

**EAST CAROLINA TEACHERS COLLEGE
BULLETIN**

DEPARTMENTAL OBJECTIVES

IN

**BUSINESS EDUCATION
PHYSICAL EDUCATION
SOCIAL SCIENCE
MUSIC EDUCATION
INDUSTRIAL ARTS
LIBRARY SCIENCE**

GREENVILLE, NORTH CAROLINA

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CONTENTS

	<i>Page</i>
Business Education	5
Physical Education	14
Social Science	21
Music Education	25
Industrial Arts	32
Library Science	43

The material for this bulletin was prepared by the directors of the departments concerned under the authorization of the Publications Committee.

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FOREWORD

Because of the increasing demands of the public schools and of the general public for teachers trained for leadership in fields other than those of the traditional fundamentals of education, East Carolina Teachers College has added some of the newer departments and fields of work to its curricular offerings. In developing these fields, along with the traditional ones, it is able to meet more adequately the demands of its constituency in eastern North Carolina for well trained teachers.

The purpose of this bulletin is to acquaint its constituency and the general public with what the college is doing and what it has to offer in some of the newer fields of teacher preparation.

Not so long ago, within the experience of many of us, it was unusual if not quite inappropriate for pupils in the public schools to draw pictures, for the teacher to concern herself with the playground activities of her pupils, or for singing to be heard in the school house during "books." The public school library, too, has grown up during the present generation, and manual arts, under its several titles has only recently passed the discussion stage, though it is one of the most useful of skills to the average citizen.

Now we recognize the practical, educational, moral, and aesthetic values of each of these fields of training in the public schools. We are demanding teachers who are qualified to present them effectively to our children.

Among the teachers in nearly every school someone must be found who can play the piano, sing, direct assembly singing, direct the glee club, lead an orchestra or band and prepare an operetta; art is taught in one form or another in all the elementary grades and in the high school—drawing with crayons, crayolas, painting with water colors, etc., teaching color discrimination, design, lettering, still and life figures, charcoal illustration, and motion picture interpretation; the children must be taught new games and directed in the old ones, they must be taught to exemplify the qualities of good citizen-

ship on the playground and in competition with their fellows.

The teacher must not only know how to conduct a small school library—order new books, make record of them, lend them out, and see that they are returned, but he should know how to help with the social function designed to raise funds for the purchase of library books. He need not know how to build a brick mansion, but he must have sufficient acquaintance with tools and materials to direct his pupils in motivating some educational project of the classroom through the construction of a meaningful “replica” of that mansion.

The emphasis now given to social welfare and citizenship by communities and governmental agencies makes the training of teachers in this field of special importance. In whatever field the teacher takes his major work he should not be unacquainted with the general field of social science.

The Departments of Music, Physical Education, Business Education, Social Science, Library Science, and Industrial Arts at East Carolina Teachers College have set forth briefly in the pages following the facilities of this college for giving teachers the training necessary to present these fields of instruction attractively and effectively to the pupils of the public schools.

Majors are offered in the fields of music, physical education, social science, and business education, with a standard four-year curriculum in each leading to the bachelor's degree and a class “A” teacher's certificate in North Carolina. Majors are not offered at present in industrial arts and in library science, but work in these fields may be elected by students majoring in other curricula, and they are urged to do so as a matter of adding another skill to their equipment as teachers.

HOWARD J. MCGINNIS,
December 2, 1940.

DEPARTMENT OF BUSINESS EDUCATION

E. R. BROWNING, *Director*

The purpose of the Department of Business Education is the training of business teachers for the high schools of North Carolina. Within the decade just passed business education has made rapid progress in the high schools of the state. Business subjects have gained an important place in the high school curriculum. The increased popularity of the business subjects in the high schools has brought about a demand for business teachers. The Department of Business Education was organized in 1936 with the purpose of meeting this demand for qualified business teachers.

It is not the purpose of the Department to offer a business course that compares with short courses offered in schools other than four-year colleges. Although the Department is primarily interested in the training of business teachers, a large number of students are enrolled who have for their purpose the pursuit of certain courses until such skill and knowledge are gained as will permit the student to qualify for an office position. The length of time required to achieve this end depends upon the previous business training and the native ability of the student. Under most circumstances, however, no student will be recommended for office work until he has completed two years of college work which has included specific courses in the fields of Business Education and English. No diploma is granted if the student leaves school before meeting the requirements for a degree.

There are definite advantages to taking business training in a four-year college, although the student does not intend to stay in college for the full length of time. All credit earned counts toward a college degree. A large percentage of students who begin the work find ways of continuing in college until the A. B. degree is earned. The business student who is enrolled in a well-equipped college is permitted to participate in various enriching experiences of which learning specific business skills is only a part.

Since the primary purpose of the Department is to train business teachers, all graduates of the Department of Business Education are certified to teach all business subjects offered in the high schools of North Carolina. The business subjects in which each graduate is certified include bookkeeping, shorthand, typewriting, office practice, office machines, salesmanship, business law, and general business principles. Graduates of the Department are qualified to participate in the Federal education program in their teaching communities. Special instruction is given to seniors in the administration of the Smith-Hughes Act and the George Deen Act.

THE EQUIPMENT OF THE DEPARTMENT

One of the fundamental elements of a business teacher training program is the equipment with which students are permitted to work. Business techniques and procedures have become highly specialized. Business employers are demanding that their workers know about many new types of office machines and equipment. If business teachers are to train efficient workers for modern offices, it is necessary that the teacher have a background of experience in the operation of the newer office machines.

In an effort to acquaint the business students with as many types of equipment as possible, the Department of Business Education has made the following machines available for the regular class work in the Department:

- 60 Standard Typewriters, Royal, Remington,
and Underwood
- 2 Elite Typewriters, L. C. Smith
- 1 18-Inch Carriage Typewriter, Royal
- 1 Line-a-time
- 10 Monroe Crank Driven Calculators
- 1 Burroughs Key Driven Calculator
- 1 Comptometer Key Driven Calculator
- 1 Victor Adding Machine
- 1 Remington Figuring Machine
- 1 Burroughs Bookkeeping Machine, Electric

COMMERCE



OFFICE PRACTICE



TYPEWRITING

COMMERCE



FUNCTIONAL SHORTHAND



ADVANCED ACCOUNTING

- 1 Check Writer
- 1 Mimeograph, Electric
- 1 Mimeograph, Manual
- 1 Mimeoscope
- 1 Steel Filing Cabinet
- 3 Steel Storage Cabinets
- 1 Hectograph
- 3 Ediphone Transcribers
- 2 Ediphone Dictating Machines
- 1 Ediphone Shaving Machine
- 20 Ediphone Practice Records
- 3 Unabridged Dictionaries
- 2 Paper Cutters
- 2 Staplers

The classrooms used by the Department are excellently lighted and ventilated. The Accounting classroom contains forty six-drawer, individually locked, desks. The Typewriting room and the Transcription room are equipped with large desks with adjustable typewriter wells. The Shorthand room contains shorthand desks (made in the Department of Industrial Arts of the College). Three large offices in the Department provide places for individual conferences and actual practice in office work. Many kinds of mimeographing, accounting, and typing supplies are kept in the stock room for use throughout the Department.

THE FACULTY

The faculty of the Department of Business Education is composed of five teachers. Each of these is responsible for a definite part of the business program.

E. R. Browning has been chairman of the Department since the beginning of the work in 1936. Mr. Browning is instructor in Accounting and Business Law and director of student teaching. He received the B. C. S. degree from Bowling Green Business University, the A. B. degree from Marshall College, and the M. Ed. degree from Duke University. He has completed most of the requirements for a doctor's degree in business educa-

tion at Colorado State College of Education. Mr. Browning is a member of the Phi Delta Kappa education honorary fraternity. Before coming to the College Mr. Browning had experience as a cost accountant, as teacher of business in West Virginia high schools, as principal of four West Virginia high schools.

Miss Lena Ellis is instructor in Secretarial Science and Office Practice. She received the A. B. degree from Bowling Green Business University and the M. A. degree from Western Kentucky State Teachers College. Miss Ellis came to the College from Mississippi State Teachers College, where she had served as instructor in business education. She has taught as visiting instructor in the Summer Sessions of Bowling Green Business University.

Miss Velma Lowe is instructor in Typewriting and Salesmanship and holds the A. B. and M. A. degrees from the University of Tennessee. Before coming to the College Miss Lowe taught in Grenada College, Grenada, Mississippi, and the National Park College, Washington, D. C. Miss Lowe was employed in the offices of the City Recorder, Athens, Tennessee, and the Military Department of the University of Tennessee. Miss Lowe's special field of interest is the teaching of typewriting.

Miss Audrey Dempsey, instructor in Shorthand and Office Machines, joined the College staff during the past year. Miss Dempsey holds the A. B. and M. A. degrees from Colorado State College of Education. She taught in the high school of Colorado and came to the College from the Department of Commerce, Sterling High School, Sterling, Colorado. Miss Dempsey has had office experience in the offices of Colorado State College of Education.

Miss Laura Bell is critic teacher for the Department of Business Education. Miss Bell is also head of the Department of Commerce of Greenville High School. She holds the A. B. and M. S. degrees from the state Woman's College. Miss Bell supervises all student teachers of the Department who do their apprenticeship teaching in Greenville High School.

THE CURRICULUM OF THE DEPARTMENT

The curriculum of the Department is based upon the cardinal objectives of education and the accepted objectives of teacher-training institutions. In no sense, therefore, is the curriculum intended to be strictly a business program that can be participated in as a thing apart from other college activities. Only high school graduates are admitted to the classes. Class work is entirely on the college level. Business students are urged to choose a second teaching field and to carry all other required courses in their regular order. The Department does not offer a sufficient number of courses at any one time to permit the student to carry a full schedule of business classes to the exclusion of all other college offerings.

The Business Education curriculum is comprised of three general divisions: (1) the *core curriculum* of courses in the major fields of human endeavor such as English, Science, Mathematics, History, Social Sciences, and Geography; (2) the *business curriculum* of courses in Accounting, Shorthand, Typewriting, Office Practice, Business Law, and elective subjects; (3) the *professional curriculum* of courses in the general field of education, Methods of Teaching the Business Subjects, and Supervised Teaching in High Schools. Twenty-five different courses make up the work given in the Department.

ACCOUNTING: Two years of college accounting are given. Four quarters in Principles of Accounting are required. These courses meet for double periods, the first period being devoted to lecture work in the theory of accounting and the second period being devoted to laboratory work in proprietorship, partnership, corporation, farm, physician, automobile, and governmental bookkeeping. Federal Tax Accounting and Cost Accounting are offered as electives in the field.

SHORTHAND AND OFFICE PRACTICE: The objectives of these courses are: to develop a good writing technique, to develop a rapid shorthand reading rate, to develop the ability to take dictation at a rapid rate of

speed and transcribe it correctly and accurately in a given length of time.

College credit is given for one year of beginning shorthand. Both the functional and manual methods are taught in this year of work. This gives a thorough course in the theory and practice of the principles of Gregg shorthand and covers shorthand penmanship, brief forms, phrase drills, reading, slow dictation, and some transcription.

Advanced shorthand, which is called Secretarial Science, is taught the fourth and fifth quarters. Dictation from both old and new material is given at varying rates of speeds. Special attention is given to the production of accurate transcripts, to correct punctuation, good letter placement, spelling, and the writing of good outlines. The requirement of one hundred words per minute on a five hundred word article must be met.

A course in Office Practice follows the five quarters of shorthand. One purpose of this course is to acquaint the student with the Ediphone. A considerable amount of transcription from the machine is required. Another purpose of the course is to give a thorough study to Business Correspondence. This includes the study and writing of different types of business letters. Filing and indexing are developed through class discussion and actual practice with miniature files and letters.

The training course in stenography is sufficient to meet the certification requirements in North Carolina and also in the neighboring states of Virginia and South Carolina. Students who meet the requirements of the Secretarial Science classes also qualify as skilled stenographers, if they choose to do that type of work.

TYPEWRITING: The courses in Typewriting are designed for those who wish to use typewriting for personal or vocational purposes. At all times emphasis is placed upon the correlation between this course and courses offered in other departments. Students are urged to use their typing as frequently as possible. Much

supplementary material is assigned in college typewriting.

The four quarters of typewriting include work in letter writing, punctuation, centering problems, fingering drills, care of typewriter, business forms, typing poise, stencil cutting, tabulation, and legal documents. The speed requirements at the end of the fourth quarter is fifty words per minute, with no more than five errors.

BUSINESS LAW: Two courses in Business Law are required. Business teachers in North Carolina high schools are frequently called upon to teach a course in elementary law principles. The Business Law course is designed to cover the fundamental principles of law as they affect the layman. Those who take this course are qualified to teach these fundamental principles.

OFFICE MACHINES: The purpose of the courses in Office Machine is to develop skill in the operation of the following machines: Monroe Calculator, Comptometer, Burroughs Calculator, Burroughs Bookkeeping Machine, Mimeograph, Mimeoscope, and Adding-Listing Machines.

SALESMANSHIP: The course in Salesmanship is elective. The purposes of the course are to develop certain skills in actual selling situations and to prepare the student to teach the subject in high school. Twenty hours of practical experience in Greenville stores is required for credit in the course.

DEPARTMENT OF PHYSICAL EDUCATION

O. A. HANKNER, *Director*

The Department of Physical Education at East Carolina Teachers College attempts to meet the needs of its students through four major areas of activities: (1) The Required Activity Program; (2) The Professional Program; (3) The Intramural Sports Program; (4) The Intercollegiate Sports Program.

THE REQUIRED ACTIVITY PROGRAM. All undergraduate students enrolled in college are either required or advised to elect six quarter hours in physical education. The purpose of this requirement is two-fold:

First, it is planned to provide the student with physical activities which may be engaged in during his leisure time while in college and after graduation. By gaining knowledge and skill in several sports (for example, tennis, badminton, archery, golf, fencing, boxing, dancing, softball, etc.), a student will have a repertoire of physical activities which, if engaged in regularly, will enable him to maintain a fair degree of physical fitness during his college days as well as during later years. In addition to promoting physical health these recreational sports provide a means of relaxation or diversion from the routine sedentary life that has been imposed upon society by our swivel-chair age. Social, and even professional contacts are greatly enhanced if one can play golf, swim, dance, play tennis, etc.

Secondly, it is designed to provide the prospective teacher, particularly the primary and grammar grade major, with a playing and teaching knowledge of games and physical activities suitable for young children during recess or play periods. All prospective teachers will find a knowledge of a wide variety of games and sports a decided advantage in the teaching field.

THE PROFESSIONAL PROGRAM. The professional preparation of teachers in the field of physical education is a relatively new area at East Carolina Teachers Col-

PHYSICAL EDUCATION



ARCHERY



TOUCH FOOTBALL

PHYSICAL EDUCATION



BASKETBALL



SOCCER

lege, this being the fourth year that a teaching major has been offered in this subject. Since the State and other accrediting agencies are setting up additional time requirements in physical education on all school levels and the National Defense Program is stressing the importance of physical fitness among our school children, more and more teachers of physical education will be needed.

Teachers of health and physical education in North Carolina, as well as in many other states, are usually called upon to teach a subject in some additional field. The better teaching combinations with physical education are Science, Mathematics, History and Social Science. Usually the teacher of physical education is assigned the duties of coaching athletics. This is especially true in the smaller school system. In view of this all major students in physical education are encouraged to take part in as many intercollegiate and intramural sports as possible.

Primary and grammar grade teachers are encouraged to complete as many physical education courses as possible in order to satisfy the State requirements for a certificate to teach physical education in the primary and grammar grades. Through an intelligent selection of elective physical education courses the undergraduate student may easily satisfy these requirements.

The Department of Physical Education also attempts to prepare students for other fields of work which are closely related to that of Physical Education. Courses are offered to equip students for positions as summer playground workers, camp counselors, city recreation workers, Y.M.C.A. and Y.W.C.A. recreation workers, industrial recreation workers, etc. Many part-time positions in these fields are open to properly trained persons.

THE INTRAMURAL SPORTS PROGRAM. Through intramural sports the college provides an opportunity for all students to take part in some type of competitive athletics. The scope of the intramural program is being enlarged each year to make "Sports for All" a reality. The intramural program for men includes the following

sports: touch football, basketball, volleyball, tennis, archery, badminton, horseshoes, table tennis, softball, track and field athletics. The intramural program for women includes the following sports: field hockey, soccer, hiking, tennis, archery, basketball, softball, track and field athletics, volleyball, badminton, table tennis, paddle tennis, shuffleboard, deck tennis, and bicycling.

All students are encouraged to take part in a number of sports throughout the year. Regular participation not only develops those qualities which make for a healthy and well-rounded life, but also aids the student in gaining playing and teaching skills in a wide variety of games and sports which are an invaluable asset to every teacher.

THE INTERCOLLEGIATE SPORTS PROGRAM. Intercollegiate competition for men students is conducted in football, basketball, baseball, and tennis. Now for several years the college athletic teams have met colleges such as High Point, William and Mary (Norfolk Division), Appalachian, Western Carolina, Guilford, Elon, Wake Forest, Kutztown (Pennsylvania), Presbyterian, The Citadel, Atlantic Christian, Campbell, Belmont Abbey, and others. Each year the college receives an increasing number of calls for teachers who, in addition to their academic preparation, have participated in one or more intercollegiate sports. Many school principals feel that this playing experience is an asset in the coaching of athletic teams on the high-school level. Thus, being a member of an athletic team in college increases the student's opportunity for employment. It is recommended that all students majoring in physical education avail themselves of the opportunity afforded by the Intercollegiate Athletic Program.

FACILITIES AND EQUIPMENT IN PHYSICAL EDUCATION AND ATHLETICS

The fact that the college is continually expanding its physical education and athletic plant is indicative of its awareness of the important part that proper physical development of the student plays in the general scheme of education.

OUTDOOR FACILITIES. Outdoor play areas which are used for physical education classes, intramural and intercollegiate sports, include the following: two football fields, one soccer field, one hockey field, one baseball diamond, four softball diamonds, one archery range and five tennis courts. Horseshoe courts, croquet courts and tether ball courts are also provided.

INDOOR FACILITIES. The Robert H. Wright Auditorium is used for all indoor physical education and athletic activities. It contains a gymnasium floor which can be used for a maximum size basketball court or two smaller basketball courts. The same floor is used for volleyball, badminton, paddle tennis, deck tennis, indoor baseball, shuffleboard, "Goal-Hi", table tennis, indoor archery and dart baseball. A large room on the ground floor is used for boxing, fencing, wrestling, and tumbling. Locker rooms and shower rooms are located on the ground floor. Adequate equipment is provided for carrying on a wide variety of games and sports.

THE TEACHING STAFF

At the present time the college maintains a staff of three instructors in the Department of Physical Education—two men and one woman. These instructors are responsible for teaching physical education classes, directing intramural sports, and coaching intercollegiate athletics.

The Director of the Department of Physical Education is Mr. O. A. Hankner, who received his B.S. and M.S. degrees in physical education from the University of Illinois, and has completed all the requirements, except the dissertation, toward the doctor's degree in physical education at New York University. Mr. Hankner has taught physical education at the University of Illinois; State Teachers College, La Crosse, Wisconsin; Newman School, New Orleans, La.; Dalton School, New York City; Eureka College, Eureka, Illinois; and New York University, before coming to East Carolina Teachers College. He has also directed summer playground and recreation work and

was assistant director of recreation at The Lookout Mountain Camp for Boys, Cloudland, Georgia, for several summers. Mr. Hankner has traveled in the East, South, and Middle West, making an informal study of physical education in these various sections. He has been with the college since the Spring Quarter of 1939.

Mr. J. B. Christenbury serves as athletic coach and instructor in physical education. He received his undergraduate training at Davidson College and his M.S. degree in physical education from Columbia University. He coached athletics and taught physical education in the Crossnore High School, Crossnore, N. C.; Bolles Preparatory School, Jacksonville, Florida; Lee Edwards High School, Asheville, N. C.; and Brevard College, before being appointed to the college staff. All the athletic teams which he has coached have been highly successful. He has had additional experience as a camp counselor at Camp Carolina, and Recreational Director at Fuller Graig School in New York City. He has traveled considerably in the United States and in Europe. This is Mr. Christenbury's first year at East Carolina Teachers College.

Miss Helen McElwain is instructor in physical education and has charge of intramural sports for women. She studied at Wittenberg College and Miami University (Oxford, Ohio), where she received the A. B. degree. She took her graduate work at Columbia University and holds the M. A. degree from that institution. Before coming to East Carolina Teachers College in the autumn of 1939, Miss McElwain taught in the Elementary School at Xenia, Ohio; in the Junior and Senior High School at Troy, Ohio; and in the Senior High School at Middletown, Ohio. In addition to her teaching, Miss McElwain has had experience in camp work in the Cincinnati Y.W.C.A. Camp and in the Michigan Camp-Fire Girls Camp. She has also done considerable work with the Girl Scouts.

THE DEPARTMENT OF SOCIAL SCIENCE

M. L. WRIGHT, *Director*

The manifest purpose of a department of social science is to help sensitize the students to the various human problems arising from group living and in some measure equip them better to solve these problems. Success in such a two-fold undertaking is possible only if the instructor and students emphasize what is adjudged by the layman as important topics, problems or concepts to be investigated and made understandable only if they are able to see as the layman can not a practical solution of the topics, problems or concepts.

The recent and widespread urgency of instruction in the social sciences in North Carolina is brought home to us in the Enrollment Record of North Carolina High Schools for 1937-38. This record shows a total of at least 92,312 students in the state of North Carolina alone requesting instruction in the *social studies other than* history, to say nothing of the thousands of registrants for similar instruction in the other forty-seven. If cognizance is taken of these needs and of the needs that are not yet fully admitted, then it is most evident that a Department of Social Science must offer a varied type of instruction leading to a clearer insight into the very nature of social problems and to the cultivation of a desire on the part of a greater number of trained people to attempt their solution. In a general way clear acknowledgment that such service is demanded of any department is indicated by the courses it offers.

Because of the increased emphasis placed upon the social studies in colleges as well as in high schools and of the large number of our graduates who seek teaching positions the Department of Social Science at East Carolina Teachers College offers courses in the general fields of Sociology, Government, and Economics. Within the field of Sociology there are special courses dealing with (a) the origin and functions of various social institutions, (b) problems of marriage and family life, (c) civic respon-

sibilities, and (d) the analysis of contemporary problems incident to group living. Economics embraces not only (a) a consideration of the fundamental principles governing the production and distribution of wealth, but also includes courses dealing with such particular problems as (b) investment of savings, (c) rural economics, (d) money and banking, and (e) public finance. Instruction in Government or Political Science concerns itself with the functions of Federal and State Governments toward the citizenry as well as the obligations of the latter to the governments. The agencies through which these duties are performed are analyzed and evaluated. Moreover, there are other definite courses offered which aim (a) to compare various forms of government, (b) to give added insight into the way international relations are regulated or not regulated, and (c) to enable students to comprehend more thoroughly the functioning of political parties.

Obviously, the statement of clear aims in a department of social science is important. Such aims, however, must be supported by a reasonable corpus of work to be done. The Department of Social Science, therefore, stresses for the social studies the objectives set forth by Publication 189 of the N. C. State Department of Public Instruction and repeated in *Suggestions for Applying the Social Studies*. These aims are as follows:

1. To bring about an understanding of the present social order in which we live by "interpreting the present in terms of the past."
2. To develop a new philosophy of life through a spirit of tolerance and open-mindedness and a sympathetic understanding of races, movements and institutions.
3. To develop the habit of basing action upon critical judgment rather than upon fear, force, superstition, tradition, and propaganda.
4. To develop a sense of the continuity and growth of human society.
5. To develop familiarity with those techniques of intelligent thinking and scientific investigation which are peculiar to the social studies.

6. To develop a sense of interdependence of life and of the inter-relationship between human life and natural environment.
7. To show that adaptability and the capacity to conform to and to assist in change are requisites for the survival, progress, usefulness, and happiness of an individual, a race, a nation, or a civilization.
8. The ultimate objective of instruction in the social studies is the preparation of every individual for the willing discharge of his obligations in society and the maximum enjoyment of rights, privileges, and cultural benefits from worthy participation therein.

It is a part of the planned work of the Department to have one room centrally located so that students may consult maps, charts, diagrams, drawings, photographs, and books. These materials are being compiled in the light of the varied interests of the students themselves. The assumption is that such activities must eventually tie up with special methods in teaching high school Economics, Sociology, Civics, Economic Geography, and problems of democracy. The books for classroom work and library reference are both varied and easily accessible. The accretion of catalogues of available films of classified pictures, and of charts are a student-faculty standing project.

The work of the Department of Social Science dovetails with the interests and needs not only of students who major in Social Science but of those who take only a small part of their work in this field. In consequence of this policy, the registration in our classes is not restricted to those who have taken a particular sequence of prerequisites. For it is necessary to judge in such instances whether the applicant for a particular course is more likely to profit by taking it in another quarter than the one in which he has requested it. To put the matter another way, it is believed that all departments and especially the Department of Social Science in any four-year college should include instruction which will meet the student needs regardless of the later field of special en-

deavor. For example, the courses on marriage and the family, investment, savings, comparative government, and political parties and party methods seek to enlist the interests of all students.

As has been indicated, the conscious needs of the general public must, after all, dictate what shall go into a social science curriculum. Those needs are obviously always progressive in their nature and consonant with adjusting our youth to a complicated social, political and economic system.

THE DEPARTMENT OF MUSIC EDUCATION

A. L. DITTMER, *Director*

"Voice of the Universe; Priestess of Earth, Life's Lyric of Love, am I. Song of angels in the house of good; the snare and delusion of hell.

"I whisper of passion; I breathe romance; I am the inspiration for work and play. Though I am a balm of peace, yet on the battlefields I stir men's hearts and urge them on to greater deeds of valor. I dwell in the peaceful chambers of content, but I am present always in the pits of war. I lead true lovers to the altar, I muse by the cradle, I stalk by the open grave. I am the incense upon which devout prayers rise heavenward. Know me, and I will comfort you always.

"If my song be in your heart, you will hear my voice in the babble of the brook, the chant of the birds, the rustle of the leaves, and the billows of the sea. The wind and the rain and the flowers and the dew all speak to you of me. The rumble of traffic, the clatter of hoofs, the hum of the motor, the songs of the mill. Ah! I change the very air.

"Down through the ages I have walked with men, yet none have ever fathomed me. With the prince and the beggar I roam the earth and all men love me. For I am the spirit of the very best that is in them, and they praise and strive for the best that is within me. I am the soul of the arts. I am music."

—ROBERT LOUIS STEVENSON.

Music is the most complex of the arts. Its proper execution demands skill acquired only through careful training. The music instructor is expected to impart such skill to his students.

There are two possible types of music instructors: first, the professional music teacher, generally qualified to teach in one highly specialized field in which he is expertly trained, and, secondly, the public school music teacher who is qualified to teach his students in many fields.

All kinds of music teachers may be found in public schools, ranging from the mathematics teacher who can sing, and has, as a consequence, been asked to direct the music of the school, to the professionally trained musician with an educational background.

When one considers the attitude many educators take toward music study, it is not to be wondered at that teachers with no real musical background should be asked to teach music in addition to their qualified activities. It is deplorable that some still believe that the most important subjects of the curriculum are centered about the "Three R's" and that music and art have only a place within the school as extra-curricular activities. The late Charles W. Eliot, President Emeritus of Harvard University, has the following to say with respect to this attitude:

"The place which music now holds in school programs is far too small. By many teachers and educational administrators music and art are still regarded as fads or trivial accomplishments not worthy to rank as substantial educational material; whereas, they are important features in the outfit of every human being who means to be cultivated, efficient, and rationally happy."

It is now generally agreed by leaders in education that music is not only as important a part of the school curriculum as any other activity, but that its teaching demands the services of an experienced person who understands music thoroughly and who has a broad educational background for its presentation and for the sympathetic understanding of the music student.

Remarkable progress has been made recently in the direction of better music teachers. The Department of Music of East Carolina Teachers College—the answer to a felt need for consistently trained music instructors in the state of North Carolina—is a part of the modern trend. This department is fully aware of the music needs of this part of the state, and consequently directs its attention to the following types of students:

1. The student desiring to make the teaching of music in the public schools his profession.
2. The student preparing to teach in the grammar or primary grades. Since music plays a role so im-

portant in the teaching of these children, such students are required to take a minimum of three prescribed music courses.

3. The student wishing to make music his avocation and seeking the cultural advantages which he may receive from the study and performance of it.

The Department of Music aims to serve the community at large not only through expert musicianship on the campus but also through an ever-increasing body of trained listeners, who love good music because they know good music. More specifically, it attempts to extend its usefulness in this part of the state to school music organizations and to civic music projects which sponsor music festivals, music weeks, etc. With the growing trend in the direction of big festivals at which students perform both together and for each other, it becomes ever more important that the college Department of Music be able to act as host or fosterer of such activities.

The growth of the Department of Music is doubly significant in that it indicates how the conception of the well-prepared music teacher has changed during the past decade. Originally, this department was simply one of piano instruction, which offered theory and methods only. At that time, extensive music activities within the public school were scarcely known, and any public school which could employ the services of a professional musician to direct the musical activities felt especially fortunate, whether his educational background was adequate or not. Such a music curriculum consisted of student participation in the singing of songs from a prescribed music book and of a haphazardly organized group of instrumentalists who would sometimes practice either before school, during the lunch hour, or after school.

The public school music program has now become a much more complex one and therefore makes far greater demands on the music instructor. He is expected to direct a children's chorus so skillfully that it might compare in many ways with a professional chorus. He is expected to have an instrumental background which will equip him to discipline a group of raw and untrained

instrumentalists into a band or orchestra that will make for widespread music consciousness. He is not likely to achieve this desideratum if he is not thoroughly acquainted with the technical structure of music, with the history of its development, and with those principles on which music appreciation is based. The preparation of the student teacher for such a profession can be accomplished only through an institution composed of professionally trained teachers in the various musical fields. The college Department of Music has chosen an instructional staff with the foregoing ends in view:

Voice Department: Mr. Denton Rossell

Music Methods, Music History and Appreciation: Miss Gussie Kuykendall

Piano Department: Miss Lois V. Gorrell

Director of Practice Teaching in Music:
Miss Hazel Elsom

Department of Orchestral and Band Instruments and Theory: Mr. A. L. Dittmer.

A brief discussion of each of these in the order presented follows:

VOICE DEPARTMENT

One most desirable attribute of the public school music teacher is a good voice and the ability to use it properly, but in many respects more important still is the ability to teach orthodox vocal principles to others. Every public school music candidate for graduation is required first to have three two-quarter hour courses in group voice instruction. In addition, he is given the opportunity to study privately for a very nominal fee and after fulfilling the requirements imposed in competitive voice tests, given the opportunity to sing in the Ladies' Glee Club or in the College Choir.

DEPARTMENT OF INSTRUCTION METHODS: HISTORY AND APPRECIATION

Methods in music instruction involves the study of the well-planned music program, sources of materials for such

a program, and the psychological principles used in teaching music to the child. Three courses are offered to provide for the varying ages a teacher has to deal with: "Music Education in the Primary Grades," "Music Education in the Grammar Grades," and "Music Education in the Junior and Senior High School."

Closely linked with these courses are the history and appreciation courses, intended to give the student the aesthetic background without which a thorough understanding of music is impossible. Three different courses are here offered, two for the prospective music teacher, in which a detailed and technical study is made, and one for non-music major students, in which a more general treatment of the study is made.

PIANO DEPARTMENT

Many good music instructors have been severely handicapped by being unable to illustrate, accompany, or perform on the piano. All East Carolina candidates for a public school music degree are required first to have completed six two-hour courses of group piano instruction covering a two year period, unless they have had previous training which would qualify them for exemption. These students are also allowed to apply for private instruction on the piano for a small additional fee. Those majoring in piano must appear in student recitals and, later, in a formal recital given at Commencement.

DEPARTMENT OF PRACTICE TEACHING

The Training School, in addition to having an excellent staff of training teachers, has also a full-time music supervisor who gives special help and supervision to prospective music instructors, and co-ordinates the music work done within the whole school. As full-time supervisor, she is in a position to execute special music programs with the children, such as those of the school choir and the instrumental program, which results in the Training School Orchestra, Band, and Recorder ensembles. In this work students have been given free group instruction exclusively.

DEPARTMENT OF BAND AND ORCHESTRAL INSTRUMENTS

It is but recently that college students have been given almost universal opportunity to learn how to play orchestral and band instruments. The College has equipment sufficient to allow any student to learn violin, viola, cello, bass, trumpet, trombone, horn, tuba, baritone, saxophone, clarinet, oboe, bassoon, flute, piccolo, tympani, or drums. Music majors are required to have completed six two-quarter hour courses on the instrument or instruments of their own choices. They are also given private instruction for a small additional fee and are allowed to play in the school orchestra, band, and instrumental ensembles.

THEORY DEPARTMENT

The theory department requires ear training and sight singing of all grammar and primary majors as well as music majors. Harmony is offered as more advanced work for the music major in order to give him an understanding of the structure of music, and acquaint him with the principles of harmonic writing. Orchestration and composition are even more advanced courses for the serious student wishing to learn principles of composing and arranging for orchestras, bands, and ensembles.

The Department of Music enjoys the exclusive use of five large class rooms, three offices, twelve practice rooms, and access to either of two auditoriums. Equipment includes, among many other accessories, twenty-six pianos, six cornets, four alto horns, four baritones, three bass tubas, four trombones, three field drums, one snare, one bass, two tympani, twenty clarinets, two oboes, six saxophones, one bassoon, two flutes, one piccolo, sixteen violins, four violas, two cellos, one string bass, three record players, one public address system, a generous supply of records, and a large and ever-increasing library of music books.

The music department is considered an important addition to the college curriculum, not only from a pedagogical, but from a cultural, avocational, and social standpoint. Many students are finding a most delightful and valuable

leisure activity in their music, and several graduates from other departments have been given positions because of the musical ability they have acquired through elective music courses while at college.

The College, in turn, has profited in many ways from the musical organizations. The College Band has acted as an indispensable part of all major athletic events and is a service organization for the College at large. In appreciation of this fact the student body has purchased sixty band uniforms of exceptional quality. Likewise the Ladies' Glee Club has been honored with attractive robes. The orchestra is constantly being called on to play for various college functions, and the College Choir, the most recently organized unit of the department, renders valuable service at chapel and other assembly periods. Private student recitals have also provided valuable and interesting entertainment as well as real stimulation for their patrons on the campus.

With the building of the Greenville Radio Station WGTC, the College Music Department has found further opportunity to serve the community through preparing weekly programs to present on the air. In addition to this, the department has consented to co-operate with WGTC in the Sunday afternoon broadcast of transcribed classical music through furnishing a commentator for these programs.

If these signs of the times mean anything, it is that music in the schools and colleges has made itself an indispensable part of the curriculum. As ever-better prepared students come in to take the places of those who preceded them, all America will feel more and more the cultural, spiritual, and aesthetic stimulus which can come only through this type of education.

THE DEPARTMENT OF INDUSTRIAL ARTS

WM. H. MCHENRY, *Director*

In a college whose purpose is to train teachers there must be a place where students can get some sort of relief from full academic schedules and have a wholesome recreation that may lead to profitable leisure-time pursuits and an increased opportunity to work with tools and materials so as to understand better present-day changes in technology and consequent unemployment conditions. Those majoring in purely academic fields need some chance to gain a better understanding and appreciation of the ordinary environment that means so much to daily living. Those who plan to seek professional careers in any type of art or educational work need some experience in all sorts of materials and close acquaintance with the different processes involved in making useful articles from those materials. Then, too, there are those who have not yet decided upon their life-work and need some pre-vocational or guidance work in a shop so that they may have a better chance to discover their own aptitudes and abilities. For such students, the industrial arts laboratory is a vital and informing force.

In the shop or laboratory education comes through the pupil's experiences with tools and materials and through his conversion of these into useful articles, as well as through his study of what those changes do to himself and to other men. It is patent that shop courses are largely manipulative in character. Practically all operations can be and are carried on in the shop, but the nature of the work makes the student socially aware, mentally awake, and builds up morale by meeting needs that are real and by satisfying impulses that are inherent.

It has been said that education is a continuous process of participation in a system of co-operative living. Education must then consider the individual as a member of society, and the individual must be acquainted with and appreciate the structure of society as a whole. To understand the structure of society, the individual must know

INDUSTRIAL ARTS



UPHOLSTERY



WOOD BURNING

INDUSTRIAL ARTS



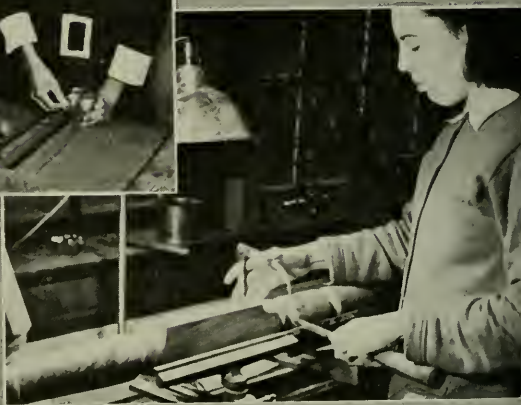
USING THE JIG SAW



WEAVING



ART METAL WORK



WOOD TURNING

about the economic resources, the traditions (or history) of man, and he must be able to find a place for himself in the society of man.

From a social standpoint industrial arts does more than attempt to help individuals adapt themselves to their environment; it strives to undertake more than adjusting them to a constantly changing mode of life—it aims to prepare them, each in his own way and within the limits of his capacities, to contribute to an evolving culture. In our civilization individuals must enrich not only their own lives, but they must enrich the lives of others.

In the mind of the layman the term *industrial arts* is often confused with the term *vocational industrial education*. For everyone industrial arts is a part of general education. Vocational industrial education aims to impart specific trade skills, trade knowledge, and related theory. The main purpose is to fit individuals for an industrial pursuit or trade, or to give supplemental training that will fit the individual for the ever-changing demands of a new technological age. In industrial arts the job is fitted to the individual; in industrial vocational education the individual is fitted to the job.

Industrial arts is a part and function of complete living and cannot be restricted to the program of any one group of individuals. The pre-school child, the junior-high school student, the college boy or girl, and the out-of-school man or woman each have a desire to work with tools, materials, and machines. All normal people need some way to experience the joy of creativeness; they have tendencies toward manual activity, and preferences for concrete experiences. They never cease to need assistance in the interpretation of the physical, artistic, and social environment. Economic gain, appreciation of good products, expert craftsmanship, and functional design must be developed under guidance as long as the need of guidance exists. To assist in this the administration of the industrial arts courses at East Carolina Teachers College is sufficiently liberal to allow range in the selection of subject matter according to basic individual interests and needs. The industrial arts laboratory is used by

children from the Training School, by college students, by faculty, and by out-of-school people. This has necessarily made the industrial arts curriculum rather flexible. In addition to the above-mentioned groups the shop has been used as an N.Y.A. training center for out-of-school youth. These boys, working and learning under the supervision of the industrial arts instructor, have built much college equipment; portable bleachers seating eight hundred people, five hundred bookcases for the dormitories, all the college shop work-benches and lockers, stage scenery, equipment for the Nursery School and the Training School cafeteria, and small pieces of furniture for practically every department in the college. It is worth noting here that the training these boys received is now being put to some use in the National Defense Program.

The Industrial Arts laboratory is located in the basement of the Wright Building. There are eight rooms devoted to shop work:

- a. The shop, equipped with work benches, lockers, and a variety of wood and metal working machines.
- b. A tool-room adjacent to the shop, used for storing hand-tools and small amounts of supplies.
- c. A combination classroom and laboratory, with areas equipped and set aside for the special use of the small children. (This room is also used for class discussions, mechanical drawing, weaving, and displays.)
- d. An office with a small but rather complete industrial arts library and with project-planning files.
- e. A finishing room, with storage space for projects, paint supplies, equipment for spray-painting, exhaust fan, and sink.
- f. Two store-rooms.
- g. A large lumber room for storage and curing of lumber.
- h. An entrance hall, with bulletin boards, coat racks, etc.

In the main the laboratory is sufficient to care for the Industrial Arts program.

As before mentioned, the Industrial Arts curriculum is and has been rather flexible. Courses have been on trial. Some courses have been popular, whereas others have not. Some work has been done with practically every kind of material: wood, metal, leather, textiles, electricity, stage-craft, painting, plastics, wood-carving, etc. The demand for work with wood alone has kept one instructor busy, and, as a result, there has been little time for handicrafts in some of the newer materials. Much woodturning, woodfinishing, furniture repairing and upholstering have been done. As a progressive step, however, there will be offered other courses in handicrafts dealing with the following:

- a. Leather-craft, including tanning and tooling.
- b. Pottery.
- c. Art-metal work, with pewter, copper, brass, etc.
- d. Toy-making.
- e. Model airplane building.
- f. Jewelry.
- g. Wood inlay.
- h. Wood carving.
- i. Needle-point.
- j. Rug-hooking.
- k. More work in weaving (the shop now has eight looms).

These handicrafts provide for creative expression and can be enjoyed by practically every type of person, young or old.

Course offerings usually follow a set pattern. At E.C.T.C., however, many students, and especially girls, will take only one course in shop work; this makes it necessary to give as much general shop work in one course as is possible. In such case the student's interests, needs, and desires are determining factors whenever possible. The following course outlines are given to acquaint the reader with typical course offerings:

HOUSEHOLD MECHANICS. This is a course planned for girls majoring in Home Economics. Formerly it was listed for college juniors, but, in the light of maturer

thought, it is being offered to sophomores. After a thorough study of consumer values in different household appliances, the student goes into the laboratory for the following units:

- a. Repairing furniture.
- b. Applying paint, enamel, and varnish.
- c. Sharpening knives and scissors.
- d. Patching small holes in plaster.
- e. Cleaning paint brushes.
- f. Reading gas, water, and electrical meters.
- g. Repairing locks, windows, window shades, and screens.
- h. Household safety.
- i. Repair of electrical cords, electrical trouble-shooting, changing fuses, etc.
- j. Care of the vacuum cleaner.
- k. Care and upkeep of plumbing.
- l. Cleaning floors, linoleum, bathroom fixtures, etc.
- m. Care of silverware.
- n. Cleaning and caring for fireplaces and chimneys.
- o. Proper lighting.
- p. Mixing and caring for paints and colors.
- q. Minor repairs on doors, windows, drawers, hinges, etc.

HOUSE PLANNING. We all live in houses and whether we own, rent, or hope to build, we have an interest in architecture. Classes in this subject study house styles and exterior architecture, floor plans, arrangements of rooms, and their proper relation to one another. A study of good construction methods, types and grades of materials, labor supply and costs, remodeling, and house repairing.

AUTOMOBILE COURSE. A course in auto-mechanics would be intended for an automobile mechanic and would have no place in the general education field, but would belong in the vocational field. A course in automobiles would be intended to educate the purchaser and user of an automobile so that he would be better able to use a car. Such a course usually consists of the following units:

1. Financing.
2. Comparison of values in new and used cars.
3. Cost of operation.
4. Safe driving.
5. What to do when in an accident.
6. Automobile insurance.
7. Minor questions relating to the mechanical operation of a car, such as cleaning spark plugs or gas line, protecting radiator from freezing, avoiding excessive tire wear, and so on.

STAGECRAFT. This is a course offered those interested in dramatics. Work ranges from experience in electricity, carpentry, painting, and other types of construction to a study of acoustics, colors, organization or stage crews, and care and storage of equipment.

WOODWORKING COURSES. These usually consist in making furniture. Courses in elementary and advanced woodworking and machine cabinet-making are offered. Working with hand tools, selecting and cutting stock, assembling and finishing of wooden furniture must be done in these courses. Types of woods, different finishes, comparative costs, and working drawings are studied.

INDUSTRIAL ARTS FOR ELEMENTARY TEACHERS. This is the most important as well as the most popular course offered by the Department of Industrial Arts. The reasons are manifold, but most important is the fact that the effective Industrial Arts program must begin in the lowest grades, which are attended by all boys and girls. It can be assumed that all normal children attend elementary school, but a great many children drop out before entering high school. (For example, of the high school graduates in North Carolina only about 15% enter college).

There are other reasons for including industrial arts in the lower grades. The first few years of a child's life are the most important, educationally, of any years in his life. During these years he learns more in a shorter time than at any other age. The wise parent, acting in the role

of the child's first and most important teacher, encourages the child to do things for himself. In addition, the child has a natural desire to "get into everything" in his search for adventure and knowledge. He discovers and touches things, manipulates them, and, if he is allowed, he takes them apart. This desire to do is still with the child in the elementary school. The elementary teacher must be able to capitalize that desire and through its use help to gain the objectives of education. Some of the objectives of industrial arts in the program of the elementary school, may be listed as follows:

- a. Develop social-consciousness for participation in a society which is fundamentally industrial.
- b. Develop individual initiative through experiencing and creating adventure.
- c. Provide for constructive direction and guidance of the wise use of "leisure-time" so that it will not be wasted in aimless and even harmful adventure.
- d. Cultivate aesthetic taste and discrimination in functional design. Build up art appreciation through experiences with specific products, processes, and materials (this provides for the "art" in industrial art).
- e. Discover and develop special aptitudes and skills.
- f. Sponsor curiosity or an inquiring mind in the child.

The college student who plans to become an elementary teacher needs a general comprehensive shop course plus courses in handicrafts and the finer arts. Departments of The Art and Industrial Arts at East Carolina Teachers College offer such a combination.

LIBRARY SERVICE



LIBRARY READING ROOM

LIBRARY SERVICE



THE DEPARTMENT OF LIBRARY SCIENCE

J. R. GULLEDGE, *Director*

Library Science was first offered at East Carolina Teachers College during the summer session of 1939. Since that time one or more courses have been offered each quarter during the regular session, and during the first term of summer school.

The demand of school officials for teachers with Library Science training, and the demand of students for the opportunity to meet these requirements, was largely responsible for the establishment of the Department of Library Science at that time.

Students thereby are prepared for positions for which otherwise they would not be available. Moreover, they are enabled to get this training at considerable saving in time and expense, as they get credit for this work towards college graduation and without attending an extra session or sessions of summer school at another institution. Besides, the logical place for the training of teacher-librarians seems to be in a teachers college where the library training can be properly correlated with the work of the classroom.

The aims of the Department are: to train teacher-librarians for the elementary schools and the smaller high school libraries, to provide general instruction in the use of the College Library, and to provide electives for special students interested in the field of Library Science.

The courses are open to Sophomores, Juniors and Seniors, as electives, and to those wishing to prepare for the position of teacher-librarian.

Six courses are offered, or a total of 18 quarter hours, as follows: a course in school library organization and administration, including the planning and equipping of the library, its place in the teaching program, the technical and mechanical processes in the ordering, accessioning and cataloging of books, the routine and records of the loan department, and the care of books, pamphlets, picture collection and other library materials, and this is

followed by a practice course giving the student practical experience in library service; a course in the classification and the cataloging of books, including a study of the Dewey Decimal classification, ordering printed cards, assigning subject headings and the making and filing of catalog cards; a course in reference and bibliography, a study of the principal bibliographical aids and reference books in school libraries; and two courses in book selection, one for elementary school and the other for high school libraries. The focal point of all these courses is the school library and its service.

These courses are planned to meet the standards of the Southern Association of Colleges and Secondary Schools, which requires that accredited high schools, with enrollment from 100 to 200 students, employ teacher librarians with a minimum of 12 semester hours of training in Library Science. High schools with an enrollment of 200 or more are required to employ full-time librarians with from 24 to 30 semester hours in Library Science. The Department provides training for half-time librarians only, and not for the full-time librarians for the larger high schools.

The instruction is given by staff members with the master's degree in Library Science and with practical library experience.

The College Library, housed in a separate library building, contains more than 36,000 volumes and subscribes to more than 200 current periodicals and newspapers. The reading rooms will accommodate 250 readers. A special reading room for Library Science students has been provided on the second floor, convenient to the Library Science classroom. The Training School Library on the campus and the Greenville High School Library, just off the campus, are available for the use of Library Science students.



