





Gymnasium (to be erected)
Dormitory

Power House
Administration Building

Dining Hall

Infirmary
Dormitory

Library (to be erected)

EAST CAROLINA TEACHERS TRAINING SCHOOL, GREENVILLE, N. C.

TENTH ANNUAL CATALOGUE

OF THE

EAST CAROLINA TEACHERS
TRAINING SCHOOL

GREENVILLE, N. C.

1918-1919

RALEIGH
EDWARDS & BROUGHTON PRINTING CO.
1919



TABLE OF CONTENTS

Calendars	4-5
Board of Trustees	6
Faculty	7
Officers	8
General Information	9-18
Requirements for Admission and Outline of Course	19-25
Department of Instruction	26-34
Expenses	35
Students' Roll	36-45

Calendar

1919

JANUARY							APRIL							JULY							OCTOBER								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
			1	2	3	4			1	2	3	4	5			1	2	3	4	5					1	2	3	4	
5	6	7	8	9	10	11	6	7	8	9	10	11	12	6	7	8	9	10	11	12	5	6	7	8	9	10	11		
12	13	14	15	16	17	18	13	14	15	16	17	18	19	13	14	15	16	17	18	19	12	13	14	15	16	17	18		
19	20	21	22	23	24	25	20	21	22	23	24	25	26	20	21	22	23	24	25	26	19	20	21	22	23	24	25		
26	27	28	29	30	31		27	28	29	30				27	28	29	30	31			26	27	28	29	30	31			
FEBRUARY							MAY							AUGUST							NOVEMBER								
						1						1	2	3							1	2							1
2	3	4	5	6	7	8	4	5	6	7	8	9	10	3	4	5	6	7	8	9	2	3	4	5	6	7	8		
9	10	11	12	13	14	15	11	12	13	14	15	16	17	10	11	12	13	14	15	16	9	10	11	12	13	14	15		
16	17	18	19	20	21	22	18	19	20	21	22	23	24	17	18	19	20	21	22	23	16	17	18	19	20	21	22		
23	24	25	26	27	28		25	26	27	28	29	30	31	24	25	26	27	28	29	30	23	24	25	26	27	28	29		
MARCH							JUNE							SEPTEMBER							DECEMBER								
						1	1	2	3	4	5	6	7			1	2	3	4	5	6			1	2	3	4	5	6
2	3	4	5	6	7	8	8	9	10	11	12	13	14	7	8	9	10	11	12	13	7	8	9	10	11	12	13		
9	10	11	12	13	14	15	15	16	17	18	19	20	21	14	15	16	17	18	19	20	14	15	16	17	18	19	20		
16	17	18	19	20	21	22	22	23	24	25	26	27	28	21	22	23	24	25	26	27	21	22	23	24	25	26	27		
23	24	25	26	27	28	29	29	30						28	29	30					28	29	30	31					
30	31																												

1920

JANUARY							APRIL							JULY							OCTOBER									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
				1	2	3					1	2	3					1	2	3						1	2			
4	5	6	7	8	9	10	4	5	6	7	8	9	10	4	5	6	7	8	9	10	3	4	5	6	7	8	9			
11	12	13	14	15	16	17	11	12	13	14	15	16	17	11	12	13	14	15	16	17	10	11	12	13	14	15	16			
18	19	20	21	22	23	24	18	19	20	21	22	23	24	18	19	20	21	22	23	24	17	18	19	20	21	22	23			
25	26	27	28	29	30	31	25	26	27	28	29	30		25	26	27	28	29	30	31	24	25	26	27	28	29	30			
FEBRUARY							MAY							AUGUST							NOVEMBER									
						1						1							1							1				
2	3	4	5	6	7	8	2	3	4	5	6	7	8	2	3	4	5	6	7	2	3	4	5	6	7	8				
9	10	11	12	13	14	15	9	10	11	12	13	14	15	9	10	11	12	13	14	9	10	11	12	13	14	15				
16	17	18	19	20	21	22	16	17	18	19	20	21	22	16	17	18	19	20	21	22	16	17	18	19	20	21	22			
23	24	25	26	27	28	29	23	24	25	26	27	28	29	23	24	25	26	27	28	23	24	25	26	27	28	29				
29							30	31						30	31					30	31									
MARCH							JUNE							SEPTEMBER							DECEMBER									
						1			1	2	3	4	5					1	2	3	4						1	2	3	4
7	8	9	10	11	12	13	6	7	8	9	10	11	12	5	6	7	8	9	10	11	5	6	7	8	9	10	11			
14	15	16	17	18	19	20	13	14	15	16	17	18	19	12	13	14	15	16	17	18	12	13	14	15	16	17	18			
21	22	23	24	25	26	27	20	21	22	23	24	25	26	19	20	21	22	23	24	25	19	20	21	22	23	24	25			
28	29	30	31				27	28	29	30				26	27	28	29	30			26	27	28	29	30	31				

CALENDAR 1919-20

- Sept. 24, 1919. Wednesday—Registration of matriculated students.
- Sept. 25, Thursday—Matriculation of new students.
- Sept. 26, Friday—Regular work begins.
- Nov. 27, Thursday—Thanksgiving.
- Dec. 18, Thursday—Fall Term ends. Christmas recess begins.
- Jan. 1, 1920. Thursday—School work is resumed. Winter Term begins.
- Mar. 13, Saturday—Winter Term ends.
- Mar. 16, Tuesday—Spring Term begins.
- May 30 to June 2, Sunday, Monday, Tuesday, and Wednesday—Commencement Exercises.
- June 8, Tuesday—Summer Term begins.
- July 31, Saturday—Summer Term ends.

FACULTY

ROBT. H. WRIGHT, B.S.,
President.

CLAUDE W. WILSON, A.B.,
Pedagogy.

S. B. UNDERWOOD, A.B.,
School Management.

H. G. SWANSON, A.B.,
Supervisor of Practice.

‡LEON R. MEADOWS, A.B., A.M.,
English.

MAMIE E. JENKINS, A.B., A.M.,
English.

S. ELIZABETH DAVIS, B.S.,
English

SALLIE JOYNER DAVIS,
History.

HERBERT E. AUSTIN, B.S.,
Science.

ALICE V. WILSON, B.S.,
Science.

CARRIE G. SCOBAY, B.S.,
Household Economics.

MARIA D. GRAHAM, B.S.,
Mathematics.

MABEL M. COMFORT, A.B., A.M.,
Mathematics.

ANNIE RAY, B.S.,
Primary Education.

NELLIE MAUPIN,
History and Pedagogy.

*W. R. MILLS, A.B.,
Pedagogy.

*H. B. SMITH, A.B.,
Pedagogy.

*M. B. DRY, A.B.,
Mathematics.

*HORACE SISK, A.B.,
History.

*HOY TAYLOR, A.B., A.M.,
English

*ELIZABETH BOGLE, B.S.,
Domestic Science.

*ADELINE WHITE, A.B.,
Primary Education.

KATE W. LEWIS,
Drawing.

MAY R. B. MUFFLY,
Public School Music and Voice.

*Summer Term only.
‡Absent on leave.

East Carolina Teachers Training School

*EVA MINOR,
Public School Music.

‡LIDA HILL,
Piano.

HANNA H. FAHNESTOCK,
Piano.

MARY BERTOLET,
Piano.

DORA E. MEAD,
Piano.

MIRIAM MACFADYEN,
Critic Teacher, First Grade.

LIDA TAYLOR,
Critic Teacher, Second Grade.

AGNES WHITESIDE,
Critic Teacher, Third Grade.

NELLIE WYMAN,
Critic Teacher, Fourth Grade.

MRS. VIRGIE LEE AUMILLER,
Critic Teacher, Fifth Grade.

ANNIE M. McCOWEN, B.S.,
Critic Teacher, Sixth Grade.

LOUISE GOGGIN,
Critic Teacher, Seventh Grade.

*MYLITTA MAE MORRIS,
Critic Teacher, Second Grade.

*MAUDE BEATTY,
Critic Teacher, Third Grade

*MAUDE ROGERS,
Critic Teacher, Sixth Grade.

NANCY WALL,
Joyner School, Principal.

MARY NEWBY WHITE,
Joyner School, Intermediate Grades.

RUTH LOWDER,
Joyner School, Primary Grades.

OFFICERS

ROBT. H. WRIGHT.....	<i>President</i>
MRS. KATE R. BECKWITH.....	<i>Lady Principal</i>
CHAS. O'H. LAUGHINGHOUSE.....	<i>Physician</i>
MITTIE R. BEAMAN.....	<i>Superintendent of Infirmary</i>
WILLA M. RAY.....	<i>Secretary to President</i>
ELIZABETH STELL.....	<i>Custodian of Records</i>
J. B. SPILMAN.....	<i>Bursar</i>
MRS. NANNIE F. JETER.....	<i>Matron</i>
C. W. WILSON.....	<i>Director of Summer Term</i>

*Summer Term only. †Absent on leave.



DINING HALL

ADMINISTRATION BUILDING

GIRLS' DORMITORY

GENERAL INFORMATION

The East Carolina Teachers Training School was established by Act of the General Assembly, ratified the 8th day of March, 1907. The General Assembly of 1911 rechartered the School. The following is the charter:

A BILL TO BE ENTITLED AN ACT TO CHARTER THE EAST CAROLINA TEACHERS TRAINING SCHOOL.

The General Assembly of North Carolina do enact:

SECTION 1. That the trustees of the East Carolina Teachers Training School, established by an act of the General Assembly of North Carolina of one thousand nine hundred and seven, and located at Greenville, North Carolina, shall be and are hereby constituted a body corporate by and under the name and style of "The Board of Trustees of the East Carolina Teachers Training School," and by that name may sue and be sued, make contracts, acquire real and personal property by gift, purchase or devise, and exercise such other rights and privileges as are incident to corporations of like character as are necessary for the proper administration of said school.

SEC. 2. That said board of trustees shall be composed of nine persons, together with the State Superintendent of Public Instruction, as chairman *ex officio*, said trustees to be appointed by the State Board of Education: *Provided*, that two members of said board shall be from the First Congressional District, two from the Second, two from the Third, two from the Fourth, and one from the Sixth, whose term of office shall be six years. That the State Board of Education, upon the expiration of the term of office of any member of the board of trustees, shall appoint his successor for the full term of six years. Vacancies occurring by death or resignation of any member of this board shall be filled by appointment of the State Board of Education for the unexpired term. All trustees shall take oath to perform faithfully their duties, and shall hold office until their successors have been duly appointed and qualified.

SEC. 3. That the said school shall be maintained by the State for the purpose of giving to young white men and women such education and training as shall fit and qualify them to teach in the public schools of North Carolina.

SEC. 4. That the board of trustees shall have power to prescribe the course of study and shall lay special emphasis on those subjects taught in the public schools of the State and on the art and science of teaching.

SEC. 5. That tuition in said school shall be free to those who signify their intention to teach, for such time and upon such conditions as may be prescribed by the board of trustees; and the board of trustees, upon the recommendation of the faculty, shall give those students in said school who have completed the prescribed course of study, a diploma of graduation; and they may upon the recommendation of the faculty grant certificates of proficiency for the completion of special courses.

SEC. 6. That when, in the judgment of the board of trustees, the best interest of the school will be promoted thereby the board may decline to admit young men into the rooms of the dormitories.

SEC. 7. That all rights and titles heretofore acquired in any way for the use and benefit of said Training School shall vest and remain in the said board of trustees as herein incorporated.

SEC. 8. That the trustees shall report biennially to the Governor, before the meeting of each General Assembly, the operation and condition of said school.

SEC. 9. That this act shall be in force from and after its ratification.

Ratified this the 8th day of March, A. D. 1911.

LOCATION

The school is located in the town of Greenville, Pitt County, North Carolina, on a tract of fifty acres of land. The site is well-nigh ideal; part of the land is covered with a growth of native trees. This woodland furnishes a fine setting for the buildings and is full of attractive walks and nooks for the students. The school is situated on a hill and the sloping lawn makes a beautiful front campus. Greenville is at the junction of the Norfolk Southern and the Weldon-Kinston Branch of the Atlantic Coast Line and is therefore accessible from all directions.

HISTORY

July 2, 1908, ground was first broken. The following buildings have been erected: East Dormitory, West Dormitory, Administration Building, Kitchen and Dining Hall, Laundry and Power Plant, Infirmary, President's Residence, and the Model School.

October 5, 1909, the school opened its doors for students. Since that date 5,495 students have been enrolled, as follows:

	Regular School Year	Summer	Total	Names Counted Twice	Net Enrollment
1909-1910.....	174	330	504	42	462
1910-1911.....	227	300	527	29	498
1911-1912.....	235	359	594	26	568
1912-1913.....	252	322	574	20	554
1913-1914.....	251	323	579	19	560
1914-1915.....	295	394	689	16	673
1915-1916.....	295	398	691	20	671
1916-1917.....	307	353	660	15	645
1917-1918.....	325	273	598	12	586
1918-1919.....	278	-----	278	-----	278
Totals.....	2,639	-----	5,693	-----	5,495

The total number of students enrolled since the school first began is 5,693. Not counting any student's name twice in twelve months, the net enrollment is 5,495.

The number of graduates is as follows:

1911	18	1915	46
1912	19	1916	48
1913	30	1917	51
1914	36	1918	74

AIM

As is seen in the act of the General Assembly, section 3, the object of the State in establishing and maintaining the school is to give "to young white men and women such education and training as shall fit and qualify them to teach in the public schools of North Carolina."

This is a professional school. Its aim is to teach its students not only subject-matter, but also the processes by which the learning-mind acquires knowledge. Its purpose is to give the students:

1. Such knowledge of the studies taught in the public schools as a teacher must have in order to teach them properly.

2. Such knowledge of other studies that are so related to the branches taught in the public schools as will give a proper understanding of the public school branches.

3. A knowledge of the mental and physical powers of the child and their methods of development.

4. A knowledge of the principles of education and methods of teaching,
5. The practical application of these principles in the actual work of the schoolroom by practice-teaching.
6. A knowledge of the methods of organizing and managing schools.
7. A knowledge of the school law of the State.

In brief, this institution aims to prepare teachers, both theoretically and practically, for teaching the public schools of North Carolina.

DISCIPLINE

In conducting a school for young men and women who are about to assume the responsibilities of so serious and dignified a profession as teaching, there should be no occasion for arbitrary and iron-clad rules. Each student should attend promptly and faithfully to every duty and have due consideration and regard for the rights and privileges of others.

No rules are made by the school authorities except those necessary to govern routine work, but if the pupil is found to be falling behind in his studies, neglecting his duties or exerting an unwholesome influence, prompt steps are taken for his amendment. If a pupil does not show some disposition to conform to high standards he can hardly be considered good material for a teacher; and if he is found unresponsive to patient endeavors to bring him into the proper attitude to his duties, he is requested to resign his place in the school. Every effort is made to lead the students to choose the right, and the results have been wholly satisfactory.

In the spirit of the institution is found the discipline of the school.

DORMITORIES AND ROOMS

The school is equipped with dormitory space for two hundred and forty students. Each dormitory room is provided with two single iron beds, with springs, mattresses and pillows, two chairs, a table, a washstand, a bureau and a wardrobe—all the necessary furniture for comfortable living.

There is a central heating and lighting plant that provides steam heat and electric lights for all the buildings. A modern

system of ventilation is installed. The plumbing, draining and all those things necessary for good sanitary conditions are of the best type procurable. The school gets its water from the town of Greenville. The town owns its waterworks and has the water examined frequently, thus insuring its purity. In short, the school life of each student is made as comfortable as can be, and every possible precaution for health is taken.

The health conditions in this school, from the first, have been entirely satisfactory. During the eight years of the school's existence there has never been a death. This fall, for the first time, we have had an epidemic. The influenza was in epidemic form throughout our State. We had 141 cases in the School, but did not have a death.

CULINARY DEPARTMENT

The school dining room is perhaps the most attractive hall in the institution. The equipment in the kitchen is modern in every sense. For the preservation of meats, vegetables and other foodstuffs, the school has established a refrigerating plant of the best type. The matron is a trained dietitian and each menu is made out with much care—the object being to provide for the student body the most wholesome food and to see that this food is prepared in the best way possible.

MEDICAL ATTENTION

The school physician pays daily visits to the institution. A resident nurse is in charge of the Infirmary. This building is equipped with all the necessary furniture. Heating, lighting, plumbing, and ventilation are modern.

ADMINISTRATION BUILDING

In the Administration Building are to be found the school offices, Library, Chemical and Physical Laboratory, Biology Laboratory, fifteen recitation rooms, nine music rooms, a stock room, the postoffice, cooking and sewing laboratories, the Assembly Hall, Y. W. C. A. Hall and the Recreation Hall. Each room is well equipped and ventilated. The Assembly Hall has a seating capacity of eight hundred. Here the devotional exercises are held daily.

THE LAUNDRY AND POWER PLANT

The laundry and the power plant are under the same roof. The equipment here, as in the other buildings, is of the best possible type. The laundry has all of the necessary equipment for efficient laundry work.

The power plant supplies sufficient power for heating and lighting the school and for refrigeration. There are two sets of units, so that if one is out of commission the other may be used, thus preventing inconvenience, as well as saving wear and tear on machinery. There is also a gas machine to supply the cooking laboratory with gas.

MODEL SCHOOL

The Model School building is a modern school building, two stories high, which contains eight classrooms. The equipment is up-to-date. The stairways are in fire towers at each end of the building.

THE JOYNER SCHOOL

The Joyner School is a rural three-teacher school, three miles from Greenville, in the midst of a typical North Carolina farming community.

LIBRARY

The school has a well-selected pedagogical and reference library. A good collection of standard fiction and many bulletins, magazines, and newspapers are available to all students.

THE TRAINING SCHOOL QUARTERLY

The Training School Quarterly is an educational magazine published by the school with a twofold purpose: to present important educational questions of the day, and to record what this school is doing. The school publishes no bulletins except reprints from this.

ORGANIZATIONS

The attitude of the school toward organizations is to encourage those that are intended to preserve health, develop character and the spirit of democracy.

ATHLETICS.

The students are provided with a basketball ground, six tennis courts, and a volley-ball court. They are encouraged to take a sufficient amount of outdoor exercise to insure good health.

Tennis and basketball clubs have been organized by the students, and although no games have been played with outside institutions, yet much good has been derived through the friendly contests held on the campus. A cross-country walking club has been one of the features in athletics. These sports are encouraged not only for the physical training that is gained through them, but for the contributions which they make toward character-building. On the athletic field the student gains the power of self-control—a most valuable asset to every person who expects to become a teacher.

LITERARY SOCIETIES.

One of the chief factors in the development of both the social and educational life of the student may be found in the Literary Societies. The Edgar Allan Poe and the Sidney Lanier Societies, established in 1910, have done much toward unifying the student-body and encouraging school spirit.

The chief purposes of these societies are: to foster appreciation of literature, music, and art; to develop initiative among the students; to enable them to obtain proficiency in parliamentary usage; and to bring large numbers of them together in social intercourse. The societies meet twice a month. The programs are such as to maintain a high standard in literature, dramatics, debating, and music. The annual debate is one of the most important events in the life of the school. The societies have given excellent entertainments to the public, and bring to the school lecturers and musicians of note each year.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION.

The religious interests of the school are centered in the Young Women's Christian Association. This association was organized in 1909, since which time it has done very effective work in promoting high ideals among the students. All students are urged to take an active part in this phase of the school's work. Regular devotional meetings are held and several different courses in Bible and mission study are given.

This year more than fifty per cent of the students are enrolled in these classes. Clubs for the study of the Sunday School lessons meet regularly. Every year this Association sends delegates to the Southern Student Conference, held at Blue Ridge, North Carolina, where methods are studied for the better prosecution of the ensuing year's work. Last year four delegates were sent to this conference.

The Association renders efficient aid in meeting new students and in the organization of the school at the opening of the Fall Term.

STUDENT LOAN FUNDS

In appreciation of what the Training School has done for them, and realizing the importance of such a donation, the graduating classes and the students of two Summer Terms have left with the school voluntary contributions to be lent to needy students. This fund is not entered with the current accounts of the school, but is handled as a trust fund on its own account in a separate book.

It stands as follows:

The Class of 1911.....	\$ 112.50
The Class of 1912.....	200.00
Summer Term of 1912.....	45.00
The Class of 1913.....	300.00
The Class of 1914.....	210.00
Summer Term of 1914.....	21.00
The Class of 1915.....	200.00
The Class of 1916.....	205.00
The Class of 1917.....	400.00
The Class of 1918.....	500.00
	<hr/>
Total	\$2,193.50

The Student Loan Fund annually helps through school a number of deserving students.

The Pitt County Federation of Women's Clubs keeps three students in school each year.

The Sallie Southall Cotten Loan Fund of the North Carolina Federation of Women's Clubs has been the instrument of keeping in school two students a year since it was established in 1913.

THE DELON HENRY ABBOTT MEMORIAL LOAN FUND

Mrs. Delon Henry Abbott, of Vandemere, N. C., has donated \$2,500 to be used to establish the Delon Henry Abbott Memorial Loan Fund. The money is to be loaned to students, preferably from Pamlico County, and the interest paid by those who have borrowed the money will be used for a scholarship for a girl from Pamlico County.

1. I, Mrs. Delon H. Abbott, do bequeath and give to the East Carolina Teachers Training School the sum of two thousand five hundred dollars (\$2,500), to be known as the Delon Henry Abbott Memorial Loan Fund.

2. That the executive officer of the Board of Trustees of the East Carolina Teachers Training School is empowered to lend the principal as follows: To young white women who are citizens of Pamlico County, upon the approval of the County Superintendent of Schools, or his successor in office: *Provided*, that if on the 15th day of September of any year any of this fund should be on hand and not asked for by any Pamlico County woman, then the said officer is empowered to lend said fund to any deserving applicant. It is my wish, however, that any woman receiving benefit from this fund who does not live in Pamlico County shall offer her services as a teacher to the school authorities of Pamlico County for two years, and everything being equal shall render this service: *Provided further*, that said fund shall always be loaned at a rate of interest less than the legal rate of interest for North Carolina.

3. That the annual interest from said fund shall constitute the Delon Henry Abbott Scholarship, and shall be awarded to Pamlico County young women by a competitive examination, the questions to be prepared by the authorities of the Training School and the examination to be held by the public school authorities of Pamlico County at such time and place as the latter may designate.

4. As it is my desire that this fund be used to stimulate public education in Pamlico County, therefore, any deserving white woman who is a student of the high schools, or public schools doing equivalent work, shall be eligible to stand this examination. It is desired, however, that the scholarship be used by the winner of this examination during her senior year at the East Carolina Teachers Training School.

5. That if at any time any of the above-mentioned provisions cannot be put into operation, the Trustees of the East Carolina Teachers Training School are empowered to use this fund in such a way as to put into effect, as far as possible, the spirit of said provisions. It is my desire, however, that this fund shall be used each year, and

that a report shall be made annually to the public school authorities of Pamlico County showing how the fund has been used and who have received benefits therefrom.

Done this the 9th day of May, 1918, at Vandemere, N. C.

DONATIONS AND GIFTS

Other donations and many gifts have been left to the school by groups of students and organizations for the purpose of beautifying the buildings or the grounds, or for providing some equipment they have felt was especially needed.

The Literary Societies contributed the oil portraits of the two men most closely associated with the establishment of the school. They also spent \$500 for trees, plants, and shrubbery for the campus.

Each Senior Class has planted something on the campus on Arbor Day. Other groups have planted and kept up flower beds.

A number of the graduating classes and one-year classes have left gifts for interior decoration, such as pictures, a frieze, and plaster figures. There have been two gifts of stage scenery. One group of summer students left \$52.50 for reference books for the Library.

TEACHERS' REGISTRY

To help the county superintendents and school trustees who desire to secure good teachers, and to help those students who complete the course to secure desirable positions, the school will recommend deserving men and women for positions.

It is the purpose of the school in this matter to recommend only those students who have the scholarship and personality necessary to meet the demands of the given position.

REQUIREMENTS FOR ADMISSION AND OUTLINE OF COURSES

In order to carry out the aim of this school the following regular courses of instruction have been arranged and are offered for 1919-1920 by the school:

- (a) A Professional, or Normal, Course.
- (b) An Academic Course.

For Teachers of Rural Schools:

- * (c) One-Year Course F.

For Graduates of The Training School:

- (d) One-Year Course G.

For Those Holding a Certificate from (c):

- * (e) One-Year Course H.

PROFESSIONAL COURSE

The Professional Course requires the maturity and scholarship equivalent to that attained by the graduates of a four years State High School, and the course suggested below demands these requirements. This course is open only to those students who have had work equivalent to that offered by a four years State High School. A foreign language is not required for admission.

To enter the Professional Course a student must hold a certificate from a State High School in North Carolina, offering a four years course, or from a private or graded school giving equivalent preparation, or pass an examination on a course equivalent to that pursued in such schools, or have completed the Academic Course offered in this school.

To be admitted to (a) or (b) a student must be sixteen years of age. To be admitted to (c) a student must be seventeen years of age.

To be admitted to (d) a student must be a graduate of the Training School. To be admitted to (e) a student must have completed work equivalent to that offered in (c).

*Offered in the Summer Term only.

OUTLINE OF REGULAR COURSES

PROFESSIONAL COURSE

FIRST YEAR

Fall Term	Winter Term	Spring Term
English 7—Literature Reading.....3	English 8—Rhetoric Composition...3	English 9—Literature Grammar.....3
History 7—American.....3	History 8—American.....3	History 9—Civics.....3
Science 7—Hygiene and Sanitation.....3	Science 9—Hygiene and Sanitation.....3	Science 11—Geography...3
‡Science 8—Seasonal Laboratory.....2	‡Science 10—Seasonal Laboratory...2	Science 12—Nature Study..2
Pedagogy 1—How to Study 4 3—Child Study...4	Pedagogy 2—The Recita- tion.....4	Pedagogy 7—Primary Education...4
‡Home Economics— Cooking...2	Pedagogy 4—Child Study 4 Cooking...2	Math. 7—Practical Arith- metic.....4
Public School Music 7.....3	‡Home Economics— Cooking...2	‡Home Economics— Cooking...2
Drawing 4.....2	Public School Music 8.....3	Public School Music 9.....3
‡Spelling.....	Drawing 5.....2	Drawing 6.....2
	‡Spelling.....	‡Spelling.....
26-hrs	26-hrs	26-hrs

SECOND YEAR

English 10—For Grades 4 and 5.....3	English 10—For Grades 4 and 5.....3	English 11—For Grades 6 and 7.....3
Math. 8—For Grades 4 and 5.....3	Math. 8—For Grades 4 and 5.....3	Math. 9—For Grades 6 and 7.....3
History 10—For Grades 4 and 5.....3	History 10—For Grades 4 and 5.....3	History 11—Elementary Agriculture...3
Science 13—Geography.....3	Science 13—Geography.....3	Pedagogy 10—Rural Soci- ology.....3
Pedagogy 5—Psychology.....3	Pedagogy 6—Psychology...3	11—School Management...3
8—Primary Education...3	9—Primary Education...3	‡Home Economics— Sewing...2
*Teaching.....	*Teaching.....	Public School Music 12...3
‡Home Economics— Sewing...2	‡Home Economics— Sewing...2	Drawing 9.....2
Public School Music 10.....3	Public School Music 11...3	‡Spelling.....
Drawing 7.....2	Drawing 8.....2	
‡Spelling.....	‡Spelling.....	
25-hrs	25-hrs	25-hrs

*During the first and second terms of this year the class is divided into two sections. During the first term, Section A goes to the model school and is excused from all other class work with the exception of Pedagogy 5 and 8, Music 10, and Drawing 7, while Section B takes the work as scheduled for the term with the exception of Teaching. Section B takes its practice work during the second term together with Pedagogy 6 and 9, Music 11, and Drawing 8, while Section A resumes class work as scheduled for the second term with the exception of Teaching.

‡To be taken if the student is found deficient. See pages 28 and 29.

‡Pupils taking Piano may omit the course marked †.

NOTE.—The figures following the subjects give the numbers of the recitation periods per week. Each recitation period is forty-five minutes long.

THE ACADEMIC COURSE

There are many students in North Carolina who do not have access to a good high school, but who desire to become teachers. To meet the needs of such students this school has provided a two-year Academic Course. To enter this course

a student must hold a certificate showing that he has successfully completed the work of the first year of a State high school or the equivalent, or pass an examination upon a course equivalent to that.

ACADEMIC COURSE

FIRST YEAR

Fall Term	Winter Term	Spring Term
English 1—Reading.....5	English 2—Literature	English 3—Grammar.....5
Math. 1—Arithmetic.....5	Composition...5	Math. 3—Algebra.....5
History 1—Ancient.....5	Math. 2—Arithmetic	History 3—Middle Ages...5
Science 1—Principles of	Algebra	Science 3—Elementary
Geography.....5	Geometry.....5	Physics.....5
‡Music 1.....3	History 2—Ancient.....5	‡Public School Music 3...3
‡Drawing 1.....2	Science 2—Economic	‡Drawing 3.....2
*Spelling.....	Geography.....5	‡Spelling.....
	‡Music 2.....3	
	‡Drawing 2.....2	
	*Spelling.....	
25-hrs	25-hrs	25-hrs

SECOND YEAR

English 4—Literature	English 5—Literature	English 6—Literature
Composition	Composition.....5	Composition.....5
Rhetoric.....5	Rhetoric.....5	Rhetoric.....5
Math. 4—Arithmetic	Math. 5—Arithmetic	Math. 6—Geometry.....5
Algebra.....5	Geometry	History 6—Mod. Europe...5
History 4—Mediæval.....5	Algebra.....5	Science 6—Applied
Science 4—Applied	History 5—Mod. Europe..5	Biology.....5
Biology.....5	Science 5—Applied	‡Public School Music 6...3
‡Public School Music 4...3	Physics.....5	‡Basketry.....2
‡Basketry.....2	‡Public School Music 5...3	*Spelling.....
*Spelling.....	‡Basketry.....2	
	*Spelling.....	
25-hrs	25-hrs	25-hrs

*To be taken if the student is found deficient. See pages 28 and 29.
 ‡Pupils taking Piano omit these courses.

COURSE FOR TEACHERS OF RURAL SCHOOLS

*One-Year Course F

Under the rules and regulations of the State Board of Examiners and Institute Conductors the holders of an Elementary Certificate may renew the same by taking Professional training in this school for a Summer Term.

There are a number of teachers in our State now holding a Second Grade Certificate who wish to attend a Summer School and get the professional training that will enable them to become more efficient as teachers and eventually lead to a First Grade Certificate.

*Offered in the Summer Term only.

For some time there will be a number of teachers who have not completed the required amount of High School work to enable them to hold a First Grade Certificate, but who wish to take some professional training and continue to teach with a Second Grade Certificate.

To meet the needs of the three groups of teachers outlined above we offer the following:

Courses of Instruction.—The courses of instruction will cover the first seven grades of the State adopted Course of Study. The text-books used will be those adopted by the State Board of Examiners and Institute Conductors.

In addition to the above the following subjects will be included:

Pedagogy, especially adapted to the needs of this group.

Primary Education. The State adopted texts for grades One to Three, with instruction in Theory only in so far as is necessary for reasonably efficient teaching.

School Management and Law.

Music and Drawing, beginning with Grade One and extending through Grade Seven.

The First Term of this course is especially adapted to the needs of the teacher of the primary grades; the Second Term to the teacher of the intermediate grades: and the Third Term to the teacher of the grammar grades.

OUTLINE OF ONE-YEAR COURSE F

First Term F ¹	Second Term F ²	Third Term F ³
English 30—Reading and Language for the Grades.....2	English 31—Reading and Language for the Grades...4	English 32—Reading and Language for the Grades...4
Primary Education.....6	Arithmetic 31—Grades 4-5.4	Arithmetic 32—Grades 6-7.4
History 30—United States...4	History 31—United States.....4	History 32—United States.....4
Science 10—Hygiene and Sanitation.....4	Science 12—Geography...4	Science 15—Agriculture...4
Pedagogy 30.....4	Pedagogy 31.....4	Pedagogy 32.....4
Public School Music.....2	Public School Music.....2	Public School Music.....2
Drawing for Grades 1-3.....2	Drawing for Grades 4-5...2	Drawing for Grades 6-7...2
†Domestic Science.....2	†Domestic Science.....2	†Domestic Science.....2
26-hrs	26-hrs	26-hrs

†Optional course. May be taken with special permit from the Director.

GRADUATE COURSE

One-Year Course G

To meet the demands of those students who have received a diploma from this school and who wish to pursue their work further, the following course is offered:

*G ¹	*G ²	*G ³
ACADEMIC	ACADEMIC	ACADEMIC
Eng.—Amer. Literature.....4	Eng.—Eng. Literature.....4	Eng.—Teaching of Comp...4
Hist.—(a) Mod. Eu. Hist.....4	Hist.—(a) Mod. Eu. Hist...4	Hist.—Hist. for Grades
(b) U. S. Hist. since	(b) U. S. Hist. since	4 to 7.....4
1865.....4	1865.....4	Sci.—(a) Domestic Sci.....4
Sci.—(a) Geog. for 4 and 5	Sci.—(a) Domestic Sci...4	(b) Nature Study.....4
Grades.....4	(b) Nature Study...4	Math.—(a) Geometry.....4
(b) Geog. for 6 and 7	Math.—(a) Geometry...4	(b) Algebra.....4
Grades.....4	(b) Algebra.....4	
Math.—(a) Geometry.....4		
(b) Adv. Arith.....4		
PROFESSIONAL	PROFESSIONAL	PROFESSIONAL
Psychology.....3	Child Study.....3	Community Service.....4
Child Study.....3	Hist. of Education.....4	Primary Education.....3
Hist. of Education.....4	S. M.—School Discipline...2	Drawing.....4
S. M.—Special work for	Primary Education.....3	Music.....2
Rural School Prin-	Music.....2	
cipals.....2		
Music.....2		

*In G¹, G², and G³ students may select any 12 hours work in the Academic and any 6 to 8 hours in the Professional subjects.

CONTINUATION COURSE

One-Year Course II

The following course has been arranged to meet the needs of those students who have completed "One-Year Course F" and who wish to continue their professional training. This course also prepares for the first year of the "Professional Course" and leads ultimately to graduation.

OUTLINE OF ONE-YEAR COURSE II

H ¹	H ²	H ³
Eng.—Literature.....3	Eng.—Rhet. and Comp...4	Eng.—Rhet. and Comp...4
Math.—Algebra.....3	Math.—Arith., Alg.,	Math.—Geom.....5
Sci.—Gen. Science.....3	Geom.....5	Sci.—Gen. Science.....3
Hist.—Medieval.....3	Sci.—Gen. Science.....3	Hist.—Mod. Europe.....4
Ped.—How to Study and	Hist.—Mod. Europe.....4	Ped.—Observation and
the Recitation.....4	Ped.—Observation and	Critique.....2
School Management...2	Critique.....2	Music.....1
Drawing.....2	Music.....2	Drawing.....1
	Drawing.....2	

SUMMER TERM

It is the aim of this school to render every service it may to advance the best interests of public education in our State. Realizing that many teachers engaged in the work wish to study after their schools close, that they may better equip themselves for their profession; also realizing that all the schools of the counties do not close at the same time, the Training School, to meet these conditions, will admit students at the beginning of any regular term, and in addition to this has established the Summer Term.

The calendar year is divided into four terms, any three of which make a school year. The Summer Term is one of the four terms.

Since those who attend the Summer Term have had experience in teaching, a greater latitude is allowed in the selection of subjects.

If there is not sufficient demand for any of the courses offered in this catalog, the course is not given.

During the past summer the following courses were given:

C1, C2, F1, F2, F3, and special classes in certain subjects for deficient students.

The greatest demand is for the first year of the regular two-year professional course and for the one-year professional course. These are as follows:

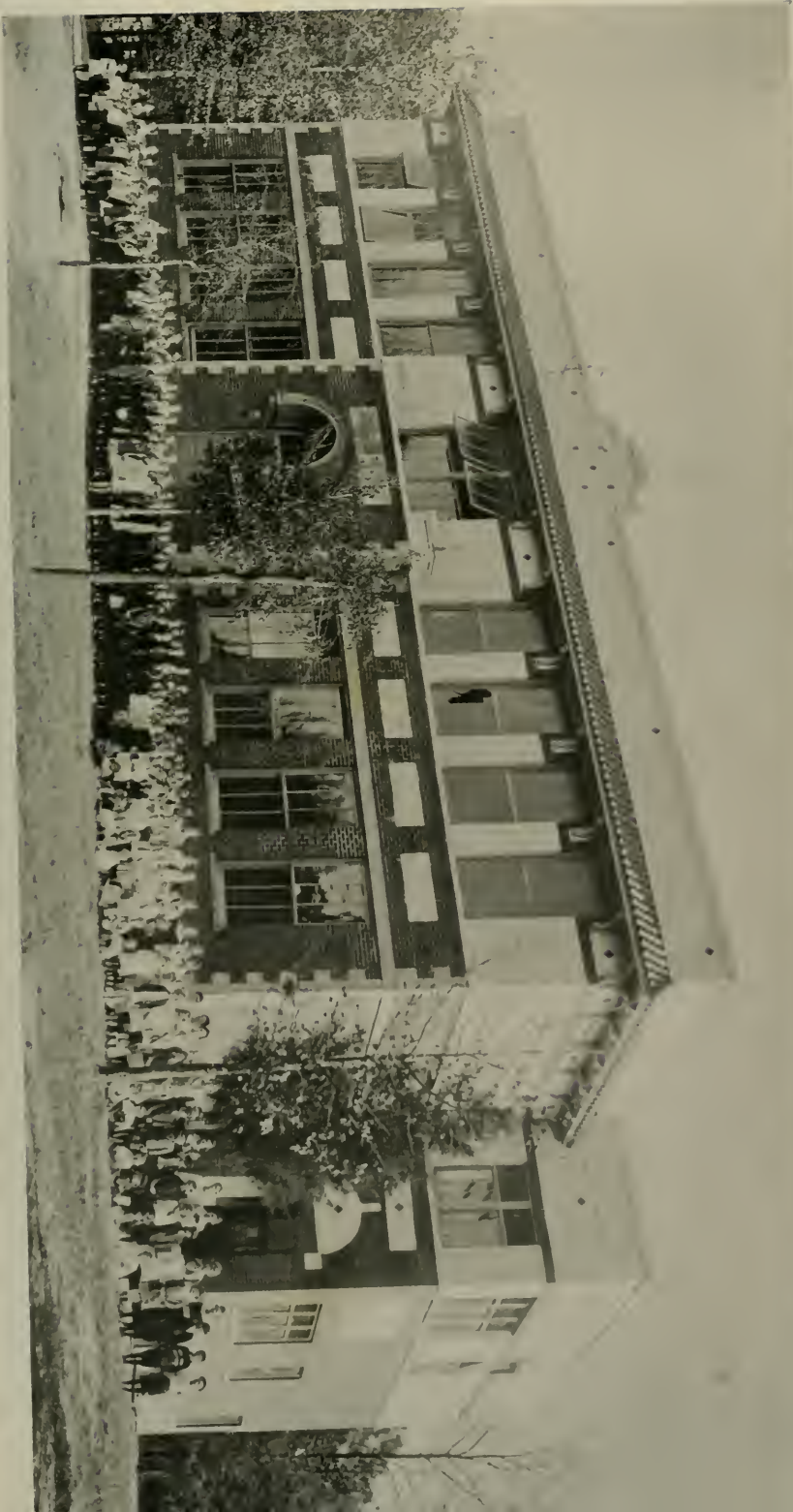
PROFESSIONAL COURSES.

C1—English, 3 hours; American History, 3 hours; Science—Hygiene and Sanitation, 3 hours; Seasonal Laboratory, 2 hours; Pedagogy—How to Study, 4 hours, and Child Study, 4 hours; Home Economics, 2 hours; Public School Music, 2 hours; and Drawing, 2 hours.

C2—English, 3 hours; American History, 3 hours; Science—Hygiene and Sanitation, 3 hours; Seasonal Laboratory, 2 hours; Pedagogy—The Recitation, 4 hours; Child Study, 4 hours; Home Economics, 2 hours; Public School Music, 2 hours; Drawing, 2 hours.

C3—English, 3 hours; History, Civics, 3 hours; Science, Geography, 3 hours, and Nature Study, 2 hours; Pedagogy—Primary Education, 4 hours; Mathematics, Practical Arithmetic, 4 hours; Home Economics, Cooking, 2 hours; Public School Music, 2 hours; Drawing, 2 hours.

THE MODEL SCHOOL.



F1—Primary Education, 6 hours; English, 2 hours; United States History, 4 hours; Science—Sanitation, 4 hours; Pedagogy, 4 hours; Public School Music, 2 hours; Drawing, 2 hours; School Management, 2 hours.

F2—Arithmetic, 4 hours; English, 4 hours; United States History, 4 hours; Science—Geography, 4 hours; Pedagogy, 4 hours; Public School Music, 2 hours; Drawing, 2 hours; School Management, 2 hours.

F3—Arithmetic, 4 hours; English, 4 hours; United States History, 4 hours; Science—Agriculture, 4 hours; Pedagogy, 4 hours; Public School Music, 2 hours; Drawing, 2 hours; School Management, 2 hours.

NOTE.—A bulletin on the Summer Term is issued each spring.

DEPARTMENT OF INSTRUCTION

MATHEMATICS

In all of the courses offered in Mathematics, the chief thing desired is the development of power—power to reason correctly, to calculate accurately and with a reasonable amount of speed, and power to express the work done in true and accurate statements.

One of the special aims of the work offered in the Academic Course is to break down the strict lines of demarkation between Arithmetic, Algebra, and Geometry, and to connect these subjects more closely.

Mathematics 1 is a review course in everyday arithmetic. The fundamental operations with integers, common fractions, and decimal fractions are drilled upon. Easy denominate numbers and the simplest cases in percentage are taken up. Oral arithmetic receives special emphasis. Only very few book problems are considered. Instead, fresh live problems dealing with the life about the pupils are formulated and solved.

Mathematics 2 is a course in *general Mathematics*. The *equation* in its simplest form is studied as it is needed for solving simple applied problems and in connection with the work in constructive Geometry. The negative number is treated in a simple practical way.

Mathematics 3 is largely a drill course on the minimum essentials in Algebra. Much oral drill work in Arithmetic is also brought in through checking.

In Mathematics 4, the square, rectangle, circle, cylinder, right triangle and equilateral triangle are studied inductively and formulas derived. These formulas are applied to the solution of many practical problems. The solution of the quadratic equation by *factoring*, by *completing the square*, by *the formula* and by the *graph* receives careful attention.

In Mathematics 5, the study of formal geometry is begun but a close connection with Arithmetic and Algebra is still kept up.

Mathematics 6 is a course devoted especially to *formal Geometry*. A satisfactory completion of this course and those which

precede it is practically equivalent to the completion of high school Algebra through Quadratics and three books of Plane Geometry together with the solution of many original exercises.

In the Professional Course, Mathematics 7, *one term* of the first year is devoted to a rapid review of *Practical Arithmetic*. A careful study of *percentage* and its practical applications constitutes the main part of this.

In Mathematics 8 and 9, the second year of the Professional Course, special emphasis is placed on "How to Teach Arithmetic" in the fourth, fifth, sixth and seventh grades of the elementary school. Fundamental principles are worked out, the course of study is built up, many texts on methods are read carefully and discussed. Now that the Model School has in it seven grades, the opportunity for supervised observation and practice teaching is greatly increased. This putting of *theory* directly into practice is of great value to the student teachers.

ENGLISH

It is the purpose of the English Department to develop in the students an understanding and appreciation of literature, a love of reading, and an intelligent use of the English language, both in writing and speaking.

In the professional years the general aim of training the students so that they will be efficient teachers of English in the grades is always kept in mind, as well as the idea that English is a subject that is the tool of all other subjects. In the first year emphasis is laid on principles underlying literature and composition, and in the second year these principles are applied to the actual work in the grades.

The Academic courses, from 1 through 6, are the equivalent of the last years of the high school course. Classics of the same grade are used and a degree of proficiency in both technique and thought work in composition equal to that demanded by the high school is required.

In the first professional year, courses 7 through 9, a careful study is made of the common types of literature, paying especial attention to their organization, values, and the tangible things that can be taught, as well as to develop in the students the power to interpret the intangible, those things that cannot be taught

directly. These types are the short story, the novel, the simple essay, biography, the play, the narrative poem, the nature poem and the poem of strong emotional appeal. The composition work includes the various forms in use in everyday life. Only sufficient rhetoric is given to enable the students to understand better the literature studied and to write with greater facility. A brief course in grammar is given for the purpose of reviewing the essentials and for getting a modern point of view of the subject.

In the second-year professional courses, 10 and 11, the work is confined to the actual work of the grades, using only the material used in the grades. The work in literature in grades four and five centers around the story, with the hero story as the type, and around the simple nature poem. Language is considered from two points of view: as a tool by means of which one can get thought from the printed page and as a tool for expression with both tongue and hand.

The last term the work in literature is spent on how to organize and present complete classics, the longer units, as the story of purely literary merit, the narrative poem with plot, the easy novel of adventure, biographical sketches based on the hero story, and the easy play in the place of the dramatization of the story. How to get the children to form good habits of reading and what to encourage them to read are considered of importance. In the composition work the time is devoted to the two topics: how to vitalize writing so that it will not be considered drudgery, and how to secure correctness of form at the same time.

In grammar, stress is laid on what to teach and what not to teach, and how to present the subject so that the children will see that it is necessary to the understanding of the sentence, and not a mere enumeration of abstractions.

The students of this class prepare the copy for the departments of the Training School Quarterly. This grows directly out of their life in the school and in their work in the Model School. This furnishes an excellent motive in English work.

SPELLING

All students are given a test in spelling on the first Saturday of the Fall Term. Those who spell ninety out of the hundred

familiar words in this test are excused from further work in spelling. Those who do not pass this test are required to take spelling for one term, or longer, if necessary. A test is given at the end of each term.

HISTORY

The chief aims of the work done in the History Department are two: first, to give such knowledge and training as will enable students to think intelligently upon the public questions and to become more useful American citizens; second, to give better training in the method of teaching history.

(a) Courses 1 to 3, inclusive, are offered in the First-year Academic, five hours per week. The subject is the history of the Greeks and Romans and of the early Mediæval period.

(b) Courses 4 to 6, inclusive, are offered in the Second-year Academic, five hours per week. The history of the later Mediæval period and Modern Europe is given.

In both courses offered in the Academic years the emphasis is placed on those phases of the human world and life of other times that can be, by comparison and contrast, connected with the life today.

(c) Courses 7 and 8 are offered in the First-year Professional, three hours per week for two terms. This is the history of America with special emphasis upon those events that reach into the past for causes and into the future for effects.

(d) Course 9 is offered in either North Carolina History or Civics, four hours per week for one term.

(e) Courses 10 and 11 are offered in the Second-year Professional, three hours a week for two terms. Teaching of history in the grammar grades is the object of this course.

(f) The history offered in the One-year Course for Rural Schools is based upon the State adopted text, *Our Republic*. For outline of this course, see pages 20 and 21.

CIVICS

The course in Civics is intended to give the essential forms of government now found among civilized nations, with especial emphasis upon the government of our own Nation and State.

SCIENCE

It is the one purpose of our science courses to train for intelligent living and intelligent service.

This involves a thorough knowledge of the fundamental principles of our several subjects of study, a knowledge of the facts which make these principles clear, and a knowledge of the science facts necessary for daily life.

Inasmuch as the goal of instruction is not reached until the individual has acquired the power to use the knowledge he has gained, power to work independently of the teacher, power to think accurately and clearly, these features are stressed and opportunity is constantly offered to apply the knowledge gained to the practical and everyday affairs of life.

Our science courses lead up to, prepare for and culminate in the subjects most closely related to the lives of the people of North Carolina—

(a) Geography—A study of the earth in its relation to life, its control over life and the way life responds to the various geographic factors; and the way man adjusts himself to and utilizes the factors of his environment best to meet his needs.

(b) Elementary Biology—(1) A study of those common-sense, valuable, and interesting things about plants and animals that are most closely related to the human life. (2) A study of the human mechanism to the end that it may receive more intelligent care and attention and result in healthier, happier and more efficient living.

(c) Agriculture—To assist us in solving the problem, "Who can raise the best plant or animal?" and bring to the problem and its solution common sense, good judgment, and a knowledge of the principles which underlie efficient agriculture—the greatest and most important occupation of man—so as to dignify it and bring it up to the rightful place it should hold not only in the minds of those who engage in this occupation, but in the minds of all others.

(d) Seasonal Laboratory—For the purpose of giving practice in the doing of those things in applied biology and agriculture that need to be done in every community in the season when each especially needs attention; e. g. Pruning and Spraying; making and caring for home vegetable gardens and flower beds; propagating and transplanting plants; selection and care of seed; testing seed vitality; poultry work; tomato club work, etc.



THE JOYNER SCHOOL

HOME ECONOMICS

The chief aim of the courses in Home Economics is to help the students to become more efficient workers with foods and clothing materials in order that they may become better teachers of these subjects.

It is the purpose of the course in cooking to help the students to gain a usable knowledge of the composition and preparation of food for the table. The meal is made the central idea, and much time is spent on the planning, preparation, and serving of meals. The ultimate aim is to improve the selection, care, and preparation of food in the home.

The course in sewing is designed to give a general knowledge of garment-making. Practice is given in both hand and machine sewing. In the making of the various garments, attention is paid to the study of patterns, their interpretation and use; and of seams and finishes. In the spring term some time is given to the study of fabrics. Each girl is required to know how to make every kind of garment she wears and to make her graduation dress.

PEDAGOGY

Pedagogy is an essential department of a Teachers' Training School. The instruction in this department deals with the fundamental principles of education; the relation of the different branches of knowledge to one another and to the mind, and the method by which the human powers may be trained. It deals with the theory and the practice of teaching.

The Department of Pedagogy in this school devotes some time to a study of the fundamental laws of mind, that the students may utilize their knowledge of these mental activities in their own study. This includes within its scope a study of Child Development and How to Teach Children to Study.

The Teaching process is emphasized with the aim of enabling the students to understand and make a practical application of the principles involved in good teaching and the methods employed to realize the goal in the process of education.

PRIMARY EDUCATION

This course covers the work of the first three grades and consists of a careful study of all primary subjects, aided by observation of work done in these grades. The special method consists in selection, adaptation, and development of subject-matter with regard to the fundamental principles underlying the learning process. Throughout the course, the inter-relation of subjects is given special emphasis.

Pedagogy 7—Reading and the related subjects, spelling and writing. A study of the principles underlying the reading process, through selected readings, discussions, observations and lesson-plans, made and taught. Special attention is given to reading for beginners, showing the natural development of reading power. The value and relative place of phonics is here treated.

Pedagogy 8—(a) Primary Language—Selection and organization of subject-matter emphasized. Illustrative lessons developed. Stories selected, studied and told by students. The subject of dramatization is treated in this connection.

(b) Number—The formation of a course of study together with method of developing.

Pedagogy 9—(a) Primary History—A study of home-life forms a basis for the study of primitive life and primary geography. Throughout this course the value of correlation is emphasized.

(b) Nature Study—The working out of a few live problems which will develop interest in nature.

OBSERVATION AND PRACTICE WORK

Practice Teaching—one term.

Required of all students of the regular professional course, Senior Year.

The aim of this course is to give students skill in connecting theory and practice through this direct contact with child-nature and its needs. The work consists of observations followed by discussion, lesson-plans made and criticised, supervised teaching and daily conferences. The work of both critic-teachers and supervisors is constructive rather than destructive.

Most of the observation and practice teaching is done in the Model School, which contains seven grades and is a part of the public school system of Greenville. Hereafter the Joyner School, a typical, three-teacher rural school, will be used also for this work. The City Superintendent and the County Superintendent

are members of this faculty. Thus various types of schools are brought into direct connection with East Carolina Teachers Training School.

SCHOOL MANAGEMENT

It is the purpose of this course to discuss the various problems confronting the teacher in the organization, the conduct and the management of the school. It proposes in addition to the treatment of methods and their skillful use to emphasize the practical and vital topics in school management in such manner that it may aid the teachers to fill that wider function of training pupils for the duties, responsibilities and obligations of life. It is made as practical as possible in order to meet the conditions and needs of the school of today.

DRAWING

The courses in drawing are planned to give all students who wish to teach Primary and Grammar grades a practical knowledge of drawing.

The purpose is to train the mind, the eye and the hand to work together—to cultivate habits of thought and observation and to create an appreciation of the beautiful.

The courses are adapted to the needs of the student-teacher, both as a learner of the principles of drawing and as a prospective teacher of the subject.

In the second-year Academic Course Drawing is not taught; in its place the students are given a course in basketry.

MUSIC

Two courses in music are offered:

PUBLIC SCHOOL MUSIC

The aim of Public School Music in this school is twofold:

First: To cultivate a genuine *love of music* in the students through the spontaneous singing of beautiful music and to develop the musical *mind* through the study of musical structure.

Second: To *inspire* the student-teachers with a desire to arouse in children their natural love of music and to *train* the

student-teachers in such a manner that they may be prepared to do this musical work for the children of North Carolina.

In working out this twofold aim the Public School Music Course offers the students exceptional opportunities in inspirational singing, the cultivation of the musical voice, development of rhythm through folk-dances and singing games, sight-reading and musical appreciation.

From the introduction of Public School Music in our school emphasis has been put upon the special value of inspirational singing, and the development of rhythm in this music work, as a permanent and vital basis for the upbuilding of a musical life in the children of the State.

PIANO

The value of this subject in a teacher training school lies, first, in the use a teacher can make of her piano training in fostering community spirit, and, second, in the need of our communities for school teachers who can also give piano lessons.

Students are offered a thorough course in the technique and interpretation of piano music. Classes are formed for the study of such important subjects as accompanying, musical history, ear training and theory. Frequent recitals give pupils opportunity to learn to play for others. To complete the course a student must teach one pupil for one term under supervision, and must study teaching material for other grades in piano music.

Piano may be taken as an elective:

(a) In the first and second years of the Academic Course for Public School Music and Drawing.

(b) In the Junior year for Science 8, 10, and 12.

No student will be given credit for Piano unless she has completed the first and second years work offered by this school, or a course equivalent thereto.

Students may take third or fourth year piano work as an elective, but credit will not be given unless the prescribed course is completed.

Each year some who have applied for piano lessons have had to be denied because the number that can be accommodated is limited, therefore those who wish to take would do well to put in their application early.

EXPENSES

FALL, WINTER, AND SPRING TERMS

Board in the dormitories.....	\$108.00
Laundry	14.00
For the use of text-books.....	5.00
Light and heat.....	14.00
Medical and Hospital fee.....	5.00
Dormitory fee	4.00
	<hr/>
Total.....	\$150.00
*Literary tuition	\$45.00
Piano	45.00

For students who sign the agreement to teach, and who do not take Piano, payments will be due in advance, as follows:

September 24, 1919	\$ 50.00
January 1, 1920	50.00
March 16, 1920	50.00
	<hr/>
Total	\$ 150.00

If tuition is paid (Literary or Piano) one-third of the amount is due in advance on the above mentioned dates.

SUMMER TERM, 1919

Board, room, light, and laundry may be paid by the month. These expenses apply only to those students living in the dormitories. All others pay only the registration fee. There will be no reduction or refund of the registration fee.

Registration fee	\$ 5.00
Board, room, light and laundry, per term, eight weeks.....	30.00

Board, room, light and laundry for the Summer term may be paid for by the month at \$15.00 per month of four weeks, due in advance.

*There is no charge for tuition for those who agree to teach for two years. To all others there will be a charge of \$45.00 per year.

NOTE.—Students taking Piano will pay for the sheet music used. Students will pay for hack hire, transfer of baggage, and stationery used. These items are not included in expenses as given above.

STUDENTS ATTENDING EAST CAROLINA TEACHERS TRAINING SCHOOL

JUNE 12, 1918, TO JUNE 12, 1919

<i>Name</i>	<i>Address</i>	<i>County</i>
Adams, Thelma	Charlotte	Mecklenburg
Adkins, Elizabeth	Margarettsville	Northhampton
Alderman, Estelle	Magnolia	Duplin
Alligood, Blanche	Washington	Beaufort
Albritton, Gay	Kinston	Lenoir
Alston, Annie Lou	Henderson	Vance
Alston, Margaret	Henderson	Vance
Andrews, Bertha	Stokes	Pitt
Ange, Mildred	Roper	Washington
Arnold, Gladys M.	New Bern	Craven
Arthur, Amy	Askin	Craven
Arthur, Myra	Askin	Craven
Atkins, Flonnie May	Durham	Durham
Atkinson, Elizabeth	Sloop Point	Pender
Baggette, Louise	Windsor	Bertie
Barden, Margaret	Warsaw	Duplin
Barnes, Beulah	Elm City	Wilson
Barnes, Bessie	Creswell	Washington
Barnes, Georgia	Lillington	Harnett
Barrett, Mary A.	Farmville	Pitt
Barrow, Lucy	Snow Hill	Greene
Barwick, Mattie Lou	Fort Barnwell	Craven
Bass, Elizabeth	Wilson	Wilson
Basden, Maude	Richlands	Onslow
Bateman, Clara	Plymouth	Washington
Batts, Mary	Rocky Mount	Edgecombe
Baum, Gladys	Fairfield	Hyde
Bazemore, Eyssel	Windsor	Bertie
Beaman, Sue	Stantonsburg	Greene
Beasley, Minnie	Snead's Ferry	Onslow
Beasley, Verona	Verona	Onslow
Belvin, Jennie	Durham	Durham
Bennett, Vera	Grantsboro	Pamlico
Bergeron, Grace	Middlesex	Nash
Bertotti, Edith	Burgaw	Pender
Best, Alice	Goldsboro	Wayne
Best, Clara	Goldsboro	Wayne
Best, Nursey	LaGrange	Wayne
Blanchard, Nell	Gatesville	Gates
Blackley, Madge	Durham	Durham
Blake, Alice	Hope Mills	Cumberland
Boney, Katherine	Kinston	Lenoir
Boney, Gertrude	Wallace	Duplin
Bonner, Audrey	Bonnerton	Beaufort
Bridgeman, Mary	Lake Landing	Hyde
Bridgers, Nettie	Conway	Northhampton
Brinson, Loyce	Scranton	Hyde
Broom, Sue Council	Morehead City	Carteret



THE COOKING LABORATORY

<i>Name</i>	<i>Address</i>	<i>County</i>
Brown, Cora Leigh	Ahoskie	Hertford
Brown, Mary E.	Chinquapin	Onslow
Brown, Ruth	Greenville	Pitt
Bruce, Maude	Buie's	Robeson
Burbage, Lula	Bath	Beaufort
Burbage, Miriam	Como	Hertford
Burris, Rosa	Greenville	Pitt
Butler, Marian	Rocky Mount	Edgecombe
Butt, Sarah	Bonnerton	Beaufort
Butts, Mamie	Heathsville	Halifax
Bryan, Annie	Greenville	Pitt
Byrd, Lillie	Marners	Harnett
Byrd, Mary	Calypso	Duplin
Carr, Gladys	Ayden	Greene
Carraway, Mrs. W. B.	Farmville	Pitt
Carver, Pearle	Roxboro	Person
Cartwright, Lydia	Elizabeth City	Pasquotank
Cavenaugh, Annie T.	Richlands	Onslow
Cheaves, Olive	Louisburg	Franklin
Clark, Annie	Chicod	Pitt
Clark, Jimmie	Inez	Warren
Clements, Ethel	Stancell	Northampton
Cobb, Julia	Ahoskie	Hertford
Cobb, Zelota	Pinetops	Edgecombe
Cole, Lillian	Cameron	Moore
Collins, Edwards	Windsor	Bertie
Collins, Ora	Goldsboro	Wayne
Congleton, Elizabeth	Stokes	Pitt
Cooper, Sophia	Choewinity	Beaufort
Corbett, Lila	Atkinson	Pender
Cowell, Alline	Fayetteville	Cumberland
Cratch, Pearle	Edward	Beaufort
Credle, Ella	Swan Quarter	Hyde
Croom, Jessie	Magnolia	Duplin
Croom, Rebecca	Kinston	Lenoir
Croom, Tabitha	Kinston	Lenoir
Currie, Bessie	Enfield	Halifax
Cyrus, Beulah	Louisburg	Franklin
Dale, Texte	Morganton	Burke
Darden, Ruth	Clinton	Sampson
Darden, Vira	Clinton	Sampson
Daughtridge, Ruby	Rocky Mount	Edgecombe
Daughtry, Fannie	Woodland	Hertford
Davenport, Lattie M.	Creswell	Washington
Davis, Clara	Windsor	Bertie
Daniel, Louise	Oxford	Granville
Daniel, Mary	Pelham	Caswell
Dawson, Lillie M.	Kinston	Lenoir
Dean, Ruth	Oxford	Granville
Debnam, Madeline	Louisburg	Franklin
Delon, Linda	Elizabeth City	Pasquotank
Dempsey, Mrs. J. H.	Windsor	Bertie
Dixon, Eula	Grifton	Craven
Draughon, Aileen	Bowden	Duplin
Dunn, Mary E.	Raleigh	Wake
Dupree, Norma	Fountain	Pitt

<i>Name</i>	<i>Address</i>	<i>County</i>
Eaves, Nora	Henderson	Vance
Edge, Elma	White Oak	Bladen
Edwards, Allie	Lemon Springs	Lee
Edwards, Amanda	Blount's Creek	Beaufort
Edwards, Lillie	Rocky Mount	Nash
Edwards, Sallie	Dudley	Wayne
Elks, Nannie Lee	Greenville	Pitt
Elliott, Helen	Rich Square	Northampton
Elliott, Thelma	Hertford	Perquimans
Ellis, Agnes	Kittrell	Vance
Ensley, Beatrice	Arapahoe	Pamlico
Etheridge, Ida	Kenly	Johnston
Evans, Carrie	Greenville	Pitt
Evans, Christine	Greenville	Pitt
Evans, Maybel	Rich Square	Northampton
Evans, Ruby	Pink Hill	Lenoir
Everett, Chessie D.	Oriental	Pamlico
Everett, Daisy	Kinston	Lenoir
Everett, Millie	Holly Ridge	Onslow
Everette, Reba	Robersonville	Martin
Exum, Novella	Greenville	Pitt
Fairecloth, Lila D.	Jessie	Cumberland
Farabow, Blanche	Stem	Granville
Faulkner, Ruth	Kinston	Lenoir
Faulkner, Susie	Kinston	Lenoir
Felton, Inez	Colerain	Bertie
Fields, Ellen	Scotland Neck	Halifax
Finch, Fannie Mae	Henderson	Vance
Finch, Iola Val	Henderson	Vance
Fisher, Alma	Zebulon	Wake
Fitzgerald, Caroline	Micro	Johnston
Flanagan, Blanche	Farmville	Pitt
Forbes, Bessie	Greenville	Pitt
Forbes, Rosa	Greenville	Pitt
Forbes, Thelma	Kittrell	Vance
Fountain, Louzetta	Chinquapin	Duplin
Foxwell, Mary	Edenton	Chowan
Frazier, Inez	Oxford	Granville
Frye, Mildred	Franklinton	Franklin
Fuqua, Irma	Corbett	Caswell
Futrelle, Lottie	Rich Square	Northampton
Futrell, Lucille	Conway	Northampton
Futrell, Beatrice	Conway	Northampton
Gardner, Lillian	Fountain	Pitt
Garris, Ruby	Ayden	Pitt
Gatling, Marie	Windsor	Bertie
Gatling, Mary L.	Ahoskie	Hertford
Gaylord, Ismay	Roper	Washington
Gerrard, Bonner	Blount's Creek	Beaufort
Gibbs, Ruth	Beaufort	Carteret
Giles, Ruby	Marion	McDowell
Godley, Ethel	Grimesland	Pitt
Godley, Estelle	Grimesland	Pitt
Godwin, Thelma	Smithfield	Johnston
Goff, Myrtle	Falcon	Cumberland
Gooch, Lottie	Gorman	Durham

<i>Name</i>	<i>Address</i>	<i>County</i>
Gradless, Viola	Belhaven	Beaufort
Grady, Margaret	Kenansville	Duplin
Grady, Olive	Kenansville	Duplin
Grant, Anna Belle	Goldsboro	Wayne
Grant, Mabel	Goldsboro	Wayne
Green, Carrie	Cerro Gordo	Columbus
Greene, Edna B.	Zebulon	Wake
Greene, Myrtle	Thelma	Halifax
Guilford, Mary O.	Aurora	Beaufort
Hall, Agnes	White Oak	Bladen
Harding, Sarah Elizabeth	Greenville	Pitt
Hardison, Jessie	Washington	Beaufort
Hardison, Nellie	Kenly	Johnston
Hardy, Annie	Stantonsburg	Greene
Hardy, Mattie	Snow Hill	Greene
Harper, Neva	Rocky Mount	Edgecombe
Harper, Nina	Snow Hill	Greene
Harrell, Blanche	Colerain	Bertie
Harrell, Gladys	Colerain	Bertie
Harrell, Rosa D.	Moyock	Currituck
Hargis, Marie	Rocky Mount	Edgecombe
Harris, Blanche	Pungo	Beaufort
Harris, Katye	Roxboro	Person
Harris, Mabel	Roxboro	Person
Harris, Renee Ree	Bunn	Franklin
Harris, Zenobia	Pleasant Hill	Northampton
Harrison, Rena	Pantego	Beaufort
Hart, Mary Cortis	Greenville	Pitt
Hearne, Mae	Farmville	Pitt
Hearne, Josie	Farmville	Pitt
Hearne, Martha	Macclesfield	Edgecombe
Heath, Annie	Folkston	Onslow
Henderson, Gladys	Dover	Craven
Hensley, Marguerite	Bald Creek	Yancey
Hester, Gelia	Hurdle Mills	Person
Hester, Lois	Oxford	Granville
Hester, Pauline	Hurdle Mills	Person
Hewitt, Lillie	Catherine Lake	Onslow
Hewitt, Rachel	Catherine Lake	Onslow
High, Betty	Middlesex	Nash
Highsmith, Laura	Roper	Washington
Highsmith, Ruby	Roper	Washington
Hilliard, Mary	Rocky Mount	Edgecombe
Hines, Elsie	Black Mountain	Buncombe
Hobbs, Abbie	Belvidere	Gates
Hobbs, Elizabeth	Belvidere	Gates
Hodges, Gladys	Dover	Craven
Holland, Ruby	Silverdale	Onslow
Holland, Zelma	Wakefield	Wake
Hollowell, Corrie	Hobbsville	Gates
Hollowell, Minnie	Ransomville	Beaufort
Hollowell, Orene	Tyner	Chowan
Hollingsworth, Alma	Bunn	Franklin
Hollingsworth, Nonie	Bunn	Franklin
Holmes, Hattie	Farmville	Pitt
Holt, Janie	Sanford	Lee

<i>Name</i>	<i>Address</i>	<i>County</i>
Hooks, Rose	Fremont	Wayne
Hooks, Ruth	Fremont	Wayne
Hooks, Thelma	Matthews	Mecklenburg
House, Ila E.	Cary	Wake
Howard, Bonnie	Greensboro	Guilford
Howell, Bettie Starr	Severn	Northampton
Howell, Mina	Goldsboro	Wayne
Howell, Gladys	Ahoskie	Hertford
Hoyle, Ruth	Henderson	Vance
Hughes, Flora	New Bern	Craven
Jackson, Fannie	Kinston	Lenoir
James, Annie	Parmele	Pitt
Jarman, Letha	Burlington	Alamance
Jennette, Lucy	Middleton	Hyde
Jennette, Thelma	Lake Landing	Hyde
Jenkins, Sarah	Rocky Mount	Edgecombe
Jenkins, Trixie	Jacksonville	Onslow
Jenkins, Vivian	Rocky Mount	Edgecombe
Jernigan, Bessie	Florence, S. C.	Florence
Jernigan, Florence	Benson	Johnston
Johnson, Annie	Bladenboro	Bladen
Johnson, Dorothy	Winterville	Pitt
Johnson, Isabel	Wallace	Duplin
Johnson, Mrs. K. G.	Fort Barnwell	Craven
Johnson, Mary	Kinston	Lenoir
Johnson, Mildred	Woodland	Northampton
Johnson, Nonie	St. Paul's	Robeson
Jones, Ethel	Gun Neck	Tyrrell
Jones, Lula	Eureka	Wayne
Jordan, Alice	Ransomville	Beaufort
Jordan, Alla Mae	McCullers	Wake
Kennedy, Kathleen	Aulander	Bertie
Kilpatrick, Blanche	Dover	Craven
Kittrell, Annie Marie	Ayden	Pitt
Kittrell, Olive	Grimesland	Pitt
Koonce, Glenmore	Trenton	Jones
Kornegay, Lucy	Faison	Duplin
Lambert, Ruth	Gold Leaf, Va.	Mecklenburg
Lane, Anna May	Tyner	Chowan
Lane, Mary Elizabeth	Airlie	Halifax
Lancaster, Geneva	Sharpsburg	Edgecombe
Larkin, Mary	Atkinson	Pender
Latham, Ophelia	Washington	Beaufort
Layden, Aurelia	Edenton	Chowan
Layden, Julia	Edenton	Chowan
Lee, Espie	Reelsboro	Pamlico
Lee, Lula	Hollister	Halifax
Lewis, Leigh	Middlesex	Nash
Lewis, Mrs. G. W.	Washington	Beaufort
Lister, Catherine	Jackson	Northampton
Little, Ferol	Stokes	Pitt
Lowry, Marie	Weeksville	Pasquotank
Loy, Ruth	Roxboro	Person
Lunsford, Vera	Roxboro	Person

<i>Name</i>	<i>Address</i>	<i>County</i>
Madry, Ethel	Scotland Neck	Halifax
Martin, Roland	Rocky Mount	Edgecombe
Massengill, Louie	Bentonsville	Johnston
Matthews, Edith	Clinton	Sampson
Matthews, Katie Lee	Clinton	Sampson
Maupin, Mildred	Culpeper, Va.	Culpeper
McArthur, Ethel	Greenville	Pitt
McArthur, Mattie	Kinston	Lenoir
McArthur, Mildred	Farmville	Pitt
McConnico, Lessie	Plymouth	Washington
McCotter, Grace	Vandemere	Pamlico
McCotter, Mildred	Cash Corner	Pamlico
McDuffie, Lula	Ruskin	Bladen
McGlohon, Ina	Grifton	Pitt
McGowan, Mildred	Swan Quarter	Hyde
McIver, Ellen	Mebane	Orange
McLamb, Myrtie	Benson	Johnston
McLawhorn, Helen	Vanceboro	Craven
McLean, Mary	Aberdeen	Moore
McLean, Katie Lee	Aberdeen	Moore
McNeil, Ellen	Dunn	Harnett
Mercer, Martha	Fountain	Pitt
Mercer, Ruby	Fountain	Pitt
Melvin, Alma	Ingold	Sampson
Melvin, Annabelle	Parkersburg	Sampson
Melvin, Gertrude	Stedman	Cumberland
Middleton, Evelyn	Magnolia	Duplin
Milam, Emily	Macon	Warren
Milam, Margaret	Macon	Warren
Miller, Hallie	Colerain	Bertie
Miller, Lizzie	Colerain	Bertie
Mizell, Janice	Windsor	Bertie
Modlin, Daisy	Ahoskie	Hertford
Modlin, Ivy	Aulander	Bertie
Moore, Beulah	Hobgood	Halifax
Moore, Fannie	Kinston	Lenoir
Moore, Geraldine	Scotland Neck	Halifax
Moore, Georgia	Marshallsburg	Carteret
Moore, Marjorie	Grifton	Pitt
Moore, Myrtle	Durant's Neck	Perquimans
Moore, Nancy J.	Maysville	Jones
Moore, Lucy	Falkland	Pitt
Moore, Ollie	Scotland Neck	Halifax
Morrison, Donnie	East Laurinburg	Scotland
Morrison, Emily R.	Reidsville	Rockingham
Morrison, Marian	Reidsville	Rockingham
Morse, Myrtie E.	Framingham, Mass.	Middlesex
Morse, Ruth B.	Peletier	Carteret
Moss, Ellen	Emporia, Va.	Greensville
Moye, Bessie L.	Greenville	Pitt
Moye, Novella	Greenville	Pitt
Mumford, Katie	Greenville	Pitt
Mumford, Thelma C.	Kenbridge, Va.	Lunenburg
Mundey, Evelyn	Elizabeth City	Pasquotank
Murray, Blanche	Lake Landing	Hyde
Muse, Bonnie	Cameron	Moore

<i>Name</i>	<i>Address</i>	<i>County</i>
Nance, Beulah	Cerro Gordo	Columbus
Nelson, Lenna	Vanceboro	Craven
Newell, Pauline	Macon	Warren
Newkirk, Mary	Watha	Pender
Newton, Laura	Roxboro	Person
Nixon, Pattie	Edenton	Chowan
Nixon, Sara	Edenton	Chowan
Noble, Nettie	Deep Run	Lenoir
Odom, Alma	Rich Square	Northampton
Outland, Mary	Woodland	Northampton
Outlaw, Eva	Seven Springs	Duplin
Outlaw, Rachel	Seven Springs	Duplin
Paddison, Isabelle	Burgaw	Pender
Parker, Katherine	Heathsville	Halifax
Parrish, Ruth	Alert	Halifax
Patrick, Fannie Lee	Washington	Beaufort
Patterson, Bertie	Airlie	Halifax
Patterson, Leona	Apex	Wake
Paul, Willie	Elkin	Surry
Peel, Caddie	Williamston	Martin
Peel, Myrtle	Williamston	Martin
Peel, Rhoda	Williamston	Martin
Perry, Florence	Franklinton	Franklin
Perry, Inez	Tyner	Chowan
Perry, Patty B.	Macon	Warren
Perry, Sallie	Colerain	Bertie
Perry, Mrs. Sallie W. G.	Yanceyville	Caswell
Phelps, Dora	Creswell	Washington
Phelps, Emma	LaGrange	Greene
Phelps, Millie	Merry Hill	Bertie
Pierce, Blanche	Colerain	Bertie
Pigford, Virginia	Calypso	Duplin
Pigott, Josie	Gloucester	Carteret
Pipkin, Nina	Reelsboro	Pamlico
Pittard, Camilla	Hester	Granville
Pittman, Ethel	Wilson	Wilson
Pittman, Lucy	Micro	Johnston
Pittman, Martha	Selma	Johnston
Pollard, Madeline	Greenville	Pitt
Pope, Evelyn	Tillery	Halifax
Powell, Lollie	Vineland	Columbus
Powell, Quessie	Orrum	Robeson
Price, Carman	Wilson's Mills	Johnston
Pridgen, Mamie N. C.	Tarboro	Edgecombe
Privott, Maebelle	Tyner	Chowan
Pruden, Jennie	Ahoskie	Hertford
Pruden, Mary	Ahoskie	Hertford
Pyatt, Sudie	Kenansville	Duplin
Quinerly, Annie Belle	Greenville	Pitt
Quinerly, Elizabeth	Greenville	Pitt
Ratcliffe, Martha	Reidsville	Rockingham
Raynor, Mollie	Maple Hill	Pender
Read, Mary Ellen	Garysburg	Northampton

<i>Name</i>	<i>Address</i>	<i>County</i>
Riggan, Mamie	Littleton	Halifax
Rivers, Mabel	Clinton	Sampson
Roberts, Jedidah	Saulston	Wayne
Rogers, Thelma	Roxboro	Person
Rose, Esther	Bentonsville	Wayne
Rose, Ethiel	Pungo	Beaufort
Rountree, H. Ellie	Tyner	Chowan
Rountree, Ellie	Hobbsville	Gates
Rouse, Mabel	Kinston	Lenoir
Rouse, Pauline	Tarboro	Nash
Rowe, Fannie	Aurora	Beaufort
Rowe, Julia	Stonewall	Pamlico
Ruffin, Callie	Rocky Mount	Edgecombe
Sanders, Pauline	Four Oaks	Johnston
Sanders, Sallie	Four Oaks	Johnston
Savage, Mary	Rose Hill	Duplin
Sawyer, Vivian	Bayboro	Pamlico
Shavender, Louise	Pantego	Beaufort
Sidbury, Margaret	Scott's Hill	Pender
Simmons, Dearie	Seven Springs	Wayne
Simmons, Lina Belle	Seven Springs	Wayne
Sledge, Clara	Louisburg	Franklin
Smith, Agnes	Edenton	Chowan
Smith, Carrie May	Kinston	Lenoir
Smith, Grace	Greenville	Pitt
Smith, Lallie	Henderson	Vance
Smith, Lou Allie	Seven Springs	Wayne
Smith, Nancye	Winterville	Pitt
Smith, Myrtle	Princeton	Johnston
Snell, Mrs. L. T.	Portsmouth, Va.	Norfolk
Snipes, Myrtle	Princeton	Johnston
Southerland, Ethel	Willard	Pender
Southerland, Jennie	Henderson	Vance
Spence, Lonie D.	Elizabeth City	Pasquotank
Spain, Bettie	Greenville	Pitt
Speir, Elizabeth	Winterville	Pitt
Spencer, Edith C.	Englehard	Hyde
Spencer, Nannie J.	Englehard	Hyde
Spencer, Virginia	Lilesville	Anson
Spivey, Nellie	Rich Square	Northampton
Spruill, Adelia	Creswell	Washington
Stafford, Margie	Gorman	Durham
Stallings, Beulah	Mapleville	Franklin
Stallings, Maggie Mae	Pinetops	Edgecombe
Steele, Marjorie	Lumberton	Robeson
Stegall, Eva	Morven	Anson
Stephens, Minnie Love	Oriental	Pamlico
Stephenson, Ina	Garysburg	Northampton
Stephenson, Vernie	Pendleton	Northampton
Stewart, Helen	Manson	Warren
Strickland, Nannie D.	Spring Hope	Nash
Stokes, Annie Gray	Windsor	Bertie
Stokely, Gertrude	Elizabeth City	Pasquotank
Stone, Rettie	Lumberton	Robeson
Stophel, LaReine	Vineland	Columbus

<i>Name</i>	<i>Address</i>	<i>County</i>
Tapp, Thelma	Roxboro	Person
Tarkenton, Eloise	Woodard	Bertie
Taylor, Pauline	Chocowinity	Beaufort
Taylor, Julia	Wilson	Wilson
Teer, Carrie	Teer	Orange
Thain, Annie	Four Oaks	Johnston
Thomasson, Harriett	Stem	Granville
Thompson, Bernice	Sloop Point	Pender
Thompson, Mildred	Columbia	Tyrrell
Thorne, Minnie	Walstonburg	Greene
Thorne, Florence	Pinetops	Edgecombe
Thorogood, Georgia	Vaughn	Warren
Todd, Nora	Aulander	Bertie
Todd, Clara Mildred	Windsor	Bertie
Tripp, Doris	Blount's Creek	Beaufort
Truckner, Lora	Peletier	Carteret
Tripp, Esther	Blount's Creek	Carteret
Tucker, Louise	Greenville	Pitt
Tucker, Mary Louise	Hertford	Perquimans
Tucker, Myrtle	Greenville	Pitt
Tunnell, Una B.	Swan Quarter	Hyde
Turnage, Athleen	Ayden	Pitt
Turnage, Emily	Bath	Beaufort
Tyler, Ruth	Roxobel	Bertie
Tyndall, Annie L.	Pink Hill	Lenoir
Tyndall, Fannie	Kinston	Lenoir
Tyndall, Rosa Bell	Pink Hill	Lenoir
Tyson, Janie	Winterville	Pitt
Tyson, Leona	Farmville	Pitt
Tyson, Lyda	Farmville	Pitt
Valentine, Ada	Spring Hope	Nash
Vanhook, Rosa	Timberlake	Person
Vanhook, Carrie	Timberlake	Person
Van Landingham, Chesson	Scotland Neck	Halifax
Vaughan, Clare	Virgilina, Va.	Granville
Vaughan, Kathleen	Ahoskie	Hertford
Vicker, Alma	Ruskin	Bladen
Vincent, Daisy	Greenville	Pitt
Wade, Lula	Leasburg	Caswell
Wagstaff, Elizabeth	Roxboro	Person
Walker, Mamie	Whitakers	Nash
Walker, Annie	Union Ridge	Rutherford
Walker, Frances	Union Ridge	Rutherford
Wallace, Clida	Four Oaks	Johnston
Wallace, Frances	Four Oaks	Johnston
Wallace, Mary Lou	Rose Hill	Duplin
Ward, Emily	Ryland	Chowan
Ward, Lillie B.	Rose Hill	Duplin
Ward, Norma	Rose Hill	Duplin
Warren, Grace	Blount's Creek	Beaufort
Warren, Mary	Blount's Creek	Beaufort
Waters, Vera M.	Pactolus	Pitt
Waters, Laura E.	Maysville	Jones
Watson, Helen	Wildwood	Carteret
Watson, Myrtle	Kenly	Johnston

<i>Name</i>	<i>Address</i>	<i>County</i>
Wells, Daisy	Watha	Pender
Wells, Hortense	Elm City	Wilson
Westbrook, Maude	Bentonville	Johnston
Wester, Mrs. G. W.	Rocky Mount	Edgecombe
Wester, Zelma	Franklinton	Franklin
Weston, Agnes	Swan Quarter	Pasquotank
Wichard, Athleen	Greenville	Pitt
White, Edna	Chadbourn	Columbus
White, Jesse Warren	Wendell	Wake
White, Clara	Belhaven	Beaufort
Whitehead, Hattie	Winterville	Pitt
Whitehurst, Alice	Greenville	Pitt
Whitehurst, Mary	Greenville	Pitt
Whitfield, Mayme	Kinston	Lenoir
Whitfield, Ruth C.	Franklinton	Franklin
Wilkinson, Annie	Scotland Neck	Halifax
Wilkinson, Alice	Goldsboro	Wayne
Wilkins, Sallie	Watha	Pender
Wilder, Nellie C.	Franklinton	Franklin
Williams, Dell	Scranton	Hyde
Williams, Bettie	Currituck	Currituck
Williams, Della M.	Elizabeth City	Pasquotank
Williams, Ruby	Swan Quarter	Hyde
Willis, Sadie Beryl	Gloucester	Carteret
Wingate, Elizabeth	Gatesville	Gates
Wilson, Jessie May	Durham	Durham
Wilson, Mary	Goldsboro	Wayne
Winslow, Marie	Winfall	Perquimans
Wommack, Elmira	Scotland Neck	Halifax
Wommack, Mabel	Scotland Neck	Halifax
Wood, Blanche	Hollister	Halifax
Woodard, Glennie	Pamlico	Pamlico
Woodburn, Aleen	Yorick	Bladen
Woodley, Annie	Creswell	Washington
Woodlief, Metrice	Kittrell	Vance
Woodlief, Rosalie	Kittrell	Vance
Woodley, Hilda	Columbia	Tyrrell
Wooten, Vera	Cameron	Moore
Worsley, Marie	Rocky Mount	Edgecombe
Worthington, Alma	Winterville	Pitt
Worthington, Ruby	Winterville	Pitt
Worthington, Inabell	Winterville	Pitt
Wright, Mrs. N.	Washington	Beaufort
Wyatt, Mrs. W. J.	Winterville	Pitt
Yopp, Rosa	Snead's Ferry	Onslow
Zahniser, Henrletta	Greenville	Pitt



DENCO

FOR REFERENCE

Do Not Take From This Room

JOSEPH RUZICKA
BOOKBINDERS
BALTIMORE, MD.
GREENSBORO, N.C.

