK DONE AT OTHER SCHOOLS SENT TO ELIZABETH CITY STATE TEACHERS COLLEGE.

DEGREE REQUIREMENTS FOR TWO-YEAR STANDARD NORMAL SCHOOL GRADUATES, AS APPROVED BY THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

Normal school graduates may earn the bachelor's degree during the regular session or by work in extension and summer school under the following conditions:

1. Two years or six quarters of work must be earned since normal school graduation. Twelve weeks of summer school constitute the summer quarter; therefore six 12 weeks sessions of summer school or 12 six weeks sessions would fulfill this 2 year requirement. Extension work may be substituted for some of this requirement on the basis of six hours of extension are equivalent to one six weeks session of summer school.

   (a) At least one year—or its equivalent in summer school—beyond normal school graduation must be spent at the particular institution from which the student wishes to earn a degree.

2. If the degree is to be earned in summer school and extension, the last 36 hours of work must be taken in summer school since May, 1937. These 36 hours may be earned in six 6 weeks sessions or three 12 weeks sessions of summer school.

3. Not more than 25% of the total college work since high school graduation may be taken in extension

4. Not more than 24 hours since normal school graduation may be taken in extension.

5. An average of "C" must be maintained in all work since normal school graduation. An average of "82" in number grades is the equivalent of an average of "C".

6. In addition to the requirements of the State Department of Education for an "A" certificate, the following subjects must be taken as a part of the work:

English Composition	4	hours (2 of these in speech)
Biological Sciences	6	"
Physical Sciences	6	"
Economics	4	"
Sociology	4	"
Philosophy of Educ.	2	"
Negro History	2	"
Negro Literature	2	"

SOME PERSONS HAVE ALREADY MET PORTIONS OF THESE REQUIREMENTS. ALL PERSONS WHO EXPECT A DEGREE FROM THIS INSTITUTION SHOULD HAVE A TRANSCRIPT OF ALL WORK DONE AT OTHER SCHOOLS SENT TO ELIZABETH CITY STATE TEACHERS COLLEGE.

Withdrawals:

A student who wishes to withdraw from the college should have the approval of his parent or guardian to do so.

To withdraw officially, the student should secure from the Registrar a Notice of Withdrawal, have it approved by the officers whose names appear on it and deposit it with the Registrar.

If the student is under twenty-one years of age, he must have his parent's or guardian's signed approval to withdraw.

Students who withdraw unofficially are not eligible to return to the college.

Placement Services

The placement Bureau is designed to aid graduates of the college in securing positions for which they are best

fitted. The Bureau maintains cordial relationships with superintendents, principals and supervisors who are interested in securing well trained teachers for the public schools and it devotes considerable effort annually in helping members of the senior class seeking teaching positions.

Graduates are encouraged to call and register with the Placement Bureau and every effort is made to place them.

Official Transcripts

A fee of one dollar will be charged for each transcript after the first.

Alumni

The organization of the Alumni into active county and city units is rapidly progressing. The General Alumni Association assists in the celebration of Charter Day, commemorating the date of the institution's first charter, March 3, 1891. The annual meeting of the General Alumni Association brings many graduates and former students of the college back to their Alma Mater.

Officers

President	Mrs. Mayola T. Murrell
Vice President	Alphonse C. Crowder
Treasurer	Walter Turner
Secretary	Miss Elizabeth Ransome

CURRICULUM—GENERAL EDUCATION

The curriculum of the college is, for purposes of organization, divided into two areas—General Education and Professional Education. By and large the program of General Education is confined to the freshman and sophomore years. Professional Education is largely undertaken in the junior and senior years. While general education may be said to precede professional education, it follows the development of professional courses.

General Education is conceived as a broad foundation upon which professional competence is built. For prospective teachers, general education assumes special importance, because teachers, more than any other persons, have a responsibility for transmitting the culture of the race to young people, and for being themselves good specimens of culture.

It is the aim of a program of General Education to produce more competent adult members of society—citizens with faith in democracy and knowledge to help solve the problems of contemporary life. Furthermore, General Education seeks to produce directly or indirectly more competent individuals, stabler, more secure personalities, possessing values that are personally satisfying and good. In other words, the program is designed to develop personal and social competencies.

From the program of General Education the student is expected to gain a broad perspective on individual and social problems, so that he approaches with a clear understanding and insight his responsibilities as a citizen, a future parent, a worker, and human being. Finally, the program of General Education is concerned with a student's personal, social and emotional adjustment, attitudes and appreciation just as much as with their acquisition of knowledge and truth.

The student is encouraged to set up worthwhile objectives, to discover himself, and to seek experiences which will aid him in meeting his needs. Selection of subject matter or content of the courses with the cooperation of the students, studying the progress of the student through college, and advising with him in regard to occupational adjustment and specialization are important objectives.

Campus and community living form an integral part of the student's education. The needs of students in their living with others, discovering the best principles and practices of democratic living from the fields of the social studies and literature are included.

Getting along with others can be a mere platitude or a pleasant reality.

The needs of students in their relationship with other students, with staff members, and with persons who are not regularly a part of the college life provide the starting point for developing a facile and graceful interaction between the personalities which are in daily contact on the campus and in the community.

Discovering the best principles and practices of democratic living from literature in the field and from personal contacts, exploring the problems in modern family living, and casual campus contacts constitute the function of this committee. Mutual respect, cooperative planning and action, and the social graces which insure pleasant social interaction are the objectives in this area of living.

The various organizations at the College are designed to enrich the life of the student and provide him with experiences which will enable him to adjust to community living. They are not thought of as experiences separate and apart from the curriculum but as supplementary. Each student is strongly urged to participate in some form of student activity.

PROFESSIONAL EDUCATION

The program of professional education follows the pattern of the best minds in the field of education in relation to the training of teachers. Subject matter and method courses, while stressed primarily, do not constitute the entire work of the junior and senior years. Observation of public school procedures and patterns, participation in various activities, developing skills in teaching through practice teaching all are knit into a composite whole.

Much observation is given in the junior year so that students will have a keen insight and appreciation of the problems incident to practice teaching. Practice teaching in the senior year is given for an entire quarter. Concomitant with practice teaching, students meet regularly in seminars where they discuss their problems with well trained instructors. Students do their practice work in the city schools under the supervision of room teachers and college supervisors. Three major phases are emphasized—the pupil, the school, and teaching and practicum.

Special stress will be placed upon those knowledges, skills, attitudes, techniques, and interests which concern the daily lives of children, youth, and adults.

To a large extent, the content of the courses will be selected from the experiences of people in the community. Through participation in the activities of the socio-economic organizations of the local community, and through interviews of parents and teachers, the student will be able to enrich his classroom experiences.

Practice teachers are integrated in the total program of the public schools and remain for the full day at the schools to which they are assigned. They participate in all phases of the work of the participating schools—lunch rooms, playgrounds, assemblies, parent-teacher associations, and faculty meetings. As a result, a wide variety of experiences are obtained which enable them to more easily adjust themselves to actual teaching situations upon graduation.

EXTENSION PROGRAM

The extension work of the college is chiefly concerned with the in-service program of professional growth and teacher education. Upon demand, the college is happy to make available any services in keeping with its resources. Such services include extension classes, conferences, demonstrations, speakers, etc. Superintendents and principals are urged to investigate the possibility of such services.

CULTURAL GROWTH

As a means of adding to the formal program of education on the campus, many activities are encouraged for cultural enrichment and growth. Assemblies, institutes, lectures, dramatics, athletic contests, and trips contribute to the general welfare of the community.

The college brings to the campus each year outstanding well-known artists of the concert world. The department of Fine Arts sponsors musical programs throughout the school year.

Recognizing that an educational institution is an integral part of the community, faculty members and students of Elizabeth City State Teachers College share constantly in the constructive growth and interests of the city and the surrounding areas. The public relations activities are promoted through the music and athletic departments, the department of education, lyceum programs, lectures by staff members and individual membership in the various community organizations. The faculty and college students also contribute annually to the various drives and campaigns conducted by the city.

CAMPUS ORGANIZATIONS

THE FUTURE TEACHERS OF AMERICA

The college chapter of the Future Teachers of America is composed of students who have pledged themselves to teaching and school administration as permanent careers. Studies are made of those academic and professional problems which relate to desirable teaching personalities and high scholarship. Through educational research and varied projects the student is given the opportunity to develop attitudes and appreciations of effective teacher-organization and teacher-community relationships.

ATHLETICS

The athletic program at the Elizabeth City State Teachers College is designed primarily for student growth and development, and as such is looked upon as a phase of the educational program of the college. An attempt is made to have every student participate in some phase of physical education beyond the required college courses.

Varsity teams in football, basketball and baseball are maintained. While these teams are strong competitors always, emphasis is placed more upon giving a large number of students opportunities to participate than upon the mere winning of games.

The college is a member of the Eastern Intercollegiate Athletic Conference. It schedules games with teams from other conferences.

All outdoor athletic contests are held in the college stadium which will comfortably seat 3000 persons.

COLLEGE BAND

Recently organized, the College Band is adding to the life of the college. While the institution owns many instruments, prospective band members are urged where possible to bring their own. The band plays at football games and is available for other activities on and off the campus. Instruction in the band is free.

MUSIC

Besides the emphasis placed upon the teacher training phase of public school music, opportunity is provided the student to secure further training and enjoyment in the College Choir and Women's Glee Club. Those not particularly interested in the smaller musical groups are given an opportunity to join in the frequent community sings which are held in the chapel.

RELIGIOUS ACTIVITIES

Considerable emphasis is placed upon the religious life of the student. Attendance at religious exercises is strongly encouraged. Sunday School, Quiet Hour, Prayer Meeting, Young Women's and Young Men's Christian Associations, and Vespers are regularly scheduled activities.

DRAMATICS

The Dramatic Club is open to students who are interested in this phase of extra curricula activity. The purpose of the club is to open to the student a pleasurable avenue of self expression; to bring to him through study and production the best in dramatic literature and to develop those qualities which make for good citizenship.

Annually high schools of this section of North Carolina are invited to participate in a Dramatic Tournament under the direction of the College Dramatic Club. Not only has this been an experience for the high school participating but has provided college students with experience in planning and handling groups of students.

CLUBS

Clubs of an educational and social nature are open to all students. Membership in the clubs is subject to regulations set up by the committee on Student Organizations.

ALPHA KAPPA MU HONOR SOCIETY

The college is a charter member of the Alpha Kappa Mu Honor Society. The purpose of this organization is to promote high scholarship; to encourage sincere and zealous endeavor in all fields of knowledge and service; to cultivate a high order of personal living; and to develop an appreciation for scholarship in others.

THE SIGMA RHO SIGMA

The Sigma Rho Sigma, social studies club, has for its objectives the promotion of scholarship in the social studies subjects. The motto is: "Social Science, Social Technology and Social Engineering."

The Sigma Rho Sigma promotes the cooperation of students in the field of human relations, professional growth among members and cooperation of members on problems of mutual interest.

FRATERNITIES AND SORORITIES

National Fraternities and Sororities have been welcomed to the campus and are establishing chapters rapidly. These organizations aim to promote high ideals of scholarship, character and friendship through close association of groups of students with similar interests. The following organizations have chapters at the institution: Zeta Phi Beta Sorority, Delta Sigma Theta Sorority, Alpha Kappa Alpha Sorority, Alpha Phi Alpha Fraternity and Omega Psi Phi Fraternity.

ANNUAL HIGH SCHOOL DAY

A unique feature of our college year is the Annual High School Day. It attracts, from this area of North Carolina, hundreds of high schcol students who gather here for the purpose of competing in subject matter, music, and public speaking. From a modest beginning in 1931, this feature of the college has grown into one whose influence is felt over the entire region.

CURRICULUM

GENERAL EDUCATION

Art 201—Lettering
*211-222-233—Drawing
301—Crafts
302—Hand Wood Work
400—History of Art
401—Appreciation of Art
*Biol. 211-222-233—General Biology
Chem. 111-122-133—General Chemistry
Econ. 211—Consumer Economics
*English 111-122-133—Composition
†211—Advanced Composition
†222—Correct Speech
†311—American Literature
315—English Literature
327—Bible Literature
419—Shakespeare
438—Negro Literature
*Geog. 111-122-133—Elements of Geography
*Gvt. 211—American Government
*Health 111-122-133—Personal Hygiene
311—First Aid & Safety
426—Community Health
*Hist. 111-122-133—Civilization
211-222-233—American History
327 —Negro
440 —Mod. World Politics
441-442 —Mod. Eur. History
443 —Contemporary Affairs
*Home Econ.—111-122-133—Homemaking, Clothing, Foods
Lib. Sci. 111—Library Techniques
412—Library Science
*Math 311, 322, 333—College Arith.
Music 211-222-233—Notation
Phy. Ed. 111-122-133—Physical Development
204-205-206—Rhythmics
201-202-203—Individual Sports
231-232-233—Team Sports
213 —Gymnastics & Stunts
414 —Folk Dance & Theory
*Psychology 311—General Psychology
Science 111-122-133—Physical Science
Soc. 213—The Family

PROFESSIONAL EDUCATION

Art 201—Lettering & Poster Design
Educ. 200—Introduction to Educ.
*300—Classroom Management
*301—Orientation
*321—Language Arts
*322—Arithmetic Methods
*331—Philosophy of Educ.
*332—Tests & Measurements
*333—Social Studies Methods
*334—Educational Psychology
402—Audio Visual Education
411—Science Methods
*417—P. T. & Seminar
*422—Guidance
*Eng. 233—Children's Literature
329—Play Production
*Hea. 320—Prin., Prac., Procedures
Music 311—Teaching Public School Music
P.E. 320—Prin., Prac., Procedures
321-322—Anatomy
331-332-333—Coaching & Officiating Football, Basketball, Baseball & Track
400—Organization, Administration & Supervision
420—Games for the Elementary Schools
433—Community Recreation
*Psy. 322—Child Psychology
441—Mental Hygiene

*State and Institutional Requirements.

BASIC CURRICULUM

FRESHMAN YEAR

FALL QUARTER

Eng. 111—Composition	3
Geog. 111—Prins. of Geography	3
*Sci. 111—Physical Survey	3
*Chem. 111—Gen'l Chemistry	4
Hist. 111—Civilization	3
H.Ec. 111—Home Management	1
Heal. 111—Personal Hygiene	1
P.Ed. 111—Seasonal Activities	1
*Take one	15-17

WINTER QUARTER

122—Composition	3
122—Geography	3
*122—Phy. Survey	3
*122—Gen'l Chemistry	4
122—Civilization	3
122—Clothing	1
122—Personal Hygiene	1
122—Seasonal Activities	1
	15-17

SPRING QUARTER

133—Composition	3
133—Geography	3
*133—Phys. Survey	3
*133—Gen'l Chemistry	4
133—Civilization	3
133—Foods	1
133—Personal Hygiene	1
133—Seasonal Activities	1
	15-17

SOPHOMORE YEAR

FALL QUARTER

Eng. 211—Adv. Composition	3
Hist. 211—U. S. History	3
Bio. 211—Gen'l Biology	4
Mus. 211—Appreciation	3
Gov't. 211—Amer. Government	3
	16

WINTER QUARTER

222—Correct Speech	3
222—U. S. History	3
222—Gen'l Biology	4
222—Notation	3
201—Lettering	3
	16

SPRING QUARTER

233—Children's Literature	3
233—U. S. History	3
233—Gen'l Biology	4
233—Notation	3
200—Intro. to Education	3
	16

JUNIOR YEAR

FALL QUARTER

Ed. 321—Lang. Arts Methods	5
Psy. 311—General Psychology	3
Ed. 331—Phil. of Education	3
Eng. 311—Amer. Literature	3
Educ. 300—Classroom Management	3
Math 311—College Arith	2
	17

WINTER QUARTER

322—Arith. Methods	3
322—Child Psychology	3
332—Tests & Measurements	3
320—P.Ed. Prin; Prac; Procedures	3
Educ. 301—Orientation	2
Math 322—College Arith	2
	14

SPRING QUARTER

333—Soc. Stud. Methods	3
333—Educational Psychology	3
301—Crafts	3
320—Heal. Prin. Prac. Procedures	3
Elective	3
Math 333—College Arith	2
	15

SENIOR YEAR

FALL QUARTER

Ed. 422—Prins. of Guidance	3
Electives	12
or	
Student Teaching	12
Student Teaching Seminar	3
	15

WINTER QUARTER

The Same or
Free Electives

SPRING QUARTER

The Same or
Free Electives

DESCRIPTION OF COURSES

Courses are subject to change in keeping with any new curriculum adopted by the State Department of Public Instruction or the college.

ART

Art 101. Mechanical Drawing. **2 Quarter Hours**

This course covers the fundamentals of drawing. The use and care of drawing equipment and the principles of orthographic projection are stressed.

Art 201. Lettering and Poster Design. **3 Quarter Hours**

This course is designed to develop skills in the execution and application of the basic alphabets such as Gothic, Roman, and Old English. It is further taught for the value inherent in lettering and for whatever individual values that might be derived by the student.

Art 203. Painting. **3 Quarter Hours**

An elementary course in painting designed to help develop the student's color sense; develop his appreciation of painting and provide opportunities to use painting as a means of expression.

Art 211-222. Drawing. **3 Quarter Hours**

Practice in simple drawing of objects and skill in script and capital letters, and simple numbers is given. Likewise, emphasis is placed upon designs for seasonal activities, special occasions and posters. Wherever possible the work of this course is correlated with other departments.

Art 301. Crafts for the Elementary School. **3 Quarter Hours**

This course aims to stimulate and cultivate a desire for creative expression through the use of the common materials available in everyday life such as wood, wire, cardboard, newspapers, etc.

Art 302. Hand Woodwork. **3 Quarter Hours**

A study of woods, their growth, their selection and use; common hand tools, and the basic operation and informational units related to hand tools. Small useful projects are constructed.

Art 303. Leathercraft. **3 Quarter Hours**

This course includes the history and manufacture of leather, the kinds of leather, and the tools and equipment used. Designing, tooling, and lacing are stressed. Book marks, comb cases, key cases, billfolds, etc., are made.

Art 304. Elementary Display Problems. **3 Quarter Hours**

The purposes of this course are to make the students aware of the possibilities for display that exist in the classroom, to make available information, tools and materials to be used in solving the problems of display and to provide opportunities for working on individual as well as group projects.

Art 350. Ceramics. **3 Quarter Hours**

A basic course designed to give the students opportunities to work with clay in building figures and three dimensional forms. Also to give some information and practice in the glazing and firing of clay pieces.

Art 400. History of Art. **3 Quarter Hours**

Art history is an approach to the appreciation of art through the evolutionary development of pictorial art, architecture, and sculpture as a frame of reference for modern art forms.

Art 401. Art Appreciation. **3 Quarter Hours**

The aim of this course is to stimulate an interest in the visual arts by helping the student develop techniques of analysis which bring about a better understanding of the processes and problems involved in their creation.

ENGLISH

English 100. **No Credit**

A non-credit course designed for those students who fall below the accepted standard of college freshmen.

English 101. General English. **No Credit Hours**

A required course for students who fall below accepted standards for college freshmen in reading. General reading improvement and skills for vocabulary development are emphasized.

English 102. Reading Problems. **No Credit Hours**

This course emphasizes development of methods and techniques for improving reading speed and comprehension. Special projects are developed for advanced students concerned with problems of teaching reading in the elementary grades.

English 103. Fundamentals of English. 2 Credit Hours

This course includes an introduction to the study of American English followed by study and analysis of problems in grammar.

English 111-122-133. Freshman English Composition.

A course which offers the college student experience in the effective use of the skills for oral and written expression. In English 111 emphasis is given to fundamentals, such as functional grammar, word study, and the use of the library. In the second course, English 122, the aim is to study the paragraph as a unit of expression, and outlining as an aid to the organization of material for writing. Improvement in reading habits and the stimulation of the ability to do critical thinking are also considered important. English 133 offers the opportunity to improve written expression through practice in writing short and longer themes.

English 211. Advanced English Composition. 3 Quarter Hours

A course designed to give the student an opportunity for exercise in gathering information and integrating it with a consistent point of view in the report and essay.

English 222. Correct Speech. 3 Quarter Hours

Class activities give the student ease, poise and flexibility in the use of the voice and body as well as a knowledge of an increased skill in such fundamentals of oral reading as emphasis, grouping, good articulation and enunciation.

English 233. Children's Literature.

This is a course designed to acquaint the student with the literature for children of the elementary grades. It consists of varied materials presented by grades. Much practice is given in story-telling, together with discussions based on children's needs and interests.

English 311. American Literature. 3 Quarter Hours

An introductory course in the literature of the United States with emphasis on the continuity of cultural forces as seen in the works of major Americans.

English 315. English Literature. 3 Quarter Hours

An introductory course in the literature of England as represented by major writers from the Beowulf poet through the great Victorians.

English 327A-237B. The Bible. **6 Quarter Hours**

The courses are for the purpose of acquainting students with the great literary value of the Bible. The courses are not concerned with the interpretation of the Bible made by any particular group of people. They aim, through a discussion of the events surrounding the writings of various Bible writers, to point out some of the ethical values which the Bible contains.

English 329. Play Production. **3 Quarter Hours**

The purpose of the course is to aid those who are interested in directing school plays and smaller plays for various occasions. It will deal with choosing and directing a play and such problems as cast selection, scenery, lighting, costumes and makeup. Generally speaking one-act plays are produced by the class.

English 419. Shakespeare. **3 Quarter Hours**

The purpose of this course is to give the students a more thorough acquaintance with a few of Shakespeare's best known plays, and to build up a desire for a more extensive reading of Shakespeare than is possible within the limits of this course. In seeing how Shakespeare's characterizations and situations of the plays fit into our present day contacts with people and affairs, the student understands why the great dramatist belongs to all ages. The course likewise gives an opportunity to place many familiar quotations and to recognize how pertinent they are in the life of today.

English 438. Negro Literature. **3 Quarter Hours**

This course plans to give the students a better knowledge of the Negro contribution to the field of American literature, and thereby arouse in them a pride in and a devotion to the race. Special attention is given the fact that the history of the Negro is spread all over the face of his literature. The course also is an opportunity for students to learn that the Negro can go back to a past in which there is much to foster laudable pride.

Lib. Sci. 111. Library Technique. **3 Quarter Hours**

Instruction in the use of the library primarily for freshman students. Problems assigned include the classification, arrangement of books, the uses of card catalog and indexes. Other items include familiarizing one's self with reference books, encyclopedias, dictionaries, year books and periodicals.

Lib. Sci. 412. Library Science. **3 Quarter Hours**

Intended primarily for those who can devote part of their teaching time to the school library. It gives a working knowledge

of how to organize a collection of books into an effective library. Standard organization and equipment for school libraries will be studied.

SCIENCE

Math. 111. Arith. For Teacher Education **2 Hours**

The course deals with the general need of adults in the field of mathematics and especially the teacher in the elementary school. It covers the four arithmetical processes, decimals, fractions, percentages as well as graphic solutions and representation of simple problems, notes, insurance, stocks and bonds covered from the elementary angle.

Chemistry 111, 122, 133 **12 Quarter Hours**

This is a course in General Chemistry which is designed to meet the needs of students having had no previous chemistry. An introduction to organic chemistry has been included to partially meet the needs of students who are interested in nursing as a career. New material resulting from recent discoveries is presented and reinterpreted in the light of scientific advances. Laboratory courses have been correlated with theory to give the student a working knowledge of the principles of chemistry. Students are urged to bring their everyday problems to class for discussion and solution.

Biol. 211-222-233. Biology. **12 Quarter Hours**

The purpose of this course is to acquaint the student with his environment and to develop an interest in the flora and fauna of his community. This is brought about through field trips, systematic classification of plants and animals, and discussion of recent biological trends and of parasites of local and state interest. Emphasis is placed upon the building of a strong body and the development of sanitary surroundings. Opportunity is given for solving individual local biological problems.

Sci. 111-122-133. Physical Science Survey. **9 Quarter Hours**

Includes the study of important concepts of astronomy, physics, chemistry, meteorology and geology in a general way. It gives the student a knowledge of the concepts in these fields as are needed by the everyday citizen. It also serves to introduce the student to problem solving and acquaints him with the application of physical science to everyday life.

SOCIAL STUDIES

Geography 111-122-133. Elements of Geography
9 Quarter Hours

A general study of the influence of environmental factors, physical as well as cultural, on the economic and social development of man. Factors affecting population patterns, elements of the physical environment, occupational patterns, trade and industry are emphasized. Map reading and interpretation are stressed as tools of geographical thinking and expression.

Government 211. American Government **3 Quarter Hours**

The course deals with the study of the National, State and Local governments, its origin, organization and functions; political parties and group activities in the government. Mock court trials, Congressional sessions, political conventions, field trips to local government agencies and visual aids are used to enrich the course. The student is given a working knowledge of good citizenship which will enable him as a teacher not only to teach citizenship but to apply it to his everyday life.

Hist. 111-122-133. Introduction to Civilization. 9 Quarter Hours

The study of civilization is really a world history. It is brief; it is introductory. But it is, we believe, coherent. It does give a flowing narrative of man from the age of hunters to that of big business, from Neander-thalers & Cro-Magnans to Bolsheviks and Collapsed Fascists. Related with the history of so-called Western Civilization, the course emphasizes the cultural, social, economic and political life of the world's peoples.

Hist. 211-222-233. American History. **9 Quarter Hours**

Preparation for democratic citizens and qualified elementary teachers of American history forms the basis for this course instruction. The evolution of social, economic, and political developments, surveyed from the colonial period to the present, provides students with a comprehensive understanding and appreciation for the democracy of the United States. The past is reviewed with an interpretation of its influence upon the present and future. Special emphasis is placed on current history.

Hist. 327. Negro History. **3 Quarter Hours**

A course covering the economic, social, political, literary and educational phases of the Negro. Members of other departments assist in giving lectures and leading discussions. Special emphasis is placed upon problems now affecting the Negro.

Hist. 438. North Carolina History. **3 Quarter Hours**

A general survey of the social, economic and political history of North Carolina. Special stress is placed upon the trends and their influence on the life of the citizenry. Problems of North Carolina and their relation to problems of the nation are given emphasis.

Hist. 440. Modern World Politics. **3 Quarter Hours**

Modern World Politics is a comprehensive study in modern international relations. The total forces of individual nations in the search for power include such factors as technology, economics, public opinion, sea and air power, propaganda, political ideologies, geopolitics, imperialism, war and peace, isolation vs. collective security, and majority-minority population problems. The student is asked to consider how modern research and technology make recent codes of international law unimportant, why wars exist, and the most effective means of achieving international security.

Hist. 441-442. Modern European History, 1815. **3 hours each**

Modern European History is a narrative and objective study of European social, political and economic affairs in the nineteenth and twentieth century. This course attempts to acquaint the student with an understanding of current history, and to inform the student of basic patterns of European thought and action. The world of today is therefore determined by the results of timely successes and failures on the international scene.

Hist. 443. Contemporary Affairs. **3 Quarter Hours**

The objective of this course intends to provide the student with a well organized and brief introduction to the paramount political, social and economic events which have occurred in the western world since about 1900. A desire of the present generation to obtain a clear understanding of recent developments justifies the objective.

Soc. 213. The Family. **3 Quarter Hours**

Students are given a functional knowledge of economic and social living. Of primary concern is income planning, saving, expense and budgets; purchase of shelter, food, clothing, services and cultural goods, standards of living, the effect of divorce; the economic aspect of birth control; the effect of industrial changes on family life; parental care and the democratic aspect of the family.

HOME MAKING

Home Econ. 111-122-133. Home Making. 6 Quarter Hours

In the first quarter home management is stressed. The course is designed to acquaint the students with problems of home making in relation to income, energy output, fatigue, time utilization and family relationship. The rooms of the students in the dormitory are taken as individual projects for improvement.

During the second quarter, emphasis is placed upon clothing construction and is designed to give the student a fundamental background of garment construction in relation to individual needs for comfort, attractiveness and for various occasions. Experience is provided in solving wardrobe problems in relation to needs and resources. Textile study is used as a background for intelligent selection, care and use of clothing.

Food and nutrition are the essential problems of the third quarter. The course aims to give the students some knowledge of marketing, food selection, budgeting of money and time, and the scientific principles of food preparation. The course gives the students instruction in meal planning, the points in menu making, food color and food texture. Along with this there are units in table decoration, setting and service.

MUSIC

Music 211. Music Appreciation. No prerequisite. 3 Quarter Hours

This course is an orientation or survey course designed to improve musical standards of college students by providing the basic essentials necessary in the understanding and interpretation of music heard over radio, television and in the concert hall.

It is also intended to give prospective teachers background for the elementary school listening program as set up in the North Carolina Course of Study.

Music 222. Music Notation. No prerequisite. 3 Quarter Hours

Music Notation attempts to aid the student in reading at sight the printed symbols of music. The rudiments of music are learned and applied in singing and playing songs in the state adopted text.

Experience is given in the use of elementary school instruments.

Music 233. Music Notation. Prerequisite Music 222
3 Quarter Hours

A continuation of Music 222 in which more advanced work is done in reading and playing at sight songs of the state adopted text.

Chromatics, the minor mode and intervals of greater difficulty are heard, sung, played and written.

Music 311. Teaching Public School Music. Prerequisite Music 222 and 233. 3 Quarter Hours

An elective course open to students who have attained skill in reading music. The course acquaints individuals with correct procedures and techniques of teaching elementary school music and provides opportunity for developing and improving these techniques through practical work in the classroom.

PIANO

The course in piano is designed to give students a command of piano sufficiently adequate and functional to the practical needs of the average teacher in public school music. In general, the courses have the following objectives: keyboard facility, harmonization of melodies, ensemble playing, transposition, sight reading and accompanying, and acquaintance with some piano repertory (some of which is memorized).

One hour credit is given after the successful completion of three quarters of piano.

Piano 1-2-3. 1 Quarter Hour per Year

Emphasized ability to recognize all keys, clefs, elementary notation, etc. Progressive emphasis upon simple harmonization and improvised accompaniments to melodies. Includes playing of simple duets, sight reading, transpositions, prepared reading, memorization or several short pieces, major scales and arpeggios, both hands, for two octaves in parallel motion.

The basic books are, THE FUNDAMENTAL PIANO SERIES, HELEN CURTISS, BOOK I together with materials from the OXFORD PIANO COURSE, the DILLER-QUAILLE SERIES and other supplementary materials.

Piano 4, 5, 6:

Continuation of materials from the first year. Develop added facility in harmonizations, sight reading solos and simple accompaniments, memorization, ensemble (duets, etc.). Introduces harmonic minor scales and minor arpeggios into four octaves gradually increasing tempo. Includes materials of greater difficulty.

Piano 7, 8, 9:

Ability to harmonize at sight simple melodies using the princi-

pal chords, to read simple community songs; to play standard piano materials on the intermediate level, such as sonatinas and easier Mendelssohn, "Songs Without Words;" Bach, "Little Preludes and Fugues" and/or "Two-Part Inventions;" and selected materials on this level. Includes exercises for finger agility and dexterity (Duvernoy, Burgmuller, Czerny, etc.) in accordance with the student's individual needs, together with additional scales and arpeggio facility. Ensemble.

Piano 10, 11, 12:

Reading at sight a wider range of more difficult materials with facility, accuracy and confidence and playing scales in thirds and sixths for two octaves. Ability to play accompaniments for voice, instruments, and choral groups. Ability to harmonize at sight vocal materials used in elementary schools. The year's work is designed for development of maturity in interpretation of more difficult assignments.

The Choir **1½ Quarter Hours per year**

Voices are selected through tryouts at the beginning of each school year. Students are given opportunity to learn to sing various styles of music according to periods of music history.

Credit is given on the basis of participation for three consecutive quarters.

EDUCATION

Educ. 100-101-102. Freshman Orientation. A Non-Credit Course

This orientation program is designed to give the beginning student a survey of the world in which he lives as a student and after he leaves college. Areas covered include effective college living, living with one's self, as well as others. Family, community and home problems are emphasized. A text book is required for the course.

Educ. 200. Introduction to Education. **3 Quarter Hours**

An introductory course to professional education. Required of Sophomores.

Educ. 300. Classroom Management. **3 Quarter Hours**

A basic course in school organization and control, stressing the fundamental principles of school management and school law as applied to the schools. Problems of discipline, programs, care of property, professional growth and school and community relationships are considered. Each student learns to keep a register through actual practice.

Educ. 301. Orientation for Student Teaching. 2 Quarter Hours

This course is concerned mainly with the development of a broader understanding of the problems, teaching techniques and activities of student teaching. Special attention is given to the study of desirable traits of a good teacher, democratic classroom environment and integration of subject matter. This will be made possible through lectures, discussions, demonstrations and varied observations.

Educ. 311. Methods in Reading. 3 Quarter Hours

It is the purpose of this course to acquaint the students with practical and progressive techniques used in the teaching of primary and grammar grade reading; to give the students opportunities at stated intervals to see these techniques applied by skillful teachers; to direct them in the making of lesson plans which include subject matter, materials, methods and activities. It also aims to meet some of the reading problems which confront student teachers as well as beginning teachers.

Educ. 321. Language Arts Methods. 3 Quarter Hours

The first objective of this course is to prepare students to meet the language needs of both rural and urban youth. The second objective is to familiarize the students with various types of activity programs which will provide opportunities to develop the language abilities of the pupils.

Educ. 322. Arithmetic Methods. 3 Quarter Hours

The aim of the course is to have students become conscious of out of school situations in which children make use of arithmetic. Such real experiences are carefully organized, analyzed and planned. Later they are used by student teachers as arithmetic materials in their teaching.

Educ. 331. Philosophy of Education. 3 Quarter Hours

Aids the student in developing a concept of modern education to the end that he may develop his own working philosophy. Likewise the course is designed to aid the student in solving new problems that may occur in the changing plans of education and problems that may arise out of his own experiences.

Educ. 332. Tests and Measurements. 3 Quarter Hours

A consideration of the simpler statistical measures with particular emphasis on their application to the classroom is given. The principles underlying the construction of valid reliable objective tests are examined and practice is given in making classroom tests in various subject matter fields. Special study is made of representative standardized tests.

Educ. 333. Social Studies Methods. **3 Quarter Hours**

The purpose of the course is to understand and apply the more recent methods and principles of teaching the social studies; to discover the needs and the best means of meeting them in a practical way. Problems of living will be discussed in such a way as to show how the various subjects in the social sciences can be made to function in the total science scene.

Educ. 334. Educational Psychology. **3 Quarter Hours**

This course provides experience in observation and discussion of the principles involved in the learning process. Problems deal with the motivation of learning, learning activities, intelligence testing, pupil control, and individualized instruction. Special attention is given to the peculiar problems arising in the field of educational psychology.

Educ. 402. Audio-Visual Education. **3 Quarter Hours**

This course is designed to provide students with a functional understanding of the value, need and techniques of operation of the various audio-visual materials. Special emphasis is placed on the use of field trips, object specimen and model materials, dramatic participation, demonstrations, motion pictures, still pictures, radio, recording, television and visual and verbal symbols. Opportunities are provided for producing many audio-visual materials.

Educ. 411. Science Methods. **3 Quarter Hours**

This course provides both a background of necessary subject matter and a working knowledge of materials, methods, devices and activities appropriate to the program of elementary science. Integration of the sciences with other subjects is stressed as well as the solution of problems.

Educ. 417. Student Teaching. **12 Quarter Hours**

Student teaching provides opportunity for the student to become familiar with a variety of activities always present in every school in addition to the teaching of classes. The content includes planning of definite teaching units, teaching in actual classroom situation under close supervision for definite periods, evaluating student progress and conferences with critic teachers and supervisors. The public schools of Elizabeth City are used by the college for the student teaching. Cadet teachers are expected to follow the program of these schools while doing their practice work.

Not offered in the Spring Quarter.

Educ. 417S. Student Teaching Seminar. **3 Quarter Hours**

Educ. 422. Guidance. **3 Quarter Hours**

This course is designed to train prospective teachers to analyze pupils, determine their needs, evaluate their environment and lead pupils to satisfactory adjustments to their environment in terms of their needs. Special attention is given to techniques used in guiding pupils to discover their needs and abilities and to adjust to their environment, socially, emotionally, educationally, vocationally.

Educ. 433. History of Education. **3 Quarter Hours**

A study of the movements and influences that have brought about the present ideals and practices in education in the United States with special emphasis on current problems.

Psy. 311. General Psychology. **3 Quarter Hours**

This course is designed to acquaint the student with and make him aware of certain general principles of behavior; thus enabling him, as a prospective teacher, to understand and handle with some facility, classroom situations which he will inevitably encounter.

Prerequisite for Child Psychology and Educational Psychology.

Psy. 322. Child Psychology. **3 Quarter Hours**

The purpose of this course is to study the child during the various age levels from infancy to maturity in the light of psychological factors underlying child development and growth. The course aims to show how the development of mental and bodily functions are tied up with the evolving personality of the child, and how conditioning experiences in the child-parent and child-playmates relationship determine the emotional and moral aspects of individual personality.

Psy. 411. Mental Hygiene. **3 Quarter Hours**

An introductory study of the dynamics of human relationships in home, school, and community. Special consideration is given to the meaning of adjustment, frustration, and conflict; emotional security and personality development; implications for the school administration, curriculum, teaching, and counseling.

PHYSICAL EDUCATION AND HEALTH

P.E. 111-122-133. Seasonal Activities. 3 Quarter Hours

Two meetings weekly each quarter. Required of freshmen. The aim of this course is to provide an opportunity for freshman students to engage in seasonal recreational activities in order for them to develop fundamental skills in individual, dual and team sports.

P.E. 320. Principles, Practices and Procedures in Physical Education. 3 Quarter Hours

A course concerning the ways and means through which the psychological needs of the body can be met in each grade with physical activity and recreation. Required of all.

Health 320. Principles, Practices and Procedures in Health Education. 3 Quarter Hours

A course designed to broaden the point of view of the prospective teacher in relation to health problems of the elementary school children. Special emphasis is placed on screening, the integration of health with other subject matter on each grade level.

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

Requirements for Minor

The Department of Health and Physical Education offers the following courses for students who wish to obtain a minor in Health and Physical Education. A selection of twenty-four (24) quarter hours, not including RECREATIONAL ACTIVITIES and PERSONAL HYGIENE may be included on the Elementary School Certificate as a minor. The department offers this minor so as to prepare students to become teachers of physical education, coaches of athletic sports, and/or to prepare them for further professional study.

Students who are interested in this area should consult members of the staff of the department before registering.

REQUIRED COURSES FOR A MINOR IN PHYSICAL EDUCATION

(Students who wish to minor are urged to take as many courses as possible in the department as electives.)

P.E. 111-122-133	Seasonal Activities	3 hrs.
P.E. 201-202-203	Individual Sports	3 hrs.
P.E. 204-205-206	Rhythmics (women)	6 hrs.
P.E. 231-232-233	Team Sports	3 hrs.
P.E. 213	Gymnastics and Stunts (men)	1 hr.
P.E. 321-322	Introduction to Human Anatomy	6 hrs.
P.E. 331-332-333	Coaching and Officiating (men) Football, Basketball, Baseball	3 hrs.
P.E. 400	Organization and Administration of Physical Education	3 hrs.
P.E. 420	Games for the Elementary Schools	3 hrs.
P.E. 433	Community Recreation	3 hrs.

P.E. 201. Individual Sports. **1 Quarter Hour**

Two meetings weekly. Fundamentals and techniques of tennis, golf, handball, aerial darts, etc.

P.E. 202. Individual Sports. **1 Quarter Hour**

Two meetings weekly. Fundamentals and Techniques of badminton, shuffleboard, ping pong, paddle tennis, indoor tennis.

P.E. 203. Individual Sports. **1 Quarter Hour**

Two meetings weekly. Fundamentals and techniques of archery, tennis, horseshoe pitching, croquet, field events.

P.E. 204. Rhythmics. **2 Quarter Hours**

Three meetings weekly. Creative rhythms and singing games.

P.E. 205. Rhythmics. **2 Quarter Hours**

Three meetings weekly. Folk and Square Dancing.

P.E. 206. Rhythmics. **2 Quarter Hours**

Three meetings weekly. Clogging and Tap dancing.

P.E. 213. Gymnastics and Stunts. **1 Quarter Hour**

Two meetings weekly. Elementary apparatus work, stunts, tumbling, and pyramid building.

P.E. 231. Team Sports. **1 Quarter Hour**

Two meetings weekly. Fundamentals and techniques of soccer, touch football, field hockey, mass athletics.

P.E. 232. Team Sports. **1 Quarter Hour**

Two meetings weekly. Fundamentals and techniques of volleyball, basketball, indoor hockey.

P.E. 233. Team Sports. **1 Quarter Hour**

Two meetings weekly. Fundamentals and techniques of softball, speedball, mass athletics.

P.E. 321. An Introduction to Human Anatomy. 3 Quarter Hours

This course is designed primarily to show the relationship of anatomy and physical education. It is offered primarily for students who wish to minor in physical education.

P.E. 322. An Introduction to Human Anatomy. 3 Quarter Hours

This course is a continuation of Anatomy 321, Part I. (Both courses must be satisfactorily completed for a student to gain credit.)

P.E. 400. Organization, Administration and Supervision of Physical Education. 3 Quarter Hours

Policies and procedures of administration on the elementary and secondary school level. Special emphasis on construction and care of facilities, equipment and supervision of personnel. (Primarily for minors in P. E.)

P.E. 401. Sports Appreciation. **3 Quarter Hours**

P.E. 414. Folk Dance and Theory. 3 Quarter Hours

The student learns the historical and sociological background of various countries such as England, Scotland, France, Italy, Spain and some dances that were originated in these places. The material obtained from this course may be correlated with other school subjects such as Geography and Science.

P.E. 418. The Prevention and Care of Athletic Injuries. 3 Quarter Hours

This course must be preceded by Human Anatomy.

P.E. 420. Games for the Elementary Schools. 3 Quarter Hours

Materials, methods and practices in all types of games used in the elementary schools.

P.E. 433. Community Recreation. 3 Quarter Hours

This course aims to acquaint the student with the methods and procedures in the organization and administration of a community recreation program. Each enrollee is required to conduct a recreational project for the quarter.

Health 111-122-133. Personal Hygiene. 3 Quarter Hours

One meeting weekly each quarter. Required of all freshman students. The aim of the course is to develop proper habits, attitudes and skills in personal living.

Health 311. First Aid and Safety. 2 Quarter Hours

Underlying principles and applied techniques of first aid and safety.

Health 320. Principles, Practices and Procedures in Health Education 3 Quarter Hours

A course designed to broaden the point of view of the prospective teacher in relation to health problems of the elementary school children. Special emphasis is placed on screening, the integration of health with other subject matter on each grade level.

Health 426. Community Health. 3 Quarter Hours

A course which aims to acquaint students with health problems which are peculiar to the average community, and to teach students the practical ways of meeting these situations. Some problems treated are: communicable disease control, principles of sewage disposal, protection of water supplies, refuse collection and disposal, insect control measures, rodent control methods, milk sanitation, food sanitation, home and school sanitation.

DIRECTORY OF STUDENTS
1955-56

FRESHMEN

Anderson, Nawatha	Suffolk, Virginia
Arrington, Jesse Warren	Rocky Mount
Artis, Christine	Wilmington
Askew, Dennis Haywood, Jr.	Ahoskie
Bailey, Edna Mae	Elizabeth City
Baker, Barbara Delois	Holland, Va.
Banks, Geraldine Louise	Elizabeth City
Banks, Morris William	Elizabeth City
Barnes, Georgianna	Robersonville
Battle, Elsie	Scotland Neck
Bell, Della Louise	Bayboro
Bell, Orvilla Lee	Roper
Blair, Eugene	Newport News, Va.
Bond, Minnie Louise	Windsor
Boone, Brenda Lee	Franklin, Va.
Bowser, Albert L.	Columbia
Brickers, Sherwood	Elizabeth City
Brothers, Sarah Marguerite	Elizabeth City
Brown, Alburah	Durham
Cabaniss, Doris Ann	Shelby
Campbell, Alvis Mable	Lillington
Cash, Emeron Joe	Virgilina, Va.
Chamblee, Sonnie Lee	Ahoskie
Chapman, Elizabeth	Grifton
Cheston, Aaron Herbert	Trenton
Cogdell, David Iodis	St. Pauls
Colwell, Ruth Percile	Burgaw
Cooper, Jean Celeste	Plymouth
Cooper, Otelia L.	Nashville
Cousins, Naomi	Roxboro
Cuffee, Ruth Naomi	Norfolk, Va.
Daniel, John Henry	Washington
Davenport, William Earl	Plymouth
Davis, Harris Lee	Kinston
Davis, Margaret Marie	Elizabeth City
Davis, Pattie Lucille	Elizabeth City
Davis, Rena DeLois	Selma
Deans, Willie Frank	Washington
Dumpson, James Howard	Macon
Dyer, Willie Alton	Greenville
Eason, Frances Etta Geraldine	Sunbury
Eason, Vivian Roberta	Sunbury
Eddings, Joseph Louis	Asheville
Exum, Dezretta Delores	Whitakers
Fennell, Norwood D.	Goldsboro
Ferebee, Josephine	South Mills
Ferebee, Willis James	South Mills
Fields, Esther Vernell	Goldsboro
Fields, Henry Joseph	Corapeake

Flood, James Edward ..... Winton
Foreman, Emily Marie ..... Havelock
Gadson, Sudie Bell ..... Maysville
Gibson, Bertha Jones ..... Elizabeth City
Gibson, Lee Otis ..... Elizabeth City
Gibson, Marion Spencer ..... Elizabeth City
Godard, Curtis Levon ..... Williamston
Goode, George Jasper Lafayette ..... Seaboard
Gray, George Clifton ..... Rich Square
Green, Quincy Elizabeth ..... Winterville
Gregory, Winfield Augustus ..... Elizabeth City
Haggins, Mary Lee ..... Elizabeth City
Hart, Ralph ..... Gastonia
Harris, Evelyn Louise ..... Courtland, Va.
Heckstall, Sara Marie ..... Plymouth
Hill, Olando Roverson ..... Washington
Hines, Joseph Warren ..... Snow Hill
Hocutt, Carlton Price ..... Elizabeth City
Hodges, Rhoda Malinda ..... Stonewall
Hollowell, Lillian Odessa ..... Winfall
Houpe, Lizzie Geraldine ..... Goldsboro
Howard, Beverly ..... Elizabeth City
Johnson, Alberta Marie ..... Washington
Johnson, Esther Katrina ..... Enfield
Jones, Inez Evelyn ..... Jamesville
Jordan, Matthew Henry ..... Winston-Salem
Joyner, Charles Leon ..... New Bern
Kates, Helen Delois ..... Goldsboro
Lawhon, Clara Lucy ..... Aberdeen
Little, Miriam Faye ..... Elizabeth City
Markham, Vivian Synette ..... Durham
Miller, George Edwin ..... Covington, Virginia
Mitchell, Florence Agnes ..... South Mills
Mizelle, Shirley Devorah ..... Robersonville
Moore, Peola ..... Jamesville
Moye, Inez ..... LaGrange
McArthur, Carolyn Louise ..... Soperton, Ga.
McCray, Doris Mae ..... Plymouth
McNair, Hector Perry ..... Tarboro
McQueen, Altamese ..... Hamlet
Neal, Mary Lizzie ..... South Mills
Newby, Ruth Holley ..... Norfolk, Va.
Pailen, Margaret Ann ..... Elizabeth City
Parker, Mary Lucille ..... Hertford
Patrick, James ..... Elizabeth City
Peele, Elver Lois ..... Williamston
Peele, Frederick Douglass ..... Washington
Penick, Thelma Lucille ..... Lahaska, Pa.
Pope, Alice Carnell ..... Scotland Neck
Powell, Ida Pearl ..... Whiteville
Price, Adeline Orlivia ..... Elizabeth City
Rascoe, Lendora Lee ..... Windsor
Roundtree, James M. ..... New Bern
Russ, Inez Jeroline ..... Washington, D. C.
Scott, Albert Joseph ..... Portsmouth, Va.
Sharpe, Vivian Clementine ..... Hertford
Simms, Helen Louise ..... Fremont

Simmons, John Linwood	Pollocksville
Skinner, Nora Lena	Hertford
Slade, Ethel Marie	Williamston
Smallwood, Alma Lois	Windsor
Smallwood, David	Washington
Smith, Philip III	Newport News, Va.
Speights, Sudie Mae	Winterville
Spruill, Irene Manervia	Macon
Stephenson, Queen Elizabeth	Murfreesboro
Taylor, Constance Marie	Pleasant Hill
Thornton, Beverly Sue	Orange, N. J.
Tootle, Randolph Faison	Morehead City
Tootle, Richard Thomas	Morehead City
Umstead, Florence Marie	Rocky Mount
Vaughan, Mary Lizzie	Murfreesboro
Vick, Iona Lee	Louisburg
Walford, Helen Moore	Colerain
White, Dollie Mae	Suffolk, Va.
White, Leon	Wake Forest
White, Shelvia Jacqueline	Belvidere
Wilson, Odessa Lee	Elizabeth City
Wright, Roland Curtis	Enfield
Yelity, Ethel Mae	Littleton

SOPHOMORES

Adams, Margaret Marie	Stokes
Alexander, Joyce Elizabeth	Asheville
Alston, Vandella	Washington
Andrews, Nannie Lee	Hobgood
Baker, Albert	Farmville
Banks, Ivola Alberta	Belcross
Barclift, Tran Ernest	Elizabeth City
Barnes, Cherry Pauline	Stokes
Baum, William Harold	Columbia
Baxter, Eva Pearl	Roper
Bazemore, James Carson	Aulander
Bell, Gwendolyn James	Jamesville
Bembry, Annie Ruth	Falkland
Billups, Samuel Eldridge	Lynchburg, Virginia
Bishop, Raona Allen	Portsmouth, Virginia
Boyd, Melvin Earl	Washington
Branch, Richard	Sanford
Britt, Jennie Mariah	Snow Hill
Brown, Corrie Cornelia	Norfolk, Va.
Brown, Frederick Douglas	Wilmington, Del.
Bryant, Robert Lee	Elizabeth City
Bullock, Sweetie Louise	Washington
Burton, Bernice Standford	Virgilina, Va.
Carney, Rosa Mae	Greenville
Chamblee, Mary Ruth	Colerain
Claude, Lottie Doretha	Capron, Virginia
Collins, Mary Boone	Norfolk, Va.
Copeland, Sonja Mae	Belvidere
Cooper, Essie Brown	Pantego
Cooper, John Smallwood	Elizabeth City

Cross, Adelle	Portsmouth, Va.
Dabney, Dee Lois	Buffalo, N. Y.
Daniels, Pauline	Washington
Dixon, Sonnia Carolyn	Magnolia
Draughn, Maude Effie	Whitakers
Dunn, Marie Cassie	Elizabeth City
Edwards, Linwood, Jr.	Chuckatuk, Va.
Ferebee, Yvonne Eloise	South Mills
Flowers, Joan Delores	Washington
Freeman, Catherine	Tarboro
Gatlin, Jo Anne	Grimesland
Gordon, Lillie Mae	Hickory, Va.
Gorham, Delores	Washington
Gorham, Lottie Virginia	Washington
Griffin, Eliza Ellen	South Mills
Griffin, Teila Naomi	Winfall
Guion, Annie Mae	Ernul
Harris, Mary Madgelene	Zuni, Va.
Harris, Odell G.	Elizabeth City
Harvey, India A.	Elizabeth City
Haynes, Jean Annette	London Bridge, Virginia
Hemby, Simon	Greenville
Hill, Robert	Vanceboro
Holloman, Annie Mae	Ahoskie
Horne, James Oliver	Rocky Mount
Howard, Mary Virginia	Creswell
Howell, Mary Edith	Holland, Virginia
Hubbard, Samuel Willis	Lynchburg, Va.
Hurdle, Geraldine Alvertia	Belvidere
Jenkins, Lillie Louise	Greenville
Jennings, Mary Louise	Clarkton, Virginia
Jerald, Palmas Randolph	St. Pauls
Johnson, Andrew Vinson	Hertford
Johnson, Cary Jr.	Elizabeth City
Johnson, Freddie Roscoe	Plymouth
Jones, Carolyn Jean	Elizabeth City
Joyner, Herbert, Jr.	Rocky Mount
Langaster, Harry Jr.	Churchland, Va.
Leary, Theresa Barbara	Vanceboro
Leathers, James Edward	Hobgood
Lennon, Sterling Lee	Whiteville
Lloyd, Vilma Morris	Robersonville
Lovette, Olivia Trease	Greenville
Majette, Lafayette	Rich Square
Manley, Lois Marie	Winton
Marbley, Mary Hannah	Morehead City
Mattocks, Lillie Arimenta	Oriental
Miller, John Richard	Clifton Forge
Mitchell, Ivie Linwood	Elizabeth City
Moody, Robert Weston	Newark, New Jersey
Moore, Erma Lucille	Aurora
Morgan, Richard	Washington
McKennie, Dorothy Rose	Fairmont
McNeill, Sadie Lee	Laurinburg
Ore, Phefie Lee	Williamston
Palin, Mary Frances	Creswell

Parker, Mamie Virginia ..... Holland, Va.
Pelham, Genie ..... Rich Square
Porter, Henry Clay ..... Ahoskie
Pritchard, Bettie Mae ..... Grimesland
Pugh, Bessie Ophelia ..... Windsor
Purvis, Joseph Debories ..... Rocky Mount
Reaves, Mary Carolyn ..... Everetts
Reddick, Annie Mildred ..... Williamston
Revelle, Clarence ..... Ahoskie
Robertson, Cleo McPherson ..... South Mills
Rogers, Betty Jane ..... Melfa, Va.
Rogers, Janice Eugene ..... Lumberton
Sawyer, Charles Erwin ..... Elizabeth City
Setzer, June Ray ..... Princess Anne, Virginia
Seymore, Ruth Mae ..... Maple
Sharpe, Lillian Beatrice ..... Elizabeth City
Simmons, Robert Randolph ..... Trenton
Small, Herman Lee ..... Winfall
Small, James E. ..... Elizabeth City
Small, John ..... Elizabeth City
Spellman, Joyce Marie ..... Elizabeth City
Spellman, Mary Eliza ..... Elizabeth City
Spellman, Ruth Devolia ..... Belcross
Spruill, Lillie Beatrice ..... Plymouth
Spruill, Margaret Ann ..... Roper
Stallings, Eugene Edward ..... Wilmington, Delaware
Tucker, Rodney D. ..... Clifton Forge, Va.
Turnage, Lillian ..... Enfield
Washington, Antoinette Bucknor ..... Tarboro
Whedbee, Billy ..... Elizabeth City
Whitaker, Garfield, Jr. ..... Enfield
White, Ethel Antoinette ..... Northwest, Va.
White, Eunice Leola ..... Elizabeth City
White, Peggy Muzetta ..... Scotland Neck
Whitehead, Juanita ..... Rocky Mount
Wiggins, Shirley Jean ..... Nashville
Wilkes, Daisy Good ..... Winston-Salem
Williams, Frank Edward Jr. ..... Elizabeth City
Williams, Priscilla Alice Mae ..... Williamston
Williams, Raymond Wesley ..... Greenville
Wilson, Queen Esther ..... Holland, Virginia
Wright, Amieen Barbara ..... London Bridge, Virginia
Wright, Shirley Inetta ..... London Bridge, Virginia

JUNIORS

Arrington, Clyde Gwendolyn ..... Enfield
Bailey, Annie Beatrice ..... Elizabeth City
Barclift, Daisy Lee ..... Elizabeth City
Blackwell, Estella Lee ..... Reidsville
Bond, Nancy Carol ..... Plymouth
Booker, Marian Willette ..... Norfolk, Va.
Booth, Margaret Ree ..... Goldsboro
Brown, Lizzie Mae ..... South Mills
Carraway, Beulah Mae ..... LaGrange

Cherry, Carlton Eugene ..... Elizabeth City
Clawson, Janice Patricia ..... Belmont
Coffield, Mary Madgalene ..... Robersonville
Coley, Margaret ..... Goldsboro
Cooper, Geraldine Boston ..... Jamesville
Daniels, Mildred Ruth ..... Whiteville
Davis, Marion Elizabeth ..... Portsmouth, Va.
Drew, Janice Scott ..... Woodland
Edmond, Louise Jeanette ..... Waverly, Va.
Everett, Ceclephus ..... Elizabeth City
Gardner, Christine ..... Ayden
Gist, Willie Rogers ..... Winston-Salem
Gordy, Irvin Donald ..... Wilmington, Del.
Green, Ephriam Clarence ..... Greenville
Green, Mary Eleanor ..... Newport News, Va.
Hall, Elma Doretha ..... Edenton
Hammonds, Dorothy E. ..... Wilson
Hardy, Odie Carlise ..... Aulander
Harris, Della Everlena ..... Princess Anne, Va.
Hawkins, Frances Carolyn ..... Grimesland
Hines, Myrtle Virginia ..... Roper
Horne, Albert Manley ..... Rocky Mount
Hunter, Elizabeth Louise ..... Hertford
Isley, Maxine ..... Cedar Grove
Jeffers, Allene Remell ..... Roxboro
Jenkins, Willie Lee ..... Selma
Johnson, Vonnie Harris ..... Garysburg
Jones, Vernon Lee ..... Norfolk, Va.
Koonce, Alelia Leanner ..... Trenton
Maggette, Mary Josephine ..... Woodland
Manley, Vivian Sylvia ..... Cofield
Mitchell, Carolyn Juanita ..... Ahoskie
Moody, Shirley Salome ..... Garysburg
Murray, Eleanor Ruth ..... Belmont
Murray, Martha ..... Teachey
Mutts, Essie Lee ..... Scotland Neck
Parker, Mary Luvenia ..... Farmville
Perry, Josephine Restella ..... Castalia
Pickett, Helen Odessa ..... Burgaw
Pierce, Margaret Mitchell ..... Jamesville
Ricks, Maude Virginia ..... Elizabeth City
Riddick, Annie Marie ..... Windsor
Scott, George Jr. ..... Elizabeth City
Sharpe, Mary Elizabeth ..... Elizabeth City
Sharpless, Marie Antoinette ..... Chinquapin
Smith, Wilhelmena ..... Williamston
Spruill, Mary Magdalene ..... Columbia
Squires, Maggie Ray ..... Roanoke Rapids
Taylor, Mattie Louise ..... Petersburg, Va.
Thomas, Marva Michele ..... Vinita, Oklahoma
Uzzell, Shirley Jean ..... Goldsboro
Whitaker, James Clersie ..... Scotland Neck
White, Cleo Caroline ..... Wake Forest
Williams, James Elbert ..... Elizabeth City
Williams, Mahalie Pearl ..... Louisburg
Williams, Paul Joe ..... Clinton
Wrisby, Evelyn Louise ..... Williamston

SENIORS

Ashley, Vater	Lumberton
Bailey, Robert Bertron	Plymouth
Barnslater, Gloria Gause	Portsmouth, Va.
Bias, John Eli	Petersburg, Va.
Blakey, Oscar Leland	Clifton Forge, Va.
Bland, Yvonne Deloris	Disputanta, Va.
Bobbitt, Alton C.	Wendell
Bond, Laura Deal	Edenton
Boone, Carolyn Aramenta	Rich Square
Boone, John Jackson	Suffolk, Va.
Brickers, Florine Barco	Elizabeth City
Brinson, Evangelist	Wilmington
Brown, Darius Edward	New Castle, Del.
Brown, Shadrack, Jr.	Ahoskie
Bryan, Pauline	Vanceboro
Burke, Vivian Harris	Charlotte
Burns, Eula Shepherd	Robersonville
Cassell, James Edgar	Stanley
Chandler, Constance Bailey	Ononcock, Va.
Clark, Dewey, Jr.	Covington, Va.
Commander, Mary Elizabeth	Elizabeth City
Costin, Doris Murphy	Burgaw
Coward, Martha Lee	Greenville
Davenport, Verna Lee	Plymouth
Davis, Lonnie, Jr.	Tillery
Dupree, Ruby Kateria	Farmville
Eley, Uriah	Murfreesboro
Exum, Irene	Whitakers
Foreman, Julia Lee	Havelock
Fuller, Cherrie Mae	Roper
Garland, Hortense Helena	Portsmouth, Va.
Godfrey, James Edward	Covington, Va.
Gregory, Robert Alphonzo	Hertford
Hargrave, Helen Judith	Cincinnati, Ohio
Hemby, Ruth	Greenville
Higgs, Otelia Wade	Enfield
Hill, Ernestine	Rocky Mount
Hodge, Billy Ralph	Ashland, West Va.
Hunter, Esther Vivian	Hertford
Jackson, Lillie Reece	Laurinburg
Jeannette, Florence Alverta	Plymouth
Johnson, Myrtle Odessie	Woodsdale
Jones, Geraldine	Whiteville
Joyner, Earline	Greenville
King, Georgia Lois	Montclair, N. J.
Lawrence, Dorothy Corrine	Enfield
Locust, Pauline	Grifton
Marbley, Anna Battle	Nashville
Markham, Alta Paulette	Durham
Miales, Landon Robert	Raleigh
Moore, Shirley Davis	Elizabeth City
Morris, Erlyn Velez	Elizabeth City
Moses, Ollie Brown	Williamston
Moses, Willard Claxter	Williamston
Murphy, Mary Magdalene	Whiteville

McBeth, Theresa Burnet ..... Greensboro
Page, Cornelius ..... Whiteville
Palmer, Fred, Jr. ..... Clinton
Palmer, Nell Costenia ..... Holland, Va.
Price, Rosetta ..... Elizabeth City
Purvis, Lillian LaVerne ..... Rocky Mount
Ransome, Corine Irma ..... Norfolk, Va.
Rawles, Myrtle Olivia ..... Norfolk, Va.
Reed, Robert L. ..... Newark, Del.
Riddick, Bessie Mae ..... Portsmouth, Va.
Robinson, Osie Cornelius ..... Warrenton
Scott, Bernice Gatling ..... Rich Square
Sharpe, Elsie Victoria ..... Elizabeth City
Sharpe, Johnnie Earl ..... Suffolk, Va.
Slade, Annie Deloris ..... Tarboro
Smith, Doris Lidever ..... Virgilina, Va.
Sparrow, John Billy ..... Covington, Va.
Spence, James Roscoe ..... Belcross
Spruill, Rebecca Naomi ..... Hertford
Staton, Sarah Beatrice ..... Oak City
Stewart, Shirley Virginia ..... Hickory, Va.
Taylor, Lee Helen ..... Fairmont
Thompson, Iris Lee ..... Fairmont
Torrence, Katheryne Delois ..... Clarkton
Toxey, Earline ..... Elizabeth City
Trafton, Mary Vernice ..... Belcross
Trotman, Gladys Cartwright ..... Elizabeth City
Twine, Curtis Lowell, ... Elizabeth City
Vines, Delores Marie ..... Farmville
Washington, Virginia ..... Hopewell, Va.
White, Anna Mae ..... Elizabeth City
Whitehurst, Lorraine Wilson ..... Princess Anne, Va.
Williams, Mary Jane ..... Greenville
Williams, Vivian Catherine ..... Elizabeth City
Wise, Mary Louise ..... Elizabeth City
Woolard, Eva Gray ..... Jamesville
Wynn, Doris Ophelia ..... Suffolk, Va.

SPECIAL STUDENTS

Cooper, Armstead Fearing ..... Elizabeth City
Terry, Ethel Marie ..... Rocky Mount

SUMMARY OF ENROLLMENT FOR YEAR 1955-56

Freshman Class	129
Sophomore Class	127
Junior Class	66
Senior Class	91
Special Students	2
Total	415

ATTENDANCE BY STATES

North Carolina	339
Virginia	62
Delaware	6
New Jersey	3
Ohio	1
Georgia	1
Oklahoma	1
West Virginia	1
District of Columbia	1
Total	415

EXPENSES, PAYMENT AND FEES — 1955-56

North Carolina Boarding Students

Entrance Fee	Sept 14	Oct. 10	Nov. 7	Dec. 5	Jan. 2	Feb. 1	Mar. 3	Apr. 1	May 1	Total
Tuition	$27.00			$27.00			$27.00			$81.00
Registration Fee	6.00			6.00			0.00			18.00
Health Fee	3.00			3.00			3.00			9.00
Library Fee	3.00									3.00
Lyceum Fee	5.00									5.00
Athletic Fee	10.00									10.00
Board, Room, Laundry	36.00	36.00	36.00	36.00	36.00	36.00	36.00	36.00	36.00	324.00
Student Activity Fee	5.00									5.00
Key and Breakage Fee	5.00									5.00
TOTAL	$100.00	$36.00	$36.00	$72.00	$36.00	$36.00	$72.00	$36.00	$36.00	$460.00

DAY STUDENTS

Entrance Fee	Sept 14			Dec. 5			Mar. 3			Total
Tuition	$27.00			$27.00			$27.00			$81.00
Registration Fee	6.00			6.00			6.00			18.00
Health Fee	3.00			3.00			3.00			9.00
Library Fee	3.00									3.00
Lyceum Fee	5.00									5.00
Athletic Fee	10.00									10.00
Incidental Fee	7.00			7.00			7.00			21.00
Student Activity Fee	5.00									5.00
TOTAL	$66.00			$43.00			$43.00			$152.00

The above charges do not include laboratory, art and special fees. (See page 20.)

EXPENSES, PAYMENT AND FEES, BOARDING STUDENTS — 1955-56

Non-Resident Students of North Carolina

Entrance Fee	Sept 14	Oct. 10	Nov. 7	Dec. 5	Jan. 2	Feb. 1	Mar. 3	Apr. 1	May 1	Total
Tuition	92.00			$92.00			$92.00			$270.00
Registration Fee	6.00			6.00			6.00			18.00
Health Fee	3.00			3.00			3.00			9.00
Library Fee	3.00									3.00
Lyceum Fee	5.00									5.00
Athletic Fee	10.00									10.00
Board, Room, Laundry	36.00	36.00	36.00	36.00	36.00	36.00	36.00	36.00	36.00	324.00
Student Activity Fee	5.00									5.00
Key and Breakage Fee	5.00									5.00
TOTAL	$165.00	$36.00	$36.00	$137.00	$36.00	$36.00	$137.00	$36.00	$36.00	$655.00

Day Students — Non-Residents of North Carolina

Entrance Fee	Sept. 14			Dec. 5			Mar. 3			Total
Tuition	$92.00			$92.00			$92.00			$276.00
Registration Fee	0.00			6.00			6.00			18.00
Health Fee	3.00			3.00			3.00			9.00
Library Fee	3.00									3.00
Lyceum Fee	5.00									5.00
Athletic Fee	10.00									10.00
Incidental Fee	7.00			7.00			7.00			21.00
Student Activity Fee	5.00									5.00
TOTAL	$131.00			$108.00			$108.00			$347.00

The above charges do not include laboratory, art and special fees. (See page 20.)

ELIZABETH CITY STATE TEACHERS COLLEGE