

HISTORY OF ELIZABETH CITY STATE UNIVERSITY

*A Story of Survival*

HISTORY OF ELIZABETH CITY  
STATE UNIVERSITY

A Story of Survival

by  
EVELYN ADELAIDE JOHNSON

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To  
president, boards of trustees,  
faculty, and many worthy students who  
have used the knowledge gained within the  
portals of this institution to  
improve all mankind and to add  
glory and honor  
to the name  
Elizabeth City State University

Alma Mater

To thee dear Alma Mater,  
A tribute song we sing,  
Of thy true worth to all of us  
O may we honor bring

Refrain

Hail to thy lovely halls, ECSU  
We'll hear when duty calls, ECSU  
Faithful and ever true, we'll be to you.  
For in our hearts, we'll still love thee ECSU.

So now we'll join together  
For thee O State to work  
Let none of us be faint at heart  
Nor any duty shirk.

Words and Melody by Jay Wallace Brown  
Harmonized by Evelyn Adelaide Johnson

## CONTENTS

Preface	xiii
Chapter	
I. Prologue: Inception of an Idea 1890-1891	1
Inception of an Idea	3
Location: A Historical Setting	6
II. The Torch Bearer 1891-1928	8
Peter Weddick Moore: The Man	9
A Job to Be Done	11
Climate of Thought, 1891-1903	13
Philosopher, Educator, and Administrator	15
Students, Student Activities, and Teachers (1893-1912)	21
Religious Activity	23
Lyceum	24
Teachers	24
Teachers, Salaries	24
Sources of Funds, 1907-1908	27
Improving the Plant	31
Building Teacher Training Standards	32
The Pangs of Growth, 1923-1928	36
Athletics	39
Management Turmoils	41
III. The Struggle for Permanence 1928-1939	47
The Cloudy Way	48
Economic Crisis	51
Change in Title, Status, and Plans for Future Development	59
Formulation of a Curriculum	62
Financial Strides	63
Assessment of Progress, 1892-1939	67

IV. Planning for Quality Education 1939-1945	71
Curriculum Development	73
Student Organizations and Activities	87
Formal Clubs	91
Dramatic Club	95
Objectives for, 1944-1945	95
Dramatic Tournament	96
College Choir	96
Social Studies Club	99
Alpha Kappa Mu	100
Christian Organizations	100
Informal Clubs	100
Thalia Sorosis	101
Imperial Nautilus Club	101
Be Natural Club	101
Sigma Delta Omega Club	102
Collegiate 4-H Club	103
Annual High-School Day	104
Athletics	104
First Canteen	104
First Organized Health Services	105
Charter Day Celebration	106
Appraisal of the Years 1939-1946	106
Humor and Laughter During the Serious Days	108
The Departure: Dr. Harold L. Trigg Resigns	111
V. The Rising Tide 1946-1958	113
Internal changes	114
Preparation for Evaluation by American Association	116
Summary of Policies and Procedures	123
Athletics	125
Initiation of Student Government	134
Homecoming	138
Twelve Years of Physical Expansion	141
The New health Center (Infirmary)	145
Science Building	146
Food Service	146
Teachers' Cottages	147
Other Accomplishments	147
Faculty Development	149
Curriculum Development	150
Degree Requirements	151

	Grading System	152
	Classification of Students	153
	Honors	154
	Accent on Music	155
	Choirs	155
	Bands	164
	Greek-Letter Organizations	167
	Who's Who Among American Universities And Colleges	168
	Braving the Storm	168
VI.	Prelude to Action 1954-1958	176
VII.	Rough Waters 1958-1968	178
	Establishing Internal Stability	179
	Lighthouse Student Center	189
	Seventy-Fifth Anniversary	192
	Presentation and Dedication of Buildings	195
	Citations	195
	Fine Arts Festivals	196
	Miscellaneous Innovations	198
	Nursery School	199
	Intercollegiate Music Association	200
	Traditional Candlelighting Services	202
	Graduate Study at Elizabeth City State College	203
	First College Retreat	204
	Precollege Booster Program	204
	Testing and Admissions Standards	205
	Rough Waters	206
VIII.	Meeting the Challenges of a New Day 1968-1974	
	Facing the New Day	212
	Division of Special Studies and Programs	223
	Other Academic Developments	225
	Faculty and Staff in Perspective 1971-1974	226
	Students in Perspective, 1968-1974	227
	The Kindergarten	229
	Landmark Events	230
	Milestones	235
	The Alumni in Perspective	236
	Sample of Graduates and Former Students	239
	Graduates Awarded Degrees: 1939-1970	245
	Qualification of Graduates	248
	The Thorpe Administration	250
IX.	Epilogue: Today and Tomorrow	256



References	260
Appendix A	265
Appendix B	267
Appendix C	271

## **Preface**

### **ORIGINS AND CONTRIBUTIONS**

The original idea that history of Elizabeth City State University be written was verbally expressed by Dr. Edna L. Davis and Dr. Louise N. Sutton in an advisory council meeting in 1970. The board of trustees approved the suggestion and commissioned the writing in September 1970.

I had hoped that either the late Rev. John T. Doles or Mrs. Edna H. Mitchell would have undertaken this task during their lifetime. They were both dedicated and loyal instructors who were well prepared to recount the story in a dramatic and interesting manner. Reverend Doles was a teacher of geography and history, while Mrs. Mitchell was a very capable professor of English and an alumna.

I readily accepted the assignment because it was indeed a challenge. I was aware of the tremendous responsibility being placed upon me, yet I knew that it was a must because so little is written about black educators and their efforts to train the youth of their race and of their leadership, foresight, perseverance, courage, and ingenuity when faced with seemingly irresolute problems. It was because of these reasons that I could not refuse this time-consuming but challenging assignment.

In February 1966, I had been asked to relate some of the history of the institution to students in the College Lighthouse, now called the University Center. It was at this time that I did a limited amount of research and wrote a brief history of Elizabeth City State College. Many of my colleagues, friends, and some members of the board of trustees considered this to be a good beginning for a more complete history. However, I felt that this brief history was

not nearly comprehensive enough to begin a reliable recounting of the events of importance in the development of the institution. After I had cogitated over several ideas, the subtitle, *A Story of Survival*, was decided upon through consultation with my colleague, Leonard R. Ballou, who is archivist-historian and director of institutional research at the university.

While it is impossible to list the names of all persons who contributed to the completion of this official documents, I would like to acknowledge these: the board of trustees, for having allowed Chancellor Marion D. Thorpe the privilege of providing records in his office; Mrs. Cynthia Walker, administrative secretary to the chancellor, for securing the records; Dr. Louise N. Sutton, for her unfailing support and secretarial aid; Dr. Edna L. Davis, for reducing my teaching load, Mr. Hobson Thompson and Mrs. Gwendolyn Midgette, librarians, for their untiring aid in securing reference in the G. R. Little Library; Mr. James Law, for securing "cut of print, on loan" material; Miss Odessa Williams, nonbook materials librarian, for newspaper articles on microfilm, from *The North Carolinian* and *The Independent*' the family of Dr. John H. Bias, for pamphlets, pictures, and articles; Dr. Sidney D. Williams, for his briefed history of the institution; Mrs. Blanche Newell and the late Mr. James Mitchell, for materials from the files of the late Professor Edna H. Mitchell; Miss Olivia Hocutt, loyal alumna, for *The Normal banner*, published by the class of 1925; Mrs. Carlee Berry, Mr. Robert Oscar Frost, Mr. Aurelius P. Lester, Mr. Charles Bowser, Mr. Edward I. Clemmons, Dr. Walter N. Ridley, and Dr. Marion D. Thorpe, for tape recordings; Mrs. Dorothy Anderson, Mrs. Brenda Overton, Miss Carolyn White, and Mrs. Phyllis Anderson who typed numerous revisions of the manuscript.

Several of my colleagues read and made suggestions for the whole or various portions of the manuscript. Among these were Mr. Robert Vaughan, Mrs. Alma N. Newby, Mrs. Katie S. Wamack, and Mrs. Lula G. Thorpe.

Special acknowledgment must go to my friend, Miss Alice A. Jackson, retired librarian of Virginia State College, for reading the manuscript critically and making make valuable suggestions for its development.

Special appreciation is also accorded Mr. Leonard R. Ballou for his constructive criticisms and use of his work,  
*Pasquotank*

*Pedagogues and Politicians; Early Educational Struggle*, and the constant help received from his secretary, Mrs. Dorethea Banks.

Special recognition is accorded Mr. Jeff E. Smith, director of the Institute on Desegregation, associate director of research, evaluation and planning, and assistant compliance officer at North Carolina Central University, Dr. Benjamin F. Speller, Jr., professor of library science, School of Library Science, North Carolina Central University, for their many contributions. They provided technical and editorial assistance to me. This history would have been impossible in its final form without their valuable ideas and suggestions, critical attention to its content and organization, and dedication to and patience in shaping it to its present dimension.

Although the manuscript was written over a five-year period, there were no funds to have it published. Since the task of raising funds was too much for me to undertake alone, I was really excited with relief when Mr. Jeff E. Smith, director of the Hugh Cale Memorial Scholarship Fund, agreed to help raise the necessary money to this book published with the understanding that profit from sold copies would be used to provide scholarships to attract secondary-school graduates with above-average abilities and special talents to Elizabeth City State University. I had complete faith and confidence in Mr. Smith's decision and ability to perform this tedious, difficult, momentous task. The publishing of this history would have been impossible without Mr. Smith's successful fund-raising efforts and support from Dr. Benjamin F. Speller, Jr., co-director, Hugh Cale Memorial Scholarship Fund; Mr. Eddie Davis, III, vice-president of ECSU General Alumni Association, who headed up the special General Alumni Association Task Force; and Mr. Thomas Evans, Jr., president of the ECSU General Alumni Association. I am particularly grateful to these four individuals for their assistance.

Special appreciation is accorded to all alumni, staff, faculty, students, and friends who gave through the HCMSF 12,000 ECSU History Book Club, the ECSU General Alumni Association Task Force, and the HCMSF History Book Fund. The names of all contributors are included in the acknowledgment report in Appendix C.

A special note of thanks is extended to Mrs. Helen L. Faucette, secretary, Institute on Desegregation, North Carolina Central University, for her excellent job of typing the final draft of the manuscript.

Finally, I extend deep gratitude and appreciation to all other alumni, students, faculty members, and friends who contributed in any way to making the publication of this history a reality.

Evelyn Adelaide Johnson  
9 February 1978

HISTORY OF ELIZABETH CITY STATE UNIVERSITY

A STORY OF SURVIVAL

## Chapter I

### PROLOGUE: INCEPTION OF AN IDEA 1890-1891

During the latter portion of the nineteenth century, Elizabeth City was the only town in North Carolina on the fifty-mile length of the Pasquotank River whose waters projected to the state's Albemarle Sound, just thirty miles from the great Atlantic Ocean.<sup>1</sup> The town's business area comprised three blocks of Main Street between the river and the public square. On the outer edges of the town near the railroad tracks were lumber, veneer, cotton, and hosiery mills.

Such environs naturally prescribed the occupational activities of its inhabitants. Shipbuilding and shipping of materials to the West Indies afforded the town's citizens a lucrative livelihood.

From the appearance of the African slave in North Carolina until about year 1865, when the Emancipation Proclamation was issued, Negro slaves had been used to load ships with lumber, shingles, barrel staves, and ship parts which were exported to the West Indies. They unloaded cargoes of molasses, rum, sugar, tropical fruits, and other imported articles from these islands. Some slaves were blacksmiths.<sup>2</sup> Others were gunsmiths, cabinet makers, plasterers, painters, masons, and bricklayers.<sup>3</sup> Therefore, at the close of the Civil War, and during Reconstruction days, many male Negroes had become skillful in various crafts and were capable of earning a good livelihood and could demand the same wages as

their ethnic counterparts. To clarify this thought, in the words of Mr. Lerone Bennett, a quote, according to a census of occupations by Charles Wesley in his *Negro Labor in the United States*, follows:

One hundred thousand of the 120,000 artisans of the South were Negroes. There were at least two Negro craftsmen of the most kinds to one of white craftsmen in Mississippi, and in North Carolina more than one-third of the colored population was engaged in mechanical occupations.<sup>4</sup>

Between the years 1865 and 1890, the Negro monopoly in trades was broken. Negroes continued to perform in masonry and carpentry, but, in general, their livelihood was threatened. The economy of the South was most unstable. The freed men received mere pittance for their labor. Actually, the proclamation had not solved the problem of the former slaves. Their chief problem was that of coping with life itself; or plainly speaking, it was a matter of the survival of the race.

Aggressive, fearless men who had vision of a better future for the race began to map out strategies to improve conditions which shaped the economy and the status of members of their race. They gave first priority to training of the mind. Efforts were made to establish schools in Elizabeth City for training "colored youth" as early as 1869. The North Carolinian, an Elizabeth City weekly newspaper of that day, indicated that Mrs. Lydia Warrick, a teacher, had commencement at Lincoln Institute for "colored youth." Professor Thomas Cardozo of Brooklyn, New York, worked through the Freedmen's Union Commission from and organized a school. Mrs. Carlee Berry and Mrs. Etta Thompson, octogenarians of Elizabeth City, have made verbal statements of the fact that Rooks Turner also was among the earliest person to their knowledge to start a school for the colored in this city. Thus, the seed was planted by its residents for educational development in eastern North Carolina.

The board of commissioners in Elizabeth City did very little to provide training for Negroes. Among the many factors which contributed to defective training was the lack of sufficient funds for either black or white schools.

In 1874, the board of commissioners met and allotted \$315.00



for the training of colored youth in Elizabeth City. In 1875, after meeting expenses, the board had only \$1,900 to be appropriated among the districts. Seventy cents was allotted for each child's education. Conditions such as these continued to exist for more than a decade.

There were fourteen counties in eastern North Carolina more that 50 percent Negro in 1890 and 1900.<sup>5</sup> The percentages of Negro population for these counties were as follows:

County	1890 Percentage	1900 Percentage
Pasquotank	51.6	51.9
Hertfort	57.4	58.7
Chowan	56.2	57.0
Halifax	66.7	64.1
Bertie	58.9	57.6
Edgecombe	64.7	62.4
Washington	51.4	50.6
Craven	65.1	60.2
Northampton	56.6	57.3
Warren	69.6	68.2
Granville	50.5	51.1
Vance	63.4	58.5
Pender	52.3	51.6
New Hanover	58.0	50.8
Pitt	48.3	50.2

Given above is a true picture of Elizabeth City and its environs in the last quarter of the nineteenth century- a heavily populated area of untutored Negroes, left to move without proper direction, left to find a means of survival within the framework of the low and unequal economy of the South. The best thinkers of that day sought ways and means of eradicating such conditions. Many mass meetings were held to make decisions and find methods of procedure to solve their own problems.

#### INCEPTION OF AN IDEA

On May 8, 1889, The North Carolinian reported that a mass

meeting of colored people had been held in the courthouse on May 4. Joshua Bowe was chairman of the group and William Duers was secretary. The resolutions decided upon were:

1. That a committee of one member from each county of the district be styled a Board of Commissioners of Emigration whose duty it will be to look after interests of Negroes in said district.
2. That we declare that purpose of heart and mind, now and hereafter to continue the movement of our people, oppressed by unjust legislation to emigrate to states of this Union where there is protection and representation with taxation.
3. That we favor emigration to more than one state or territory and that the exodus gradual.<sup>6</sup>

So frustrated were Negroes in eastern North Carolina that many thought of leaving to find justice and real freedom elsewhere.

It seems probable that Hugh Cale, a native of Perquimans County who had made his home in Elizabeth City since 1867, said, "Not so, we will not leave. We will stay here and fight for our rights." Though a man of "insignificant formal education," Hugh Cale became a leader in this community. His ability as a statesman, politician, and businessman was quite evident. He was indeed a humanitarian, often teaching others what he knew. "He would listen to people, was easily approached, was interested in others and had a kind of homespun philosophy; he was a pioneer in the intellectual and civic world of Elizabeth City and Pasquotank County."<sup>7</sup> He worked with local societies and with young men in Mt. Lebanon Church, held offices of Senior Steward and Worshipful Master in the Masonic Lodge. In one citizen's estimation, Cale was the "main cog n the wheel."<sup>8</sup> He was the third registered voter of Pasquotank County and a very active person in the Republican Party. He was twice commissioner of Pasquotank County, a member of the county board of education, a member of the local school committee for District 14. Experiences such as these made him very well qualified to represent his people in the legislature. He was elected treasurer of Elizabeth City on May 6, 1874. He aspired to become a member of the House of Representatives, won election in 1876 and served as "*Representative Cale*" for sessions of 1876-1879, 1881, 1885 and the memorable 1891 session.<sup>9</sup>

He had always shown interest in educating his people; therefore, he lost no time in presenting to the North Carolina General Assembly House Bill 383 on January 17, 1891, asking for establishment of the State Colored Normal School at Elizabeth City. The bill passed, and was properly enrolled on March 3, 1891, and became Chapter 265 of the Session Laws.<sup>10</sup> *The North Carolinian*, the Elizabeth City weekly newspaper, carried an article on March 4, 1891, which proclaimed the founding of the State Colored Normal School at Elizabeth City with an annual allowance of \$900. Even in those days, the sum of \$900 was a far cry from what was needed for educational purposes, but it was indeed an encouraging start.

On March 11, 1891, at a meeting of what was called the “Colored Education Association, “resolutions were adopted in which appreciation was expressed to the North Carolina Legislature for interest manifested in the education of colored youth. A copy of the resolutions was voted upon to be sent to the representative in the legislature and the state superintendent of public instruction. Signatures to these resolutions were made by A. A. Small, C. McDonald, Geo. W. Williams, Jno. H. Manning Butler, and J Royal Fleming who comprised the committee. Copies of these resolutions were also sent to *The North Carolinian*, *the Economist*, and *Falcon* to be publicized.

On March 18 of the same year, a large and enthusiastic group of “colored” citizens met in the Public School Building and went on record as expressing appreciation to Hugh Cale. A gold cane was presented to him by Charles McDonald in recognition of this invaluable service. This historical event records Mr. Cale as founder of the present Elizabeth City State University, which upon its inception, was called, “Elizabeth City State Colored Normal School.”The founding of this school was by no means the end of the services rendered by Cale to his race. He continued to work with the local community in civic and religious concerns while still maintaining his status as politician during the era. So important a person was he that Palemon John, editor of *The North Carolinian*, considered any events connected with him as news of importance. His February 12, 1896, edition announced that the Honorable Hugh Cale and Mrs. Fannie Burke had married at Mt. Lebanon Church. The April 29, 1896, edition stated, “Hugh Cale returned from a trip to Washington, DC”; and the July 15, 1896,

edition related: “Hugh Cale left on Saturday from Washington City (meaning Washington, D. C.). Before leaving, he perfected arrangement for holding a fair again this fall.”<sup>11</sup>

The years of toil and the opposition overcome by this man show that he exhibited the patience of Job and tenacity of a bulldog in working for the improvement of his race. He is rightfully placed among the immortals of Elizabeth City and its environs.

#### LOCATION: A HISTORICAL SETTING

Unlike the other public, senior, historically black and historically white universities in North Carolina, this school was established in one of the most rustic and isolated geographic regions of the state—the Coastal Plain—where the oldest historic sites are found. Many of these are historic “firsts” of America and North Carolina. Among the historic landmarks found in the geographical areas surrounding Elizabeth City State University are the following:

- First English colony in the United States, established on Roanoke Island, 1585;
- The “Lost Colony,” on Roanoke Island, founded in 1587, thirty-three years before the Pilgrims landed at Plymouth Rock;
- Birthplace of Virginia Dare, first English child in America, August 18, 1587;
- First permanent white settlement, made in 1650;
- Gathering of the First “Tea Party” in America, at Edenton, site of the first open rebellion against British rule in 1677, on hundred years before the Boston Tea Party;
- Site of the meeting in Pasquotank County of the first General Assembly in North Carolina;
- The Great Dismal Swamp Canal, oldest canal still in operation in the United States, completed in 1822;
- Kitty Hawk, site of the first powered aeroplane flight by Orville and Wilbur Wright on the Outer Banks of the Atlantic Ocean, December 17, 1903;
- Edenton, one of the oldest towns in North Carolina;
- Hertford, on the beautiful Perquimans River, the most scenic in the Albemarle Sound area, where the oldest house in North Carolina is to be found;
- Site of the first known public school and home of the person believed to be the first black female teacher in North Carolina;

- The world's largest United State Coast Guard Base and home of the International Cup Regatta.

In terms of mileage, Elizabeth City State university is approximately 45 miles south of the metropolitan areas of Chesapeake, Portsmouth, and Norfolk, Virginia; 55 miles west of the Atlantic Ocean, the Outer Banks, where farther down is the Hatteras National Seashore Park; 165 miles east of Raleigh, the state capital of North Carolina; and 210 miles north of the seaport city of Wilmington, where the battleship USS North Carolina is berthed. From a broader range, in terms of mileage, the institution is approximately 250 miles south of Washington, our nation's capital; 400 miles northeast of Charlotte, North Carolina' and 550 miles northeast of Atlanta, Georgia.

## NOTES

<sup>1</sup>Pasquotank Historical Society, North Carolina Federal Works Agency, Work Project Administration Yearbook (July 20, 1939), p. 190.

<sup>2</sup>Ibid., p. 19.

<sup>3</sup>Lerone Bennett, "The Making of Black America," *Ebony*, XXVIII (November 1972), 153.

<sup>4</sup>Ibid. p. 153.

<sup>5</sup>Helen G. Edmonds, *The Negro and Fusion Politics in North Carolina, 1894-1901* (Chapel Hill: The University of North Carolina press (1951), 00. pp. 225-227.

<sup>6</sup>The North Carolinian (May 8, 1889).

<sup>7</sup>Leonard R. Ballou, *Pasquotank Pedagogues and Politicians. Early Educational Struggles*, 1966, pp. 15-16.

<sup>8</sup>Ibid., p. 16

<sup>9</sup>Ibid., pp. 17-20.

<sup>10</sup>Ibd., p. 51.

<sup>11</sup>The North Carolinian, p. 3.

## *Chapter II*

### TORCH BEARER 1891 - 1928

The appropriation of \$ 900 by the North Carolina General Assembly in the year 1891 to start Elizabeth City State Normal School was certainly a step forward and in the right direction. Nevertheless, plans needed to be formulated to assure growth and development of the idea. Much of the progress depended upon the persons in control.

In the state of North Carolina in 1891, the state board of education was in authority. Its members were Governor Holt, Secretary of State Coke, State Auditor Sanderlin, State Superintendent of Public Instruction S.M. Finger, and State Treasurer Bain. This group met and named a "Board of Directors for Elizabeth City Normal Schools for the Colored Race." Members comprising this group were F.F. Cahoon (chairman), S.L. Sheep, W.J. Griffin, Frank Vaughn, and J.W. Albertson. One of the main items of business on the agenda of this board was that of finding a good pilot to steer the course of the newly founded institution. They knew that the future of the school depended upon its leadership. Chairman Cahoon consulted with Superintendent S.W. Finger concerning the qualifications of Peter Weddick Moore, who had been recommended by H. C. Crosby, principal of the Plymouth State Normal school in Plymouth where Moore had taught. Finger made the following statement about Moore. "I have observed the young man carefully and I believe you can make no mistake in selecting him to lead this school."<sup>1</sup> As a result of this

meeting, P. W. Moore became the first principal of Elizabeth City State Colored Normal School. John Henry Manning Butler was also considered eligible for the position as head of the new institution. On September 16, 1891, *The North Carolinian* carried an article stating that Butler would head the new Normal school. However, on October 28, 1891, *North Carolinian* carried an opposing view, expressed as follows:

We had the pleasure the other day of making the acquaintance of Professor P. W. Moore, the elected principal of the Colored Normal School here. He impressed us very favorable.....He is a fine scholar and had a very successful experience as a teacher. Our young townsman, J. H. Butler, also a young man of culture and experience, has been appointed assistant.<sup>2</sup>

The reasons for these two conflicting announcements were never known.

#### PETER WEDDICK MOORE: THE MAN

When Peter W. Moore was selected to lead the institution, he had neither a school building nor the land upon which a building could be erected. Through his persistence, eagerness, and constant effort, with the help of his competent assistant, J.H.M. Butler, he was able to rent a frame structure near the grounds where Roanoke Institute on Body Road (now Roanoke Avenue) stands. There they began *Elizabeth City State Normal School for the Colored Race* on January 4, 1892, with twenty-three students from seven different counties and a budget of \$900.<sup>3</sup> This was later supplemented by the Peabody Fund.<sup>4</sup> The school expanded in enrollment and required additional facilities. It was then moved to the Old Normal Building on Shannon Street (now Herrington Road).<sup>5</sup>

Moore was the right man for this position, for he nurtured, promoted and developed the institution for thirty-five years and is often spoken of as the “founder,” though he did not and could not have introduced Bill 383 to the general assembly which gave birth to the school. This could only have been done by a politician. No one can deny, however, that the progress made by the normal school was due to his prodigious work, foresight, and vision. Any individual who held a position as leader of a Negro institution in



*Dr. Peter Weddick Moore: founder  
And First President  
1891 – 1928*

the year 1892 had to be courageous – a diplomat, an administrator, a financier and an educator— all in one. He had to conform to the social order of the day; he also had to be accepted by his own ethnic group. The role played by P.W. Moore was a difficult one, yet he was able to cope with many complex problems of his day. This was probably due to the personality, drive, and determination of the man. From interviews with various citizens and alumni, descriptions of Moore help to show how his inner characteristics shaped the mission and goals of the Normal School. Consider the following statements: “He was always courteous and polite and taught ethics to all students. He was very religious and spent lots of time teaching one how to live, be decent and clean.”<sup>6</sup>

He was very conscious of news and often quoted from the *News*



*and Observer* He emphasized religion and read from the Bible. His main slogan was “Be Somebody.”<sup>7</sup>

Moore was teacher and administrator. He was honest and made you keep your word. He was exact with himself and others and was worthy of emulation.<sup>8</sup>

P. W. More taught culture – how to behave, no yelling, no cursing. He helped sharecroppers’ children to become refined, cultured persons.<sup>9</sup>

Such statements from persons who knew P.W. Moore help to reveal the philosophy behind his work. Surely he was a man dedicated to the improvement of his race through training. He was a real humanitarian, sharing with all that which he possessed to education received at Shaw University. About his alma mater he remarked,

The most important step in my life was made on the day of my conversion. Standing next to this is the step I wisely made in 1879 when I entered Shaw University where I remained until my graduation in 1887.<sup>10</sup>

## A JOB TO BE DONE

In 1892, the North Carolina Legislature was allotting mere pittance as support for state funds for schools. *The North Carolinian* had indicated that the rate of school taxation was fixed at fifteen cents on property and forty —five cents on polls. At the same time, it seemed ironical that a bill appropriating \$10,000 for a geological survey should be passed.<sup>11</sup> Such was the attitude of legislators about mass education for both black and white children at a time when state schools were in the embryonic stage. The populace actually depended upon private schools for education of their youth. The problems of finances for a young state school became a great issue. Twenty-three students entered Elizabeth City State Normal on January 4, 1892, with representation from Pasquotank, Perquimans, Washington, Camden, Currituck, Dare, Bertie, Hertford, and Chowan counties. Moore found himself without sufficient funds to operate the school for twenty weeks as advertised in the weekly newspaper. Thus, Mr. Moore appealed to S.M. Finger, superintendent of schools, for funds from the Peabody Fund. One should pause here to give credit to the many foundations which ral-

lied to aid of Negro education. The Julius Rosenwald Fund and Rockefeller Foundation were among the most generous.

Correspondence found in the files of state Superintendent S. M. finger gives insight into the type of difficulty which a Negro administrator faced. He wrote:

The principal would be grateful to the Superintendent and the Board for advice as to how he might avoid dispensing with a part of his salary to meet emergencies that arise in the school yearly. Prominent among them are several cases of illness where a physician must be summoned: and, in cases of smallpox, when it becomes necessary for nearly a hundred students to be vaccinated. <sup>12</sup>

At the time, the principal's salary was only \$700.00 a Year.

The second task of the principal was to find housing for the students. Here again the financial problem confronted him. Both students and school lacked sufficient monies to make proper arrangements for recruitment or housing. In the latter portion of the above-mentioned letter, Dr. Moore continued: "The most essential needs of the schools are dormitories, especially one for girls. As it is, I secured homes for all in l such places as I should like for them stay, with great difficulty and sometimes under conditions that are not very favorable." <sup>13</sup> He further realized the need for preparing male students for the occupations opened to Negro youth in the South and expressed a need to train them to this effect:

There is no industrial or manual training for the boys-about all I can do for the boys along practical lines is to teach them to sweep the rooms, cut wood, make fires, nail on boards, and keep the yards clean. Some of the boys are industrious and desire that they have the opportunity to learn some trade.

Concerning the homes secured by the principal, a former student states:

Students stayed in approved homes for 50 ¢ a week, with privileges to cook for oneself. Tub and wash bowl were provided for laundry and personal sanitation. The total life of the student was under the Jurisdiction of the principal whether in or out— of —town. Any enroller at State Normal was designated a "Boarding Student" though there were no dormitories. <sup>14</sup>

The relationship between the community and the beginning school was good. Worthy citizens in the community cooperated with the leaders and opened their homes to students. Such family names as Norman, Overton, Corbett, Williams, Felton, Morgan, Lamb, Guilford, Doles, Paige, and many others that cannot be enumerated are remembered for having allowed the first out of town students to stay in their homes. Without such services, many of our prominent North Carolina Negroes would have been unable to secure an education.<sup>15</sup>

#### CLIMATE OF THOUGHT, 1891 – 1903

In the first twelve years of the existence of State Normal School, the United States census shows that literacy was great among both whites and blacks in North Carolina. In a report which Superintendent J. Y. Joyner sent to Governor Charles B. Aycock, he stated the school law called for funds to be apportioned among townships in such a way that both races received equal length in school terms and that no discrimination be made in favor of either race. He pointed out the fact that Negroes composed one third of the school population, but received only one-fifth of the school money. He indicated that Negroes paid 51 percent of all the money received for taxes, yet the money they receive for school purposes was very small. However, he stated further that Negro teachers were not so well qualified, nor had they spent so much money on education: living expenses were less than for whites and therefore they “do not need and ought not to have as much per capita for the education of their children.”<sup>16</sup>

While Superintendent Joyner expressed a desire to give money for Negro education, he also felt that their training should be restricted to that of industrial and agricultural training. He objected to their study of Latin or Greek because such study put false notions into their heads and caused them to wish to live by their wits. He felt that older Negroes trained on farms and in shops under humane masters were able to cope with the social system of the South, which was one of training the race in obedience, self restraint, and industry. He believed that the few who obtained an education would become a sort of aristocracy and would make their living by their wits and by capitalizing on the ignorant masses. To

Superintendent Joyner, the farm represented an open door for the Negro. He could develop and acquire holdings of his own by redeeming from waste the wealth of thousands and hundreds of thousands of acres of untilled lands. In this manner, the Negro would gain the respect, confidence and aid of Southern whites because they would have earned it.

Mr. Joyner should perhaps be labeled as one of the more liberal whites in North Carolina at the turn of the century, for he openly expressed his desire that all races be educated. His chief concern was *how* and *by whom* it should be done. He felt that white North Carolinians should take charge and direct the training of blacks along the lines of which would be helpful to them and to the whites, so that others (Northerners) who did not understand the social structure of the South and were ignorant of the *nature* and needs of the Negro would not just plant false notions of their relationship to the white race.

For two or more years, Mr. Joyner continued to make his report of state colored normal schools in the same vein. These thoughts which came from Mr. Joyner and were sent to Governor Aycock represented the climate of thought among the politicians and educators of the white race during this era. Though he wrote in the spirit of the day, one is aware of ambivalence on his part, for he continued to improve schools and education for the colored race as long as he was superintendant. The next step made by him was to secure a permanent plant and better equipment, necessary, if, in his own words, "schools were to be of service in the training of Negro teachers and inculcating proper ideals" It was he who completed the consolidation of all colored normal schools in 1905. The last one to be abolished was in Franklinton, thereby reducing the number to three - Winston Salem, Elizabeth City, and Fayetteville. This act brought to fruition request made for consolidation dating back to August 1902, which had been made by P.W. Moore.

Palemon John, *The North Carolinian*, editor, on July 17, 1903, praised this act of the State Board of Education in a most lavish manner and quoted a board member as having hailed P.M. as the Booker T. Washington of North Carolina. In his opinion, the consolidation meant that "Elizabeth City would be the center of education of the Colored Race for the large territory east of Raleigh".

Under circumstances such as have been stated, the position of P.W. Moore can be clearly seen. He truly faced a situation which called for tactful handling, He needed Mr. Joyner's help, he needed the good will of the white Southerners, and he needed the support of his own race. Surely, he faced a more perplexing situation. The Dilemma which the first president faced was that of dealing with the white people of this area and the white politicians in the State Department of Education of North Carolina in a way that would promote friendship and minimize racial strife. Surely, he faced a most perplexing situation.

The dilemma which the first president faced was that of dealing with the white people of this area and the white politicians in the State Department of Education of North Carolina in a way that would promote friendship and minimize racial strife. To do this, he had to be diplomat, and a negotiator, as well as administrator. Many times youth of the '60's and '70s have designated the early educators in black schools as "uncle Tom's. Never should the circumstances of this era be overlooked nor should a false perspective be set for viewing or reviewing the attendant facts. P.W. Moore of Elizabeth City State Normal, E.E. Smith, S.G. Atkins of Fayetteville State Normal, James Dudley of A. and T., James E. Sheppard of North Carolina College in Durham, and other Negro leaders were victims of circumstances. They operated their schools within the restricted budgets, possible only through meager appropriations from state funding or contributions from private firms, Philanthropists, such as George Peabody of Boston, Massachusetts, and John F. Slater or Norwich, Connecticut, Northern missionary organizations. And state religious denominations among Negroes were most helpful in their support of these newly organized black institutions. It was necessary that principals be in the good graces of persons in charge of these funds. Open Militancy on the part of black leaders was seldom heard during these days. It would not have been feasible to practice militant action because of the uncertain state of racial relations. There was only one course left for the black educators: to become diplomats who could skillfully evade the explosive racial issue, while holding to a goal that exceeded the immediacy of challenging the social perplexities of that day.

#### PHILOSOPHER, EDUCATER AND ADMINISTRATOR

P.W Moore worked upon the premise that well-trained individuals became better citizens. He believed that good citizens were knowledgeable, refined, cultured, worthy of respect, and understanding.

The following quotes are one of his reports to the superintendant of public instruction in 1897:

Students are taught by example to be courteous, truthful, honest, and orderly and to do the right thing because *it is right* ....A good education helps one to be more useful in performance of any task, whether it be cutting wood or cooking a meal....short cuts in learning are detrimental in intellectual and moral development....teaching is a profession in the same sense in which law and medicine are professions.

Such traits he thought could and would be transferred to others within the race. He had a goal which encompassed his entire ethnic group—a goal so far-reaching that it surpassed his lifetime. He believed that the teacher should set the example for his students to follow and was known to teach by example as well as by precept. Individuals who were under his tutelage always speak of his dignified and scholarly demeanor. His philosophy, in a nutshell, included intensive training in subject matter, which, in turn, improved reasoning capacity. Improving the ability to think would lift one's standard of living; improving the standard of living would improve the race, *his race*, so recently freed from the bonds of slavery. This was indeed a philosophy to be admired, the fruits of which continue to be realized. State Normal School was lucky to have had at its helm a man who not only had a functional philosophy about education, but was also a wonderful organizer.

It has been stated that P.W. Moore advocated manual training as an area that needed development to afford male members of his race a lucrative livelihood. In the year 1903, this type of training was attempted. Managers approved the idea, though there was no money available for this addition or was time allotted the principal to solicit funds. Only \$582.74 had been secured from local friends. A gift of \$100 had been sent by a friend in Pennsylvania. Cooking, sewing, and household economy were taught to young ladies for one year only. The work, though beneficial and enjoyable, had to be dropped because of insufficient funds. At the close of the year, Dr. Moore remarked: "This principle has no desire to undertake so arduous a task another Year."

He found well—qualified teachers for his school and he set up a curriculum to meet the needs of his students. As is true in any school of quality, he had admission requirements for students

entering Elizabeth City Normal School. In a report to Superintendent Joyner in 1903, he listed the following requirements:

Each applicant must furnish evidence of his or her moral character; must pledge himself or herself to do right; must be 15 years of age; must read intelligently in a fifth reader; must write legible hand; Must spell ordinary English words; must answer fairly well questions on primary history of United States; must do examples in arithmetic up to and including common and decimal fraction; must answer questions on elementary geography; must pledge himself or herself to observe faithfully the time agreed upon "for study hour" and to cultivate habits of truthfulness and honesty.

These requirements were implemented. The products of the day showed that they were adept in all of the subjects taught through examinations which were given to all prospective graduates before receiving a diploma. In the year 1908, forty-three students were in the senior class. Thirty-three took the examination given by Captain John Docket who was Superintendent of State Colored Normal Schools and State Croatian Normal School. Thirty-one passed the examination and were awarded diplomas.<sup>17</sup>

It is interesting to note that teachers were examined who stood for reelection in those days that Elizabeth City State Normal graduates were best prepared of all teachers from the colored normal schools. Of the teachers examined, Superintendent Joyner had this to say:

Not one passed at Winston or Fayetteville for first-grade certificates. Several who taught 2 or 3 years were not entitled to 3<sup>rd</sup> grade certificates. At Elizabeth City all teachers passed examinations.<sup>18</sup>

Superintendent Joyner stated further that incompetent teachers were not hired by boards who had to depend upon recommendations of principal. He implied that some principals used persons whom they knew personally and did not examine them for competence. Such reports speak for themselves. The standards held by Dr. Moore had to be very high to attain such a record for State Normal graduates.

Examinations that have been mentioned were given to all applicants of good moral character at the courthouse in the county of

the applicants' choice on the first Monday of July of each year, and continued from day to day until all persons were examined. The fee of one dollar was paid in advance. The applicant was required to make 50 percent in any one branch with a general average of 70 percent. Ninety percent and over entitled one to a first-grade certificate; 80 percent to a second-grade certificate; 70 percent to a third-grade certificate valid for one year and only in the county issued. Life certificates were issued to persons who passed the State Board Examination. Such certificates were renewable every five years. It is interesting to note of questions posed in those tests of questions posed in those tests. Examples are as follows:

#### *History*

Tell something of the early settlement of North Carolina.  
Describe briefly any battle fought in North Carolina during the Revolution

#### *Physics*

Define energy matter, tenacity  
State the three Laws of motion  
What is the meaning of specific gravity?  
State the difference between adhesion and cohesion, induction and conduction.  
Define centrifugal force and give an illustration of it.

#### *Physiology*

Define Organ and Tissue  
Tell how bones are nourished.

Similar test were given in algebra, school law, arithmetic, geography, civil government, literature, elementary psychology, and English grammar. To pass such rigid tests, one had to be thoroughly prepared. Great tribute should be paid for teachers who worked in this institution among whom were John H. M.



Butler, who assisted P.W. Moore and J. R. Fleming, who taught music as well as other academic subjects.

The Curriculum was geared toward starting where the pupil was upon entry and proceeding rapidly and intensively to the point at which professional courses could be pursued, the objective being to provide teachers for schools designed for Negro youth. Below is the prescribed curriculum.

*Preparatory Year*

First Term      4<sup>th</sup> Year  
Spelling  
Arithmetic  
Geography  
Grammar  
History of North Carolina

Second Term              Same as above

Third Term      5<sup>th</sup> Year  
5<sup>th</sup> Year Reader  
United States History  
North Carolina History

Junior Year              First Term  
Arithmetic  
Grammar  
Spelling  
United States History  
Geography

Junior Year              Second Year  
Same as above

Junior Year              Third Year  
Same as above

Middle Year              First Year

Arithmetic  
Grammar (Advanced)  
Physical Geography 1  
Physical Geography 11  
Spelling  
Algebra

Professional work was given the graduating class (seniors), but was started in the middle year. Lectures on the best methods were given by the principal. The texts used were *Elements of Pedagogy*, by White, for seniors, and they *Theory and Practice*, by Page, for the middle class. "Practice" was done in the training school, where pupils were enrolled in the primary and intermediate grades. In the beginning, all supervision of practice teachers was done by the principal because there was no money available to employ a teacher for this task. Dr. Moore requested that aid be given from the Peabody Fund so that three regular teachers could be employed for the Normal Department and one for the Training School. The professional courses comprising methods and pedagogy for prospective teachers, psychology, school management, child study, history of pedagogy, solid geometry, methods of teaching, observation and practice teaching in public schools, and school law of North Carolina were included in the professional curriculum. In addition, all persons completing the teacher's course were required to write a thesis evidencing some independent research with reference to authorities to substantiate the views set forth.

It should be noted here that the necessity for practice teaching for perspective teachers was realized and provided early in the history of the school. The first practice school was the site now owned by a present faculty member, Professor H.B. Sugg on Euclid Avenue (now Herrington Road). The present Elks Hall on the same street was used for the normal department. Next door to it was the junior high school. Between 1902 and 1912, the present site on which Elizabeth City State University is based, was purchased by the state, largely through the encouragement and cooperation of local citizens. These facts have been confirmed by four alumni still living.<sup>19</sup>



*Patrice Teachers During Moore Administration*

#### STUDENTS, STUDENT ACTIVITIES, AND TEACHERS (1893-1919)

It was not uncommon during the first two decades of the existence of State Normal School to see teenagers in classes. Most persons were fully grown adults. The school year was very short, running only two or three months during the year in the adjacent counties. According to one alumnus, persons in Currituck who desired to attend schools that ran for a longer term came to Elizabeth city. The informant's sister, Cherry Frost Poyner, came to State Normal for that reason in the year 1893.<sup>20</sup> It should be noted that students entered in what is now called elementary school. Some remained until they had passed through the prescribed curriculum.

There were no discipline problems. The rules and regulations used by the principal and approved by the board of trustees were adhered to by students and teachers. The desire to learn on the part of the students and the dedication on the part of the teachers

eliminated ordinary and perplexing situations. The main goal was “learning.”

Music was considered as one of the acculturating subjects of the school. Many of the teachers hired could play either the piano or organ (petal organ) in addition to their regular assignments. Mr. J. R. Fleming, who served as assistant principal, was teacher of vocal music. Some music teachers were hired but were requested to teach other subjects in the curriculum in combination with music, as in the case of Miss Anna Brochese, a Fisk university graduate in music, who also taught reading. Mr. Frost gives her much credit for having helped him understand the value of the ballet which he until this day, holds in high esteem. Interestingly enough, Mrs. Carlee Berry also sing praises for Miss Brochese and places her among the teachers who were very thorough in their training of Youth of her day.<sup>21</sup> The well-selected teachers knew the needs of their students and taught them in and out college. Young ladies learned the art of embroidering, crocheting, knitting, and sewing and were as interested in his work as they were in learning the three “R’.”

The rigid rules and regulations of the day were not questioned. Students and teachers were required to attend daily assembly meeting where the Bible was read and prayers were offered. It was during many of these assemblies that the philosophy of the principal was injected into the student body. Decency and refinement fused into an idea and became a slogan, which is remembered by graduates of the era; “Be Somebody.” This, of course, meant “*Do something worthwhile*”; “*Be proud of yourself*”; “*Know well what you can do*”; “*Be decent.*”

Sometimes the assembly period became an occasion for demonstration and making Practical certain rules of etiquette. An alumnus, Mr. Fred Shields of Scotland Neck, North Carolina, gives this account of a lesson on *social graces* in which a student was called from the audience by Dr. Moore to illustrate how a handkerchief should be picked up: “you must bend from the knees just so (demonstration) when you wish t pick up a handkerchief or some other article. Never bend from the waist. That is so ungraceful. Now you try it. (Student demonstrates.)” So important was the matter of decorum at State Normal that the daily local newspaper carried articles praising the good manners and morals of its students.

Students were kept abreast of the times with newspaper articles reported by principal, faculty, and students. Everyone was encouraged to read the newspaper and to be conversant on current news.

### RELIGIOUS ACTIVITY

Religious activity was an integral part of the training of these first enrollees. Attendance at all religious programs was compulsory. To be absent was considered a misdemeanor. Scripture and prayer appeared on each program. Students were required to learn Bible verses. Many knew the books in the Bible in order, from Genesis to Revelation. The good life on earth was emphasized through this religious setting and singing of many *Negro Spirituals* whose words offered the reward of “Goin’ to Heav’n when I die.”

Students were encouraged to attend Sunday school and church in the community. Roll call was answered on Monday morning when it was called by the principal. If an individual went to Sunday school but did not go to church service, he answered “present” to the roll call. If he went to Sunday School and church, he answered “perfect”. If one stayed at home, he was expected to give a reason for his absence.

Dr. Moore, a devout Christian Gentleman, was probably elated over the fact that he was able to secure Reverend John T. Doles, an ordained minister, to teach geography. It was he who started a definite religious program for the school. One of the required services was a weekly prayer meeting, held on Wednesday at 3:30 P. M... These services were well attended. This was probably due to the fact that most families stressed a belief in God as a “Helper, Protector, and Friend.” Christian’s principles were instilled in youth at home, though in general, parents were uneducated and many could hardly read. However, in practically every home could be found the *Holy Bible* It contained what little history of the family that was kept-records of birth, deaths, and marriages. These Christian parents instilled in their children a respect and love for God and fellowman. The religious fervor expressed in the home was carried into the school. No wonder Negro Youth of that era could utter Bible Quotations, name, characters in the Bible, and tell stories about the characters.

## Lyceum

“Lyceum,” as it was called under Dr. Moore, had quite a different connotation from that of later years. At that time “Lyceum” was an activity that afforded students special opportunity to exhibit their potentials. It was an organization or society which met on Friday evenings. Students and faculty were involved. One informant states:

Lyceum consisted of debates, speeches, recitations, declamation, orations and musical numbers presented by students. It was a must. No students was excluded. We were notified of our participations, one month ahead of time. It was in this manner that many of us became good speakers and decided that we could go into professions other than teaching, such as ministry and Law. <sup>22</sup>

Here again is evidence that the leader of the school was a man of vision, who with his competent faculty could meet the needs of the students. Performance was the key to success.

## TEACHERS

The responsibility for the type of work which goes on in any schools rest with the faculty, always, Good leadership and good teachers are inseparable. Since there was no dean, the curriculum represented the joint thinking of administrator and teachers; therefore, the teacher was both dean and instructor. The end product – the graduate, was a reflection of both teacher and principal. Some teachers stayed on the faculty and had long tenures. They, of course had a better chance to make indelible impressions on the youth with whom they came in contact. Among those whose names are remembered are:

Miss Helen Lee, a first-grade teacher who emphasized cleanliness and reading. In her classroom was always found a collection of books, a sort of classroom library. Each morning she inspected all pupils in the room and at times actually combed and braided the hair of some girls. Miss. Lee was also among the first supervisors of Practice Teaching. <sup>23</sup>

Miss Sarah Edwards of Lennox, Massachusetts, was a teacher of music; Miss Julia Townsend, a music teacher; Miss Fannie Butler, teacher of cooking; Miss Matilda Innis, of Jamaica, long Island, New York, teacher of grammar; Mr. J H.M. Butler and Mr. J.R. Fleming, assistant principals, are remembered because of their efficiency as molders of character and teachers with high standards.<sup>24</sup>

### TEACHERS' SALARIES

Monetary compensation for the teachers had been small in the state and public schools in North Carolina for many years, but during the first twenty five years salaries were at their lowest ebb at Elizabeth City State Normal School. However, the school was fortunate in having on the staff dedicated teachers who exhibited zeal and interest in their students. They worked not so much for monetary returns as they did for the joy of helping others and the gratifying feeling of personal achievement Salaries in 1905 were so small that Superintendent Joyner made the following statements in his annual report:

Men and women cannot afford to take the long and expensive training for different types of teaching. Teachers must work at some other business for six or eight months because they teach only four or five months.<sup>25</sup>

Below is a schedule of the salaries of teachers in the year 1906:

	<i>Rural Teachers</i>	
	White	Colored
Monthly Salary	\$30.20	\$21.78
Length of Term	86 days	82 days
Annual Salary	\$130.07	\$89.34

In this same report, Mr. Joyner further explained that the state could not expect to retrain first-class teachers. He predicted that the best instructors would leave the profession, but the dedicated black teachers did not leave the profession. They continued their efforts to improve the youth, regardless of salary. Many instructors who were products of the larger private schools such as Shaw University

in Raleigh, North Carolina; Clafin University in South Carolina; Howard University in Washington, D.C.; Fisk University in Tennessee injected in their graduates a philosophy which taught that the well-trained Negro should be “of Service” to the rest of the race. Thus, the average teacher had an-inbuilt loyalty to his profession and to his race. For this reason, State Normal was able to secure many good teachers from colleges with high standards. Examinations were required for certification of North Carolina teachers. Superintendant Joyner had this to say about examinations.

Raising standards of examinations will be unfair unless wages are increased. Increased requirements call for multiplication of opportunity for improvement of teachers and a mandatory requirement of teachers to avail themselves of these opportunities.

Whenever Superintendent Joyner began “waving a red flag” about a bad situation, something happened. This report resulted in a resolution being passed which provided for a reasonable minimum salary and the issuing of a five-year certificate without further examination. Summer institutes were also set up for the improvement of teachers at a minimum cost because teachers could not afford to go faraway places, and because they did not have much money to spend. County Institutes and summer school were the only practical means of reaching and helping the majority of poorly paid rural public school teachers.

The year 1906 was a very important one because in that year so many of the policies which have been used in the state of North Carolina were crystallized. It was decided that institutes should be a combination of learning through practical talks and objective lessons, while at the same time increasing the knowledge of subject matter. Such institutes were intended to run two weeks and not more than one month, and would be held in every county, once in every two years. While the summer institutes were not held in every county, they were held in the three normal schools for Negro teachers to provide a means of improving their quality of teaching.

Bulletins from the state department offered another means of



improvement within easy reach of the rank and file of teachers and were used profusely by summer school instructors for teachers participating in summer institutes.

The report submitted to the State Superintendent in July 1908, by Dr. Moore was as usually true, very optimistic. He emphasized what had been accomplished and minimized the needs of the school, though always expressing the needs cautiously. It seems that he felt more could be obtained in the manner than indicating a mandatory position as chief executive. The orderliness of the school, the neatness, politeness, and punctuality of the students, their moral, spiritual, and intellectual growth were the items that be stressed. The enrollment was spelled out for the year. The normal department consisted of 274 students from 20-six counties. The practice school had 46 students and the senior class had 43 students, 33 of whom had applied for Captain John Duckett's examination (administered by Captain John Duckett for Pasquotank County). These students were awarded diplomas.

Mention of the practice school's enrollment is a matter for discussion. It was not a public school such as we have today, nor had it reached the status that it later required as a separate public school. However, it is wise to point out that from the beginning of Moore's principalship, he was well aware of the efficacy of practice teaching as a part of the professional training of prospective teachers.

One of the early graduates, who taught in elementary school and was under the tutelage of Dr. Moore, stated that she was referred to the best methods if her professional course. She recalls with pleasure and compliment s her teachers for having introduced her to such educators as Pestalozzi, Frobel, and Hart,<sup>26</sup> whose principles of teaching were taught in the classroom.

#### Sources of Funds, 1907 – 1908

The year 1907 – 1908 was started with a balance of \$ 161.14. The chart below is an example and comparison of receipts and sources of funds for the three black colleges. Through the eastern portions of North Carolina was heavily populated by Negroes, for some reason, state appropriation for its operation had always been consistently less than that of similar institutions located in other

sections of the state. This has been true from its early existence until the present time.

*Receipts and Sources of Funds 1907 – 1908* <sup>27</sup>

<i>Receipts and Fund</i>	<i>Winston Salem</i>	<i>Fayetteville</i>	<i>Elizabeth City</i>
Balance, June 30, 1907	\$86.81	\$531.29	\$161.14
State Appropriation	4,100.00	3,550.00	3,357.88
State Fund	1,300.00		700.00
Tuition	15.00		213.00
Incidental Fees	147.00		
Appropriations for New			
Building and Debts	7,569.00	7,666.00	3,324.00
Donations	577.60	2,500.00	234.94
<b>Totals</b>	<b>\$13,796.27</b>	<b>\$14,249.29</b>	<b>\$9,001.86</b>

The donation of \$234 included contributions from black and white citizens and the town itself to be used for the practice school. At the time the per capita Negro student's expense was \$29.93 at Winston - Salem, \$16.97 at Fayetteville, and \$1367 at Elizabeth City for a school term of eight months...

During these first sixteen years of struggle for the existence, the quality of work done by the small faculty and its principal never lessened. Superintendent Joyner and the *North Carolinian* were high in their praise of the products of the Normal School.

The operation of the school remained the same for the next four years. There was continued effort to improve the quality of teaching. P.W. Moore continued to conduct institutes in Kittrell, Plymouth, Windsor, and Elizabeth City. The enrollment for regular sessions had increased from twenty-seven in 1908 to fifty in 1912. Five acres of land had been purchased in 1903. Contributions from local citizens and some support from the Pasquotank County Board of Education continued to come in. In 1910, enough money had been secured to start the first building, though it was not occupied until 1912. P.W. Moore reported the following on May 30, 1913:

After conducting the school 21 years in dilapidated wood buildings, on the morning of the 9<sup>th</sup> of September, 1912, the twenty-second annual session was begun in our beautiful, well ventilated, modernly furnished brick building. The contrast is almost indescribable. The school took on new life, more dignity and self respect. Everything about the new plant gave inspiration and encouragement on that morning which lasted until April 25<sup>th</sup>, the day on which another very successful session was closed.<sup>28</sup>

This new building, the first classroom building on the present campus, was named "Lane Hall" during the John H. Bias administration in honor of Mrs. Frances Lane Bias, wife of the second president. A description of the building as given by Mrs. Blanche Harris Newell, an alumna, follows: "Classroom in the front and



*Lane Hall: Special Programs Facility*

back areas on the 1<sup>st</sup> floor were used for elementary grades. The principal's office and high-school classrooms were upstairs." Mrs. Newell recalls with much pleasure the subjects and teachers of that day, she states:

Mrs. Carrie Thomas was an excellent teacher of English and literature and was a Howard University graduate whose home was in Georgia. Her husband taught history; Julius Johnson was a very reserved person who gave students appreciation of good things in life. Miss Helen Lee, a first-grade teacher emphasized reading, cleanliness, and kindness to people in the community. She had a library in her first-grade classroom. Mrs. Alice Vaughn, retired, Elizabeth City teacher, did her practice teaching under Mr. Charles Salter, a science teacher in high school, had no space available for laboratory; however, he created one by using the cloak room. Mr. Alphonza Elder, who later became president of what is now North Carolina Central University, was a mathematics teacher in high school; Miss. Othello Harris, teacher of education, who also assisted in science, held a master's degree; Mrs. John T. Doles was the first supervisor of practice teachers.



*The late Mrs. Frances Lane Bias, Wife of President John H. Bias, for whom Lane Hall Was Named*

This information is very valuable; for it shows that the teaching staff was well qualified and dedicated to their profession and proves the statement made by the principal. "The great success of an institution depends not upon material equipment, but...upon the devotion, faithfulness, character and efficiency of the teaching staff, which infuse their life into the life of the student body...."<sup>29</sup>

## IMPROVING THE PLANT

The first girl's dormitory was built during the school year 1911-12. This structure, requested for several years, was finally occupied in the fall of 1912 and named Symera Hall for Dr. Moore's wife. Mrs. Symera Moore. Mrs. Fannie Butler, wife of J.H.M. Butler, was the first matron; Mrs. P.W. Moore, the second and Miss Joana Raynor, the third matrons.

In this building, there were no electric lights, only kerosene lamps. Girls went to the *oil house*, where the dispenser, a male work student, filled the lamps with oil. There were no showers or bath tubs, nor were there any indoor toilets or a sewage disposal system on the campus.<sup>30</sup>

Waste matters was disposed of through holes 4 x 6 x 4 dug in the ground and covered by male students who lived of campus.<sup>31</sup>

The situation needed to be rectified. For many years, water was pumped from a well and carried to rooms. Request had been made for the hiring of an engineer. In 1919, Charles S. Jenkins, an engineer, became the first superintendent of buildings and grounds. It was he who devised a better water system on campus. A water tank was procured and a sewage disposal was set up by him. A powerhouse stood at the rear of Lane Hall. The boiler had an important place as a facility needed for heating the dormitories. Once it "blew up." There was no heat during the winter months. The weather was favorable, however, and no health hazard resulted.

By 1919, the state was beginning to appropriate larger sums to operate public schools the staff was increased to twenty and salaries were also increased. In 1920, Dr. Moore's health began to fail. Nevertheless, he continued fulfilling his administrative respon-

sibilities during which time many programs were started. On June 29, 1921, a building program was begun.

1. to secure a new administration building;
2. to remodel the current administrative building at that time (Lane Hall), and add to it a dining room;
3. to remodel the old dormitory;
4. to install water and sewer system;
5. to build a practice school; and
6. to build a teachers' residence.

Bids were set up and James A. Salter, an architect, secured by the building committee, which consisted of W.O. Saunders, N.C. Newbold, and W.G. Gaither, who audited the books and recommended an adequate bookkeeping system. For two or more for two or more years this energetic building committee was trying to improve living conditions on the campus. A pump house, two houses for fire base hose, and a fire hydrant with pump connections at the cost of \$1,000.00 were added to the total cost of \$160,000.

The Board was confronted with various and complicated problems. One J. A. Byrum was stubborn about allowing sewage to cross his property. However, the state board of health representative, G. A. Cathett, was successful in convincing Byrum that he should cooperate to eliminate a health problem created because of lack of proper sewage.

#### BUILDING TEACHER TRAINING STANDARD

It is interesting to note that N.C. Newbold, the white supervisor of Negro education in North Carolina was a very vocal individual in all matters concerning improvement of black schools. It was he who made the motion on May 25, 1921 to have needed plumbing done at once. Any account of the growth and development at Elizabeth City State University, must, of necessity, give credit to this great man. Though small in stature, he had a giant mind, spirit, and soul. It would be an injustice to pass over his name casually without identifying him as one of the great educators of North Carolina and America. He not only spearhead

efforts to move the building program forward but he also investigated the need for agriculture at the school and saw to it that a full-time person was secured to work on the farm.

An agriculture program was the chief means of survival of that time. The economic status was very low. Most students were from rural areas and many of their parents were sharecroppers. (Sharecroppers worked for white families in a sort of plantation style. they were paid very little money because the “boss” owned the stores from which they purchased clothing and food. Their earnings were very small and manipulated so that they continued to run deficits which became too great to overcome within their life-time. Such parents wished for their children a life less demeaning than their own).

Most male students entering the school in the early ‘20s had learned how to till the soil. Any male who could work on the farm was looked upon with delight, for here was the real answer to the problem of providing food for the student body. Mr. Newbold once again showed that he was a practical man who knew the economic conditions in the state of North Carolina and the importance of having the student help to feed themselves. He was commended as an individual who steered and promoted education for all black colleges in the state on North Carolina. Hugh Victor Brown states as well:

If Governor Aycock was the apostle of universal education, Newbold was the embodiment of Negro education, for he truly dedicated his life to the promotion of every phase of the education of “colored “people... he steered the activities of the Jeanes Rural School; under the Slater Board, he set up the Division of Negro Education. He set into motion development and standardization of secretary schools; through his direction, normal schools became four-year teachers college.<sup>32</sup>

Mr. N.C. Newbold took advantage of every opportunity which presented itself to improve State Normal School. For example, when he found out that Elizabeth City public schools would increase their building facility for black pupils, he advised the State Normal School Board of Trustees to cooperate with them, *provided*

that the *new building was erected in close proximity to the Normal School* so that that it could also serve as a practice school. It was Newbold and the lady secretary of the board of trustees. Mrs. J.G, Fearing, who discussed this matter with the Elizabeth City School Board. As a result, the practice school, now known as the “Trigg Elementary School” was erected, and for years, though a public school, was called and was, in reality, the *practice school* for both the State Normal School and the Elizabeth City State Teachers College.

Before the present “H.L. Trigg Elementary School” was constructed, the present laboratory school building was used for practice teaching. The building was moved from its original spot, next to the president’s home (now the dean’s home) to its present site. Though this was not a public grade school, the board of trustees often cooperated with the local school board and allowed black pupils to attend the school. Only the year before (April 14, 1927), 100 children in grades 2, 3, and 4 were allowed to enter the State Normal Practice School.



*President’s Home and Practice School*



Four years before this, Mr. Newbold had conferred with the board of trustees of the Elizabeth City graded school relative to compensation for allowing seventeen black students the right to attend State Normal School for their high-school work. Mrs. S.L. Sheep wrote a letter stating: "The Board Definitely decided to take no action in the matter."<sup>33</sup> The board of trustees, advised by Mrs. Newbold decided that no other student from Elizabeth City graded school should be admitted unless the local board arranged adequate financial support for their students.

Not only was the matter of finance important to Mr. Newbold, the matter of student preparation was just as important. The very next year he added to this financial requirement an ultimatum about admissions of transfer students from the local high school as follows: "Students in Negro High Schools who completed three year be admitted to fourth grade provided they are prepared to do standard fourth-year high school work."<sup>34</sup> There was no doubt it; the progress made by Negro schools from the time N.C. Newbold began his work as director of the Negro Division of Education in 1912 until his retirement in 1951 was phenomenal. It was he who began a program of "In-Service Training" so that teachers could raise their substandard certificate to higher levels. At all of the State Normal schools, county summer institutes were set up. Elizabeth City State Normal had its share of such institutes.

It was unusual to find schools that ran more than six months in rural areas and salaries were too small to allow teachers the opportunity to attend summer schools. Newbold carried the summer school to them.... Teachers could advance from one substandard certificate to a higher certificate (C, B, A) until a certificate equal to that granted a normal school graduate was obtained.<sup>35</sup> The writer recalls that upon her arrival on this campus in September 1933, the large enrollment for summer session was due to the fact that many Negro teachers were trying to stay within a time limit designated by the state department in which they would secure an Elementary B Certificate.

Hugh Victor Brown relates what he calls "a second method of Mr. Newbold's far flung program of teacher training." This was the establishment of teacher-training departments in private or church institutions supported by funds from the state board of education. He secured able and experienced instructors, with graduate

degrees in education, for these colleges. In 1921, eight private institutions cooperated in training 210 students in teacher training. In 1926-1927, ten institutions cooperated in accommodating a total of 334 students. Bennett, Biddle, (Johnson C. Smith), Smith, Brooks, Livingstone, Kittrell, Shaw, and Mary Potter were among those most active in preparing more competent teachers.

Because of the foresight and labors of one pioneers education, N.C. Newbold, in the state of North Carolina, "the number of Negro teachers with four-year college training increased from 175 to 3,974 between 1924-25 and 1938-39."<sup>36</sup>

### THE PANGS OF GROWTH, 1923-1928

On July 12, 1923, the board of trustees agreed to increase entrance fees to two dollars per quarter. Each student paid five dol-



*Lucille McLendon Hall; Laboratory School, Renovated 1957*

lars for fuel and two dollars for lights. In order to secure needed funds, old benches, formerly used in the normal school auditorium, were sold to churches.

As was previously stated, P.M. Moore was the principal and business manager. He was authorized to make the best possible “trade of horses” owned by the school or to purchase an additional mule when needed. The farm provided substance, food to be exact. All labor on the farm was furnished by students who had no finances and could have been trained under no other circumstances.

Many persons today will probably call the Moore regime an autocratic one. Rules and regulations were strictly adhered to by both faculty and students. In fact, both students and teachers were so intent on training the mind that there was little time for misdemeanors. Few students or teachers broke these rules set up by the board of trustees.

1. No students or teachers may use cooking devices in dormitories (All teachers lived in dormitories with students.)
2. No teacher or student may room off campus without the advice and approval of the principal.<sup>37</sup>



*Working on school Farm*

The Trustees expressed regret at the necessity for regulating the conduct of teachers, but teachers must: "Attend chapel exercises and conforms to regulations or demands will be made for their resignation."<sup>38</sup>

Evidently, there were two teachers who were slow to adjust to these strict rules. At the end of the term, they were dismissed because they failed to conform to the rules of the institution. Then the board made a new rule: "Teachers who fail to conform to rules would be given 30 days notice to withdraw from the school."<sup>39</sup>

Strict rules were not merely confined to students and faculty. The secretary to the board of trustees was expected to make a report to the state governor of absent trustee members.

In spite of the seemingly autocratic operation on the part of supervisors, the school made gradual and effective progress. By 1921, the two-year normal program above four years of high school work was begun. In this class was Mrs. Eddie Howard of Elizabeth City, who recalls that many students wanted to teach at the end of one year above high school, instead of two years. Organizations flourish on the campus. The Young Men's Christian Association and the Young Women's Christian played an important part in the spiritual, intellectual, and social development of the student by affording opportunity for self expression. Lyceum, the oldest organization of the school, continued to train students for public activities such as singing and reciting.<sup>40</sup>

Music played its role as a part of the cultural development of students. "Boys" and "Girls" glee clubs rendered standard music, which not only developed appreciation for this fine art, but rendered music for church services and chapel exercises, which were obligatory.

Other organizations, less permanent than those mentioned above, were Le Cercle Francais, a French Club, Lions Club, and an agricultural club; The H.H. C. Club, a chemistry club which endeavored to awaken for the knowledge of scientific facts in various fields; the Our Best always Club (OBA), a social club organized to entertain the girls of young's<sup>41</sup> Hall (nickname).<sup>42</sup>



*Mr. Martin Luther Wilson  
Class of 1926  
Member of Board of Trustees  
1957 – 1971*

### Athletics

Little attention was paid to athletics until 1914. At that time Professor Harry R. Logan, a graduate of Howard University, was employed to teach mathematics, science, and drawing. He worked to develop a football team out of the “raw material” among the young men. *The Normal Light* gives Professor Logan credit for

“having started the spark of athletic spirit in the school.”

In the spring of the same year, baseball made its advent, but for the next two years both basketball and football lost their prestige. Perhaps the decline of each was due to the fact there was no coach and/or sufficient funds available.

During the intervening years, a basketball team was started for girls, more for amusement than for outside competition. Mrs. Florence Hickman and later Mrs. S.D. Young, matron<sup>43</sup>

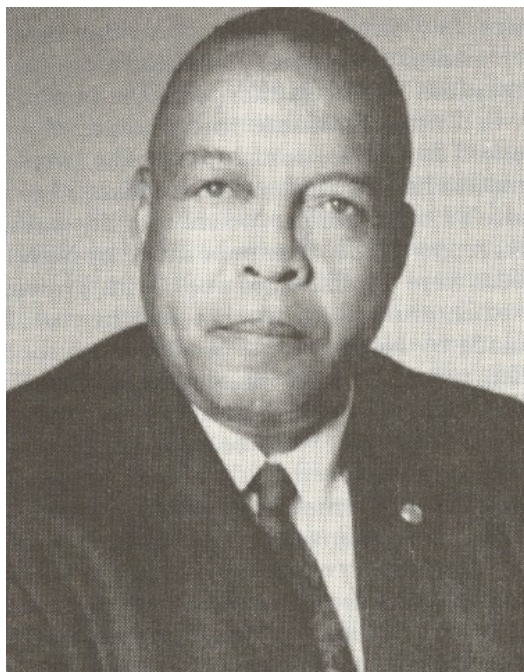
Of Lane Hall, served as coaching supervisor.

In 1919, Professor Winston Douglass, a Lincoln University graduate, came to teach mathematics. (All sports were “sideline” activities for teachers because no salaries were provided for coaches.) He coached the football team and organized an athletic association, which was the initial movement for organized sports.<sup>44</sup> Through his association, money was raised to secure needed equipment. Professor Douglass coached a winning team for two years. His success caused him to be hired at another school, perhaps, at a better salary. Outstanding athletes at this time were William Taylor, and George Cuffee.

In 1921, Professor J.A. Eley, a graduate of Morehouse College, became the football and basketball coach. He was known as a strict disciplinarian who kept the team in “good shape.”

In 1923, Professor C. F. Holmes, a Howard University graduate, became coach. He was successful in securing finances for the promotion of athletics on campus and was often called the “reformer” of athletics. Games were scheduled with schools such as St. Paul’s College in Lawrenceville, Virginia; Hertford High School, and the local team of Edenton, North Carolina; Norcum High School of Portsmouth, Virginia; the Silver Eleven of Norfolk, Virginia; Virginia Normal and Industrial Institute, Petersburg, Virginia; Booker T. Washington High School, Norfolk, Virginia and the Elizabeth City Tigers.

Some of the star athletes under Coach Holmes were Nicholas Meekins, Austin Stitt, Henry Cabarras, and Adolphus “Dolphus” Woodhouse.



*Mr. John G. Bias  
Class of 1926  
Retired Principal  
Board Trustee Member  
1966-1972*

### MANAGEMENT TURMOILS

As had been previously stated, the principal of State Normal School had imposed upon him the jog of securing finances to operate the school. He had until May 29, 1925, received very little managerial assistance from the board of trustee. In their meeting on this date, they attempted to organize the financial business of the school. Moore was made was made purchasing agent. Students were asked to pay their board in advance by the 10<sup>th</sup> of each month or be dropped, as of September of that year. Teachers who were boarding were expected to do the same, even if their meals were taken

elsewhere. The principal was given authorization to deduct from their vouchers any unpaid balance. In the meantime, H.G Kramer, chairman of the board, Vice-Chairman M. H. Cooke, and secretary – Treasurer W. G. Gaither were the persons appointed to cooperate with principal Moore to take of purchases. Mr. Moore was asked to submit, not later than the twenty-fifth of each month, a complete list of requirements for the succeeding month.

Mr. Moore's books were to be thoroughly audited by "local parties" and a report of the same to be made by November 1, 1925. Board members were appointed to audit with Professor Moore the receipts and expenditures for the balance of the year. Evidently, the report was made by November 1, as suggested, for it was at this point that Henry Burke of the Budget Bureau in Raleigh, North Carolina, wrote in a letter to the board that the budget commission did not like the way books were being kept. He requested that a business manager be employed.<sup>45</sup>

As a result, C.S. Mitchell of Gatesville, North Carolina, became the first business manager of the institution and started his work on July 1, 1927. It was thought that a business manager could, in some mysterious manner, maneuver the funds of the school so that money would be saved. However, this proved untrue. On February 9, 1928, Mitchell was called before the board to give proof of this fact. He was asked to tender his resignation as of March 15, 1928. Henry Burke had concurred with the board by citing deficits incurred during Mitchell's stay.

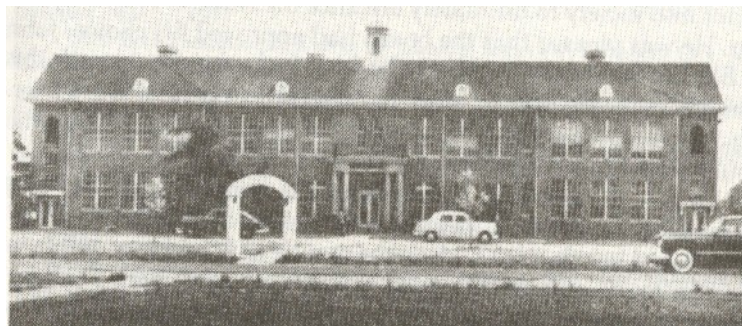
Again, a committee, consisting of M.A. Cooper, new secretary, Mrs. J.G. Fearing, J.H. Bias, and T. S. Cooper, was asked to assist and cooperate with Mr. Moore in managing the financial business. Under this new management, purchases were reduced to \$32.00 per month for food and supplies, where there had been \$150.00 per month when Mitchell was business manager.<sup>46</sup>

Such drastic change in amounts spent under the two systems remain a matter of individual opinion. The obvious fact which remains and cannot be overlooked is that neither system was a panacea for problems which confronted the leader and board of managers during the early existence of the school. Governor A. W. Mclean visited, inspected the buildings, and gave a short address to the student body, who gathered and sang Negro spirituals, "Down by the Riverside" and "swing low sweet Chariot." In his



speech, he suggested that this school study management of other schools. Acting upon his suggestion, Mr. Newbold made a motion that a committee visit Fayetteville Normal to gain information on how to manage the institution. Henry Burke, state budget officer, sent tabulation on both institutions' management.

The difficulties experienced in operation of the business matters for the school should not be used as a reflection of the integrity of the leader. It must be understood that the state budget was utilizing trial-and-error methods of setting up a purchasing system to be used by *all* state schools. Mrs. J. G. Fearing, secretary to board of trustees, was made chairman of Grocery Purchasing Committee, but she did not know how the North Carolina purchase order system worked. She had to be taught how to send an "original" copy to the vendor, a first copy to the State Budget Bureau on the day of purchase, a second copy to the State Auditor's Office with a voucher for the third file. She also had to learn how to plan in order to know what was needed for each quarter in the school year, as well as for the month. This was a tremendous responsibility which was executed by these women with the greatest of care. This Writer recalls her many visits from 1933 until her retirement from the board of trustees in 1949. She exhibited an attitude of helpfulness and understanding of the problems existing at State Normal.



*Moore Hall: Administration and Classroom Building, Erected in 1927*

Attention has been called to the fact that, in 1920, Dr. Moore had begun to show signs of ill health. He was aware of his physical weakness and knew that the time would come in the future when his duties as administrator would be too great for his physical endurance. It was evident that the board of trustees was cognizant of this fact.

On April 23, 1928, Moore was paid the highest tribute that had ever been accorded anyone in his profession in the state of North Carolina. He was made president emeritus of Elizabeth City State Normal, perhaps as much through affection as for meritorious service. He was given a home and a salary for as long as he lived. This was done in appreciation for his long service in educational work and for his splendid influence and noble character in leading people for thirty-six years.

Dr. Moore continued to work for the remainder of the year 1928, though still ailing. The inevitable had to happen. He decided to terminate his services on May 19, 1928, by tendering his resignation as principal of Elizabeth City State Normal.

Mrs. J.G. Fearing drafted resolutions of gratitude extended to him by the board of trustees, placed them in the minutes, the annual catalog, and daily newspapers. He was sent a letter of acceptance of his resignation which stated that he had been an “educational pioneer in Eastern North Carolina and had contributed service and leadership to his race.”

As Dr. Moore retired, he watched a graduating class of ninety go out into society to ultimately advance the cause of Negro education. He was pleased that the board had approved his choice, John N. Bias, as his successor. Moore had worked very closely with this younger man. He saw in him characteristics essential for leadership. The board members also thought of Bias as an individual who would perpetuate the philosophy and lofty ideals of Dr. Moore.

Mr. J.G. Fearing, representing the board, in proclaiming Professor J.H. Bias, the new president, stated on May 25, 1928:

“The Board has decided to drop the mantle of Presidency of this institution upon one who has been very closely associated with Professor Moore for many years, one who has the best interests of this institution at heart and who comes as nearly being the type of man as our President Emeritus Professor Moore as any we could possibly find had we searched the state over.”<sup>47</sup>

Dr. Moore, the first president emeritus of Elizabeth City State Normal School, had six years left in his life span to see his successor adding to the foundation which he had so firmly built. He saw growth at the school and was now ready for rest from his labors. In the words of W.O. Saunders, editor of *The Independent*, a daily newspaper:

On Sunday, April 20, 1934, his life work finished and approved by both God and man, Peter Weddick Moore, President Emeritus of the Elizabeth City State Normal School for Negroes, closed his tired eyes and relaxed in eternal sleep.<sup>48</sup>

The “Bearer of the Torch” had lighted the candle for his successor and had charged him to go forth with zest and inspiration to guarantee unbelievable achievements for Negro Youth, yet unborn.

#### Notes

<sup>1</sup> Victor Hugh Brown, *History of the Education of Negroes in North Carolina* (Raleigh: Irving Swain Press, Inc., 1961), p.87.

<sup>2</sup> Ballou, *Pasquotank, Pedagogues and Politicians*, p. 57

<sup>3</sup> Ibid. p.58.

<sup>4</sup> Brown, *History of the Education of Negroes in North Carolina*, p. 82.

<sup>5</sup> *The Normal Light* (Norfolk, Virginia: Publishing Company, Inc., 1925), p.153.

<sup>6</sup> Mrs. Blanche Newell to Evelyn A. Johnson, interview, Elizabeth City, June 3, 1971.

<sup>7</sup> Mr. Robert Oscar Frost to Evelyn A. Johnson, Interview, Currituck, North Carolina, June 21, 1971.

<sup>8</sup> Mrs. Etta Thompson to Evelyn A. Johnson, interview, Elizabeth city, North Carolina, June 10, 1971.

<sup>9</sup> Mrs. Carlee Berry to Evelyn A. Johnson, interview, Elizabeth City North Carolina, June 7, 1971.

<sup>10</sup> Charles Francis Meserve. *An Appeal* (Raleigh: Shaw University Library, 1917).

<sup>11</sup> *North Carolinian* (March 11, 1891), p.3.

<sup>12</sup> Brown, *History of the Education of Negroes in North Carolina*. P.89.

<sup>13</sup> Ibid.

<sup>14</sup> Mrs. Carlee Berry, Alumna to Evelyn A. Johnson, interview. *Elizabeth City State Normal School: Elizabeth City, North Carolina, 1971*.

<sup>15</sup> Miss Odessa Williams, Mr. and Mrs. Erskine Morgan, Mrs. Blanch Newell to Evelyn A. Johnson, interviews, Elizabeth City, North Carolina, 1971.

<sup>16</sup> *Biennial Report, 1902 – 1903*, p.73.

<sup>17</sup> *Biennial Report, 1907 1908*, pp. 63-64

<sup>18</sup> *Ibid.*, pp.108-111.

<sup>19</sup> Mrs. C. M. Berry: Mr. Robert Oscar Frost: Reverend J. R. R. McRay: Mrs. Blanche Newell to Evelyn A. Johnson, interviews, Elizabeth City, 1971.

<sup>20</sup> Robert Oscar Frost to Evelyn A. Johnson, interview, BARCO, North Carolina, January 23, 1973.

<sup>21</sup> Mrs. Carlee Berry to Evelyn A. Johnson, interview, Elizabeth City, June 6, 1971.

<sup>22</sup> Rev. J. R. R. McRay to Evelyn A. Johnson, interview, Elizabeth city, 1971.

<sup>23</sup> Mrs. Blanche Newell to Evelyn A. Johnson, interview, Elizabeth City, 1971.

<sup>24</sup> Robert Frost to Evelyn A. Johnson, interview, Elizabeth City, 1971.

<sup>25</sup> *Biennial Report, 1905 -1906, p.12.*

<sup>26</sup> Mrs. Carlee Berry to Evelyn A. Johnson, interview, Elizabeth City, June 2, 1971.

<sup>27</sup> *Biennial Report, 1907 – 1908, p. 57.*

<sup>28</sup> Ballou, *Pasquotank Pedagogues and Politicians, p. 75.*

<sup>29</sup> *Ibid.*, p. 75.

<sup>30</sup> Rev. J. R. R. McRay to Evelyn A. Johnson, interview, Elizabeth City, 1971.

<sup>31</sup> Clarence Bowe to Evelyn A. Johnson, interview, Elizabeth City, 1973.

<sup>32</sup> Brown, *History of the Education of Negroes in North Carolina*, p. 49.

<sup>33</sup> Minutes, Board of Trustees July 12, 1923.

<sup>34</sup> Minutes, JULY 8, 1924.

<sup>35</sup> Brown, *History of the Education of Negroes in North Carolina*, p.56.

<sup>36</sup> *Ibid.*, p. 57.

<sup>37</sup> Minutes, October 20, 1925.

<sup>38</sup> *Ibid.*

<sup>39</sup> Minutes, March 11, 1926.

<sup>40</sup> *The Normal Light* (1925), p. 85.

<sup>41</sup> *Ibid.*, p. 81.

<sup>42</sup> Young's Hall (lane Hall) so named by dormitory residents because of its director, Mrs. Susie D. Young.

<sup>43</sup> A dormitory director was known as a matron in those days.

<sup>44</sup> *The Normal Lights* (1925), p. 91.

<sup>45</sup> Minutes, November 3, 1926.

### *Chapter III*

## THE STRUGGLE FOR PERMENANCE 1928 – 1939

Dr. P. W. Moore, the “torch Bearer and first principal, passed the lighted candle to the first” president, John Henry Bias, who had served as vice president with tact, skill, and had relieved Dr. Moore of many burdensome details of administration. It seemed appropriate that this man was chosen, for he perpetuated the philosophy and lofty ideals of Dr. Moore and became a symbol of light in eastern North Carolina. He was prepared for the post, holding both the B.S. and A.B degrees from Lincoln university in Lincoln, Missouri. He had done graduate work at the University of Chicago in science and mathematics (1902 -1904) and at Columbia University special work in administration and supervision in 1924.<sup>1</sup> He brought with him a variety of experience, having served in the capacity of professor of mathematics and science at Elizabeth City State Normal, professor of natural science at Shaw University, and principal of the Berry O’Kelly training school in Method.

Students and parents honored and loved “Professor Bias, “as he was affectionately called. Former graduates labeled him a deeply religious man who tried to instill in his students his idea of clean living, love of God and fellow man. He was familiar with the problems in eastern North Carolina and resolved to find solutions for them through educating Negroes, Particularly young Negroes. Mr. Bias expressed his philosophy of education in these words:

I am in favor of a type of education that leads to complete living which includes an education of the head, hand and heart. <sup>2</sup>

### THE CLOUDY WAY

His eleven years of leadership can truthfully be compared to a lighted candle flickering, faltering, and sometimes becoming extinguished. His period of leadership was indeed cloudy for he was the head of State Normal School during an era of educational and economic uncertainty



*John Henry Bias*  
*President*  
1928 – 1939

Even the North Carolina State Department of Education was feeling its way. The State department was in the process of creating a system of higher education which would have permanence, while also establishing a foundation for future growth of the public Schools. Governor Max Gardener and Superintendent of public schools A.T. Allen perceived the state of North Carolina as one dependent upon agriculture for a livelihood. It was therefore, quite conceivable that the superintendant would join hands with the governor in having schools participate in the "Live at Home program," which the governor advocated,

Bulletins containing the philosophy underlying the program and basic agricultural and farm facts were sent to teachers in public schools and to state schools which trained teachers. Every teacher was responsible for giving instruction on some phase of the subject. Dr. Bias became campus official coordinator who was responsible for involving his entire school in this effort.

To show the extent of involvement in the project, attention is called to the fact that Dr. M.C. S. Noble, Jr., director of information and statistics, listed more than 1,000 reports and research studies which were being conducted in the state. Elizabeth City State Normal school was among the many state schools and universities listed. Reports 1112 – 1115 were devoted to activities by many of the industrious teachers of Elizabeth City State Normal some of them were:

1112 –A Farm Project as a Part of an Activity Program: By Lucille McLendon, first-Grade Critic Teacher.

Summary: This study was designed to teach principles of Community life through a worthwhile activity. The children made a model farm, wrote stories, read stories, and learned how to do many things

1113 –Library Project: By Lillian R. Dawson, Director of the training school Summary: The Rosenwald libraries I and II were secured. (A Standard library for elementary Schools.)

1114 –Lunch room projects: By Lillian R. Dawson, Director of the Training School.

Summary: This project was structured to provide children with hot lunches.

1115 –Student Teaching in Negro State Teacher-Training Institutions in North Carolina and Some Recommendations: By William Mason Cooper.

Summary: This was a description of the organization of student teaching courses in the three State teacher training institution for Negroes in North Carolina. It contained constructive proposals for the improvement of these courses. (Written at Columbia University, Ed. 228 MG 1929) <sup>3</sup>

Lucile McLendon, Lillian R. Dawson, William Mason Cooper, and many other teachers used the broad objectives set up by the state of North Carolina as a mean of contributing to the improvement of living among enrollees in the normal school. To these teachers each student was a disciple who should be amply prepared to help Negro youth live a wholesome life. Their emphases were on utilizing to the best of one's ability what was readily available.

It was in light of such a philosophy, as had been previously described, that Governor Clyde R. Hoey and superintendent of Schools Clyde A. Erwin continued to build on the foundation already established by former governors and superintendants. Library standards were formulated; the state began to adopt textbooks for elementary and secondary schools; home economics received status because the home was considered as a stabilizing force in society. One objective of education as conceived by most teacher-training institutions in this era was to train individuals to make worthwhile contributions while living in a free democratic society. Teachers and staff members united with President Bias and geared their activities toward the realization of this goal.

#### Economic Crisis

Although Dr. Bias cooperated in attaining goal required of public schools by the state department, he had some personal and private desires of his own. His chief concerns were to change the status of the school from a two-year normal to a four-year teacher training institution, to secure a new dormitory for girls, and a new library.

This could not be done in the early years of his administration because during the decade 1929-93, all of Americans experienced an.





*Mrs. Earle cleaves Mosley  
Retired Teacher  
"Miss State Normal," 1935*

economic depression, unlike any ever seen before. The economy of the South and the nation was badly shaken. Banks were closed overnight. Heads of families lost all their savings. Negroes were hit hardest because they were already at the bottom of the totem pole. Heads of families were unemployed. Some people stood in “bread” lines in order to supply their children with food. State Normal School always had a goodly portion of enrollees who were tenant farmers’ children with limited finances. The institution needed students to help swell the enrolment and the parents needed the school to help them “brighten the corners” where they were. Word went out that Professor Bias was a compassionate man who desired to educate young Negroes if they themselves wanted an education. Word spread that students could “work their way” through this training institution. To great extent, this statement was true. One local newspaper carried this article:

By permitting some of the students to work out part of expenses, by adopting a partial payment plan, and by excepting part payment in ham, eggs, lard, sweet potatoes and other farm produce, the Elizabeth City State Normal School is enabling many colored boys and girls to enter school who could not possibly do so but for the helpful cooperation of the school . . . . About a dozen are earning a portion of their college expenses by working in the laundry, dining hall, or elsewhere.<sup>4</sup>

Parents resorted to this type of “barter system” because it was the only exchange available for the education of the children

At that time, day students (nonboarding students) paid \$180.00 per year. “The annual budget for the year was \$43,000. The state furnished \$ 19,000, but left the difference of the \$24,000 needed to the ingenuity of President Bias.<sup>5</sup>

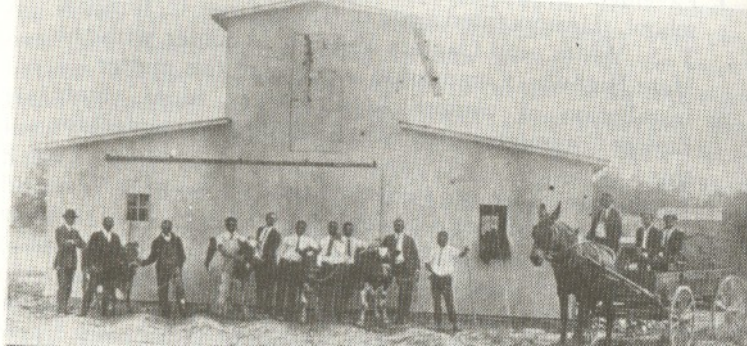
It was through the programs alluded to in *The Independent* that the president was optimistic that he could indeed operate the school. At the same time, he also implemented the “Live at Home Program” suggested by Governor Gardner and which was being carried out.”<sup>6</sup> This program advocated using resources which were available “at home “or within one’s environment. Through North Carolina was affected severely by the Depression, Governor Gardner visited Elizabeth City and further recommend that the following be done at State Normal School:

1. Pavement of the road leading from the city to the school. (He appointed a committee of three, C. Burgess, T.S. White, and Captain Wiggins to confer with the State Highway Commission concerning this matter.) and
2. Installation of campus lights (Henry Burke, State Budget commissioner, placed \$527.00 in the budget for this.)
3. Installation of red exit lights in dormitories.
4. Remodeling of Practice School.
5. Extension of water main.
6. Selling of cows and purchasing of milk from dairies.
7. Beautification of campus.

No money was available for shrubbery. Henry Burk suggested that students go to the woods and get a collection of plants and trees as had been done at another school.<sup>7</sup> The name of the other school was not given.

Effects of the depression were felt for more than ten years. Many students who entered the school between 1934 and 1939 were almost poverty stricken. They entered sometimes with less than five dollars, brought their few belongings in a burlap bag or some other nondescript luggage, and stayed on the campus until they had completed the two-year normal curriculum. At that time, most of the students were truly *self-motivated*. Their previous experience as laborers on a farm was used as a means to an end and the state approved this type of arranged work aid.

The east wing of the present personnel building was once a smokehouse. Hams were kept in storage. It was not uncommon to find one missing at times, for so delicious was their taste and so mischievous were some students! Vegetables, cows, and hogs were raised on the campus. Mules were used for plowing. Where Bias Hall now stands was a field of large juicy strawberries. Rich milk from the cows, strawberries from the "strawberries patch," with cereal and fresh eggs from the chicken house, provided a delicious breakfast. Miss Jessie Wainwright, dietitian, was known for making delicious puddings, pies, pastries, and particularly "strawberry short cake." It was indeed short-a type of sweet biscuit cut in half and lavishly decorated with big strawberries and heavy cream.



*College Farm: Preparing Cows for Milking*

Many faculty members and students still recall with pleasure their delight at eating together in the dining hall, between Symera and Lane Halls, a building now used as the “Basic Laboratory School.” Family style meals were served: student waiters served meals at tables that were set up with white table cloths, silverware, water glasses, napkins, et cetera, in the proper manner, and grace was sung by all or spoken by a leader; tablemates conversed and learned from each other because there was no hurry; table manners were important and table etiquette was expected of all “lettered” persons. There was an atmosphere of culture.

As is often true of “lean Years,” faculty and students were happy together. The faculty, though laboring under a 50 percent cut in salary, remained at the school because they were dedicated to the improvement and development of Negro youth. Miss Eva J. Lewis, M. A., University of Michigan, instructor in English; Mrs. Edna Harris Mitchell, Shaw graduate, English; Rev. John T. Doles, History; Mr. A. P. Lester, registrar and science teacher; Mr. S. D. Williams, mathematics teacher and dean; Miss Lucille McLendon, primary supervisor and teacher; Mrs. Mocile Cardwell, Primary methods; Mrs. S. D. Young, matron, Lane Hall; Ms. Joana Raynor, matron, Symera Hall; and President John H. Bias, himself, were all receiving half the salary given before the year 1932. When this writer appeared on the scene in September 1933, salaries had not been restored to previous levels. It took ten years to recover salaries

in vogue during the 20s, before the depression. The average salary was seventy dollars per month. The small number of faculty members who “weathered the storm” gave of them and sent out many products well trained in many academic areas.

### PHYSICAL EXPANSION

Dr. Bias continued to press the board of trustees to seek funds



*Hog killing; “Some Good Eating”*

for campus improvements, never forgetting his desire to see new buildings erected and the status of the school raised to four years of teacher training. Finally, in November 1937, at a regular chapel assembly, the board of trustees revealed the fact that \$198,181 would be spent for new buildings. The state had granted \$109,000, the federal government would grant the rest of the funds needed, \$75,000 for a new women's dormitory, \$10,000 for equipment of the dormitory, \$22,000 for eight rooms to be added to the administration building, \$2,000 for equipment of these rooms, making the total spent \$24,000 used for extension of classrooms. The annexes would contain space for biology, hygiene, general science, and physics. Teachers of science courses were Karen Bailey, James A. Clark, A. P. Lester, and Leon De Kalb. A total of \$88,181 was to be used for erecting a new library, now Thorpe Administration Building, and to increase the fund for the women's dormitory in case the \$75,000 was insufficient. In addition, \$10,000 was allotted for buying land, \$200 for driveways and walks, \$1,000 for farm buildings, \$2,000 for improving grounds, \$1,560 for buying land adjoining the campus.

The zealous, conscientious board members who persevered, encouraged, and worked with the president to secured these improvements were G.R. Little, Chairman, Mrs. J. C. Fearing, secretary; W. T. Halstead; Captain J. L. Wiggins; J. K. Wilson; Miles Clark; and J. H. Hall. Mr. Little stated that the liberal attitude exhibited by the state was due to the merit of the request and the influence of certain local citizens who had visited Governor Ehringhaus, among them, Mayor J. B. Flora, W. T. Culpepper, Frank Selig, head of chamber of commerce, and J. C. Sawyer, chairman of the city board.

Regardless of the reason, the appropriation made true the hopes so often expresses by Professor Bias. The plans were endorsed by the Educational and Financial Division of the State Department. Actual Construction was started December 11, 1937.<sup>8</sup>

It would be most unfair to omit the part played by federal government assistance under the Franklin Delano Roosevelt administration. As president of the United States, Roosevelt initiated various methods to alleviate poverty and economic stagnation. In those days, the National Youth Administration (NYA) took care of the needs of youth who could easily have become social and discipli

nary problems; the Public Works Administration (PWA) furnished funds in proportion to needs when public buildings were erected; Civilian Conservation Corps (CCC) camps offered work for unemployed adults who otherwise would have remained on the “bread line.”

As luck of fate would have it, Mrs. J. G. Fearing, secretary to the board of trustees, was NYA county supervisor. She was in position to contact P. S. Randolph, state supervisor, to seek the services of a proposed vocational program for boys from seventh grade up in eastern North Carolina counties. It was through her that terms of agreement relative to the NYA project were inaugurated. Some of the strict requirements in connection with Elizabeth City Normal School follows:

1. Housing facilities were provided for students who would eat in the dining hall. NYA paid for accommodation and instruction.
2. NYA assured State Normal School that students would be carefully selected. Certified health certificate, character reference, and family background were required. In care of misdemeanor, arrangements were made by the heard of the institution for withdrawal of misbehaving students.
3. Students were under a State Normal School advisor for practical projects-building of chicken houses, hog sheds, a football fence, and clearing of underbrush in wooded area for parking purposes.<sup>9</sup>

Later, during the same school year, the board authorized President Bias and Chairman Little to execute and file application to the Federal Emergency Administration of Public Works for a grant to aid in the construction of a men’s dormitory, gymnasium, science building, home management building, teachers’ cottages, additional classrooms, and six garages. This dream was not realized during the Bias regime. It took many years to accomplish the far-reaching goals set up by this very active board of trustees and this most dedicated and trustworthy servant of God.

On May 14, 1939, the new dormitory and the library were dedicated. This was a step toward. Women now lied in rooms



*G. R. Little Library in 1939*

provided with two closets, luxurious furniture, twin beds, and running water.

The library now had ample space to house its many volumes of books. The west end of Moore Hall could now be used for administrative offices (registrar and dean). Students and faculty were proud to be part of a growing institution. Senator W. I. Halstead gave the dedicatory speech. "He praised Dr. Moore and Dr. Bias for advancement of the institution to a for-year college with a million dollar plant." The Journal and guide newspaper carried an advertisement and pictures of the "New Girls' Dormitory" and the "New Library."<sup>10</sup> The two buildings were rightfully given the names "Bias Hall and G. R. Little Library," honoring President John H. Bias and Board of Trustees Chairman G. R. Little.

#### CHANGE IN TITLE, STATUS, AND PLANS FOR FUTURE DEVELOPMENT

State Normal School trained teachers for elementary schools in this remote and rustic area of eastern North Carolina where it was founded. However, two years of training beyond high school limited the curriculum and preparation of its products. Dr. Bias wanted more and better training for Negro teachers. He made appeal after appeal t the general assembly to bide the school four-year status.





*Mr. George Roscoe Little, Jr.  
Member of Board of Trustees  
1932-1954*

The school newspaper had made an earlier announcement that State Normal School of Elizabeth City, North Carolina, beginning with the school year of 1937-38, would offer a four-year course leading to the bachelor's degree and primary and grammar-grade Class A Certificates.<sup>11</sup>

Finally, on March 28, 1939, the North Carolina General Assembly "through Senate Bill 317, introduced by W. I. Halstead and J. J. Hughes, in Chapter 253 of the 1939 session laws" officially changed the name of the school to Elizabeth City State Teachers College with authority to grant to its graduates the Bachelor of Science degree in elementary Education with Primary and Grammar Grade A Certificates.<sup>12</sup> On May 19, 1939, twenty-six graduates were the first to receive the degree of Bachelor of Science.

Control of the school of higher education for Negroes was vested in the state board of education, under G. S. 115, Sections 322 to 324, Article 9: "Negro State Teachers Colleges." Under this bill, the board of education was to regulate degree granting by determining that the schools had sufficient income, faculty, and equipment; that four years of high school or equivalent preceded entrance upon the four-year course of study; further that the board inspect the colleges and revoke degree granting licenses when necessary.<sup>13</sup>

Securing the right to grant degrees was certainly an achievement but organizing for the granting of degrees would have been a gigantic task; due to one person, N. C. Newbold, director of Negro education in North Carolina, it was done. Back in October 1937, he had guided and instructed the schools within his jurisdiction to foresee and plan for this new venture in education. President Bias was cognizant of his wisdom and welcomed his expert guidance in a very constructive manner, for his ability to organize and capacity to provide strategies for obtaining finances were assets to all Negro schools. He suggested that representatives from Fayetteville, Winston-Salem, and Elizabeth City State Teachers Colleges meet and discuss their common problems. Marie McIver, the very competent supervisor of Negro elementary schools; H. L. Trigg, high school negro inspector; President Seabrook and his dean; President F. L. Atkins and his dean; President Bias and Dean S. D. Williams formed what was known as a Negro College Conference." Regula-

tory standards were discussed and some decisions were made. Some of their conclusions were as follows:

1. Admission of students: Entries must be from standard high schools; graduates from nonstandard high schools must pass the State high-school examination, coordinated through the office of the president; he would also provide a list of accredited high schools in other states.
2. Practice teaching and graduation for class of 1936: Colleges would be duty-bound to offer practice teaching in 1939, at end of third year and graduate students at end of third year, but the institutions should make efforts to have student stay for four years.
3. No student entering after 1936 would graduate except upon completion of four years of work; students completing three years of work would receive B Certificates.
4. State Department requirement for grade A certificate was 180 quarter hours of 16 hours per quarter for four years.
5. Provision was made for two-year normal graduates to secure their degrees through summer school and extension. Not more than 25 percent of the work for a degree could be in extension.
6. Provision was made to use summer school work to fulfill one year of residence requirement. (There was debate over whether a summer's work would be one-fifth or one-sixth of a year toward a degree.)
7. Degree requirements for teachers who had done no residence work in regular school sessions were decided upon.

The initial degree requirement was 192 hours for four years. A counter idea was presented to reduce the load of a student doing his practice teaching so that his total would be 186 hours. No definite decision was reached about this suggestion.

After mulling over this matter and discussing the quality of work by the individual and the rating of the high school

from which he was graduated, it was decided that thirty-six hours in

summer school would fulfill the residence requirement, the same as was being done at Shaw University.<sup>14</sup>

The following June, Mr. Newbold made a motion in the board of trustees meeting that three competent faculty and three board members be appointed to prepare a comprehensive plan to development for the next five or ten years.<sup>15</sup> This was probably the first long-range planning committee at the institution.

#### FORMULATION OF CURRICULUM

Foreseeing the eradication of all normal schools in North Carolina. Mr. Newbold and the Negro administrators suggested the following:

1. That two years of general education and two years of professional education be placed into the curriculum, thus allowing the three institutions to serve as regional



*“Pirates”*: a Basketball Team During Bias Administration, Dr. Donald G. Brandon, Coach



*Dramatics During Bias Administration  
Dr. Matthew J. Whitehead, Director*

junior colleges as well as elementary training institutions.

2. That problems in the field of teacher training be determined by contacting superintendents, supervisors, principals, and persons in the communities served. This was probably the first faculty-community planning in the institution.
3. That faculties teach with these problems in view.
4. That prerequisites be set up for practice teaching.
5. That a number of years be specified in which one could earn a degree.<sup>16</sup>

The wisdom of such planning is quite obvious. It is no accident that numerous products of the institution have made a name for their school as elementary teachers because they adhered the high standards that have ever been present since its incipency.

#### FINANCIAL STRIDES

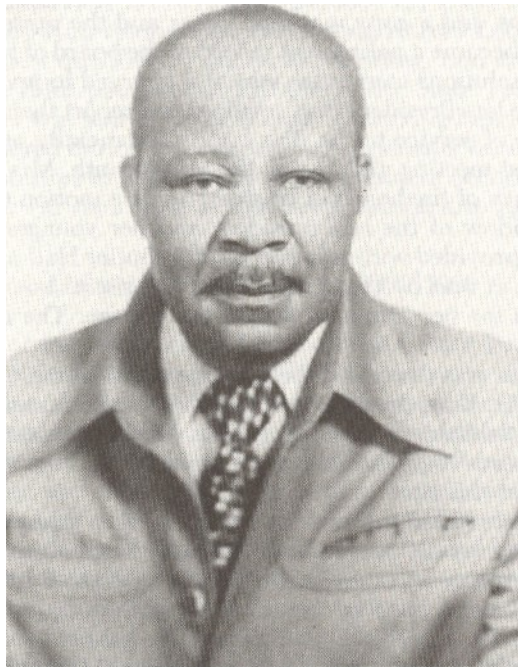
In June 1939, President John Bias became ill. His board

recognized this fact. Though they requested on June 22 that Dr. Bias Dean Williams prepare a “concise and definite statement for the State Budget Bureau by June 27, showing urgent needs and funds for the next biennium,” they gave attention and expressed regrets at the slow recovery of President Bias. A motion was made by Mrs. J. G. Fearing, secretary, with specifications that “President Bias be given and urged to take a vacation in a place away from the institution and of such duration as necessary.”<sup>17</sup> President Bias expressed thanks for the consideration and stated that he would first go to the Johns Hopkins Hospital in Baltimore, after which he would take a rest.

President Bias and Dean Williams followed the orders of the board of trustees. In their requests for additional funds, they gave statistics which compared appropriations in relations to the size of the student body for the years 1929-30, 1936-37 and expected enrollment for 1939-40. They gave reasons for increasing the size of the faculty and requested larger appropriations for science courses. They expressed a need for a large number of books for the library. They also stated in this report that “it was their desire to continue to provide training of a high order and meet generally accepted standards for such work.”<sup>18</sup> Their request for additional funds for current expensed included:

1. Five additional teachers	\$7,600
2. Additional science equipment	3,500
3. Library books	<u>1,000</u>
Total	\$12,100
Total amount for salaries of President, staff, travel, and supplies	\$6,755
Total for instruction, including supplies, teaching staff salaries, practice school, and librarian’s salary, library books, and assistant librarian	14,565
Total for instruction	\$48,320
Total for additional funds	<u>12,000</u>
Grand total <sup>19</sup>	\$60,420

This was considered a huge sum of money at that time, but it was hoped that it would raise the levels of teacher training at Elizabeth City State Teachers College. The appropriation was finally granted.



*Mr. Jacob S. Felton  
Class of 1939*

Though the report was prepared by President Bias and dean Williams, it was presented on July 12, by Dean Williams. President Bias had kept his word about going to Johns Hopkins Hospital, and it was there that he passed on July 15, 1939. His funeral service, held in Moore Hall Auditorium on July 19, 1939, was well attended by a multitude of students and a host of friends who mourned the death of this beloved man—a good leader and a compassionate “father.”

On July 22, the board of trustees appointed Mr. J. K. Wilson, Mrs. J. G. Fearing, and Mr. John Peele to serve as a resolutions committee. This committee prepared resolutions in connection with the death of John Henry Bias, second president of Elizabeth

City State Teachers College. They extolled him for his fine leadership and his influence on the community. Sympathy was extended to his widow and a copy was sent to her and the press. The statement itself became a permanent record of the board of trustees.

The resolutions committee was also charged to investigate the needs of the late President Bias's widow and report their findings in order to be of service to the Bias family, financially or otherwise. At their next meeting and during the same month, Mrs. J. G. Fearing, secretary of the board of trustees, made a motion to the effect that the widow of the late president and her youngest daughter, Lillian, be provided with an apartment in Butler Hall and be given subsistence at and by the institution to consist of board, lodging, and tuition of her minor to attend the college. The motion was passed.

So great was the esteem held by the board of trustees for President John H. Bias, their every effort was to take care of the slightest or most delicate items relating to his widow and youngest child. History records these humane and Christian qualities exhibited by the board at this time.

Thus, it was that Mrs. Frances Lane Bias, whose inspiration and undying loyalty spurred her husband's death in Butler Hall and was given loving care by her devoted children: John, Bernice, James, Charles, Elizabeth, and Lillian. She has not been forgotten, for Lane Hall, now housing "Special Programs" (Five-College Curriculum, Upward Bound, Basic Education and Enrichment) bears the name of this noble woman, in memory of her work as a cultural counselor in the dining hall and in dormitories on the campus.

A committee was named and charged with the responsibility of securing a successor to President Bias. This was not an easy task. It took three months to decide on a successor, for in their own words, it was neither their desire or intention to "make undue haste" in filling the position left vacant by Dr. Bias. In the meantime, the board appointed Dean Williams to function as chairman of the faculty staff.

The committee on selection reviewed credentials and references of fifteen highly-qualified applicants. On October 11, 1939, Harold Leonard Trigg, state inspector for high schools in North Carolina, was nominated to fill the vacancy. Board members J.



Kenyon Wilson, John W. Hall, and Chairman G. R. Little went to Raleigh to interview Dr. Trigg on October 12, 1939, after which the board drew up resolutions proclaiming Harold Leonard Trigg the person best qualified by character, training, and experience to become the third president of Elizabeth City State Teachers College. A letter was sent to Dean Williams thanking him for the services he rendered during the interim. Arrangements were made by a special committee to have the incoming president's home "at such time as may seem satisfactory to all parties concerned."<sup>20</sup>

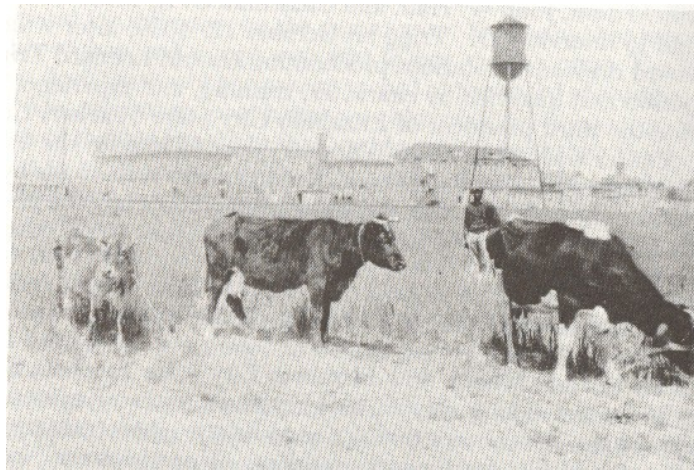
#### ASSESSMENT OF PROGRESS, 1892-1939

State Normal School, now Elizabeth City State Teachers College, had come a long way in its forty-seven years of existence. Founded upon the concept that it was to be a teacher-training institution for blacks, particularly residents of northeastern North Carolina, it had lived up to its promise. Approximately 2,568 Negro women and men had entered and/or completed their training within its confines. Its graduates were spread over a large portion of the North and South, teaching or holding other positions of prominence. In addition, many had become lawyers, doctors, and ministers, giving proof of the superior training afforded them by the institution.

Though living conditions had been improved, there was still much to be done. Continued utilization of the farm proved to be both an asset and a liability. Chicken houses, cow lots, and pigpens were objectionable, yet the fresh eggs, milk, and meat were needed.



*Students Working on School Farm*



*Milk Cows: College Farm*

for budgetary reasons. It was quite obvious that increased state appropriation would easily have eradicated this situation.

Resident halls, classrooms, and administrative offices were more adequate, esthetically as well as in a practical way. Moore Hall, named for Dr. P. W. Moore, housed the administrative offices, classrooms, and auditorium; Symera Hall, named for Symera Raynor Moore, wife of P. W. Moore, and Lane Hall, named for Frances Lane Bias, were comfortable residence halls for women; Butler Hall, named for John Henry Manning Butler, first vice principal for State Normal School, afforded the men a home on campus.

Beautiful Bias Hall was ready for occupancy in the summer of 1939. Many regularly enrolled students working on the campus during the summer session complained about the teachers enrolled in the summer having the opportunity to be the first persons to live in the new dormitory. Of course, the matter was easily controlled by helping the students to understand and appreciate the valuable alumni who were in the process of raising their certificates to an A rating. Sharing with others was a part of a philosophy instilled in college students during that period in the history of the school. The land which once afforded the big straw-

berried during the worst days of the Depression was now the lawn of Bias Hall. In general, topography begin to take on a “new look”. What is now a quadrangle was beginning to take shape. The seventy-acre farm was pushed east of the campus. It could not be eliminated at this time because it was still necessary t provide the dining hall with fresh food as in former years.

The college library was fast becoming a well-organized one to serve faculty and students. Many books and learning resources of all kinds could be found therein: reference works, recreational materials, current periodicals, and daily newspapers. The practice school (presently known as H. L. Trigg School) was directly related with the college. This school is still located on Parkview Drive, in front of the main campus. It was designed to serve as a laboratory for practice teachers.

The assets of the school in 1939 were tremendous; yet there were liabilities which were also well known and often mentioned among faculty and administrators. Roadways, acquisition of additional land, increases in budget, sewage, academic rating of the college, organization of the curriculum for the four-year teachers



*College Choir, 1939*

college, salaries, and many minor matters had to be improved. The person who would follow Dr. Bias had, out of necessity, to be an organizer, for at this point in time, it was a simple matter to see what had to be done. It was a more difficult task to know how to solve the many problems awaiting solutions. Such a person had to have confidence in himself and his co-workers.

On October 15, 1940, one year after his election, Dr. Harold Leonard Trigg was inaugurated in Moore Hall Auditorium. His inauguration was the first ever witnessed at the institution. Neither Dr. Moore nor Dr. Bias had received such official recognition when beginning his presidency. It was momentous event-educational for the student body and community and a fine advertisement for the institution. Board of Trustee members and high state officials were present. The college choir, in keeping with the spirit of the occasion, rendered two negro spirituals, "Show Me The Way" and "March On," arranged by Choir Director Evelyn A. Johnson. "Great and Marvelous" from the "Holy City," by Gaul, and "The Builder," by Cadman, were also sung.

The inaugural banquet took place in the dining hall, located between Symera and Lane Halls, now housing the Division of Special Programs.

#### Notes

<sup>1</sup>State Normal Banner (November 1928), p. 2.

<sup>2</sup>Ibid., p. 2

<sup>3</sup>"Current Reports on Activity Programs, Projects, Research, Studies....in North Carolina," (Reports for the school year 1929-1930 Vol. III, Raleigh, 1931), p. 68.

<sup>4</sup>The Independent, (September 16, 1932).

<sup>5</sup>Ibid.

<sup>6</sup>Ibid.

<sup>7</sup>Minutes, February 5, 1930.

<sup>8</sup>SNS Messenger (May 1937).

<sup>8</sup>Minutes, December 7, 1937 and June 1938.

<sup>10</sup>Journal and Guide (Norfolk, Virginia), May 6, 1939, p. 19.

<sup>11</sup>State Normal School Newspaper, May 1937, Vol. 1 (Unpublished.)

<sup>12</sup>Leonard R. Ballou, "Elizabeth City State Teachers College: Statement of Essential Facts," 1969, p. 7 (Mimeographed.)

<sup>13</sup>Ibid., p. 7.

<sup>14</sup>Minutes, October 16, 1937.

<sup>15</sup>Ibid., June 23, 1938.

<sup>16</sup>Ibid., 1937.

<sup>17</sup>Ibid., June 1939.

<sup>18</sup>Ibid.

<sup>19</sup>Ibid.

<sup>20</sup>Ibid.

## Chapter IV

### PLANNING FOR QUALITY EDUCATION 1939-1945

The selection of Harold L. Trigg as the third president of Elizabeth City State Teacher College was ideal. Here was a well-qualified man, a brilliant man, a man of strength. For eleven years, he had the experience of appraising Negro high schools in the state of North Carolina. The ratings of these schools depended upon his ability to scrutinize, judge their faculty and equipment, and offer positive suggestions to alleviate imperfections. He was well trained in administration, having served as principal of the Berry O'Kelly Training School at Method and at Atkins High School in Winston-Salem. His accomplishments as high-school inspector were significant. During the time he served as high-school inspector, he saw colleges discontinue secondary work and enter upon full-scale college training programs, thus causing the most revolutionary activity among local boards of education the state had ever know. Grammar schools developed into high schools and high schools not only added on an extra year, but increased in efficiency. By 1929, high graduates numbered only 1,687, but, by 1940, number had increased to 4,839.<sup>1</sup>

Elizabeth City State Teachers College was in its infancy. It needed a strong leader who could critically diagnose its needs and steer it on a proper course. As was true of the first two presidents, the man, Harold L. Trigg, was just the person. Again the board of trustees was praised and commended for their wise selection of him

and for their concern about the direction in which the fledgling school was to move under his dynamic leadership.



*Harold Leonard Trigg  
President  
1939-1945*

## CURRICULUM DEVELOPMENT

The foremost and most distinguished feature of the Trigg administration was in the area of curriculum development. A program of curriculum revision was begun in the fall of 1940. The work done was merely exploratory that year. The entire staff met, sometimes as frequently as once a week, for discussion of reports presented by committees which had met during the interim. Senior students became actively involved during the spring quarter.

It was decided that the education of youth at Elizabeth City State Teachers College should take into account:

1. The decreasing demand for public-school teacher and necessity for making adjustments in point of view and offerings;
2. The places from which our students came-rural areas and small towns;
3. The places our students taught, mainly in one-, two-, three- or four-teacher schools in Northeastern North Carolina; and
4. The social and economic trends in North Carolina, the nation, and the world.

The aim was to utilize all of the facilities of the college environment to provide a curriculum of experiences during each twenty-four hour day to meet the needs of all students in the areas of personal, social, and vocational living. The idea emphasized was that problems arising in the college kitchen, dining hall, dormitory, laundry, on the college farm, in the practice school, and/or in student organizations were all a part of "living laboratories" and the "functional curriculum" being developed. Faculty and students went through a cycle of discovery and orientation. A survey was conducted of community resources. Faculty and student discussions pointed out ways such information could be made meaningful and applicable.

Several committees were appointed by President Trigg. Some of them and their personnel should be give the spotlight. One committee wrote the philosophy and purposes of Elizabeth City State Teachers College which remained practically unchanged for twenty-eight years. Future students and faculty were to inherit the

results of the labors of the administrators and teachers of this era. A detailed account of the painstaking efforts of the committees is warranted. The Elizabeth City State Teachers College Catalogue for 1941-42 described the "Curriculum Organization and Administration Point of View" and Functional Curriculum Committees" as follows:

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

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

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

Students orient their thinking to the ways of an improving democracy. They study themselves and their ability to live effectively in the areas of group life. They study the community and the opportunities to contribute positively to elevation of community living. They evaluate their own activities as a basis for constantly improving activities.

A laboratory for diagnosing student abilities and interests is being developed.



Scholarship is not sacrificed. It is vitalized and improved. High grades are indices of attainment rather than isolated and artificial goals of effort.

The total college living situation for the whole student and the interaction between the two become the curriculum of living experiences within a structure that meets standards and human needs.

Working in the laboratories, reading in the library, eating at the breakfast table, cheering at a football game, sharing a bedroom with another, attending the club social, walking on the campus, shopping in the city, travel between college and home, teaching in the practice school-all part of the educational situation-provide the experiences of the curriculum.

Faculty and student groups meet together as needs dictate. It is never assumed that the individual is mature and capable of the wise choosing which condition intelligent self-direction until his conduct shows it in practical living.

The institution considers beauty in conduct as important as an A grade in chemistry-both desirable objectives of rounded education.

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

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

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

The College was fortunate in having as consultants to this program of curriculum development Dr. George H. Armacost, Professor of education at the College of William and Mary, Mr. G. H. Ferguson of the North Carolina State Department of Public Instruction, and Dr. George Howard, Field Agent of the Southern Association of Colleges and Secondary Schools.

That the total college living situation may provide for effective maturing of students, committees have been formed to plan and

guide a program of functional education. Membership on these functional committees is made up of faculty members and students. Students share in the actual planning and execution of the curriculum.

The function and personnel of each committee are described in the following pages.

### The Integrating Council

The Council gives directions to and unifies the total program of curriculum development. Its personnel includes chairmen of all committees and senior students. Reports of various committees are presented regularly to the council to be discussed and acted upon. Through this medium, all committees become familiar with work of each other.

From time to time the entire Curriculum Staff, all Faculty members and seniors, meet for the purpose of hearing reports of various activities and discussing their implications in relation to the total living students.

Members of the Integrating Council are: Faculty Members- Harold L. Trigg, Chairman; M. I. Claiborne, Edith V. Diggs, Irene L. Dickens, Edna B. Graves, A. P. Lester, R. C. McConnell, G. A. Rivers, J. S. Redding, T. R. Wells, M. J. Whitehead, E. K. Williams, and S. D. Williams. Student Members- Ernest M. Bankhead, Lorraine R. Edwards, J. T. Mullen, Susie V. Paschall, Catherine E. Reid, Elessie A. Roach and Sally J. Spooner.

### Committee on Community Survey

Members: Faculty Members-Roland C. McConnell, Chairman; Edith Diggs, M. B. Albright, J. T. Doles, and E. K. Williams. Student Members-Ernest Mae Bankhead, Berthalee Earles, Josephine Harris, Ethel Marrow, Thomas Mullen, Jeff E. Smith, and Sally J. Spooner.

Traditional teaching of subject matter assumes that the textbook provides the experiences which insure an effective interaction between the child and his environment. The environment changes constantly but the textbook is adopted for a period of years. Such teaching becomes lifeless almost immediately.

A continuous study of the environment reveals the ever-changing nature of customs and institutions, with consequent chang-

ing demands upon the capacity, abilities, and interests of the child in his personal and social living.

This committee plans and carries on a continuous study of the college community and typical communities in the region. The procedure usually followed is first to construct a spot map showing graduates teach. This is done by counties which are then typed according to their socio-economic factors such as economy, health, religion, education, government, etc. One such county or community is then chosen for study and is actually surveyed. The survey is conducted by means of a series of schedules, one of which is administered to the students of the local school in order to obtain the information which they know about their community and their home life, while another is administered to the parents and other inhabitants of the community through house-to-house interviews for the same purpose. Meanwhile, other information is sought from teachers, principals, supervisors, ministers, federal, state and local agencies to supplement the general fund of data. This information is analyzed and interpreted as a basis for the selection of curriculum experiences which will enable the prospective teacher to achieve effective adjustment to the College community first, and to varying cultures studied.

#### Committee on Diagnosis

Members: Staff Members- M. I. Claiborne, Chairman; Geraldine E. Alston, Ruth Hankins, C. A. Johnson, A. P. Lester, and G. A. Rivers. Student Members- Lula Barrett, Annie Blair, Lossie Grimsley, Willie Hayes, Ernest Kellum, Rosetta Lamb, Geraldine Matthews, Doris McFadden, Alice Mitchell, Mary Mitchell, Evelyn Overton, Hattie Ransom, Mattie Shankle, Louise Stephens, and Arlethia Winfield.

The study of the community is one major source of direction for developing the curriculum. The other is the diagnosis of individual capacity, abilities and interests as a basis for determining his needs and helping him discover himself. What the community expects of him and his ability to meet these expectations guide the interaction between the two which constitute curriculum.

The Committee on Diagnosis seeks to discover individual and common needs of each student by making a comprehensive study of the student's capacities, abilities, aptitudes, interests and level of growth into self-directions or maturity.

## Student Advisement

The College has adapted a program of personal guidance which provides small groups of students with the service of a faculty adviser or counselor. Such service rendered students is for the purpose of proving help in meeting the peculiar problems of the individual student as well as those of groups of students. The adviser seeks to know and understand each individual student through conferences, a study of individual, family, community history, habits, interests and personality traits. Particular stress is given to the program of helping freshmen students bridge the gap between high school and college. Much of this program of orientation is provided during the first few days of school. Therefore all freshmen should plan to be present on the opening day of school.

## Curriculum Committee

This curriculum is based upon the assumption that whatever worthy things the individual does can be constantly improved upon, and that the number and variety of desirable experiences in the living of the individual are increased and enriched in the process of interaction if due consideration is given to significant and changing elements in his environment together with his own ability to achieve increasingly effective responses to demands. Participation in planning is essential to effective interaction and consistent progress in maturing. The curriculum committee under the general direction of the Dean is composed of three sub-committees dealing with various phases of student experiences in the areas of Personal Living, Immediate Social Living and Wider Social and Economic Living. Information gathered by the Committee on Community Study in terms of demands made upon the personality and that gathered by the Committee in terms of individual abilities, interests and needs is used to give direction and content to the experiences which constitute the interaction between the personality and the environment.

### Curriculum "A": Personal Living

Members: Staff Members- M. J. Whitehead, Chairman; Geraldine E. Alston, D. G. Brandon, Lula L. Gibson, C. A. Johnson, Eva J. Lewis, Edna H. Mitchell, G/ A. Rivers, and Annie E. Smith, Student Members-Virginia Anderson, Vashti Barclift, Mildred Bur-

ton, Carthenia Cherry, Ethel Copeland, Alphondus Crowder, Lorraine Edwards, Mary Felton, Margaret Hardison, Marion Hayslette, Viola Hoffler, Vera Humphrey, Captolia Sessoms, William Strickland, Ida Tate, Thelma A. Upton, Louise Watson, Viven Whitaker, Margaret Williams, Thomas Williams, and Romaine Winborne.

Understanding oneself-personal abilities, interests, aptitudes, accurate self-evaluation, workable conceptions of the resources of worthy living, physical competence, personal appearance, and a philosophy of living in a democracy are acquired in practice.

#### Curriculum "B" Immediate Social Living

Members: Staff Members- E. K. Williams, Geraldine Alston, R. C. McConnell, Lucille P. McLendon, and T. R. Wells. Student Members-Hattie Barber, Susie Boone, Bessie Cox Borden, Luvenia Brabble, Arlethia Brown, Amos Cox, Chrystobelle Graham, Mary L. Jackson, Madge Kinsey, Ernestine Lowery, Ethel Marrow, Cora Moore, Ariminta Page, Susie Paschal, Lula Poole, Dewitt Singleton, Anna Speller, VonBulah Spruill, Penkie Sykes, Golena West, Helen White, and John W. Wilson.

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

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

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

#### Curriculum "C": Wider Social and Economic Living

Members: Staff Members- T. R. Wells, Chairman; J. C. Wainwright, M. C. Blackwood, J. G. Cooper, J. T. Doles, W. C. Hun-

nicutt, J. A. Ancrum, M. J. Whitehead, M. B. Albright, K. R. Jeffries, C. J. Jenkins, and R. E. Jones. Student Members- Lillian Bias, Sophrona Brown, Bessie Carr, Gladys Dillahunt, Odessa Dillahunt, Berthalee Earles, William T. Green, Josephine Harris, Kate S. Hodges, Annie Hoggard, Leila Ivey, Leona Kilgo, Clara Laury, Ellen Lester, Mary Lindsay, Viola Mack, J. Thomas Mullen, Elizabeth Neville, Luetta Newkirk, Georgia Patrick, Jasper Pridgen, Jeff E. Smith, Lillie Smith, Sally Spooner, Lorna Wilson, and Beatrice Wood.

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

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

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

#### Committee on Evaluation

Members-Staff Members- C. A. Johnson, II, Chairman; E. K. Williams, A. P. Lester, and J. S. Redding. Student Members- Jessie Clark, Naomi Everett, William Green, Ruby Johnson, Dorothy Jones, Thomas Mullen, II, Eldred Pailin, Ruby D. Pailin, Daisy Peterson, Richard Pitt, Sarah Price, Claudia Stevenson, Hattie Taylor, gussie Thompson, Lucy Thorne, Macile Trafton, and Agatha Younger.

Evaluation with a view toward improvement is essential to intelligent living.

Traditionally, evaluation is limited to measuring achievement in subject matters.

In this curriculum any experience may be appraised by students and staff- the Homecoming Day parade, the entertainment of a group of visitors, the election of officers in a class or club, a unit of

learning in English Literature, or the making of poster for Music Week.

The Committee on Evaluation cooperates with groups and individuals in selecting or devising techniques for the accurate evaluation of experience.<sup>2</sup>

The main concept was evolved from the democratic way of life which recognizes (1) the intrinsic worth of an individual; (2) the right of each person to completely develop his personality; (3) the obligation of the democratic society to believe in and provide for the potentialities of each individual; (4) the participation of each individual in choosing goals; (5) the use of intelligence instead of force in the solution of social problems.

The curriculum report includes this statement of purpose: the purpose of this institution is to train teachers for the elementary field. In view of the fact that there is an interaction between the individual and the culture, it is necessary for this institution to develop a procedure which will not only train for efficiency in the classroom as a teacher of skills, but also contribute to the development of desirable citizens.

Questions such as, "What is the democratic way of life?" "Who is the desirable citizen for participation in this type of living?" "What can the elementary school contribute to the process of obtaining the citizen desired?" and "What must the graduates of this college be and do to contribute maximally toward the development of good citizens?" were asked.

Dean S. D. Williams, chairman, attended an education workshop at Northwestern University in August 1941, where he was given expert help in discovering new ideas which could be used in relation to his assignment as chairman. Under supervision of his professors at Northwestern University, he was able to bring new ideas on this pertinent topic. He stated the problem was: "To formulate plans whereby the total resources of the college may be effectively used in providing experiences which will permit the development of the graduate with a well-round personality." He further stated that the teacher is a citizen first. He is a member of a local community, his state, and his nation. He participates in social and civic affairs, votes in elections, helps to decide important issues, and contributes opinions which help to form the local and general social atmosphere of the community. He is also a member of a family unit.

It is certainly evident that the committee hoped to set up a philosophy by which the college could realize its purpose of training teachers for elementary schools. However, to confine training textbooks, materials, and methods would have limited ability to function during hours while living outside the classroom. It was this idea that gave rise to the theme: "Twenty-four hours of living in each day." Because this was the viewpoint, the curriculum was called the Functional Curriculum with emphasis placed on three areas of growth: Personal Living, Immediate Social Living, Wider Social and Economic Living. Underlying every portion of the curriculum was the focus given to good citizenship because of its contribution to successful group living, a basic pillar of democratic society. The purpose of the school became involved with the purpose and philosophy of life itself. Education was expected to change the individual, to cause him to share and to work with others for common good. The curriculum was a functional one because it did work. Interaction was achieved in and out of class, students with each other and with faculty, and faculty with each other and with students. Today, perhaps some persons may say that there was dictation in the early 1940s. This was not true. It was guidance, a necessity, for the building of this type of curriculum. Many graduates who have returned to the institution through the years seem never to regret this aspect of their training. Many still feel that it is the secret of their success, for few institutions during this era involved students in curriculum development.

Not only did Dean Williams head the committee on Purpose and Philosophy, he also was chairman of the Committee on Our Students: Their Individual Abilities and Interests. His able assistants were Mr. Montraville I. Claiborne, education; Mrs. Earl Wilson and Miss Alice C. Washington, home economics; Mr. Matthew J. Whitehead, education; Mr. W. Thomas Murphy, education; Mr. Timothy Wells, biology; Mrs. Maude Blackwood, art; Miss Edith Diggs, chemistry; Rev. J. T. Doles, history; Mrs. Edna H. Mitchell, English; Mrs. Madeline Johnson, physical education; and Mr. Wendell Edwards, science.<sup>4</sup>

This committee discussed needs, abilities, interests, and attitudes of students enrolled at the college. Social, health, religious, educational, economic, civic, and aesthetic needs were considered to be of great importance, as much as mental, physical, and emo-



tional patterns. This group also set up techniques to be used in discovering traits of students and pupils.

It should be reiterated that the functional curriculum functioned. The next step was to require all faculty members to show how, in their particular field, the experiences that students engaged in improved personal, social, and vocational living. This was the way experiences were integrated and every faculty member showed evidence that he was working toward the common goal of improving each student.

It was felt that training in logic needed to play a more significant role in the training of prospective teachers. As a result, each student was required to engage in solving a problem of his own choice. In this manner, students worked from a hypothesis or several hypotheses, set up criteria for testing their assumptions, weighed carefully the findings, made decisions based on truths or facts. All teachers cooperated in conducting projects. In some instances, two or more faculty members were advisers to a student whose problem was related to more than one area of living. Problem-solving techniques really trained the students to draw rational conclusions with proof to document statements or ideas presented.

The committee on "Our Community: The Culture" consisted of Mr. W. Thomas Murphy, chairman; Mrs. Edna H. Mitchell, George A. Rivers, dean of men and physical education and science teacher; Mr. Donald G. Brandon, geography teacher and football coach; Mrs. Madeline Johnson, physical education; Mr. Kenneth Jeffries, business manager; Mr. Churchill E. Robinson, supervisor of boys activities for the National Youth Administration (NYA), and Miss Agnes Middleton, nurse. This group made a survey of community resources locally and in nearby towns where Elizabeth City State Teachers College graduates worked. Topography, population, health agencies, recreation, home industries, businesses, professions, entertainment, welfare agencies, truancy, juvenile delinquency, leadership training, and many other aspects of living were studied to determine the demands of the culture upon the individual. The study revealed types of communities from which students came and in which they taught after graduation. The information obtained from the survey was used to suggest methods and techniques that might be used in training prospective teachers

to illustrate trends, attitudes, and forces interacting in areas where our graduates worked in for future reference by Elizabeth City State Teachers College faculty for developing a better understanding of rural education. It must be remembered that many of our graduates were then teaching in one- two-, and three-teacher elementary schools in rural communities.

Still another committee appointed to plan the Functional Curriculum was called Curriculum Experiences: Interaction between the Individual and the Culture. Mr. W. C. Hunnicutt chaired this committee. Miss. Lucille McLendon, Mr. Timothy Wells, science teacher; Mrs. S. D. Young, dormitory director, Mss. Viven Walden, grammar-grade supervisor; Miss Evelyn A. Johnson, music instructor; Miss Jessie Wainwright, dietitian; and Mr. Joseph W. North, business manager, were appointed among the group to suggest classroom experiences which would contribute to complete living, for the total living experiences in the college made up the curriculum. Inability to write, spell, formulate complete sentences, reproduce in one's own words statements from a printed page, and lack of vocabulary were limitations which had to be overcome by many students. The question arose as to how to overcome such handicaps. Many teachers were opposed to decreasing a grade for instance in science or history if the historical or scientific facts were revealed, but incorrectly expressed in grammar. This problem was never solved; however, most teachers assisted by calling students' attention to writing and speech errors. Many instructors in other disciplines were happy to join forces with the English instructors in trying to reduce the usage of incorrect grammar. Symbols for starting new paragraphs, misspelled words, and poor grammar were used in making students' papers. Evaluation was made of all experiences provided students, so that it could be seen by whether they actually did constitute effective living in the college community.

Dr. Trigg assigned to himself the coordination and implementation of the whole functional program. The committee appointed to work with him consisted of Dean Williams, Mr. A. P. Lester, Mrs. Irene Dickens, Mr. Charles Jenkins, Mrs. Marvin B. Albright, Mrs. Maude Blackwood, Mrs. Susie Young, Miss Jessie Wainwright, and Mr. Earl Wilson.

Never was there a more interested and dedicated faculty. Though small in number, it was great in energy and enthusiasm.



*Mrs. Geneva Jones Bowe  
Class of 1941  
Secretary to and Member of Board of Trustee*

Some faculty members were on two or more committees, not through appointment, but through desire to organize an effective teacher-education program at Elizabeth City State Teachers College with high standards which would be acceptable to accrediting associations and that would stand the test of time. On February 1, 1941, the Association of Colleges and Secondary Schools for Negro youth invited State Teachers College to join with eleven other institutions in holding a one-day, all-faculty con-

ference for appraising the curricula. Dr. George h. Armacost of the College of William and Mary was the consultant, representing the American Council of Education at a conference on March 22, 1941, Dean T. E. McKinney of Johnson C. Smith University represented the Association of Colleges and Secondary Schools for Negro Youth, Dr. Armacost, who was later to become president of the University of Redland, California, continued to visit Elizabeth City State Teachers College at intervals and served as consultant to the various committees with responsibility for revising the curriculum. Plans and actions during this period proved of positive value in paving the way for the college's Class "A" rating by the North Carolina Department of Public Instruction along with its sister institutions, Fayetteville and Winston-Salem. This first state accreditation came in 1939 through G. H. Ferguson of the state department of public instruction for the three Negro teachers colleges as a package deal.<sup>5</sup> This recognition by the state department of public instruction was very helpful in creating pride in students and faculty.

#### PHYSICAL IMPROVEMENT IN THE MAKING

World War II had already begun when Dr. Harold L. Trigg became president. Pressures and tensions of global conflict were ever present. Foods were being rationed and priorities were assigned to items. For this reason, it was impossible to make capital improvements. Dr. Trigg, himself, made the following statement: "I came in time to close out a building program begun by the late President J. H. Bias...." Because of wartime priorities on strategic materials, no further major construction was possible until the convening of the North Carolina General Assembly in 1947. The board of trustees was assured that needed building construction would receive immediate consideration as soon as wartime restrictions were lifted.<sup>6</sup> This news encouraged president Trigg to complete plans for new buildings which were designed by architect A. J. Maxwell of Goldsboro, North Carolina. The proposed plans included the present Williams Hall (name for Sidney

D. Williams, fourth president) with provisions for fine arts, home economics, industrial arts, health and physical fitness, gymnasium, swimming pool and auditorium—an all purpose building. The state rejected the physical education building request on the grounds that the college did not need the elaborate facilities requested because there was no major in physical education offered. When this happened, Dr. Harold Trigg, a man with purpose and vision, used his brilliant mind to find a means to an end. When he found that the fine arts building was approved, he was not discouraged. With this usual inventiveness, he made this statement to his author: “I know what I’ll do. I’ll put a gymnasium in the fine arts building.” This is exactly what was done and accounts for the fact that the gymnasium is in the fine arts building.

The plans were approved by the board of trustees and blueprints were made. However, such plans did not materialize until the end of World War II, during the Williams administration. The blueprint indicated that the present music office was intended to be the piano teacher’s studio which would be attractively furnished and have within it two studio grand pianos. It was hoped that a beautifully decorated studio would stimulate esthetic growth among students.

#### STUDENT ORGANIZATIONS AND ACTIVITIES

Clubs on the campus were as much a part of the curriculum as subject matter. The revised curriculum called for justification for the existence and continuation of any student organization on the campus. If it offered no value to its constituents, it lost its privilege to operate on campus. It was in light of this philosophy that student clubs were placed in the curriculum as formal and informal organizations which integrated class and nonclass experiences for social growth. Informal clubs were directly associated with social

living on campus. Formal clubs were more educational and related to off-campus activities.

Each category of clubs had a chairman. Taylor E. Jones registrar, was chairman of the informal group and Evelyn A. Johnson, music instructor, was chairman of the formal group. The two chairmen made reports each year to the president which included recommendations governing eligibility for club membership, sustaining membership, and conduct of clubs.



*Mrs. Louise Griffin Cox  
Retired Teacher  
Class of 1941*

Rules governing club membership were strict, however, clubs abided by them. Some of the rules are listed below:

1. Persons with a scholastic average of “B” and above may join as many clubs as they like,
2. Persons with a average of “C” may join two educational and one social, or three educational clubs,
3. Persons with an average of “D” may join one educational club and no social clubs,
4. The Y.W.C.A. and Y.M.C.A. are exceptions t the rules for club membership,
5. Persons whose average fall below “C,” must be suspended from social club membership until their averages are restored to “C”.
6. Clubs must, at all times, meet the above criteria. Eligibility rules for joining and rules for remaining members are the same
7. When club programs are to be printed or mimeographed, a copy of the program must be submitted to the Office (President’s) at least 48 hours prior to the presentation of the activity.
8. Proposed club sponsors must be approved by the President.<sup>7</sup>

The guidelines for these organizations were quite explicit as to selection of sponsors and honorary members. Only active members of the school staff and those officially connected with the institution such as the wife of an instructor could become honorary members. Clubs were expected to elect officers in May of each year so that there would be “person officially responsible for initiating the annual program of each organization beginning with the opening of school.” The Newsletter staff was included in this group. Responsible students usually came early for annual orientation week to be of service to entering freshmen.

Elections and plans were filed with Miss Jacqueline Cooper, secretary to the president, on or before May 15 each school year.<sup>8</sup>

The organization known as formal clubs were: (1) Senior Art Society, (2) Dramatics Club, (3) Choir, (4) Social Studies Club, and (5) Alpha Kappa Mu.

The informal or social clubs were: (1) Thalia Sorosis, (2) Imperial Nautilus, (3) Be Natural, (4) Beta Alpha, and (5) Sigma Delta Omega.

The purpose and work activities of each club were expected to be written and available for perusal by the president. All club activities were highly coordinated by the chief executive because he took upon himself the responsibility for the implementation of all activities. All clubs also worked under the thesis that the right of participation was contingent upon the justification for their existence. All reports during the years 1940-46 indicated proof of this fact.





*Mrs. Margaret Hardison Holley*  
*Class of 1942*

#### FORMAL CLUBS

Senior Art Society. Of all the formal organizations listed, the Senior Art Society was the only one placed under the category of Public Relations in the organizational functions of the curriculum. This club deserves mention because of the unique services it ren-

dered to the training of students in Elizabeth City State Teachers College for more than a decade.

It evolved from the senior course, "Music Appreciation," taught by the author of this discourse. A program of a concert by Dorothy Maynor, mezzo-soprano, was shown to the class. Some of the German lieder, which had been used for listening lessons were included in the program. One very alert student, William Stanton, had noticed that the Musical Arts Society of Hampton Institute had presented the artist. He immediately asked this question: "Miss Johnson, why can't we have programs of this caliber at our college?" the answer, of course, brought out the fact that there were no appropriations for an organized lyceum series. During the discussion, many students expressed disgust with the piano which was used for assemblies, for students knew that artists could never use the dilapidated Lester piano which graced the stage of P. W. Moore Auditorium.

After some discussion, the class decided that they would organize a Senior Art Society. The purpose of this club was to improve the cultural development of all students through sponsored programs by artists and campus students that would prove noteworthy.

John Wynn was elected president and immediately set up a program of activities for the year 1942-43. Suggested goals of the club included an organized lyceum series for the year 1942-43, the purchase of concert grand piano, musical programs for the education of the entire student body, and teas and receptions for visiting artists and students. These plans were readily approved by President Trigg and members of the music appreciation class became the first Senior Art Society. Carolyn Henry was elected treasurer and this writer remained adviser to the group. Much assistance was rendered by Rachel H. Warren, chemistry teacher, and Geraldine Trigg, wife of the president.

The first lyceum artists series included singers only. Willard Matthews, Inc., of New York furnished four different programs for the season for a fee of \$300. At that time, \$300 represented a large outlay. It was decided that season tickets would be printed and sold at \$3.00 each. Members contacted the local persons in the community. Soon the needed \$300 was available and placed in the business office to pay for the series. The organization continued to sell tickets. At the end of the season, a profit of approximately \$200 was realized.

During the first year, the society began soliciting money for a concert grand piano. Letters were sent to alumni and friends. These letters have been preserved and bespeak their loyalty and love for Elizabeth City State Teachers College which many alumni always exhibited. Local citizens also made contributions in proportion to their means.

In the meantime, Senior Art Society members decided to have a two-night carnival to raise funds to purchase a piano. They were assisted by Miss Pauline Robinson, art instructor. The recreation room (second floor, Moore Hall, west end, which now houses faculty offices) was decorated to create a carnival atmosphere. Booths were built for the purchase of tickets. Side shows contained attractions such as the tallest woman in the world, the fattest man in the world; the tiger man, et cetera. Such attractions gave students a chance to use their imagination, initiative, and ingenuity. Pitching pennies and bingo brought big profits. Cooked oysters in the shell, purchased from Crank's Fish Market, were sold and oyster sandwiches. Waffles with ice cream between them were sold. An area was roped off for couples who wished to dance. Whenever a recording ended, the dancers vacated the area. Each time a couple danced, they paid a fee (5) for the privilege. The carnival always ended on Saturday night with a variety show in Moore Hall Auditorium. A member of the group was always selected to prepare the program. Again, a student had the opportunity to organize and produce a show, while getting to know and to work with his peers. This part of the carnival was included on the two-day ticket. Any one could purchase a single ticket for the show. Profits were usually very good.

Many young ladies who lacked talent to sing or dance could sew. They secured scraps of materials at home and on the campus and, in a most ingenious way, utilized these scraps to make pot holders, aprons, pin cushions, dainty scarves, and other items to be used for prizes at the "Wheel of Chance" and bingo booths. Some prizes were given by stores of quality in Elizabeth City, e. g. lamps were provided by Quinn Furniture Company and Melick's Store, both now extinct. Rucker-Sheely was also very helpful by providing gifts.

Actually, the Baldwin piano on the stage in Moore Hall Auditorium was purchased through the cooperation of the local com-

munity, alumni, and friends of the college. The local community has assisted in putting over all worthy projects started at the institution in the forty-two-year tenure of this writer. New grand pianos were not available at this time because of World War II had interrupted the manufacture of pianos. As music instructor, this writer was hopeful that a much needed grand piano could be found somewhere. While en route to the Music Educators National Conference in St. Louis, Missouri, the Baldwin Piano Company in Cincinnati, Ohio was visited in order to view their wares. It was gratifying to find that they had the piano needed for Moore Hall Auditorium. It was a concert grand Baldwin, ten years old, and had been housed in Cincinnati's Municipal Auditorium and performed upon only by artists. This was an ideal bargain, approved by President Trigg, and accepted by the senior Art Society. Plans began to procure the piano at what was at that time, the stupendous cost of \$1,228. Letters were sent to alumni and friends of the college. By the fall of the next year, the piano was on the campus. It was completely paid for by the close of the school year. The story of the purchase of the Baldwin concert piano cannot end without mentioning three persons who made contributions of a considerable size, in those days when so little money was in circulation. They were Henry Hargraves, self-employed man of business, whose home was purchased by the Elizabeth City chapter of the National Association of University Women, John T. Davis, mortician, and Dr. E. L. Hoffler, physician and later board of trustees member.

It was interesting to see how proud the students were of this tremendous accomplishment, so highly coordinated and so very successful. William Stanton, William Spencer, Joe Jordan, Alberta Rooks Hill, Lydia Vaughan Cabaniss, Rizpah Jones Welch, Carolyn Henry, Marjorie Selby, and many others, whose names are not listed, were proud to perform what seemed to be an impossible job. Setting up an artists series for lyceum program and purchasing a Baldwin concert grand piano for Moore Hall Auditorium were projects used to start the first lyceum series. The spirit of the activity was passed on to the members of the junior class and each successive group of seniors sought to make additional cultural improvements on campus. So important was this project that the Elizabeth City State Teachers College Catalogue 1945-46 carried this notation: "Each student will purchase upon registration a sea-

son ticket for the series of concerts sponsored by the Senior Art Society at a cost of \$1.00.”

Tangible evidence of the work of later organizations are artist programs for the lyceum series for more than an decade, phonograph records, a Spartan radio-phonograph combination, hymnals, and mimeographed sheets of words used for “community songs” in assembly programs. William R. Price, Roland Bowser, Mary Roberts Andrews, Mattie Welch, and others contributed significantly during this time.

Reiteration of a point to be remembered is in order here. These were self-motivated, aggressive, open-minded, courageous, yet undaunted youth with a thirst for knowledge and a quest for high standards. It is t them and all others like them to who this book is dedicated. They gave of themselves and in return, received the training desired. Many have studied further and have made names for themselves and their alma mater, and, because this is true, it is reasonable to conclude that the experiences gained through membership in the Senior Art Society in the 1940s have helped to shape the attitudes and appreciation of former graduates. Many products of ECSTC, though not music or art majors, have made definite contributions to the cultural development of Negro youth through classroom activities.

*Dramatic Club.* Another one of the formal social organizations of great consequence was the Dramatic Club under the direction of Mrs. Edna H. Mitchell. By 1944, it had a membership of 150 persons. It was very welcome activity because it could afford many students an opportunity for individual development. Though the director was involved with the curriculum committee, which met often, the Dramatic Club always worked toward objectives, evaluated its activities, and made recommendation for the ensuring year. For example:

#### Objectives for 1944-45

1. To present three one-act plays in November
2. To present plays for Negro History Week
3. To give an annual three-act play in the spring
4. To sponsor a dance

5. To discover student talent
6. To entertain the college family
7. To provide opportunities for participation to a large number of club members<sup>9</sup>

In evaluating the work of the club, the report states that every objective was accomplished except Number 4, sponsoring of a dance, and Number 7, giving opportunity for participation of a large of club members.

Their projections included drawing up and enforcing a constitution, giving better plays, securing more stage properties, providing opportunities off campus for citizens to see good college productions, and entertaining off-campus groups as well as the campus family.

Students learned to work together well, how to manage, to build stage settings, and to care for hard-to-secure stage properties. Earl White of Elizabeth City, Madeline Spruill Graves of Creswell, Corine Tyler of Woodland, Geraldine Rooks of New York City, Marian Harper of Portsmouth, Virginia; Linton Burnham (now Dr. Burnham of Winston-Salem), Rosa Downing Talley of Hertford illustrate and attest to the fact that they received a special education, quite unique but very useful to prospective teachers.

*Dramatic Tournament.* Each year the college dramatic group invited the high schools of eastern North Carolina to participate in a dramatic tournament. This activity provided wider social contacts for Elizabeth City State College students and the high-school performers. College students also learned how to plan and execute activities on a larger scale. This was excellent training for future leaders who would know how to work with groups of people, not only in dramatics. But in Negro Teacher Associations and the integrated associations of this day. Mrs. Ruth Braswell Jones of Rocky Mount, alumna, is an example. As president of the North Carolina Teachers Association, she became president-elect of the integrated North Carolina Association of Educators.

*College Choir.* The College Choir has always been considered by the present director as a service organization. Its purpose was to provide music for all official occasions on campus and for the community and state whenever needed. There are few churches in the area, black and white, in which the choir has not appeared during

the forty-year tenure of its director. The choir has sung for local clubs, societies, fraternal organizations, banks, the navy, general assembly celebrations, and for other groups in other states. The policy has always been not just to provide some music, but to provide appropriate music for the type of program being given.

At the beginning of this period of the history of Elizabeth City State Teachers College, 1940 – 45, the board of trustees was the great arm of support which the school badly needed. They met often, at which times assembly programs were held so that students could be told about improvements, physical or curricular, which were, decided upon. It was at these times that both the choir and the student body would sing for this austere and dignified group.

The students and faculty could identify board members by sight because they appeared so often on the stage in the P. W. Moore Hall Auditorium. Their usual musical requests were for Negro spiritual; however, the choir always rendered a variety of music for its program. The student body sang Negro spirituals. The beautiful voices of male and female students took the lead in songs such as, “Nobody Knows de Trouble I See,” “Oh Mary Don’t You Weep,” “I’m a Rollin,” “Couldn’t Hear nobody Pray,” and “Swing Low, Sweet Chariot.”

To name a few, the extraordinary solo voices of Norman Thomas of Rocky Mount, North Carolina; Celeste Watson, contralto, Portsmouth, Virginia; Jessie Clark, soprano, Severn, North Carolina; Richard Council, Ernelle White and Carlton Jordon, Elizabeth City; Alberta Rooks, Newport News, Virginia; and many others were given credit for the contribution and reputation which they lead the spirituals in assembly, but each of them learned solo literature from masterworks by great composers. Trustees and students gave them great ovations whenever they rendered solos. During this era the average student enjoyed listening to the music of such masters as Handel, Bach, Schubert, and Mozart.

Because the board of trustees enjoyed the music of the choir, for several years a special program known as “A Folk Song Festival” was given each spring and dedicated to the board of trustees. Music of all countries was sung. This particular program helped our students to better understand the value of their musical heritage which many Negroes were casting aside as too closely connected with slavery. The early choirs set up traditions. Before this author came to

the campus to work in 1933, Joy Wallace Brown, Harriet Howard, Ethel Cannady, and other competent music teachers had exposed students to music of high quality. Though there was very little music available, baccalaureates, commencements, and Sunday school on campus and for churches in the local community.

These traditions were embraced, followed, and respected by this author, who became the next choir director. Additional traditions established were:

1. Christmas caroling around the community, including home of respected black and white citizens.
2. Annual Christmas concert on the Sunday before the beginning of Christmas vacation.
3. Choir tours during school year.
4. Annual choir banquet honoring graduating seniors.
5. Choir scholarship fund.

The foundation for appreciation of music in general was laid for students and local community through explanations placed on programs; for instance, standing when the “Hallelujah Chorus” from Handel’s Messiah was sung. Concert manners were elaborately taught. Applauding only when all movements of a symphony have been heard; applauding after each number when different composers; names are listed within a grouping; observing indentations to understand grouping into units of works; meaning of the word “encore” and when to encore. These attributes were taught during special assemblies and were part of the curriculum. Students actually received training in these matters on the second and fourth Fridays when the Senior Art Society presented their bimonthly programs of records illustrating instrumental and vocal forms. Recitals by Dorothy Maynor, Marian Anderson, and Paul Robeson were heard on records and the proper manners were observed in the auditorium just as for a real concert.

The choir collaborated with the Senior Art Society and brought in youthful artists, as in the case of a program by Miss Vera Branch, a pianist and graduate of Virginia State College. Expenses were paid by the choir with money accumulated from concerts in nearby places. Organizations had no budget at that time.



Some students, whose abilities would warrant it, were coached by the music director to give individual recitals. It was interesting to view concert programs of these elementary-education majors who were very gifted with musical talent. Their programs compared very favorably with those of present-day music majors.

Among the students of extraordinary talents in piano and voice were Edith Mackey Everett, soprano, and Lena Crandle Swain, pianist. These two students presented an interesting recital of vocal and piano music in Moore Hall Auditorium to a large and appreciative audience on May 13, 1944. In the preceding year, Alberta Rooks Hill, soprano, had give a vocal concert. Her program contained music of composers from the sixteen to the twentieth century. Some numbers were done in Italian.

At the time, John Peele was music critic for the local *Daily Advance* newspaper. He as the son of the editor, Herbert Peele, a board of trustees member for Elizabeth City State Teachers College. He gave coverage to most of the musical concerts on campus. The two programs mentioned above were given high acclaim by him. Mr. John Peele had studied musicology at Columbia University during the time that Dr. Harold L. Trigg was studying for his doctorate degree. The friendship which existed between the two was quite beneficial to the music division, for it was he who furnished many records to illustrate types and examples of music for the course, "Music Appreciation," when the department of music had no budget for such purchases. Sometime Mr. Peele substituted voluntarily as teacher for the many sections of this course which was offered sometimes to more than 132 students, as was the case in 1946. This man of letters was far ahead of his day. He loved Elizabeth City State Teachers College and saw beyond the color of a man's skin. He was often ridiculed, according to his statement, but he never did relinquish his admiration for the institution, its students or its faculty. He was broad-minded to the extent that he became frustrated and unable to cope with pressures placed upon him by his own ethnic group and sought suicide as his escape from a society which he felt was unbearable. The department of music mourned the loss of this true and loyal friend who helped Elizabeth City State Teachers College student to love good music.

*Social Studies Club.* The Social Studies club was organized in

1944 for the purpose of promoting good citizenship and good public conduct. Any student registered in the department of social sciences was eligible for membership. This group brought in speakers for vesper programs and organized and coordinated programs for Negro history Week each February.

*Alpha Kappa Mu.* Elizabeth City State Teachers is a charter member of the Alpha Kappa Mu Honor Society. The purposes of this organization coincided with the purposes of the college; high scholarship, cultivation of a desirable personal life and helping others to develop an appreciation for scholarly work. In addition, it also worked with the college committee on evaluation to stimulate and develop critical thinking among students. The entire chapter tried to set the pace for problem-solving by showing scholarly endeavor in resolving a problem.

*Christian Organizations.* Both the Young Women's and Young Men's Christian Associations played their role in developing initiative and leadership among their members. The two organizations sent representatives to in-state conferences, including many which were interracial. Efforts were always made to improve human relations through understanding.

A "Y" Center was created by the members of the Y. W. C. A. under the able directorship of Miss Rachel H. Warren. The members used their membership fees and fees from sales of candy and other articles sold to buy paint and articles to decorate rooms for the "Y" Center in the Old Training School. A maple set, curtains, and shades were purchased and the floors were cleaned and painted by the members.

The formal social organizations or educational clubs, as they were sometimes called, cannot be omitted. They had a great impact on the student body, for they helped to train individuals in a manner that could never have been done in the formal classrooms.

### *INFORMAL CLUBS*

It should be remembered that clubs were on the campus long before the Trigg administration. They had existed as separate organizations, each working toward a separate goal. The Trigg ad

ministration was responsible for having set up standards which all clubs could follow.

There were five social clubs on the campus in 1941. They were:

**Thalis** Sorosis, Imperial Nautilus, Be Natural, Beta Alpha, and Sigma Delta Omega.

**Thalis** *Sorosis*. This club was an outgrowth of the “Good House Keeping Club.” It was created by students and dormitory director Susie D. Young of Lane Hall. Attempts were made to beautify the dormitory while also providing wholesome recreation for its occupants. The young men on the campus enjoyed partaking of the fun at parties given by the young ladies in Lane Hall.

*Imperial Nautilus Club*. The Imperial Nautilus Club was made up of male and female student lovers of literature, with Miss Eva J. Lewis, sponsor. This author recalls that students of ability often appeared in public performance in connection with a great work of literature. Shakespearean plays were a must and students could recall names of characters and quote from great works of literature.

*Be Natural Club*. This organization came into existence in January 1935. A few young ladies in Symera hall were eager to improve the residence in which they were living, while also aspiring for personal and social development needed by Negro teachers in the communities in which they would teach. It was decided that the purpose of the club would be to promote social and cultural development, to improve literary and musical tastes, and to encourage high scholarship and superior work. The membership would total twelve, with Miss Evelyn A. Johnson, adviser. With the selling of Christmas cards and cards for every occasion, the club put curtains at the windows in the living room in Symera Hall, bought a floor lamp, and an Axminster rug. The state did not provide these items of furniture for either living rooms or bedrooms. Teachers bought chairs, tables, lamps, and other items for their bedrooms. Many times they personally financed the purchase of dishes and utensils needed for teas and parties, including cups, saucers, and plates. There were no entrance sign pointing out the name of the institution. This club had a sign made to read “State Normal School” and posted it at the entrance of the Moore Hall driveway.

The Be Natural Club was also responsible for setting up the first permanent club scholarship fund. It was initiated by Rizpah Jones Welch, president, and set up in 1943 in memory of its first deceased member, Florence Foulkes Lassiter of Leaksville. Mrs. Lassiter had been outstanding as a second soprano in the Women's Trio, a group which traveled and became well known in North Carolina. The first soprano in the group was Jessie Clark of Garysburg, and Geraldine Matthews Farrar was first alto of Winston-Salem. Both belonged to the Be Natural Club. Among the early recipients of this scholarship were Michael Coston of Edenton, Mary Vaughan Felton, and Glennie Hollomon of Ahoskie. The scholarship is still in existence and is awarded annually to piano and organ students who have done excellent work on either instrument for the current year.

Sigma Delta Omega Club. This club was started by a few young ladies in Symera hall who wanted another club to answer the cultural needs of additional young women who could not enter the Be Natural Club because of its limited number of twelve persons. The club was named by this author. Having recently graduated from college, fraternities and sororities still meant a great deal to this writer, thus the name "Sigma Delta Omega" was improvised as a tribute to three Greek-letter organizations.

In general, all clubs, regardless of whether they were educational or social, were concerned with improvements on the campus.

Many improvements were made on campus by these clubs.

They worked to:

1. Establish a united club fund to purchase china for serving teas in dormitories
2. Improvise a kitchenette.
3. Use a portion of the attic for a play room.
4. Provide telephone booths.
5. Place radios in reception rooms in dormitories
6. Beautify lawn on campus
7. Provide a room for club meetings.

Indeed, clubs were the main source of recreation. Social clubs vied with one another to have the prettiest decoration for their annual

affairs. The recreation room was the scene of many lively social affairs which were the epitome of cultural growth. Knowing social graces, how to converse, dance, and adjust to situations and circumstances in a rational manner at socials, as a vital part of a functional curriculum, were known as curriculum living or the interaction between personality and culture. Such experiences afforded practice in democratic living.

#### COLLEGIATE 4-H CLUB

The Collegiate 4-H (Head, Heart, Health, Hand) Club was a carryover experience from high school. Its purpose was to give additional experience in 4-H Club work. One of its objectives was primarily educational which caused it to be rated second to the school system. Agricultural and homemaking experiences were provided from families with low incomes. Members on the college campus learned current ways to cope with unfavorable conditions that existed in their hometowns. The state of North Carolina was responsible for the general extension program promulgated within its confines. The motto of the organization was: "To make the best



*A Collegiate 4-H Club during Trigg Administration*

## ANNUAL HIGH-SCHOOL DAY

Realizing the need for black high-school students to compare colleges with each other, as early as 1931, President J. H. Bias began inviting high-school students to the campus for the purpose of competing in subject matter, music, athletics, and public speaking. Again, college students received training in preparing for large assemblies of student and faculty guests. This event also served as a recruiting technique. This writer urged students with good voices to enter the college for further training, particularly the P. W. Moore singers under Mrs. Mamie B. Williams, wife of President S. D. Williams, the R. L. Vann Singers in Ahsokie, where Mr. Sherman Greene was director, and singers from Rocky Mount under Mrs. Elfreda Sandifer Wright and Mrs. Anise Weston Arrington. Mrs. Edna Mitchell, dramatics director, secured members of the dramatic guild in a similar manner. High-School Day became a real asset to the institution.

## ATHLETICS

During the Trigg administration, athletic activities were controlled primarily by the students who were under faculty supervision. Varsity teams were maintained in football and basketball. Baseball and track were engaged in as intramural sports. As the college expanded, its athletic program grew. During the years 1940-42, the college became a member of the Eastern Intercollegiate Athletic Association (EIAA) and softball and track were added to the list of sports.<sup>10</sup>

## FRIST CANTEEN

The first canteen was started as a result of a suggestion by Edward I. Clemmons, a student worker of the office of the president, in early spring of 1941. It was placed in what was then a small storage room on the south end of Moore Hall. Incidentally, the same space has served many purposes: offices for the Compass, Student Government Association, research, recruitment, and now for

teacher offices. The canteen sold sodas, ice cream, candy, and other thing that young people like to eat. Purchases made on campus became a pleasurable experience for campus students. Prior to the opening of the canteen, young ladies were expected to make their purchases from the neighborhood store, owned by Joseph "Joe" Watson, across the street but in front of Moore Hall. Such purchases had to be made during daylight hours. After the time limitation and before the curfew, young ladies stood at what they called the "ditch-bank" (a gully encompassing Southern Avenue on the front campus) and called for their purchases. Either the store owner, his mother, Mrs. Elnora Watson, of hospitable male student would come across the street to deliver their wares.

### FIRST ORGANIZED HEALTH SERVICES

On May 2, 1941, Dr. Trigg received a letter from Dr. Clyde Erwin, State Superintendent of Public Instruction, and Dr. Carl V. Reynolds of the State Health Board of Education in which they stated that a health center was needed on campus. Dr. Trigg went to Raleigh on May 7, 1941, to confer with these individuals and to secure further information concerning the project. Dr. E. L. Hoffler and Dr. G. W. Cardwell, two black local physicians, were consulted for constructive suggestions. Though unpaid, they eagerly rendered the services sought. However, it was not until November 2, 1945, that health services begin full operation. The first nurse employed was Miss Agnes Middleton. The first infirmary occupied the first floor of Lane Hall (now demolished). Though Dr. Hoffler and Dr. Cardwell started the planning of the health center, the activation of the plans was left to Dr. E. L. Hoffler because Dr. Cardwell passed on September 27, 1943. An efficient program was activated by student constituency within the limited facilities. There was only one room available for bed patients. For this reason, faculty members were not included in the services extended students. Nurse Middleton's stay, though only two years, was very effective. Her successor was Lula Lofton Gibson of Washington North Carolina. These nurses worked under the direction of Dr. E. L. Hoffler, a value citizen, who was placed on the Elizabeth City State Teacher College Board of Trustees in 1947. He served in this capacity for eight years.

## CHARTER DAY CELEBRATION

Charter Day observance started in 1943. It was a unique occurrence, placing importance on March 3, the date of the establishment of the institution. The program, submitted by the student body, allowed the selected group of student officers to take over the operation of the institution for that one day. The president and all other administrators relinquished their positions as did teachers, while students of ability taught their classes. The administrators and teachers selected for this occasion for a day took their work seriously. The event was not a farce. Student administrators for this first occasion were Frederick Fletcher, president; Emma J. Rasbury, registrar; Margaret Henderson Brown, budget officer; Clifton Wood, dean; James Newkirk, treasurer; and Louise Hassel, nurse. The culmination of the observance was a public meeting held in the auditorium. At this time, a guest speaker would deliver an address. On this first occasion, P. B. Young, editor of the Norfolk Journal and Guide, delivered the address. One of the highlights of the day occurred when President Trigg crowned the Charter Day Queen, Mrs. Dorothy Coston Council, who has been selected for the first coveted position by popular vote of 450 students. The selection was based upon the student's loyalty, dignity, personality, scholarship, and religious activities. She was surrounded by a court of beautiful attendants dressed in formal attire as part of the pageant staged to honor the queen. After the public meeting, students acting as officers and teachers were invited to a banquet in the dining hall as guests of the president and faculty. The "Coronation of a Queen" with accompanying activities of today descended directly from the former "Charter Day" exercise.

### APPRAISAL OF THE YEARS 1939-1946

Probably, if asked to appraise these seven years in the history of the institution, some would say that the Trigg regime was stern and dictatorial, while others would disagree, saying that his regime was democratic but firm, and necessary for building a strong institution during that era. One alumnus said:

Perhaps Dr. Trigg was strict in one sense, especially by today's



standards. However, during the time that he was president most of the students at Elizabeth City State College were from homes of low economic levels. Their experiences were very limited. Many of them never stayed from home for any period of time; therefore, Dr. Trigg felt that he had to be father-protector for all of his students, especially the female students.<sup>11</sup>

Regardless of the beliefs of witnesses of this era, the fact remains that those things essential to the existence of Elizabeth City State Teachers College were achieved. The crystallized functional curriculum became a model and other colleges wrote to learn what was being done in teacher education at this institution. This was the first time that Elizabeth City Teachers College engaged in a self-study. Dr. Armacost of William and Mary College was the first consultant. Faculty and students became involved in changing the curriculum experiences. Learning to reason was a must; thus, the use of problem-solving techniques stimulated thinking, reading and research.

These accomplishments attest to the merit and commendation due Harold L. Trigg, as an outstanding organizer.

The same student recounted the following facts:

The school was completely reorganized from the farm up to the president's office. Every phase of school work was taken into consideration. More faculty members were hired—persons with doctorates in certain fields; new courses were added; new catalogs produced; and for once, a person clearly understood just what courses he or she had to take during his freshmen, sophomore, junior and senior years. Before that time you were left completely at the mercy of the registrar and dean.<sup>12</sup>

Further information from the same source indicated many unprecedented improvements were made by Dr. Trigg. The quality of meals was better, for the menu now included a half pint of milk for each student at each meal. Senior students were given a special dining area between Symera and Lane Hall—an area that had been used only by the board of trustees for dining purposes after their meetings. There was a birthday dinner each month given in honor of students whose birthdays fell within the particular month. This event afforded exposure to proper etiquette needed for utilization of social graces. Dancing and card playing had been frowned

upon, to some extent in previous years and the popular dance, the “jitterbug,” was not used at social affairs. “This administration preferred the ‘jitterbug’ and advocated that it be used instead of ‘cheek-to-cheek’ dancing.”<sup>13</sup>

Mr. Jeff E. Smith, a 1942 alumnus who returned to his alma mater and served as registrar and director of the Office of Recruitment, Admissions, Registration, Records, and Veterans Affairs from 1968 to 1974, is of the conviction that the institution probably reached its highest peak of academic excellence during the Trigg administration. He wrote:

...During this era undivided emphasis was placed upon moral character, high social standards, mastery of knowledge and subject matter skills, and quality performance. Students who did not conform to the criteria set by the institution were suspended without hesitation. Students who desired and remained were held on established academic standards. They were also motivated by a group of dedicated, concerned and influential faculty members. Outstanding among this group of dynamic, inspirational and competent instructors during the administration of Dr. Harold L. Trigg were Dr. J. Saunders Redding, Dr. Matthew J. Whitehead, Dr. Roland C. McConnell, Dr. Montraville, I. Claiborne, Dr. Elson K. Williams, Dr. Donald G. Brandon, Miss. Evelyn A. Johnson, Miss. Evelyn B. Pope and the late Rev. John T. Dole, Mr. William C. Hunnicutt, Miss. Eva J. Lewis, Mrs. Edna H. Mitchell, Miss Lucile P. McLendon, and Mr. James A. Clark. Much of the credit for the outstanding accomplishments of ECSU graduates in the 1940s must be attributed, in part, to these superior instructors. They inspired many of their students to further their education.<sup>14</sup>

Some other improvements made at this time which were of greater consequence than those just mentioned and belong in the historical record of the institution were the first canteen, predecessor of the student union, the first health center, forerunner of the infirmary; and the first Charter Day program, the precursor of today’s “Coronation” of Miss Elizabeth City State University.

#### HUMOR AND LAUGHTER DURING THE SERIOUS DAY

One must not think that these years were all serious and with

out humor and laughter. So many unusual things happened during the year 1944-45 that this writer jotted down in her music director's desk book some of the events of December 1944, and January 1945. They are listed below:

1. Storm warnings had been heard on the radio all morning that a hurricane would hit Windsor and Elizabeth City in the afternoon. The scheduled meeting (pre-conference) of teachers was not postponed. We met in the music classroom in Moore Hall (the space which includes the present post office and rooms now occupied by the department of education, and proceeded with the meeting scheduled at the time stated. Everyone was present. Approximately 30 minutes after the meeting started the hurricane took the roof off of the administration building. The sound was as if a "great hand" were rolling tin. President Trigg said, "The meeting is adjourned," but there was nowhere to go, except in the auditorium to see the rain pouring in on the stage where the new Baldwin piano stood. The music teacher exclaimed, "Oh, I hope that the rain will not damage our new piano!"
2. The main water line broke and water had to be secured from neighbors for cooking because the water from the emergency pump was impure.
3. The boiler to Moore Hall overheated. Cause: Student custodian went to sleep.
4. The entire boiler room blew up in Butler Hall. Faculty members and students trudged through mud and mire (no paved walk in spots) from Butler Hall (women lived therein) to Bias Hall where three, four or five packed themselves in a room.
5. Kitchen stove blew up—dietitian's eyebrows and forehead singed.
6. Lady teacher rushed hurriedly into marriage to become a gentleman's third wife because she didn't like teaching.
7. A young woman, holding a key position unexpectedly left on January 8, 1945, at 10:30 A. M. saying: "I can't stand this place. If I stay here another minute, I'll go crazy."
8. January 9, 1945, the electric current was very low. All lights were like dimmers.

9. A rumor: President went to a beer joint. Purpose: to check on city students enrolled at Elizabeth City State Teachers College. Findings: One student, married, found with sailor, (not husband), glass of beer in one hand, cigarette in the other. Action: Culprit immediately dismissed.
10. Music teacher built up a desire on part of students to go to the "Strawbridge Ballet Dancers" dressed in formal attire. All female students in a dither to wear evening dresses, men to wear dark suits. Music teacher asked President's wife to have a tea after the affair. Request granted but President's wife sent a message on Saturday before the Monday performance that the affair would be informal, "period."



*Mrs. Edna gray Randolph  
Class of 1945  
Former Recording Secretary  
General Alumni Association*

Many more unique situations could be recalled such as the student who started walking to Virginia in the middle of the night because she couldn't stand the regimentation required of women students or the hungry young lady whose nostrils inhaled the aroma of home cooked food and said, "something sue do smell good." (There was a regulation which stated, "No cooking in rooms.") The idea, "Do your own thing," while not in vogue in the 1940s, was still observed with reason by faculty members. Thus, some rules were broken but not for the sake of breaking them, but rather with the hope of precipitating needed reforms.

#### THE DEPARTURE: DR. HAROLD L. TRIGG RESIGNS

Dr. Trigg resigned his post, effective as of January 1, 1945, to accept a position in Atlanta, Georgia, with the Southern Regional Council, a humanitarian organization, dedicated to the improvement of race relations. The *Daily Advance* for December 14, 1945, carried an article which praised Dr. Trigg for the things accomplished during his presidency. It spoke of the difficult situations which he had faced during the first part of his administration; namely, the transition of the college from a two-year to a four-year institution and the problems resulting from World War II which occurred during the early stages of Dr. Trigg's term. The resolutions further stated that he met all these trying conditions in the spirit and attitude of a tested educational leader and had developed a well-organized, four-year college which had sent several hundred capable teachers into the elementary schools of the state during the six-year period. In this period, he not only kept the progress of the college true to its original purpose, but he stimulated investigation and practice in vocational subjects other than teaching. The board of trustees accepted his resignation and expressed good wishes for the success, health, and happiness of President Trigg and his family. They wished for him pleasure and satisfaction in the new and broader field of service. Thus, ended Dr. Harold L. Trigg's six years of service at Elizabeth City State Teachers College. Though short in length, it was intensive, inclusive, and remarkably significant because the way was paved for Elizabeth City State Teachers College to receive accreditation from the North Carolina State Depart-

ment of Public Instruction along with its sister institutions, Fayetteville and Winston-Salem.

#### NOTES

<sup>1</sup>Brown, History of the Education of Negroes in North Carolina.

<sup>2</sup>Elizabeth City State Teachers Catalogue for 1941-42, pp. 17-28

<sup>3</sup>Sidney D. Williams, "Report of a Northwestern University Education Workshop," August 15, 1941.

<sup>4</sup>Dr. Montraville, I. Claiborne, Chairman, Department of Education, Tennessee A. and I. State College, Nashville, Tennessee.

<sup>5</sup>Letter from Dr. G. H. Ferguson to Dr. Harold L. Trigg, February 27, 1939.

<sup>6</sup>Harold L. Trigg, "Summary of [his] Activities at Elizabeth City State Teachers College," Livingstone College, Salisbury, North Carolina, February 3, 1967.

<sup>7</sup>Evelyn A. Johnson and Taylor E. Jones, "Formal Organization's Eligibility for Club Membership, Sustaining Membership and Conduct of Clubs," November 29, 1944

<sup>8</sup>Ibid

<sup>9</sup>ECSU, "Dramatic Club Report," 1944-45.

<sup>10</sup>Elizabeth City State Teachers College Catalog, 1945-46, p.31.

<sup>11</sup>Edward I. Clemmons to Evelyn A. Johnson, taped recording, April 4, 1973.

<sup>12</sup>Ibid.

<sup>13</sup>Ibid.

<sup>14</sup>The HCMSF Magazine: To Live Is To Learn (Durham: Hugh Cale Memorial Fund, 1975), p. 18.

## Chapter V

### THE RISING TIDE 1946 --1958

Dr. Sidney David Williams, successor of Dr. Harold L. Trigg, became the fourth president of Elizabeth City State Teachers College on January 1, 1946. Dr. Williams received his B. S. degree from Atlanta University, M. A. degree from Teaches College, Columbia University, in college administration, and did further study at the Universities of Chicago and Columbia, and Northwestern University. Before coming to Elizabeth City, he had been a teacher of science in Mobile, Alabama, and in Bordentown, New Jersey; a coach and teacher of science at Bluefield State College in Bluefield, West Virginia; a principal of the high-school department at Johnson C. Smith University, Charlotte, North Carolina, and also teacher of science and director of athletics at the same institution.<sup>1</sup> In 1950, Johnson C. Smith, recognition of his outstanding contributions to and services in the field of education, conferred upon him an honorary degree of Doctor of Humanities. From the standpoint of experience, Dr. Williams had a decided advantage. In addition to experience, he had been the dean at Elizabeth City State Teachers College for more than ten years. He, therefore, had known the faculty, students, curriculum, methods of operation, and the present needs and projected plans for the institution. He readily grasped every opportunity for improving the institution.

World War II had terminated; therefore, the structures planned

During the Trigg administration could now be erected. Larger state appropriations were available and the ban on building materials was lifted. The state general assemblies of 1947, 1949, and 1951, through their generous appropriations, made it possible for the institution to realize its objective of physical expansion. As a result, sidewalks were paved; a better sewer system was installed; a fine arts building was erected; Symera Hall was completely rebuilt; the college laundry was moved and provided with better machinery; a stadium was built and provided with facilities for all outdoor sports. Bleachers, seating 3,000, and a lighting system, one of the best in college circles was installed; the Cardwell-Hoffler Infirmary, Lester Hall, Cale and Doles residence halls for female students and women teachers were built, and four cottages for faculty were erected on the campus. By 1953, the physical plant, with its new buildings and beautiful landscaping, began to assume the appearance of a more bona fide college campus. Senior classes started the tradition of leaving a memento to be remembered by, such as pictures in buildings, clocks, stone benches, and markers of the campus lawns, palms for stage decorations, and a silver tea service. Such gifts illustrated the pride and love held for their alma mater.

## INTERNAL CHANGES

The Williams administration addressed itself not only to physical expansion, but deep concern was given to internal improvements. Departments were named. Although the staff, including the faculty, numbered seventy-five and, in many instances, had just one person in a particular area, a definite person was named as chairman of each area. This arrangement of grouping of areas of concentration was a step in the right direction. Aims and objectives of the college were revamped to keep abreast of changing educational philosophy. More tests were given in an effort to find the weaknesses of students. The idea foremost among the faculty concerned the product or graduate of the institution. The question confronting the administration and faculty was, "What kind of graduate does this college wish to produce?" In other words, faculty and administration were concerned about the end product, the persons who would represent the college throughout the state, na-



tion, and world. The following descriptive statement was formulated which explained what was considered ideal qualities for the graduate:

The graduate which we are hoping to produce is one who has reached a degree of maturity in her (or his) thinking and must have strength of character to live wholesome life...to have competence in the art of communication...to know how to form desirable friendship, how to act and dress in social situations...how to protect her health at all times...will know the prerequisites and requirements for the job which she is to fill and will have acquired such competencies as will enable her to begin a successful teaching career.<sup>2</sup>



*Sidney David Williams*  
*President*  
*1946-1958*

Efforts were made to improve students in verbal and written communication, reading skills, critical thinking, and any other areas of weakness. Assembly programs were used for student activities growing out of classroom procedures. Mrs. Edna H. Mitchell often used this hour for public speaking classes. Other faculty members consulted the Department of English when sponsoring a program which involved speaking before one's peers. Most of the instructors worked together for the good of the students. Many of the faculty members were well prepared. The majority of faculty held master's degrees and some had done work above their master's degrees. Students during this administration had the same high standards of instruction as those which existed during the preceding three administrations.

It is true that many good instructors came to the college but stayed only a short while. It was often thought by friends of Elizabeth City State Teachers College that many instructors were opportunists who used the institution as a stepping-stone to win greater laurels. Regardless of the truth of this statement, the fact remains that many former staff members have attained prominence in education.<sup>3</sup> Some have become presidents of colleges, deans, professors, registrars, and teachers in foreign lands. Many hold doctoral degrees and are employed in other colleges. J. Saunders Redding, a former professor, has received the Mayflower Award, given in recognition of his ability as an author, for example. Is it fair to say that the college and faculty have benefited from many of these brief faculty tenures or turnovers.

#### Preparation for evaluation by American association

In 1951, an alumnus, Wendell Peter Jones, became the dean of the college. He was among the first alumni to be employed by the institution in an administrative capacity. He pursued a two-year normal program and was graduated with honors in 1937. During his stay, he was labeled with the nickname "Little Dean" by his peers because of his ability to perform. He received his Bachelor of Science degree from Elizabeth City State Teachers College in 1940, his Master of Arts degree from Atlanta University in 1941, and did further study at the University of Colorado.

Dean Jones began studying at the University of Chicago in 1943. He continued his study at intervals and earned his Ph.D. degree for the University of Chicago in 1954. This young man, who possessed a keen and alert mind, was most eager to coordinate and improve the instructional program at his alma mater. The institution was in need of an energetic young person who could pull the school in line with policies and procedures used by leading teachers-education institutions all over America. Dean Jones appeared to be the right person because he wanted to make plans for the advancement of the institution.

Actually, Dean Jones knew that a visitation committee was expected at Elizabeth City State Teachers College in January 1952, because the college was seeking membership in the American Association for Teacher Education. It was with this in mind that he formulated plans for the re-opening conference. He intended for it to be a method of orientating faculty and staff to the type of thinking one used in preparing for such visitation. The first part of the conference had its discussions centered around the topic "Characteristics Which Are Considered Desirable in Professional Educated Teachers." The consultant was Mrs. M. Ruth Lawrence Woodson, from the State Department of Public Instruction in Raleigh, North Carolina. Topical reports were made by faculty committee members, including "Attitudes," by Mr. T. S. Jackson, chairman; "Habits," by Mrs. Georgia L. Smith, Chairman; "Abilities," by Dr. R. C. Henderson, chairman.

The second portion of the conference dealt with audio-visual aids, now designated as educational media. Mrs. Dorothy Elliott Thomas discussed "the Use of Audio-Visual Aids in a College program."

The last item on the agenda of activities was a panel discussion, with Mrs. Edna H. Mitchell, chairman. The subject discussed was: "College Activities and Their Contribution to the Objectives of the College." Athletics, music, dramatics, social clubs, and religious activities were also discussed by instructors affiliated with each specific activity.

In addition to the duties ascribed to the faculty for the pre-opening conference, all faculty members were assigned to one and sometime two of the standards used by the rating association in its guidelines for evaluating colleges. A great deal of time and energy

Was consumed by chairmen and members of committees on evaluating the institution by these standards. The standards, with their chairmen, were as follows:

- Standard I.* Definition, Objectives, an Organization  
Dr. R. C. Henderson, Chairman
- Standard II.* Student Personnel Services  
*Mr. T. E. Jones, Chairman*
- Standard III.* Preparation of Faculty  
Dr. S. D. Williams, Chairman
- Standard IV.* Teaching Load of Faculty  
Dr. S. D. Williams, Chairman
- Standard V.* Curriculum-Instructional Patterns  
Mr. J. M. Postell, Chairman
- Standard VI.* Professional laboratory Experiences  
Mrs. C. C. Jones, Chairman
- Standard VII.* Library Facilities  
Mrs. G. J. Midgette, Chairman

Students were involved to a lesser degree than faculty in this self-study. However, chairmen of standards were at liberty to appoint students to committees whenever feasible, since there was no student government association at the time.

The system of advisement was most unusual. Some three or four persons were advisers for an entire class. There were no individual advisers of individual students. A faculty member was sent a list of freshman, sophomore, junior, and senior class advisers on which he looked for his name. He was expected to accept his assignment without dissent. Often an instructor found himself counseling students whom he did not teach, with little opportunity to understand them as individuals. Conference periods for advisement were observed on Tuesday and Thursday mornings, 9:45 to 10:25 o'clock throughout the academic year. This ultimatum came from the Office of the Dean. Further instruction reminded the faculty that the conference period was a time when "all instructors are available to All students." It was also made very clear that the conference period was not intended to be the only time an instructor would confer with students. Other times were to be arranged by students and instructor at their convenience. The student personnel department was in its embryonic stage.

No longer was the person in charge of a dormitory called matron. At this time, the matrons became known as dormitory directors. However, a well-defined program of organization had never been proposed. There was still the separate planning of activities by dormitory directors. The spirit of cooperation between residence halls was stifled. There was need for uniformity in rules and regulations for residence living in all dormitories. Admission standards had not been formulated. The idea was expressed that a state school using taxpayers' money was open to all high-school graduates who applied for admission. As a result, any student was admitted who had completed high school in North Carolina and had the necessary sixteen and half units. There was no screening of students. It sometimes took slow student five, six, or more years to complete the teacher-education program.

When the AATE Visitation Committee came in January 1952, they confined their report to four standards: Student Personnel, Laboratory Experiences, Curriculum, and Library. They offered constructive criticism and candid opinions. Their criticism may be summarized as follows:

1. The counseling program was inadequate because the college did not have sufficient information about individual students, did not use standardized tests for entering students, and did not provide for defects in speech and vision
2. Though the dean of women and the dean of men, both new, showed evidences of great competence in their field, neither had been at the college long enough to develop their programs. The committee was impressed with the qualifications of Mrs. Odessa h. Frazier, dean of women at that time.
3. The placement service was inadequate. It was not clear upon whom the responsibility rested. Additional faults were: no follow-up of graduates, insufficient personnel to help those already in teaching positions, an apparently inactive alumni association which did not recruit good students or report vacancies that could be filled by graduates.
4. The Laboratory School was commended for the cooperation which existed between the city school administration under Superintendent Earl C. Funderburk and the college in providing for student teachers in the public school in front of the campus. Praise was given to two faculty members, Mrs. Irene G. Jackson and Mrs. Clara G. Jones, for teaching the course, "Introduction to

Teaching,” which had recently been placed in the curriculum and for arranging conferences twice a week with student teachers. Fault was found of the fact that the only type of professional laboratory experience offered by the college was during the senior year. There was no opportunity for either observation or participation prior to student teaching. Students in classes in methods, educational psychology, and child development were unable to observe children.

5. The functional curriculum, which had been developed during the Trigg administration, was severely criticized because of the classification of subject matter. The division of formal study of three main areas of living—personals, social, and economic—was considered outstanding by the first consultant, Dr. Armacost, in the early and middle 1940’s. In this case, one is reminded of the expression, “One man’s tea is another man’s poison.”

Indeed, the functional curriculum had become passé to some, but not others. Though it had been used from 1941 to 1952, the dean of instruction, with the cooperation of faculty and staff, revised the curriculum pattern. A new curriculum was written and a new format was placed in the catalog of 1952-53, Courses included under formal study, were divided into two main areas: General and Professional Education. The basic curriculum was outlined by quarters for each of the four years.

The AATE Visitation Committee criticized the lack of flexibility in the overall educational program and recommended that more electives be included. Needs existed for more courses in mathematics, instruction in audio-visual aids, observation for students prior to beginning practice teaching, a course in orientation to acquaint students with the educational program of the institution, a systematic testing program utilizing standardized tests, remedial courses for students who failed to meet minimum requirements, a reading clinic, a speech clinic, and continued study and revision of the curriculum based on the needs of the students.

The administration and faculty worked toward the gradual realization of each qualification outlined by the AATE Visitation Committee to insure proper implementation.

All of the statements released by AATE were not of a faultfinding nature. In their discussion on Standard VII relative to the library, the comments were of a complimentary nature. Mrs. Gwen-

dolyn Midgette, librarian, was praised for her excellent service. The statement made by the AATE Visiting Committee follows:

The Library at Elizabeth City State Teachers College is playing an effective and instrumental role in the instructional program of the college. It is one of the chief assets of the institution...It is staffed by an adequate number of apparently competent individuals who are assisted by students workers.<sup>4</sup>

The committee's comments on books and collections were in the same vein. They found that there were varied and well-selected materials in all fields. More than \$29,000 had been spent for books and salaries during two fiscal years.

As to the use of the library, the committee deemed it "excellent." The circulation was high for both faculty and students. The availability of library facilities for in-service teachers was definitely an asset to the community. These helpful suggestions were made:

1. That teachers, librarians, and a special committee participate in the selection of material.
2. That a curriculum library be a part of the main library.
3. That students be allowed to browse through the stacks.
4. That the amount of audio-visual aid materials be increased to meet the needs of the instructional program.
5. That the faculty and library staff work more closely together.
6. That the time allowed for students' use of the library be extended in order to better meet the needs of all students.

Each recommendation was observed by the librarian. However, to allow students to browse through the stacks was not considered the best policy because too many books disappeared. The library attendants were few in number and could not possibly be "watchmen" over all books.

The Elizabeth City State Teachers College bulletins, beginning with the year 1952-53, showed the changes as they occurred. By 1955-56, a well-planned curriculum and many of its graduates were well-prepared to become elementary teachers.

In the meantime, President Williams put forth every effort to have the faculty, selected students on committees, and the entire student body understand AATE standards. The standards involved, first, adapting teacher-education programs to the needs of teachers in the schools and communities which they were to serve, and second, developing programs and procedures in terms of well defined purposes and objectives which could be evaluated in terms of effectiveness. The rating association believed that there were certain characteristics which all American teachers should develop. The institution was at liberty to use the procedures and programs it desired, but it was responsible for the end product. The majority of the faculty became very concerned about “the kind of graduate” the college wished to produce.

Strong emphasis was placed upon life in America in the 1950’s. The same characteristics needed by teachers were also those needed by American citizens, especially by those who would become leaders of American thought and action. AATE expressed this idea: “Other characteristics, while desirable in other occupations and professions, are especially required in the teaching profession.

Among the descriptive characteristics of the professionally educated teacher what were listed by AATE, the following ones seemed very significant.

The professionally-educated teacher:

1. Expresses carefully considered rather than impetuous judgments. Views his own affairs and those of his professions in light of a real understanding of the social, economic, and political factors operating in his community, nation, and world.
2. Shows...that he reflects upon and practices the value of democracy, accepting both the freedoms and the responsibilities involved.
3. Has developed an appreciation of people who are different...in cultural, racial, religious, economic, and national background.
4. Has gained... understanding of the learning process... and of effective methods of guiding it in children, youth, and adults.
5. Has learned to identify issues of moral choice... has



developed ethical principles and spiritual resources to guide his action.

6. Is able to communicate his thoughts orally and in writing with enough clarity and logic to be effective as a teacher
7. Has a real appreciation of esthetic values... painting, sculpture, architecture, music, literature, and other media of creative expression.
8. Has acquired a teaching competence, in both knowledge and skills, in the subject areas in which he expects to teach.<sup>5</sup>

There were actually fourteen items listed under the “professionally-educated teacher.” The eight enumerated above were the ones carefully scrutinized by the rating and faculty committees.

#### SUMMARY OF POLICIES AND PROCEDURES

Standards for teachers were extremely high. Their academic prowess, moral convictions, and cultural manners were expected to be above reproach. Teachers were not easily forgiven for incompetence. Knowledge and skills were necessary equipment for which others showed great respect. Moral misdemeanors, obscenity or excessive or habitual personal or unwholesome misgivings were not to be tolerated by society and/or the administration, and were considered just cause for dismissal. This placed upon the teacher the tremendous responsibility of being at all times a good example for her students. The expression, “teach by precept and example,” became a slogan used by administrators everywhere, and Elizabeth City State University was among the many institutions that dismissed some teachers on the grounds that they were a “bad influence on students.” It was often not clear as to how a teacher exercised such powers.

These were important years in the history of the institution. It was experiencing growing pains. Time was of the essence. The school needed competent, dedicated individuals who would immediately perform a duty without being prodded, persons who would willingly chair committees, do necessary research, offer sugges-

tions to improve the status of the college. Credit must go to Dean Jones, for steering Elizabeth City State Teachers College in what seemed to be the right direction at the right time. It was he who began having teachers submit to his office the following:

1. Outlines of subject matter used to realize objectives, required for nontext readings, and/or special projects or activities for each unit or section;
2. General instructional methods or procedures;
3. Evaluation techniques used; and
4. A general bibliography.<sup>6</sup>

He requested (1) that instructors teaching the same course develop cooperatively a single outline and submit the same to his office; (2) that instructors require written work of all students and, in evaluating written work, instructors give special attention to English standards, (grammatical usage); (3) that teachers return materials submitted by students as quickly as possible, never later than one week; (4) that a running evaluation of each student be kept, so that an estimate of the quality of his work could be submitted on call; (5) that the evaluation of a student be based on more than one test; and (6) that reports be made on weak students by specified dates.<sup>7</sup>

Dean Jones saw to it that books were in the canteen when needed. He felt that 98 percent of students who came to the institution needed a textbook in order to do satisfactory work in college. He abhorred excuses for class absence and issued very few. He asked that an accurate record be kept by teachers of unexcused cuts as well as excused ones. Those with excessive cuts lost quality points.

The course bibliography was usually posted in the library. There was no secretarial pool where materials could be mimeographed. Each instructor was responsible for getting the material to his secretary, who operated the mimeograph and ditto machines for the entire faculty, in addition to her other assigned duties.

Teachers were notified of student withdrawals; football players and students who went on educational trips and/or any student with a legitimate reason for absence could be excused from class, but not from class work. Many students carried their textbooks on such trips in order to keep up with their class assignments.

Before Mr. Jones became dean, roll books were purchased by

the instructors. He changed this and issued roll books from his office to all instructors.

The Trigg administration introduced the letter-grade system. Since it was not well understood, Dean Jones set up an equivalent numerical grade for each letter as follows: A =97-100, B=86-93, C=75-85, D=64-74, and E=below 63.

The formulation and crystallization of academic standards at this time became historically significant because they were guidelines for academic growth in the future. Mr. Jones' deanship was short, but his accomplishments were great. At his request, he was granted leave of absence from his duties to complete his dissertation for his Ph.D degree at the University of Chicago in February 1953.

## ATHLETICS

After the era of Coaches Douglas, Eley, Jacobs, and Holmes during P. W. Moore's administration, athletics had no recognized faculty leaders. The catalogs for the years 1925-26 through the years 1935-36 showed that students had an athletic association officered by the student body and under the direction of faculty advisors.<sup>8</sup> A fee of four dollars for boys and two dollars for girls was charged, which, in itself, showed a lack of sufficient financial support.

Between 1931 and 1933, most of the finances came from interested citizens in the community.<sup>9</sup> Among such persons was Newbold Bright, who made contracts with various teams and often arranged games for State Normal School football and basketball teams. At that time, college teams played high-school teams and vice versa, for there was no fine line of demarcation between existing academic achievement and athletic prowess. A good team was recognized as such regardless of school level. Some of the eligible teams were Hampton Trade School, Hampton Institute, St. Augustine's College, Fayetteville State Normal; Norcum High, Portsmouth, Virginia; Booker T. Washing High School, Norfolk, Virginia, Huntington High School, Newport News, Virginia; Phoenix High School, Hampton, Virginia.<sup>10</sup>

Although the teams were lacking in finances and professional organization, they produced "stars" who made favorable showing.

James Bias, son of President J. H. Bias, and Adolphus "Dolphus" Woodhouse were among the most noteworthy. Basketball for women was still being coached by Mrs. S. A. Young, Lane Hall residence director. Male and female teams traveled together and often there were two participating in one evening.

Throughout this period, there were no regulations regarding scholarship. Persons who were interested in athletic merely expressed the desire to participate. They were selected and retained on the basis of performance. Athletics continued to exist as an association controlled by and for students. There was no designated, assigned, or salaried person on the faculty to assume the duties of coach. For one or two years, Clarence "Kid" Knight, a student from Greenville, North Carolina, coached and produced a winning team. At this time, the athletic fee was one dollar from female and three dollars for male students. This was perhaps due to the economic depression. However, the athletic program was successful. Catalogs for 1929-35 stated that varsity teams were maintained in mural sports. Anticipation was expressed of an enlarged athletic program to meet the needs of a four-year college. A football field was badly needed. Many games were held on the P. W. Moore High School football field.

All during this stage of growth, no scholastic regulations had been established regarding the membership for the various teams. Upon the advent of Donald G. Brandon, as part-time coach in 1935, grave attention was given to scholastic ratings, he changed the outlook or the perspective on participation as held by many students, alumni, and friends. The athlete was taken off his pedestal. He became an individual student who had to merit the high acclaim accorded him because Coach Brandon placed great stress on the quality of education of team members. This, of course, caused some headaches and worry on the part of coach and team, for many times key athletes were dropped from teams because of poor academic achievement. However, the administration and faculty gave their full support to the implementation of this new ruling. As a result, athletes improved their cumulative averages and were happy to admit that athletics used brain as well as brawn, not just brute strength, a fallacy which many persons believed.

This writer remembers that the football team used the music classroom for classes. Various plays were taught, memorized, and

employed by players. It was the first time that faculty, staff, and other observers had seen this done. Some persons ridiculed the coach for this new approach. However, in due time, all of his critics had to admit that his method was new, but his techniques worked because he produced a winning team. He produced star players whose spectacular plays Elizabeth City sports fan will never forget: James Reece, James 'Peggy' McCleave, Adolphus 'Dolphus' Woodhouse, Lymond Lowe, Erskine 'Razor' Morgan, Cromwell 'Big' Chambers, (tackle), William Whichard, James Percy, Percy Daniels, and Ernelle 'Pitts Chapel' White".<sup>11</sup>

The program of sports was now set up to include competitors from institutions with comparable standards and ratings. The schedule included Fayetteville and "Little State" (Norfolk State College in the early years), which were always interesting opponents, because of the keen competition. This was particularly true of games between "Little State" and State Normal School, which often ended in a fight, much to the disgust of spectators who were well-wishers on both sides.

In 1939, when Elizabeth City State Normal School became Elizabeth City State Teachers College, and graduated fifty-nine students with the first Bachelor of Science degree, there were two well-qualified workers in health education and physical education. However, the coach continued to teach geography and carry on the responsibilities as athletic director.

Athletics underwent a setback in the early 1940s due to the lack of male students on the campus. Many young men were called to the arm while the few who remained were not physically equipped for so strenuous an activity. In the meantime, Coach Brandon, in 1945, went on leave to study for a doctorate degree in geography.

When Dr. Sidney D. Williams became president, athletics received one of the greatest boosts possible. Having been an athlete himself, he saw and felt the need for a good athletic program. As fate would have it, the fine arts building planned during the Trigg administration could not be built. As was previously observed, this "all purpose building" would house the gymnasium which could be used for basketball and other physical education activities, teaching as well as spectators' games. Folding bleachers, with a seating capacity of 900, locker rooms, and showers added to the usefulness of this complex. Good fortune smiled again and a

stadium was build on the college grounds in 1950. It was located I the area of the present University Center, where the college band and football players practice.

Quick to take advantage of these facilities, Dr. Williams set out to secure a person or person who could develop the youth who enrolled, mostly from bucolic areas in eastern North Carolina. Such an individual was found in the person of Coach Robert L. Vaughan, better known as “Bobby” Vaughan, a native of Petersburg, Virginia. He came well prepared for the successes he has attained. He had received a Bachelor of Science degree from Virginia State College in Petersburg, and a Master of Arts degree from Columbia University in New York. In 1958, he received a certificate in physical education and athletic administration from Boston University in Boston, Massachusetts.

Just as former coaches had lit sparks which kindled flames, “Bobby” lit sparks which burst into great flames and are still aflame. It is a fact that athletics at Elizabeth City State University took its proper place in the world of sports under the direction of “Bobby” Vaughan during the administration of Sidney D. Williams. Both individuals deserved the credit, honor, and praise they have achieved for their commendable accomplishments. Mr. Vaughan was named chairman of the department of physical education and director of athletics, a post which he has held for fifteen years. He has also been basketball coach for twenty-one years, during the same time he has rendered many services beyond the call of duty, with but one goal in mind: to improve athletics.

One of the first steps taken by “Bobby” to improve athletics is very obvious in the catalog of 1949-50. In former catalogs, the idea of students controlling athletics had been expressed. At the end of his first year, the new catalog carried a new viewpoint, which was a part of a philosophy brought by him to a growing school. His idea was that the athletic program was for student growth and development; as such it was a phase of the total educational program of the college. The athletic fee was increased to eight dollars per semester for both men and women. His program was expanded to include participation by every student beyond the required college courses.

It has been through the undaunted efforts and the ingenuity and skills of this coach the institution has reached heights in the world of sports which hitherto seemed unattainable. Many odds

were stacked against Elizabeth City State University. Scholarships for athletes have never been on a competitive basis with those at opposing institutions such as Norfolk State, North Carolina College, A. and T. College, Winston-Salem, Howard University, and Maryland State. Credit must be given to the General Alumni Association, for it was this group that was the first to offer aid and had continued to give annual scholarships and awards for basketball and football.

The athletic program was a real problem and probably would have deterred the efforts of a less courageous director or coach. "Bobby" considered these problems as challenges. He established goals for expansion and improvement of the athletic program through prodigious labor. He inspired athletes to work hard at keeping their own physical bodies "in tone." He supervised concessions to gather necessary fund for operation. He has also served as publicity agent, general manager, recruiter, and photographer. photographer.

The worth of a team depends upon the material (students) one has to work with. Recruitment has to play an important part in the development of a good team. "Bobby," alone in the beginning, but late with a staff of three ("Tom" Caldwell, Roy Knight, Alvin T. Kelly) traveled to find raw material with the potential for basketball, football, wrestling, track, and tennis. Their efforts proved fruitful and, as a result, the present Elizabeth City State University and its alumni are proud to recognize their accomplishments in sports. In basketball, the ECSU record is as follows: (1) five EICA Championships; (2) six Holiday Tournaments; (3) three CIAA Visitation Championships; (4) one CIAA Tournament Championship; (5) three NAIA District 29 Championships; (6) third and fourth in the National Tournament at Kansas City in which thirty-two district champions competed, and (7) three All Americans Marvin Trotman, Israel Oliver, and "Mike" Gale, now with the New Jersey Nets.

"Bobby" was hired to be both football and basketball coach. The worth of such an astute athlete and scholar was seen very early in his career at ECSU. Students of (1949-1950) affectionately spoke of him as the "Lil Coach."<sup>12</sup> In tribute to his craftsmanship, students declared, "He took a group of freshmen and molded them into a smooth-working hardwood machine which was second only to the 'Mighty Broncos of Fayetteville,' champion of the EUAC."<sup>13</sup>

Since then, singular honors have been given “Bobby” by regional and national athletic conferences. Because of his efficiency, he was proclaimed basketball coach of the year by the EIAC for the years 1950, 1954, and 1957. In 1969, he was named “Basketball Coach of the Year” and Outstanding Coach of the CIAA Tournament.” In 1969 and 1971, he was cited as Basketball Coach of the year seven times within a period of twenty-one years is an enviable record. The Converse Yearbook of 1972 climaxed his many honors by citing him as being among the “16 winningest coached in the USA.”<sup>14</sup>



*Mrs. Mary Albritton Douglas  
Class of 1952*



During the 1950-53 interim, at which time Coach “Bobby” was in the U. S. Army, two very efficient men to Elizabeth City State Teachers College to work in physical education. Jack H. Housen was basketball coach and James “Fuzzy” Williams was both athletic director and football coach.<sup>15</sup> These two competent coaches made an impression on students, faculty, and the local community because of their high standards. Jack Housen carried “State College” into the first annual National College Basketball Tournament of Champions, held at Fisk University gymnasium in Nashville, Tennessee, from February 28 to March 1, 1952. The CIAA, SIAC, MAAA, and SWAC conferences and four at-large teams participated in this national tournament. Elizabeth City and Fayetteville State were two of the four at large teams. Winners were eligible for the NCAA playoff in Madison Square Garden in New York City.<sup>16</sup>

The year 1952 was significant because of the efforts exerted to integrated Negro institutions with the NCAA. Elizabeth City was recommended because of its excellent showing with West Virginia State College and its overwhelming victories over Winston-Salem, Fayetteville, and Virginia Union University, a leading CIAA team. Coach Housen and “his boys” were spoken of as being unpredictable, so great was their prowess. This statement proved true, but, in reverse, when they met A. and T. State College in Nashville, Tennessee, they were beaten 79-47.

Among the outstanding players were Captain Ernest Davis, Otis Sheffield, Santiago Burrell, Theodore Becton, Harry Freeman, Randolph Tootle, Alfred Marbly, Atlas Davis and Vernon Randall. Their names are remembered because of their spectacular plays.

In the meanwhile, the women students were as interested in sports as were the men. Amaza Manley, in an article called “Maze’s Feminine Angle” appealed to women students to “wake up” and let the sports spirit take over.<sup>17</sup> This inspired intramural activities among the women and afforded recreation and pleasure to all students who were interested in athletics. Some young ladies, worthy of note, who served as guards were: Ernestine Garner, Evelyn Sanford, Lizzie Leathers, Maurice Freeman Lola Joyner, and Julia Dillahunt. The team would never have scored without them.

The idea that sports would help an individual to become well-rounded was a part of the teacher-training philosophy during the Williams administration. New equipment was purchased for both indoor and outdoor sports. Badminton, table tennis, shuffleboard, archery, golf, volleyball and softball were started. A programs of track and field carnivals was begun and held annually. Men and women students participated in more than fifteen events during the activity.

The school teams were known as the “Pirates” and the dedication of coaches, students, faculty, and administrators made them know to athletic conferences and caused them to edge their way first into the EIAC (Eastern Intercollegiate Athletic Conference). This was a great step forward and paved the way for their entrance into the CIAA, the largest conference to which Negro colleges with high ratings belonged.

As the years went by, several coaches played a part in the development of sports at the institution, though some stayed for a very short time. Robert M. White, known as “Bob” M. White and Thomas L. Caldwell came to Elizabeth City State Teachers College in August and September of 1952, respectively. In the same year, “Bobby” Vaughan returned after military service to serve as head basketball coach and assistant football coach. “Bob” White was, at that time, athletic director, head football coach and chairman of what was then called the Physical Education Department.

According to information from the files of Thomas L. Caldwell, present coach at Elizabeth City State University, on September 1, 1952, only eighteen student athletes reported to the coaching staff, among them Vernon Randall, Encis Brown, William Miles, Lee Booth, Carroll Rodgers, Earl Thomas, and James D. Greer, who was to become an important first, in the college’s athletic history. By September 18, 1952, there were twenty-six athletes enrolled for football. The season was opened with Norfolk State in the “Fish Bowl” spectacular, with all of the proceeds from the game going to Norfolk State. By November 1952, when the football season was over, Elizabeth City State Teachers College finished as “champs” of the EIAC and held a record of 6 wins and 2 losses.

In 1953, the football team, under the direction of Robert “Bob” White, repeated the 1952 season by again winning the EIAC championship, plus victories over Winston-Salem State of the CIAA, with a record of 7-2.

In 1954, the coaching triumvirate continued and won the EIAC Crown, this time beating Shaw University Bears for the first time. The record was 7-2, with losses to South Carolina State and Winston-Salem while tying Morristown College of Tennessee.

The year 1955 was very significant because it was in this year that James D. Greer was drafted by the Cleveland Browns. Elizabeth City State Teachers College again won the championship in the EIAC. Coach "Bob" White resigned and Robert "Bobby" Vaughan was elected as athletic director, and William B. Harris became head football coach. Bob White's four-year record was 26-61. His greatest accomplishment was the victory won over South Carolina State.



*Mrs. Estella Hall Simons  
Class of 1955*

Coach William B. Harris, an able successor to Coach White, came to the college in 1956. He installed a new system with the holdovers from “Bob” White era and recruits. This year marked the last one in the EIAC conference. The college won the championship and had a record of 6-2-0. This was an abbreviated season because of Asian Flu.<sup>18</sup>

The year 1957-58 was the last year of the Williams’ regime. However, it can be seen that athletics had established a foothold. A bright future was and could be predicted for football and the entire athletic program.

### INITIATION OF STUDENT GOVERNMENT

Policies governing students under the first three administrations reflected the philosophy accepted by the society of their day. Discipline was firm, fixed, and uncompromising. Rules and regulations that were stated in the catalog were strictly adhered to by staff, faculty, and students. Faculty and administrators inherited a dictatorial and authoritarian outlook on what was ascribed to be *good student behavior*.

Very little was left to student in decision-making situations. One student described it in this way:

“There wasn’t a great deal of freedom among the students. In fact, they were treated like children... They were allowed very few opportunities when they could socialize with the opposite sex... Many of the young ladies were married and felt that restrictions placed upon single young ladies should not apply to them-that they should go more or less as they chose.<sup>19</sup>

Unmarried young ladies were always chaperoned when they had occasion to leave campus to go into the city. To go home for a weekend without a “Weekend Excuse” from parents was totally unheard of. Catalogs outlined policies which were to be observed by all students. Examples of such follows:

Permission to leave the campus is given only on written request (From parents) to the office of the Dean of Women... Students excused to go home are expected to leave after their last scheduled

class on Friday and return before 9:30 P. M. Sunday.<sup>20</sup> No funds will be returned to students unless written request is received from the parents.<sup>21</sup>

Students are expected to attend all meeting of the course they are taking. Absences are counted from the day instruction begins. For example, a student who enters a class for the first time at its third meeting is credited with two absences. Two cuts will be given for each class absence immediately preceding and following thanksgiving, Christmas and Easter holidays. Excused and unexcused absences cannot total more than one-fourth of the total meeting of class if credit for the course is to be given. Probation shall mean the loss of the right to hold office in or to participate in any organization or activity except class and dormitory organizations.<sup>22</sup>

Students were required to attend vesper services each Sunday and roll was kept by faculty monitors who reported the absentees to the Dean's Office. Naturally, there were individuals who resented these traditionally fixed policies.

Many male students who enrolled at Elizabeth City State Teachers College were veterans of both World War II and the Korean War. They had learned to direct their own destinies and to make choices and decisions without having to be told what to do. Because both male and female students felt that the administration and a small percentage of the faculty looked upon them as children, they often became offended but never fought back.

One incident occurred, which "broke the camel's back" and caused student withdrawal from all college activities, including class attendance, eating in the dining room, and abiding by established rules and regulations.

Veteran enrollees were entitled to educational benefits from the government, such as tuition, supplies, and equipment. These materials were kept in the canteen, which was called the "Pirates Den," the part of the building in which the personnel area is now housed.

In the spring of 1953, books and other government-provided supplies were placed in the middle of the floor in the "Pirates Den" while it was being renovated. Everyone who entered the room had access to the materials because they were within the reach of anyone who entered the room. Many books disappeared from this area. Rumors place the blame on several persons, but only three

particular students were accused of misdemeanors and improprieties. These three young men were good athletes and choir members who were held in high esteem by the student body. Furthermore, many students were conscientiously trying to build names for themselves and their alma mater. They were proud of their peers who were members of the two or three organizations which helped to mold public opinion and a good image of their college, on and off campus. When the student body found that these three young men had been dismissed by the chief administrator, a meeting of the students was called by Roland Bowser and Carroll Rodgers. These two young men were supporters of athletics, the choir, and the Coin pass (student newspaper). Both young men were honor students. They knew how to rationalize as well as to organize for action.

It happened that the senior class had within it a number of scholarly students—*individuals who could reason well, were objective in their thinking, and loyal to their alma mater. According to a participant, these fine young men mapped out a course of action in defense of the three athletes.*

The first step was to declare that the entire student body was on strike as of that moment; second, there would be total withdrawal from all classes; third, there would be total withdrawal from dining hall facilities; fourth, there would be total disregard for all restrictions set up by the administration; and fifth, student leaders would negotiate with administrators to have the three dismissed athletes reinstated.

The student leaders put in writing their requests, had meetings on Friday and Saturday, marched on the president's home on Sunday and presented to him a petition signed by the majority of the student body, demanding that the three students be allowed to return to their classes without penalty. President Williams promised a meeting with the leaders and the accused students on Monday.

Faculty and staff were impressed by the seriousness, intelligence, calmness, thoughtfulness, and orderliness exhibited by the student leaders in pressing for their demands. Observers were struck by their ability to think objectively about existing policies.

In the meantime, Roland Bowser, who was strongly supported by his cohorts, called upon his brother, "Bill" Charles Bowser, a junior student, to help the leaders of the strike find legal aid. This

step was necessary because the situation was gaining momentum as the hours slipped by. Students had printed placards on which there were demands for additional rights and privileges. The grievances grew in proportion while time was being consumed through negotiations. The students felt that the administrators were trying to evade the issues and continued to walk by the president's office displaying their grievances.

Several meetings took place between administrators and student leaders in an effort to stop the strike. A faculty discipline committee made efforts to substitute disciplinary measures for the suspension of the three, but this plan proved to be unsuccessful in satisfying student requests. Finally, a meeting of the entire college family was called in P. W. Moore Hall Auditorium. Grievances were listed and presented to President Williams. They included demands for more recreation, smoking privileges, revision of rules regarding weekends, vespers and assemblies, visitation of males in women's dormitories, and the immediate establishment of a student government association. The last grievance was the core of the strike. All requests were granted by the administration at this family meeting, following much heated argument.

No time was lost in setting up a student government association. A constitution was prepared and the association began operating. The constitution clearly stated that the president of the student government should be a full-fledged senior. The elected president, Charles "Bill" Bowser, found that this was a college requirement. Lacking a few hours' credit could disqualify him as first president of the newly-established student government association, which would disqualify the president of the student government and kill the whole foundation upon which it was erected.<sup>23</sup> Mr. Bowser declared that he had applied to the University of Salt Lake City and earned sufficient credits to put him over and beyond the requirements to be classified as a senior.<sup>24</sup>

The SCA Constitution called for a faculty advisor and provided for equal representation of male and female students. It was for this reason that the two branches upon which the government rested were the women's and men's dormitory councils. It was intended that representatives for each of these groups would be selected through vote by all men and women registered in the college. Students living on and off campus were urged by their leaders to

vote for representatives of their choice, who would be individuals capable of making wise decisions. Though changes have occurred from time to time, the basic purpose continues to be the involvement of students in governing themselves. In keeping with this purpose, student representatives were appointed to committees.

## HOME COMING

When Dr. S. D. Williams began his administration on January 1, 1946, "homecoming" had not become a tradition. The institution had been a full four-year college for nine years. Many graduates who had participated in the athletic program while enrolled as students were eager to return to their alma mater to view the sports of their choice. At one time, Thanksgiving Day was the "big day" for alumni and friends to return to see a football game. This proved unsuccessful because larger institutions, such as Morgan State in Baltimore and Virginia State in Petersburg, had built up a clientele for similar games on this day and smaller colleges suffered financial losses from these larger and more competitive colleges which attracted larger crowds.

The custom of providing for a "Miss Homecoming" had been established during the Harold L. Trigg administration, when in 1939, Miss Izetta Bowser had been proclaimed "Miss ECSTC." After this first celebration of homecoming with a reigning queen, there was a brief lapse of time in which no homecomings occurred.

Beginning in 1946, homecoming activities were better organized. The selection of queens for this coveted position was now done by popular vote. Money needed to operate homecoming was provided, not by young ladies competing for the status of "queen" but through student fees, gate receipts and advertisements from local businesses.

Though Winston-Salem, Norfolk State, and Virginia Union were often played during homecoming celebrations, Fayetteville State College became the traditionally accepted friendly opponent. There existed a beautiful relationship between the two institutions, similar to that of good neighbors. The two presidents and many faculty members of both schools were on very good terms. Far-reaching effect of this relationship developed to the point that faculty and students designated the schools as "sister institutions."



Homecoming with Fayetteville State was looked upon as a big challenge and drawing card for public spectators with increased gate receipts.

Beginning in the Williams administration and stretching into the Ridley administration, preparation for each annual homecoming was placed in the hands of a central committee, chaired by this writer. For a period of eighteen years, the names of Evelyn A. Johnson, Harvey L. Thomas, superintendent of buildings and grounds; Edward N. Smith, assistant business manager; Kenneth R. Jeffries, business manager; Timothy H. Wamack, social science instructor; and William J. Muldrow, psychology instructor, appeared on this committee to plan and coordinate the homecoming activities for a gala affair involving the whole college family. The plans included letters to all organizations announcing the date of homecoming and directions concerning the building of floats. All organizations willingly bought their own materials. In 1962, approximately thirty organizations built floats.

Other important plans by this committee included: (1) campus decorations through work done by students in the art department and supervised by art instructors; (2) hospitality and courtesies extended to visiting homecoming queens, alumni, and friends through hosts and hostesses selected from residents in dormitories and supervised by dormitory directors; (3) securing competent marshals, police escort, and permission for the parade; (4) halftime activities; (5) securing of bands for the parade; (6) selecting judges and deciding upon the criteria for judging floats; (7) choosing a general theme for the parade to assure unity in the sub-themes used by student organizations for their floats; (8) securing vehicles— cars, especially convertibles for queens, trailers to be decorated and tractors to pull them; and (9) publicizing activities, taking care of heavy traffic and securing a public speaking system.

The homecoming committee depended heavily upon the services of the maintenance personnel, under the supervision of Mr. Harvey L. Thomas, to engineer the mechanics of “homecoming” and many other important celebrations. The unique, collapsible information center designed by them is reassembled for use each year.

The offer of cash awards for the three floats rated first, second, and third places was an incentive for groups to enter into friendly

competition. Some organizations consistently ranked high in ratings during the early years when the stage was being set for future improvements in parades. Names and directors of each organization were: choir, Evelyn A. Johnson; dramatics club, Julia M. Hoffler; Thalia Sorosis Club and senior class, Dorothy E. Thomas; freshman class, Helen Muldrow; and library, Gwendolyn Midgette. For many years, floats designed and built to transport "Miss Elizabeth City State Teachers College" in the homecoming parade were creations of Mr. William J. Muldrow, psychology teacher.

The plan of providing a theme for each parade was not arrived at overnight. For the first two or three years, each organization was allowed to select its own slogan based on the purpose, aims, or objectives of its group. The central homecoming committee, however, thought that one major theme for the parade would bring unity to the activity and would afford uniform criteria for judging floats. These criteria, as set up by the committee, were: (1) a selected theme based on the general theme; (2) good execution of the theme; (3) originality; (4) skillful construction and good design; (5) poise and dignity of characters or persons on floats; (6) floats to be built by students only from organizations competing for a cash award.

Homecoming activities were designed to be educational ventures on the part of students. Alumni support contributed significantly to the success of these ventures. The Brooklyn and Manhattan Alumni Chapters raised funds by having alumni run for the title of "Miss Alumni." On the occasion of homecoming, "Miss Alumni" rode in a conspicuous position in the big parade, which was the highlight of the day. Bands from nearby high schools within a radius of 100 to 150 miles came, not only to show off their accomplishments, but also to cooperate with the institution. Bandmasters from P. W. Moore High School and Pasquotank Elementary School of Elizabeth City; D. F. Walker High School of Edenton; Robert L. Vann High School of Ahoskie; C. S. Brown High School of Winton; and J. E. J. Moore High School of Disputanta, Virginia, were faithful in supplying bands for this big event.

The location of Elizabeth City State Teachers College was a handicap in some respects. College bands could not be secured

because they were too far from Elizabeth City. It was not “appropriate” during this era to use bands from colleges attended by whites only. However, out of every problem comes some good. Many student participants in the high-school bands often chose Elizabeth City State to enroll. Without knowing it, the college had at its fingertips one of the best recruitment agencies possible.

In Elizabeth City, motels, hotels, and inns were closed to returning black alumni and friends. The homecoming committee took care of this situation by getting local alumni and friends to provide overnight accommodations in their homes for returning alumni. To say that the “open house gesture” was created out of a need to provide courtesy for returning alumni of Elizabeth City State Teachers College is to state a fact. The hospitality and cooperation exhibited by the local community have become traditional, which is no surprise, for Elizabeth City has a high percentage of Elizabeth City State Teachers College graduates who are loyal to their alma mater and who always welcome other alumni into their homes.

The event usually closed with a dance. Sometimes the Elizabeth City State students had a separate dance from that of the alumni, but seniors were sometimes invited to the alumni dance. In general, alumni at this time frowned upon the mixture of students and alumni at this gala affair. Many alumni claimed that they could not “let their hair down” when a much younger group was present. This accounted for the alumni dance being moved from the college campus gymnasium to the city armory. This arrangement has continued until the present time.

In summary, it is correct to state that homecoming, as it is known today at Elizabeth City State University, was organized, formalized, and stabilized during the Williams administration. It is one of the fine heritages of which alumni are proud.

## TWELVE YEARS OF PHYSICAL EXPANSION

In 1946, there were few buildings on the campus. P. W. Moore Hall, the “Administration Building,” as it was often called, housed the offices of administrative personnel. All classes were held on the two floors of this building. Symera and Lane Halls housed the women, Butler Hall housed the men. The Industrial Building, near

Butler Hall, which had been used for fairs during the 1920s and 1930s still stood, but was seldom used because of its weakened condition. The laundry area comprised the east end of the present personnel facilities; the west portion was used for smoking hams. Elizabeth City State Teachers College still had its financial problems and farming was a “must” in order that the students and faculty be fed.

On January 16, 1946, N. C. Newbold, supervisor of education for the school, moved, and it was seconded by Captain J. L. Wiggins that a committee of three, “investigate the possibility of all improvements in relation to future development of the college and further that J. C. Sawyer be approached to act as an agent for the board.”<sup>25</sup>

This seemed to have been the right move at the right time. The pendulum was set in motion for a monumental change in outlay of the entire Campus. One matter of great importance was a proper sewage system. Mr. Newbold moved that “the City Council be requested to permit the college to connect the sewer line with that of the city.”<sup>26</sup> Board members W. I. Halstead, Herbert Peele, and Miles Clark appeared before the city council on behalf of the college. A year later nothing had been done by the city council. In a board meeting in February 1947, this serious situation was discussed and the board decided to: “Use every possible local means before approaching the Governor, State Board of Health, and Mr. Vernon James, representative from Pasquotank, in the 1947 General Assembly.”<sup>27</sup> Perhaps knowledge of the board’s determination went through to the city council. On February 24, 1947, an answer, in writing, was sent to Chairman Little, stating terms under which the connection would be considered. Their terms may be summarized as follows: (1) The college would build at its own expense a 10” gravity sewer line according to the city’s trunk line at a manhole at the corner of Park and Hunter Streets; (2) The city would have free use of this line and could collect and retain revenues from its use in return for its maintenance; (3) The college would pay for the extension into deep water of two 10” city sewer outlets, not emptying into the river at an estimated cost \$4,000; and (4) The college would pay a stipulated pumping charge to the city.<sup>28</sup>

The board of trustees considered these terms too demanding.

With the advice of ever-present N. C. Newbold, they drafted the following counter petition to be considered by the city council:

1. The College will build a sewer line to the point mentioned he size shall be determined by the needs of the College and the training school and should not be set before a study of needs is made.
2. The city may have free use of this line, The city is to maintain the line and may collect and retain revenue from property owners who connect to it.
3. The cost of extending the two city sewer outlets into deep water is not considered to be a problem of the College and the College should not bear this expense.
4. The College will pay a stipulated pumping charge and the city will maintain and pay all operating expense of the lift station to be built by the College.<sup>29</sup>

Again, through the wise judgment and foresight of N. C. Newbold, Elizabeth City State Teachers College was properly advised as to the method of securing a permanent sewage system without bearing the entire cost of installation.

In the meantime, Chairman Little and President Williams were advised by Mr. Newbold to have the college conform to the requirements of the Southern Association of Colleges and Schools as to faculty needs. A tentative budget which met the requirements of the SACS budget was set up and presented to the director of the state budget board.<sup>30</sup>

In October 1947, chairman Little, N. C. Newbold, and President Williams proposed a building program. Requests were made for a science building, additional dormitories for men and women, additional classroom space, and the line arts building, which was already on blueprint from the Trigg administration.

At that time, several unsightly and delapidated barns were located at points visible from the entrance of the campus. It was suggested that the unexpended balance of \$7,228.21, credited to the college from the year 1946-47, be used to build barns properly located on the farm, far removed from the immediate college residences.<sup>31</sup> It was also suggested that permission be secured from the assistant director of the state budget to permit the unused sum of

\$6,000, earmarked for improvement of the college campus, to plant shrubbery and improve the roadway on the front campus.<sup>32</sup>

It is obvious that the state of North Carolina was in a better position to appropriate money for its schools. Dr. Williams, with chief advisors, N. C. Newbold and Chairman Little, continued to ask for needed buildings, equipment, landscaping, and, in general, for overhauling and renovating the entire campus. Thus, a building program was begun which lasted for the entire period of Dr. Williams' administration, 1946-1958.

A brief summary of the culmination of this program follows:

In 1948-49, beginning with the opening of that school term, the physical education and fine arts building was opened for use at a cost of \$437,285. It included a modern gymnasium with a seating capacity of 2,000 and facilities for fine arts. The second floor was given over to homemaking courses with a modern apartment for use as a training center, a three-unit kitchen, a laundry and a service room which provided space for training in those phases of home care. The first floor housed an art room, a music room and ample space for industrial arts.<sup>33</sup> Symera Hall, originally the first dormitory for women, was completely rebuilt in 1949 at a cost of \$128,000. It contained a kitchenette, private beauty parlor, one



*Williams Hall, Fine Arts and Physical Education Building*

guest bedroom, a reading room, and a modern reception room. Each room was designed for two students with running water and large double closets.<sup>34</sup>

#### THE NEW HEALTH CENTER (INFIRMARY)

Health services at Elizabeth City State College were a far cry from the original services when Dr. C. W. Cardwell and Dr. E. L. Hoffler treated students either in their offices or in dormitory rooms where students lived. However, the facilities available were inadequate to meet the needs of the larger student enrollment.

So it was that the school year 1952-53 brought a new health center, known as "the infirmary," built at a cost of \$114,960. The board members, J. Carter Perry and Miles Clark, are remembered for requesting that an architect be advised to begin immediate plans for an infirmary in the year 1950. The health center was fully equipped with a bed capacity of fourteen and isolation and general wards for medical treatment. Diagnosis and treatment of minor ailments for short periods of time have now been added to the services. Special diets were to be provided but X ray service, prescribed medicines, and attention by specialists were to be listed as extra costs, paid by the students. The facility was to be operated by a full-time registered nurse, under the supervision of a local physician. Mrs. Katie Shepard Wamack became the full-time nurse (on twenty-four-hour duty call) and Dr. W. W. Hoffler, local physician, became the supervisor. At the beginning of each school year, each student was physically examined and the results were submitted to the registrar. This mammoth task was done by the nurse because of its confidential nature, in addition to her other duties. In 1959, one practical nurse was hired to assist the full-time nurse. Even with the steadily increasing student enrollments, the infirmary has had only one full-time nurse, Mrs. Katie S. Wamack, as its director. The work done by her, with the assistance of nurse's aides, deserves commendation.

The new health center was rightfully named for the two black physicians who were the beneficent individuals responsible for creating the first health services offered at Elizabeth City State Teachers College. It was named, "Hoffler-Cardwell Health Center" for Dr. E. L. Hoffler (father of Dr. W. W. Hoffler, first su-

pervisor of the infirmary) and Dr. C. W. Cardwell. Both of these men gave of themselves to their fellowmen. They were truly humanitarians.

## SCIENCE BUILDING

For many years, biology classes taught by James A. Clarke and Leon DeKalb, while general science classes taught by Aurelius P. Lester, were held in two rooms of Moore Hall where laboratory equipment, space, and experiences were very limited. In 1951, a science hall was built and fully equipped to provide laboratory experiences needed for courses in science for elementary teachers. It contained classrooms, an air-conditioned lecture room, two biology and chemistry laboratories, a physics and a general science laboratory, as well as storage and office space for instructors. This structure bears the name of Aurelius P. Lester, because he pioneered the work in the area of science on campus. He was among the first instructors of general science, chemistry, and biology. He was also the first instructor to occupy the new edifice. Still living, he stated with glee that it was possible for him to move the science equipment from Moore Hall to the new building in one day because most of it could be carried in his arms. In his words: "There were one or two standard barometers, glassware for demonstrations in chemistry and some physics apparatus."<sup>36</sup> Installation of modern equipment afforded sufficient experimentation to improve the end product, the Elizabeth City State Teachers College graduate.

## FOOD SERVICE

The dining hall and kitchen had been completely renovated in 1948; however, the cafeteria style of service was instituted, which eliminated Problems of hiring waiters. This was done under the leadership of Mamie Bedwell, dietitian and graduate of North Carolina College in Durham.<sup>37</sup> She was a Christian worker who not only provided well-balanced meals for Elizabeth City State College students and faculty, but also arranged dinners and banquets on special occasions for student organizations or faculty. Those present during the nineteen-year tenure of Mamie Bedell will



always remember her labors and the tremendous amount of work done by her staff. Though small in number, they worked faithfully and beyond the call of duty to support groups which requested banquets long after their regular work hours had ended. Mrs. Susie Spencer, (pastry and dessert cook), Mr. Harry Felton, (chef), Mr. Samuel Shannon, (butcher), never complained when asked to render services of this nature. Though their services called for extra time, there were no extra charges made by them. Student organizations gave small tips to cooks and waitresses. Miss Bedell supervised all services without compensation. She certainly deserved to be honored among the dedicated builders of the institution.

### TEACHERS' COTTAGES

The request for teachers' cottages was made in 1949. By 1950, they had been built and were occupied by faculty with families: the E. N. Smiths, business manager and professor of health education; the W. J. Muldrows, psychology and biology professors; the James Williamses; the Robert Whites, coaches and librarians, were among the first families who lived in these homes, which were a welcome addition to faculty comfort and campus appearance. The cottages inspired board members to immediately ask for other buildings.

### OTHER ACCOMPLISHMENTS

One has merely to visualize the college campus with its new buildings scattered here and there with no paved or adjoining roadways to entrances to know that immediate action had to be taken to eradicate this condition. The services of engineer Bernard Crocker, Jr., of Raleigh, were secured in order that the campus grounds would follow a planned direction for future expansion and beautification. These plans included walks and lights throughout the campus and lights for the athletic field. Not only did the campus ground need to be paved, Southern Avenue, itself, was hazardous. J. Carter Perry, board of trustees member, openly expressed this view and suggested that the city be asked to remedy this situation. As a result, board of trustees members Ferebee and Davis were appointed to contact the state highway commissioner

to secure sidewalks from the city limit to the College.<sup>38</sup> Until this day, this request has not been granted, though improvements were made to the extent that persons walking to town did not have to use boots on a clear day to avoid mud puddles.

At the beginning of the Williams administration, the total acreage of land was 52, but at the close of his administration, the acreage had been increased to 121. What did this mean? It meant that Dr. Williams, with his advisory help, had to maneuver, manipulate funds, and finally, to diplomatically arrange for the purchase of land surrounding the campus. On the Woodhouse property stands the present G. R. Little Library.<sup>39</sup> The Abel Williams property, on which the A. P. Lester Science Hall stands, was purchased during Dr. Williams' administration.<sup>40</sup>

The farm was one of the problems with which all former presidents had coped. This was probably due to the fact that the value of the farm could not be spelled out. The state knew that it had been the chief means of feeding students during the administrations of Moore, Bias, and Trigg. They also knew that "work aid" was provided for students who tended the farm, but no cash money was passed between the student worker and the college. An estimate of the value of a student's labor was determined by the farm manager. This sum was attributed to an individual's bill. One does not have to be an accountant or a business administrator to see the problem involving bookkeeping for sums of money not appearing as cash transactions.

For the first five years of Dr. Williams' presidency, the debatable issue was whether to retain or sell the farm. Finally, it was decided by state authorities that the farm should be auctioned on January 10, 1951. Frank Turner and O. R. Brown who represented the state budget bureau, thought the highest bid of \$19,000 was too low. It was decided by Budget Commissioner Coltrane that private sale would probably prove more profitable. The farm manager was ordered not to plant crops that would mature after June 30, 1951. At the February 5, 1951 meeting of the board, Commissioner Coltrane discussed the pros and cons in connection with the suggested private sale. Henry McMullen, state attorney general, ruled that proceeds from the sale of the farm should revert to the general funds of the state and not to the credit of the institution. By this time, Coltrane was bitterly opposed to the sale of the Elizabeth

City State Teachers College farm. Board member Howard Mitchell moved and Dr. E. L. Hoffler seconded a motion that the private sale of the farm be rejected and the college continue its operation. This was considered a wise move. By June 26, 1951, the farm improved and realized a profit of \$4,500. This closed the issue of selling the farm and the case remained silent for a while. However, in August 1953, Mr. K. R. Jeffries, business manager, received a letter from Mr. Coltrane stating that the legislature has made no appropriation for the farm and it should be leased or sold.<sup>41</sup> Finally, the matter was left up to Dr. Williams and Budget Bureau Commissioner Coltrane. As a result, the farm was never sold. This valuable tract of land remained in the possession of Elizabeth City State Teachers College and was available for development by administrators who followed President Williams.

#### FACULTY DEVELOPMENT

Interest in improving the quality of the instructional staff had been expressed by Dr. Williams (early in his administration after his first two years as chief administrator). He was concerned about some of the best instructors who left Elizabeth City State Teachers College to seek higher salaries. Two excellent instructors in English and education about to receive doctorate degrees left on leave and never returned.

Dr. Williams made an appeal to the board of trustees to assist him. Board member Wiggins suggested that a strong committee be named to approach state authorities concerning inequality of salaries paid to black instructors.

In the meantime, N. C. Newbold called attention to unemployment among Negro teachers and advised that a statement be prepared and given to members of the board of trustees showing what the college was doing and could do to provide training for other than teaching at Elizabeth City State Teachers College.

Improving the faculty and expanding the curriculum were two related but concurrent problems for which neither could be solved without a considerable increase in state appropriation. It was mandatory that Elizabeth City State Teachers College faculty work through the summer without additional salary. The nine-month

salary was divided into twelve installments. This situation prevailed for many years. It was only in the latter portion of the Williams administration that faculty members began receiving salary compensation for summer services. Actually, this situation continued for six years. Salaries were so low that this writer recalls an increase in faculty salaries in July 1952, which, in many instances, doubled the meager salaries paid before that time.

For the year 1953-54, Dr. Williams was able to improve the faculty. New positions were created and assistants in many fields were hired. Newly created positions included one in guidance, under Dr. S. J. Johnson; a chaplain, Rev. S. F. Banks; an assistant librarian, Mrs. Georgia Morgan; a speech teacher, Mrs. Helen Marshall Caldwell; and a piano teacher, Mr. Attrus C. Fleming. These faculty additions improved the quality of teaching but did not provide faculty members with doctorate degrees, as the Southern Association of Colleges demanded to provide training in fields other than teaching in elementary education, matters about which Mr. N. C. Newbold had warned the board of trustees.

## CURRICULUM DEVELOPMENT

The Teacher Education Program, arrived at during the deanship of Dr. Wendell P. Jones, was still in effect. The elementary- education curriculum remained divided into general education and professional education. General education courses, offered during the freshman and sophomore years, were designed to give all students general knowledge for the purpose of increasing their limited background. One Elizabeth City State Teachers graduate stated in her master's thesis that general education during the 1946-56 years was conceived of as a broad foundation upon which professional competence is built.<sup>42</sup>

The aims and objectives of the college were injected into every aspect of campus living. Administrative officers felt that the image of Elizabeth City State Teachers College depended upon its products and this viewpoint was constantly reiterated in faculty meetings. It was expected, regardless of the subject taught, that all faculty members would relate their classroom work to the development of good citizens.

It was also expected that four years of training at Elizabeth City State Teachers College would not only strengthen the individual academically, but it would give him culture and refinement which he himself would exemplify as a good citizen and teacher. It was an administrative mandate that courses such as music, arts, crafts, public speaking, English, and American literature, with special emphasis on Shakespeare, history, and contemporary affairs, et al., provide experiences in and out of class that would increase total information and stimulate a desire for self-improvement. The overriding purpose was to produce graduates who had a keen understanding of their duties as citizens and would be able to make personal, social, and emotional adjustments in a democratic society. To see that this philosophy worked, one may observe the achievements of many of the graduates of this period, 1946-58.

The other half of the teacher-education program, known as professional education, was offered during the junior and senior years. Stress was placed upon additional subject matter, observation of public school procedures, and pedagogy involving teaching skills and techniques in teaching subjects for the elementary schools. The school year was divided into three quarters. Each senior did student teaching for one quarter of the senior year. The senior year was also the only year in which electives could be taken.

## DEGREE REQUIREMENTS

A peculiar situation existed during the early '50s. Many Negro teachers did not hold "A" certificates. Elizabeth City State College set up categories for certifying these persons and/or others who were completing secondary-school work. For persons who had finished an accredited secondary school, the course of study extended over a period of four years. At the end of four years, all persons who had successfully completed (186) quarter hours with a minimum of (186) quality points or an average of "C" received the Bachelor of Science degree in elementary education. Not more than 25 percent of the total work could be in extension. A stigma was placed on extension classes, which indicated that the standards for grades and the quality of teaching were inferior to those for regular college courses taught on the campus. A later decree stipulated that

no more than twenty-four hours of credit would be accepted for extension courses.

The curriculum provided plans by which those who had done no residence work in the regular college sessions and had not finished normal school could earn the bachelor's degree through summer school and extension. Even if the candidates were not four-year, high-school graduates, their high-school deficiencies would be discounted on the basis of four hours of college work for each deficient high-school unit.<sup>43</sup>

The "teacher of experience" (not a normal-school graduate) could fulfill his practice teaching requirement at Elizabeth City State Teachers College by having a faculty member sent to observe the candidate's work in his field of endeavor. Likewise, degree requirements were established for two-year standard normal-school graduates for most Negro teachers who had attended normal schools. Elementary teachers were able to earn degrees by attending summer school and pursuing extension courses while in service. Twelve six-week sessions or six twelve-week sessions comprised the fulfillment of the two-year requirements. One year or its equivalent in summer school had to be spent at the institution before a degree would be granted.

Elizabeth City State Teachers College had its own requirements for certification which were based on needs of the students. Passing grades in the following subjects had to be maintained before being certified for an "A" certificate: English composition, four hours, including two in speech; biological sciences, six hours; physical sciences, six hours; economics, four hours; sociology, four hours; philosophy of education, two hours; Negro history, two hours; and Negro literature, two hours.<sup>44</sup>

## GRADING SYSTEM

Concerning grade requirements, the catalogs stated that a "C" average must be maintained in all work since high-school graduation. An average of "82" in all number grades was equivalent to a "C" average.<sup>45</sup>

The standard load for a student's schedule was fourteen to sixteen clock hours of work per week. If an average of "B" had been

made in the previous quarter, he could increase his load but the academic dean had to approve all schedules. Every student was expected to maintain an average of 1.0, the equivalent of "C." Those who failed to do so were placed on academic probation the following quarter and given a reduced load. Repeated failure often resulted in withdrawal from the institution. This regulation was waived in many instances and some who were very weak academically stayed around many more years than the four required for a degree.

The system of letter and numerical grade equivalent was strictly adhered to during the Williams administration. Graduation depended upon acquisition of quality points that showed at least an average quality of work. A student who failed was penalized by losing quality points. The following grading system was developed during the last two years: A = 94-100, three quality points for each credit hour; B= 84-93, two quality points for each credit hour; C = 75-85, one quality point for each credit hour; D 65-74, no quality points; and F= 0-64, minus one quality point for each hour.<sup>46</sup>

### CLASSIFICATION OF STUDENTS

A means of identifying a student by class was necessary. Dr. Williams and his staff formulated minimum requirements for student classification based on the amount of work completed.

Freshman:	Completion of from 0 to 39 quarter hours
Sophomore:	Completion of 40 to 89 quarter hours
Junior:	Completion of 90 quarter hours with a cumulative average of 1.00 or above. The student's quality point average was found by dividing the number of quality points earned by the number of hours carried.
Senior:	Completion of 140 quarter hours with a quality point of 1.00 or above. In addition, the student was required to demonstrate proficiency in writing, spelling, arithmetic, and English and complete all required courses of freshman and sophomore years. Seniors were not permitted to

do student teaching until all required professional courses had been successfully completed.<sup>47</sup>

A student who had achieved senior classification (140 quarter hours with a quality of point 1.00 or above), had completed general education and professional subjects, including methods courses and had shown proficiency in arithmetic, English, and spelling on standardized tests was eligible for practice teaching.

## HONORS

Scholarship was always stressed. The very early catalogs outlining the teacher-training curriculum carried a description of "Graduation with Distinction." However, there was variation in interpretation of such honors.

The Trigg administration restricted the number of persons receiving honors by stating that honors are based upon work done in residence only. Thus, any student, who had finished normal school and had taken extension courses while teaching a year or two before returning to get a degree, was not eligible for honors, though he might have the highest average of any person in his class.<sup>48</sup>

This ruling culminated in a situation, debatable among faculty members and never really resolved during the Trigg administration. In 1940, a student with the highest average in his class had taken courses through extension before returning to work for his B.S. degree. He was declared ineligible to receive honors and was eliminated from the list of prospective honorees and received no honors. Many faculty members and students questioned the principle on which such a ruling was based, but to no avail. It, therefore, has to be written in the history of Elizabeth City State University that this one misjudgment, as well as many others relative to honors in later administrations caused one of its most illustrious alumni to be denied the first of the many citations, honors, and awards which he continues to receive.

Dr. Williams, in consultation with other administrators and



area chairmen, changed the policy to read as follows: "To graduate with honors, the student must have been in attendance here for two years." Students who maintained an average of 2.00 to 2.45 were graduated "with honors." Those with averages from 2.46 to 2.69 were graduated with "high honors." Those with averages from 2.70 to 3.00 were graduated with "highest honors." There was the further stipulation that students finishing with "high honors" and "highest honors" must have done all their college work at Elizabeth City Teachers College.<sup>49</sup> With one stroke of the pen, "so to speak," the penalty inflicted upon an in-service teacher for improving himself through extension was eradicated.

#### ACCENT ON MUSIC

Choirs. Colleges, like individuals, need a redeeming feature to boost their ego and to advertise their achievements. Most presidents of small black colleges looked for some "one thing" unique in their own situation which would help their institutions advance. Music played its part in winning friends and influencing students to come to the college. Dr. P. W. Moore, the first president, was cognizant of this. He hired several music instructors. Among them were J. R. Fleming of Elizabeth City and Joy Wallace Brown of Washington, D. C., the composer of the Elizabeth City State University Alma Mater. John H. Bias was a great lover of music. He made definite efforts to find instructors of music who could inspire students individually as well as in classes. He also thought in terms of improving race relations through the use of music. His expectations were great and he placed no restrictions on the use that music instructors could make of the limited resources of the institution.

When this writer, Evelyn A. Johnson, arrived on the scene as music instructor in the fall of 1933, Dr. Bias found money to purchase a few choral numbers representative of standard choral literature. Dr. S. D. Williams, then dean of the college, encouraged and assisted in recruiting students to the campus for choir and piano lessons. Elizabeth Bias Cofield, Carolyn Williams Holmes, and Katherine Hunnicutt, all daughters of faculty members, were talented youth who became excellent pianists. Each year an annual

spring concert by piano students was held in Moore Hall Auditorium. Admission was free for the local community. The audience was large and increased in size from year to year. Some persons who came yearly would comment on improvements seen in particular students. For instance, comments were made to the piano teacher about the fact that Katherine Hunnicutt, daughter of the history teachers, Mr. and Mrs. W. C. Hunnicutt, had become a very good pianist by age twelve, mastering Bach's "Inventions" and Godard's "Valse Chromatique."

In 1933, the institution was blessed with faculty and staff members whose talented younger relatives enrolled and inspired their music instructor to formulate plans to develop them to their maximum capacity. Relatives of Miss Joana Raynor, residence directress of Symera Hall, Dean Sidney D. Williams, and President John H. Bias were students who helped the director of music establish a direction, a pattern, and a goal for which to strive.

In addition to vocal, piano, and choir concerts, small ensembles played an important role in establishing a music program. Vocal solos, trios, quartets, mixed, male and/or female, were included in the programs. The first mixed quartet should be mentioned, for this quartet rendered outstanding services for local churches, clubs, and the board of trustees. Its members were as follows: Norma Thomas, soprano, Rocky Mount; Evelyn Harris, alto, Greenville; Jasper Pridgen, tenor, Whiteville; and Paul Lewis, bass, Ahsokie.

During the beginning of the Trigg administration, the advent of war decreased the male enrollment. As a result, a women's glee club was organized. Of the few men on campus, only one had a good solo voice. This was Hood Butler, son of John H. M. Butler, who had been assistant to P. W. Moore, first principal. His beautiful baritone voice was used for solos during both the Trigg and Williams administrations. The student body gave vociferous applause for his renditions of "On the Road to Mandalay" and "Bess, You Is My Woman Now" from Gershwin's Porgy and Bess.

The music instructor who was affectionately nicknamed "Duck Johnson" had no objections to jazz. In fact, jazz was encouraged by her as a unique and original creation of the Negro race during eras long before the expression, "black is beautiful." A group of three young ladies of Elizabeth City were well known for

their beautiful tone in jazz and classics. They were the “Three Ps”: Eldred Pailin, first soprano; Lula Poole, second soprano; and Ruby Pailin, alto. Most persons who heard them compared them with the well known “Andrews Sisters” of radio and screen fame. They were quite versatile, both in song and dance.

The entire student body was exposed to a carefully designed, well-organized, culturally-enriched program of music in weekly assembly programs. This situation demanded that the choir ensembles, soloists, and instrumentalists continuously learn and perform selected music of high standards. Students endowed with good, natural voices learned standard vocal literature and piano students learned standard piano literature. Many times, those who made progress in voice and piano gave culminating graduation recitals, just as music majors would have done. Recollection of a few follows: “soprano, Edith Mackey Everett in joint recital with Lena Crandol Swain, pianists, 1948; Alberta Rooks Hill, soprano, 1946; and Hattie Gray, Robert Hailes, and Jean Harris Galladay, 1951.”

Many did not give recitals but learned and had a repertory of solos at their command. Recollection of a few such persons follows:

Jesse Clark, soprano, 1943; Celeste Watson, contralto, Portsmouth, Virginia; Linton Burnham, tenor, Elizabeth City, 1942; Robert Lewis, tenor, Elizabeth City; Carlton Jordan, tenor, Elizabeth City, 1941; Mary Rudd, soprano, Portsmouth, Virginia, 1949; William “Bill” R. Price, bass, Elizabeth City, 1952; Roland Bowser, bass, Elizabeth City, 1953; Alice Hale, contralto, Portsmouth, 1952; Alburah Brown, soprano, Durham, 1956; and Lola Joyner, 1954. Through the labors of these and many other talented students, music gained a foothold on the campus and in the community. Great credit has been given all students who sang in choirs and ensembles as they paved the way for all future choirs at Elizabeth City State College.

Sometimes a mixed quartet would sing together for two or more years. This was true of the group which consisted of Jesse Clark, soprano of Severn; Geraldine Matthews Feree, alto of Winston Salem; Canton Jordan, tenor of Elizabeth City; and George Smith, bass of Phymouth. Many times the soprano and alto from the mixed quartet joined with a second soprano from the choir, to create a women’s trio. Florence Fowlkes Lassiter joined with Jesse

Clark and Geraldine Matthews to form a trio which was long remembered because of its beautiful blend.

It is interesting to note the desire for musical development among students during this period. Each member of a small singing group was also a member of the choir. This called for many hours of practice which they acceded to eagerly. Cutting rehearsals was unheard of. On the other hand, students asked the director to call extra rehearsals.

These groups are mentioned because they established a reputation for the college in the field of music, one which has been respected and admired by the local and other communities throughout the state. They traveled in dilapidated cars and buses. They asked for no tangible compensation, for their reward was the acquisition of a sense of achievement.

Because of the reputation made by singers during the Bias and Trigg administrations, the college choir during the Williams administration was flooded with requests for performances in Virginia, North Carolina, Washington, D.C., Maryland, and other points north. Their first concert in New York City came by invitation from the State Teachers College Brooklyn Alumni Chapter. It was a single engagement with no other concerts en route. Transportation, housing, site for performance, and all other details were arranged by Mrs. Mayola Murrell, loyal alumna and president of the chapter. This concert was given in Brooklyn's Bridge Street A.M.E. Zion Church, Reporters and photographers from the New York Amsterdam News were present. Choir members and alumni were mutually pleased with the half page devoted to the group's performance and the heading "Choir Made Hit in Brooklyn."<sup>50</sup> A picture of Reverend Roscoe C. Henderson, pastor of the church, Mrs. Mayola Murrell, president of the alumni chapter, and Miss Evelyn Johnson, director of the choir, receiving congratulations was also included in the article.

These ratings and publicity from New York inspired students and induced many to try out for the choir. Sometimes a student would be asked to try out for the choir on the basis of his high or low speaking voice and nine times out of ten, the speaking voice was indicative of the singing voice. One of the best bass singers ever found was a young man who had never sung in a group, but had an extremely low speaking voice. He was approached and asked to be-

come a choir member. He said in a very, very, low voice, “Miss Johnson, I can’t sing. I’ve never been in a singing group in my life.” He was asked to try. This, he did; he became one of the best bass singers the choir ever had in the forty-two years of this writer’s experience.

Elizabeth City State Teachers College, until 1961, had neither music majors nor special music students. Choir members, of necessity, were individuals in training to become elementary-school teachers. To mold students without previous musical background into a well-organized, self-disciplined group that could sing standard literature was a challenge for the director. Each year the repertory was deliberately made a little more difficult, as the choir continued touring. Finally, the choir was able to demand sums of money, seemingly enormous for that time, for its concerts. This helped to defray the tremendous cost of transportation to areas in the North.

When the choir began its northern appearances in 1949, a Trailways bus could be chartered to New York for \$500.00. Each year the cost of transportation mounted. Although the Brooklyn Alumni Chapter had borne the expense of the first trip to New York, it was impossible for this group to continue to pay the tremendous amounts of money needed for choir trips. No single engagement could supply the necessary finances for such a trip), regardless of gross receipts. Realizing this fact, efforts were made to arrange a tour for one week enroute to New York. It was at this point that assistance was rendered Elizabeth City State Teachers College by Mrs. Myrtle Johnson McGriff, sister of the director and teacher in Manhattan’s Public School No. 68 at 127 West 127th Street in Harlem.

As fate would have it, the principal of Public School 68 was Miss Frances Clark, a native of New York City and very dedicated educator, who later became superintendent of schools for New York City. It was her desire to expose black children who attended Public School 68 to all types of cultural activities. She welcomed the choir and gave it priority on her schedule of activities. Cash guarantees and subsistence were always provided. Mrs. McGriff made personal contacts in towns in New Jersey, Maryland and upstate New York. One year the choir stayed in Manhattan for three days. Concerts were rendered at Mt. Morris Park Church, and the

imposing Interdenominational Church in downtown New York. The beautiful thing about the tours was the fact that audiences praised the quality of the work and invitations to return were always extended.

The choir had no authorized business manager. All letters to Sponsors were written by the choir director. Many letters from these years have been Preserved.<sup>51</sup> At the request of the choir director, who needed to be relieved of extra burdens, faculty and/or staff members always accompanied the choir to manage funds collected, expenses accrued, punctuality of students for concerts, and all other details necessary to improve the choir's public image. Among the faculty and staff who, for several years, assisted in this capacity were Kenneth R. Jeffries, business manager; Edward N. Smith, assistant business manager; Katie S. Wamack, campus nurse; Timothy H. Wamack, geography teacher; and Edna L. Davis, accompanist and music instructor. Some of the reports of monies received, expenses, and balanced sheets have been preserved.<sup>52</sup>

Choir programs of concerts given during the Williams administration indicate the achievement of loyal members who were not only ambitious but zealous workers, as well as artistic performers and lovers of good music. Many extremely difficult compositions were learned and performed.

Music from oratorios, operas, and masses was learned and memorized. It became a custom to use "Sanctus" from the Saint Cecilia Mass by Gounod and "Hallelujah" from Messiah by George Frederick Handel for the commencement programs.

Compositions by standard composers alluded to the music classes were in the repertory of every choir. For a number of years, the slogan created by the Music Educators National Conference was "Music for Everyone." The choir director of Elizabeth City State Teachers College incorporated this idea into the plans for development of all students. Though only the selected choir learned a repertory of standard numbers, the entire student body was exposed to quality music, for it was required that students attend all public programs held in Moore Hall Auditorium. There was no such thing as a program being given without an audience.

Over a period of forty years, many outstanding voices have been found present among the choir members. No history of the college would be complete which omitted mention of some

members and soloists who contributed to the “fame and glory” of their alma mater. While it is impossible for this writer to recall all such persons, occasions such as Christmas, Founder’s Day programs, annual spring concerts, baccalaureate and commencement day exercises bring to mind many individuals who deserve recognition. Because of their devotion to music and their labor, this institution, through its various stages of development, maintained a growing esteem by local and distant communities.

Performance of Handel’s Messiah was begun during the Williams administration when Elizabeth (“Liz”) Lambert Martin was assistant music director. She accompanied on organ or piano as needed and helped to teach the four parts of the score to new students who arrived from rural places where such music was seldom heard and was never really accepted. Among this “raw material,” so to speak, were beautiful natural voices capable of singing the great solo literature in this renown oratorio. Included among those who excelled were bass singers William “Bill” Price and Roland V. Bowser, Elizabeth City; Manley Home, Rocky Mount; tenor singers Robert Alfred Hailes, Petersburg; Shadrock Brown, Jr., Suffolk; contralto singers Lola Joyner, Aulander, Alice Hale Williams, Chesapeake; soprano singers Hattie Gray, Norfolk; Alburah Brown, Durham; Margie Burden, Portsmouth; and Ann White, Elizabeth City. These were not music majors, but elementary-education majors, some of whom had never read notes or played an instrument. Audiences became accustomed to hearing beautiful solo voice quality in the unfolding of the story of the Birth of Christ. It was through them that the musical tastes of our campus family and, to some extent, the local black community continued to improve in musical taste.

Handel’s Messiah was presented each Christmas for several years of the Williams administration. However, there came a time when soloists were not available for the type of flexibility required for the airs written into this great oratorio. During this time it was surprising to find that students and laymen looked forward to this particular production to start the Christmas season. Many would ask, “Why didn’t the choir present the Messiah? Or, “will you present the Messiah next year?” This request showed interest and love for great vocal works. It inspired the choir director to look for similar literature by various composers; it paved the way for later pro-

ductions during the Ridley and Thorpe administrations. This request also showed that the audience was ready to hear more music of this type. It led the director to include in the choir's repertory compositions which were ever more difficult and more challenging. This type of music called for skills in reading music, thus, improving the student's capacity to sing accurate notes, to breathe properly, to develop sensitive intonation, to learn and appreciate great music, to be proud of accomplishments, and to see what could be achieved by working together for a unified beautiful sound.

Renditions from *The Mount of Olives* by Beethoven, *Mass in B Minor* by Bach, *Requiem* by Mozart, *St. John Passion*, by Bach, *Elijah*, by Mendelssohn, and choral selections from light opera, including the Broadway productions *Brigadoon* by Loewe, *Carousel* by Rodgers-Warnick, *Showboat* by Kern Stickles, *The King and I* by Rodgers, Hammerstein, et al. Negro spirituals were included on all programs. The impressive arrangements of Negro composers were emphasized. The choirs and student body knew the names and could identify style in arrangement of such persons as Nathaniel Dett of Hampton Institute, William Dawson of Tuskegee Institute, Clarence Cameron White of West Virginia State, John W. Work of Fisk University, Hall Johnson and Carl Diton of New York, and others.

Choir members caught the spirit of "being of service to their school and community," a philosophy instilled by the director over the years. Payment for services was not necessary or expected. Articles printed in newspapers, letters, and verbal statements of appreciation meant more than money. There was hardly a church or civic organization in Elizabeth City for which the choral groups did not sing. These contacts built up good relationships between the college and the community. The long years of services proved to be an investment which culminated in a cooperative endeavor by black and white citizens to send the choir to Europe in 1972.

Until the academic year 1947-48, only one music instructor had been employed. As the student enrollment increased, it became obvious that the music faculty must also increase. The duties of the first music instructor were to (1) train the potential elementary-classroom teacher in handling music in the classroom, including methods and piano playing; (2) provide choral music for all official college programs, such as Founder's Day, Trustee Day, bac





*Concert Choir*

calauareate and commencement exercises; (3) provide music for civic organizations within the community; and (4) serve as accompanist for all groups for assemblies, vesper services, and Soloists on and off campus. These services were expected in the summer as well as during the regular session.

In 1946-47, the enrollment for the academic year was 1277. The music instructor taught the majority of these students. Classes were large. It was a common occurrence to see from sixty to eighty persons in the choir. It became humanly impossible for one music instructor to handle all the music classes, produce in the choral area, and teach piano without assistance.

An appeal was made by the music instructor for an additional classroom instructor who could assist in accompanying the choral groups. Jean Jackson Butler, a graduate of Oberlin Conservatory of Cleveland, Ohio, became the first assistant to the music director. Her artistry in accompanying her special talent in theory, her acute ear, and her unique ability in creating and arranging music inspired students to participate in both popular and classic fields of music.

Ella Gamble Edwards, a graduate of New York University from Red Bank, New Jersey, was the modern dance instructor. She

was a creative dancer who had learned the basic techniques of dance from Rebecca Butcher, a dance instructor and Sargent graduate, who had taught her at Bordentown Institute, Bordentown, New Jersey. She often did summer study in such places as “Martha Graham’s Vineyard” in Cape Cod, Maine. These two talented instructors were responsible for a marriage of music and dance. Compositions such as Gershwin’s Rhapsody in Blue, Tchaikowsky’s Nutcracker Suite, and African rituals were dramatically presented to unusually large audiences.

Mrs. Butler remained for only one year, unfortunately, but her input in the music program was superior. Her successor was E. Elizabeth Lambert, a graduate of New England Conservatory and Columbia University, from Hartford, Connecticut. She possessed skill as an organist. To utilize her talent, a Baldwin organ was secured. Accompaniments on this new instrument and upon the Baldwin concert grand piano purchased by the Senior Art Society in 1942, added beauty to assembly singing and renditions by choral groups. Recitals were presented by music instructors which featured piano and organ combinations. Conscious efforts were made to advertise the institution through music. Music was included in the fine arts area which consisted of home economics, art, industrial arts, and music—all combined and placed under the leadership of one person.

Bands. During the two decades, 1920 through 1940, most institutions of higher education placed emphasis upon vocal music. This college was no exception. Found on this campus were a few brass and woodwind instruments which were used on occasion by students of talent. Sometimes, if an instructor of subjects outside the music field could handle an instrumental group, he was hired in a duo-capacity. This was true in the case of Mr. James A. Clarke, a Howard University graduate, who taught biology during the Bias administration. Through his persistent efforts, the first State Normal School band was organized in 1929. Because of his prodigious labor over a period of eleven years, Elizabeth City State Normal, as well as Elizabeth City State Teachers College, established good public relations with communities in northeastern North Carolina. This small but impressive organization (thirty in number) learned a varied repertory which enabled them to appear in concerts before audiences in churches, schools, and prison camps. In order to prop-

erly attire themselves, the group raised money to purchase material for their uniforms which were designed and made by Mrs. Nettie B. Clark, wife of the band director. So beautiful were they in their blue and white uniforms that Albert Hinton, an alumnus with the Norfolk Journal and Guide, featured them in the March 26, 1938 edition. Local newspapers were high in praise of the entertainment afforded the community through their cooperation. Unfortunately, for ECSTC, Mr. Clark's work became widely known in Norfolk, Virginia, and he was hired by the Norfolk Board of Education to become the director of the Booker T. Washington High School Band.

For ten years after Mr. Clark left the institution, there was no band director. In 1950, Mr. H. Leon Prather, a social-science teacher, agreed to work with interested instrumentalists during vacant periods and some evenings. By this time, the few instruments available were very inferior, the uniforms were moth-eaten, and band scores were very incomplete. However, at the beginning of the 1951-52 year, the band found itself with one redeeming feature. For the first time the band had a rehearsal room of its own in Williams Hall for choral and instrumental activities. Few instruments were bought because of lack of sources for financing the band. The band director and students were not satisfied with the sound produced from the instruments. Mr. Prather left in 1958 to pursue a doctorate degree in social science. Again, there was no band for one year. In 1959-60, a new director, Miss Esther Cooke, a graduate of Howard and Eastman School of Music organized a marching band and presented a creditable spring concert with a small group.

It was not until the fall of 1960 that the band became stabilized. Preparation was being made for the music major program to be started in the fall of 1961. William H. Ryder was hired as instructor in instruments and band director. He was the first qualified band director, having received a B.S. degree in music at Virginia State College and a Master of Music degree at the University of Michigan. He was also an excellent clarinetist. By this time, funds were found to purchase good instruments. Mr. Ryder always went in person to music companies in places as far away as New York to inspect and make choices in purchasing instruments. The repertory of the group was improved and standard band literature

was performed by a symphonic band. Since most students recruited for the new music major program were instrumentalists, the quality of sound and the musicianship of band performances were improved. Two concerts were given each year, in mid-winter and spring. The first instrumental graduates came under the tutelage of this artist-teacher and are still holding positions as band directors in Virginia and North Carolina.

At the close of 1964-65, Mr. Ryder left to work toward his doctorate degree at the University of Michigan. He was succeeded by David Warren Williams, Jr., a graduate of Albany State College, who had done graduate study at Vandercook College of Music and Indiana State University. This enthusiastic young man envisioned a large Elizabeth City State College band that would be capable of performing as a marching band equal to that of any other college. He proceeded to plan for recruitment of band members in schools all over North Carolina and in many areas of Virginia, South Carolina, and Georgia. He was responsible for increasing the size of the band to 130 members. The fame of his band traveled and the band was sought for halftime activities by big league football executives where its performances were televised. They went on tours which extended into the state of Georgia.



Marching Band, David W. Williams, Jr., Director

This young man made rapid progress during his six years of tenure and was sought to assume directorship of the band at Central State University in Ohio, in 1971. His successor, Mr. Floyd Robinson, a graduate of Virginia State College of Petersburg, inherited a large and well-trained band. He, too, is known for precision in marching band formations. The Elizabeth City State University Marching Vikings continued to receive invitations to perform for halftime activities at “pro” football games. The band performed twice at Shea Stadium in New York City for the New York Jets. The Marching Vikings performed for the pre-game and halftime show in New Orleans, Louisiana, when the New Orleans “Saints” took on the Miami “Dolphins” on November 10, 1974.

### CREEK-LETTER ORGANIZATONS

The demand for Greek Letter organizations on the campus by the newly-created student government was immediately honored because President Williams and many of his faculty members had been affiliated with undergraduate chapters of the traditional black Greek-letter organizations during their college days. They approved and supported these fraternities and sororities. It was felt by students and faculty that such organizations would improve the social life, advance educational standards, and afford opportunities for individual development as well as contribute to bettering humanity.

The first undergraduate chapters of Greek-letter organizations at Elizabeth City State Teachers College were chartered on December 12, 1953. They were Delta Chi Chapter of Delta Sigma Theta Sorority and Alpha Gamma Chapter of Zeta Phi Beta Sorority.

The dates of charters issued to Greek-letter organizations, service sororities and fraternities, and organizations for social fellowship at the college were as follows:

<i>Name of Organization</i>	<i>Date Chartered</i>
Delta Chi Chapter of Delta Sigma Theta Sorority <sup>54</sup>	December 12, 1953
Zeta Phi Beta Sorority	December 12, 1953
Delta Theta Chapter of Alpha Kappa	

Alpha Sorority	February 1, 1954
Lambda Gamma Chapter of Omega	
Psi Phi Fraternity	May 15, 1954
Epsilon Alpha Chapter of Kappa	
Alpha Psi	April 22, 1961
Gamma Rho of Psi Beta Sigma	April 25, 1961
Delta Tau of Sigma Gamma Rho	May 2, 1970
Omicron Club of Gamma Sigma	
Sigma Sorority <sup>55</sup>	September, 1971
Chi Lambda Chapter of Alpha Psi	
Omega Fraternity <sup>56</sup>	April 17, 1971
Viking Chapter of Groove Phi Groove <sup>57</sup>	April 1969
Harambee Chapter of Swing Phi	
Swings <sup>58</sup>	April 1969
Alpha Phi Alpha Beta Zeta Chapter	October 1953
Zi Psi Chi	February 1973
Iota Chapter of Iota Phi Theta	
Fraternity <sup>59</sup>	April 23, 1970

#### WHO'S WHO AMONG AMERICAN UNIVERSITIES AND COLLEGES

Who's Who Among American Universities and colleges, an organization originally started in 1935, has always been an influential agency in the development of students in participating colleges, because it provides a practical go-between for employers and graduating students. It was initially started on the campus of Elizabeth City State University in 1955. It has motivated student academic achievement, leadership, and participation in campus organizations and activities. Over a period of years, the number of students elected for inclusion in Who's Who on campus has increased. In the first year of its existence, seven students were chosen, as compared with five for the second year. In 1972-73, twenty-two were chosen, the largest number of students ever taken in any one academic year.

#### BRAVING THE STORM

From the day Dr. Williams became president, January 1, 1946, to the year 1956, there were very few serious problems encoun-

tered In me operation of the college. However, in September, 1956, the enrollment of students decreased. Many hours of hard labor were spent by faculty committees searching for ways to increase student enrollment.

In one of the meetings of the trustees, Dr. Williams presented a proposal from the Naval Air Facility to provide extension classes on the naval base for interested men. It was assumed that naval enrollees would increase the total enrollment. Although the Supreme Court had ruled in 1954 that there would be no segregation in public schools, integration was a problem in all schools. It is no wonder the board of trustees decided that the matter should be cleared with the state board of higher education and the attorney general before taking steps to do this, since the enrollment of naval men would involve both races and would be in keeping with military policy.<sup>60</sup> Another fact was expressed which hindered the board of trustees from making a decision which was interwoven with concern about a liaison with nearby predominantly white institutions. Thus, the decision reached as a matter of policy was that it would be necessary to clear the arrangement with East Carolina College in Greenville, North Carolina, in order to prevent future complications.<sup>61</sup> It further pointed out that an arrangement of this kind was in operation for work carried out at Cherry Point. President S. D. Williams, J. H. Moore, and O. R. Symons were asked to agree upon reciprocal arrangements regarding the naval air facility. By the end of November 1956, everyone was quite certain that the naval base personnel would not be used to increase the Elizabeth City State Teachers College enrollment.

Student enrollment continued to decline. Unfavorable publicity appeared in newspaper regarding a report released by the state board of higher education. President Williams, Dr. E.L. Hoffler, and Mr. T S. Cooper were appointed to send a letter to the board of higher education and to work with a faculty committee to develop plans to broaden the college curricula to more adequately meet the needs of students in this vicinity.<sup>62</sup>

The committee met and decided on a three-phase curriculum; namely, to (1) continue to train elementary teachers; (2) offer two- year terminal courses in trades; and (3) offer a two-year liberal arts program.<sup>63</sup>

Board of Trustees Chairman Davis was authorized to establish a faculty committee to survey the area to determine vocational op-

portunities and demands for trained workers. Faculty members composing the committee were Dr. E. Beulah Winston, Dr. E. L. Davis, Dr. Samuel J. Johnson, and Mr. Taylor S. Jackson, who was named chairman.<sup>64</sup>

Later in the year, a communication from the board of higher education was received. It outlined proposed legislation affecting the institution as 'to purpose, tenure, selection and duties of the board of trustees and duties of the president of the college. 66 This communication was referred to a committee composed of Dr. Williams, J. H. Moore, and O. R. Symons for final action.

The committee appointed in November 1956 was now ready to recommend the details of the three-phase curriculum to be approved by the board of higher education. Their recommendations were to develop: (1) a two-year course in secretarial science; (2) courses leading to a Bachelor of Science degree without practice teaching; (3) secondary-education non-teaching majors in English, social studies, science, and mathematics; (4) a two-year terminal course in cosmetology; (5) a course for certification of teacher librarians; (6) majors in public school music, art, and physical education; (7) a two-year pre-nursing course; (8) a course in cooking, including buying, cooking, and serving foods; (9) a two-year terminal courses in brick masonry and carpentry; and (10) a course in electronics.<sup>66</sup>

The committee foresaw that explanation of the implementation for these additions needed to be described. It was suggested each new phase of study could be initiated at minimum cost with the faculty and staff available. For the additional personnel and equipment needed, a request was made for \$50,000.

The president's annual report to the board of trustees contained a strong plea for secondary education with well-organized majors in certain areas.<sup>67</sup> This seemed to have been the solution to the sagging student enrollment problem.

The year 1957-58 brought no improvement in admissions. In an effort to cope with the needs of the college, the board of trustees recommended new policies which included:

1. Request for work on the secondary-school level at the college;
2. In future, staff women must resign whenever they



showed signs of pregnancy with reemployment contingent upon an available vacancy;

3. An increase in fees to cover cost of services rendered to students in areas of subsistence, such as laundry and medicine costs, with recommendation that tuition be decreased;
4. Petition the state board of education to offer graduate instruction in summer session; and
5. Request direct appropriation for operation of summer session<sup>68</sup>

The executive committee formed in October 1957, consisting of John H. Moore, O. R. Symons, A. G. Byrum and J. C. Abbott, was asked to meet and discuss: (1) admissions policy; (2) employment of qualified persons holding advanced degrees; and (3) scholarship aid for black students.<sup>69</sup>

Dr. Williams reached age sixty-five on July 15, 1957. He spent forty-four years in the teaching profession and for twenty-eight years he had served on the administrative staff of Elizabeth City State Teachers College. On January 21, 1957, he notified Board of Trustees Chairman MacDonald Dixon that he desired to be relieved of all duties after August 15, 1957.

In his letter of resignation he listed some of the highlights of his career. The most formidable task he had faced was that of selling Elizabeth City State College to state officials and the general assembly. This, he thought, was his most important success. He was satisfied in knowing that every building of the 1945 vintage had been remodeled: two dormitories, the science hall, fine arts building, infirmary, four faculty homes, and an athletic field had been secured. Accreditation had been given the college by the Southern Association of Colleges and Secondary Schools and the National Council for Accreditation of Teacher Education and that many graduates of Elizabeth City State Teachers College were holding their own professionally.

Dr. Williams's letter was carefully read and discussed. The board of trustees decided that this was not the opportune time to accept his resignation because new board members would soon be appointed. It would not be fair to place the burden of finding a new

president upon them. It was also understood that the general assembly would reduce both personnel and appropriation, the future of the college and its expanded program were at stake. Board members assessed the facts and thought it feasible that Dr. Williams remain and be present when the State Advisory Budget Committee made its visit to the college. It was for these reasons that Dr. Williams relinquished his position as president on August 15, 1958, instead of August 15, 1957.<sup>70</sup>

He was then requested to prepare a report for the annual visitation of the state board of higher education, with a deadline of January 18, 1958, in which he listed the needs of the institution. Some of these needs were as follows:

1. Better housing for men, single and married females;
2. Permanent improvements including a swimming pool, a student center, and 39 classrooms;
3. General education for freshmen and sophomores and the placement of the course, "Introduction to Education," in spring quarter of the sophomore year;
4. Elimination of full summer session for students because most students were on "work-aid";
5. The offering of graduate work similar to that at North Carolina College at Durham and North Carolina Agricultural and Technical State College in Greensboro;
6. Permission for secondary-school work, including languages, science, and industrial arts;
7. The offering of new programs in adult education, evening classes, special education, and pre-school education;
8. Open and/or closed circuit TV on campus;
9. Loan funds; and
10. Scholarships for deserving students.<sup>71</sup>

Other items of importance in the report included policies for admissions, graduation, probation, salary scales, campus improvement, and development. This report was of great significance, for it presented ideas basic to the future growth of Elizabeth City State Teachers College.

The support of the board of trustees must be placed in proper perspective with regard to the accomplishments during the Williams administration. Support from members of the board was given through the difficult period when all things were colored and distorted by the Supreme Court decision of May 17, 1954. Nevertheless, the history of this era shows that the board valiantly helped to prepare the way for the new president.

Dr. Williams was appointed, along with board members MacDonald Dixon, R. L. Garrett, Martin Luther Wilson, and C. B. Jones to select his successor. Dr. Williams compiled the criteria for the selection of the next president. The criteria specified that the new president should be (1) a qualified person holding a doctorate, (2) an individual who would be respected by faculty and students, and (3) a person of good character.

An intensive study was made of all applicants, including a board member, Mr. Martin Luther Wilson, who resigned from the board in order to become a candidate. The selection committee terminated its services during the mid-summer when Walter N. Ridley, academic dean at Saint Paul's College, in Lawrenceville, Virginia, was selected to become the fifth president of Elizabeth City State Teachers College on August 1, 1958.

The incoming president requested that the incumbent be retained through September 1958, and he salaried for his services. The board approved this recommendation so that an orderly transition would occur. Dr. Williams officially retired on October 1, 1958. He and Mrs. Williams left Elizabeth City to take up residence in Jamaica, New York, with their daughter, Mrs. Carolyn Colon Holmes. This change of residence by no means severed their relationship with the institution. A person of Dr. Williams' caliber, who had been so deeply rooted in the traditions and welfare of the college, surprised no one when through the years he and Mrs. Williams were present for such affairs as the institution's seventy-fifth anniversary celebration, homecomings, and concerts by the Elizabeth City State University choir in the New York area. Though frail in health, they were at the Kennedy Airport when the choir left for its European tour on March 20, 1972. The board of trustees paid tribute to his worth by designating him "President Emeritus" as had been done for only one other chief executive officer, Dr. P. W. Moore.

Dr. Williams, a man of dedications and fortitude, died on January 21, 1974. Evidence of his many labors of love and for Elizabeth City State University are an everlasting memorial to Sidney David Williams, fourth president of the institution.

## NOTES

- <sup>1</sup>Madeline Spruill Graves, "An Investigative Study of the Developments and Improvements at Elizabeth City State Teacher College for the Years 1946-56" (M.S. thesis, North Carolina A. and T. State College, 1956), p. 16
- <sup>2</sup>Elizabeth City State Teachers College, Statement. (Mimeographed)
- <sup>3</sup>Dr. Sidney D. Williams, "A Brief Statement of the History, Objectives, Growth and Activities," p. 45, Elizabeth City State University Archives. (Mimeographed)
- <sup>4</sup>American Association for Teacher Education, "Visitation Committee Report." 1952. p.4. (Typewritten)
- <sup>5</sup>AATE Standards (mimeographed, October 25, 1951).
- <sup>6</sup>Wendell P. Jones, "Dean's Memorandum No. 1" September 28, 1951).
- <sup>7</sup>Ibid
- <sup>8</sup>"Athletic Summaries," 1925-1936.
- <sup>9</sup>"Bill" Charles Bowser to Evelyn A. Johnson, interview, September 15, 1973.
- <sup>10</sup>Ibid
- <sup>11</sup>Erskine Morgan to Evelyn A. Johnson, interview. 1971.
- <sup>12</sup>Elizabeth City State Teachers College Newsletter, October 30, 1951. p. 1.
- <sup>13</sup>Ibid., p. 1.
- <sup>14</sup>Converse Year Book (National Statistical Service to Basketball), p. 14.
- <sup>15</sup>Elizabeth City State Teachers College Catalog. 1950-51, p.8.
- <sup>16</sup>State Teachers College Newsletter, April. 1952, p.5.
- <sup>17</sup>Ibid., p. 3.
- <sup>18</sup>Report from Thomas L. Caldwell to Evelyn A. Johnson, October 1973.
- <sup>19</sup>Charles Bowset to Evelyn A. Johnson, interview, October 15. 1973.
- <sup>20</sup>Elizabeth City States Teachers College Catalogue. 1950-51, p. 18.
- <sup>21</sup>Ibid. 1952-53, p. 19.
- <sup>22</sup>Ibid., 1953-54, p. 27.
- <sup>23</sup>Charles Bowser to Evelyn A. Johnson, interview, October 15, 1973.
- <sup>24</sup>Ibid.
- <sup>25</sup>Minutes January 16, 1946.
- <sup>26</sup>ibid., May 9, 1946.
- <sup>27</sup>Ibid., February 5, 1974.
- <sup>28</sup>Ibid.
- <sup>29</sup>Ibid., February 22, 1974.
- <sup>30</sup>Ibid., May 12, 1974.
- <sup>31</sup>Ibid., October 29, 1974.
- <sup>32</sup>Ibid.

- <sup>33</sup>Madeline Spruill Graves, "An Investigative Study of the Developments and Improvements at Elizabeth City State Teachers College for the Years 1946- 1956. Buildings and Grounds," (Master's theme, A & T. State College), p. 32.
- <sup>34</sup>Ibid., p. 33.
- <sup>35</sup>Minutes, May 16, 1950.
- <sup>36</sup>A. P. Lester to Evelyn A. Johnson, tape recording, 1971.
- <sup>37</sup>Obsequies, January 15, 1971.
- <sup>38</sup>Minutes, October 25, 1949.
- <sup>39</sup>Ibid.
- <sup>40</sup>ibid. February 5, 1951.
- <sup>41</sup>ibid., August 7, 1953.
- <sup>42</sup>Graves, "An Investigative Study," p. 33.
- <sup>43</sup>Elizabeth City State Teachers College Catalogue, 1953-54. p.38.
- <sup>44</sup>ibid., 1953-54, p.40.
- <sup>45</sup>Ibid.. 1945-1958.
- <sup>46</sup>Ibid.. 1956-57, pp. 24-25.
- <sup>47</sup>Ibid.. 1957-58, pp. 28-29.
- <sup>48</sup>Ibid.. 1940-41, p. 12.
- <sup>49</sup>Ibid., 1950-51, p. 24.
- <sup>50</sup>New York Amsterdam News (May 6, 1949).
- <sup>51</sup>Choir Correspondence, 1951-58.
- <sup>52</sup>Evelyn A. Johnson's Historic File, Under Choir Tour Expenses, by Timothy H. Wamack, 1954, and Edna L. Davis, 1956.
- <sup>53</sup>Elizabeth City State Teachers College Catalog, 1947-48.
- <sup>54</sup>First undergraduate chapters of Greek Letter Organizations established on campus.
- <sup>55</sup>Service sorority and fraternity.
- <sup>56</sup>Ibid
- <sup>57</sup>Organizations for social fellowship.
- <sup>58</sup>Ibid.
- <sup>59</sup>Service Sorority and Fraternity.
- <sup>60</sup>Minutes, September 25, 1956.
- <sup>61</sup>ibid.
- <sup>62</sup>ibid.
- <sup>63</sup>ibid., November 23. 1956.
- <sup>64</sup>Ibid.
- <sup>65</sup>Ibid., February 5, 1957.
- <sup>66</sup>ibid.
- <sup>67</sup>Ibid., May 24. 1957.
- <sup>68</sup>ibid., May 23. 1958.
- <sup>69</sup>Ibid.
- <sup>70</sup>Ibid.
- <sup>71</sup>Ibid., January 18, 1958.

## Chapter VI

### PRELUDE TO ACTION 1954-1958

The framework in which the fifth president of a predominantly black college could operate in 1958 was set in 1954. The Supreme Court, over which Chief Justice Earl Warren presided, had made strong decisions that brought about sweeping social and educational changes. Injustices which ordinarily had escaped scrutiny were now open to criticism and evaluation. Black educators were free to disclose disparities in facilities, equipment, supplies, and salaries of staff and faculty. Chief officers could now openly negotiate with state officials for lasting improvements. The Court's ultimatum, which became the law of the land, authoritatively expressed the fact that blacks and other minority groups should be treated equally. The Warren Court finally became the protector of all the people in America in their rights to equal educational opportunities.

The time was ripe for the college administrator to make requests for larger appropriations for anything that could be described as operative necessities. He need not now be on "bended knees" or show the humility exhibited by early founders of black schools. He was free to boldly express himself and to demand that certain needs be met in the predominantly black institutions as in those attended by whites. During this same interval, every black institution in the South was experiencing a social and economic transition. This was particularly true of Elizabeth City State Teachers College. There

were some citizens in North Carolina, both black and white, who wished to overlook the Supreme Court ruling of 1954 and maintain the “status quo” followed prior to the ruling. Others wished to plunge ahead, regardless of personal injury, to right the educational inequities accumulated for more than a century and to accomplish it with speed, thoroughness, and formal legality. Many young blacks were saying, “We can’t wait.” “We want it now.” “We will have it now.” “We’ve waited more than three hundred years.” For once, the law was on their side.

Many black administrators concurred with this philosophy. While they did not verbally sanction the many statements and moves made by the young blacks, they pressed hard from their vantage point to secure the needed reforms which opened new vistas for all black youth. Sometimes such leaders’ aggressive pursuit of what was considered overdue support for the elimination of the gap between state contributions to black and white colleges led to attack and retribution by their superiors, and some blacks felt that their leaders were too fast and intense in their efforts. Some black citizens were afraid to accept a philosophy of this nature for fear of being branded as radicals. Many whites were intolerant and still believed in white supremacy. As a result, a tidal wave of dissidence pervaded North Carolina and to a greater or lesser degree throughout the South. One thing was sure: Southern traditions were crumbling. Reasoning and logic began to slowly replace prejudice, animosity, and ill will. Public school, state and federal officials began to make efforts to calm the tide of human misunderstanding through desegregation clinics, workshops, conferences, and meetings. Government subsidies were given to schools to aid in integrating student bodies and faculties. The scene was being set for miraculous changes. Such were the conditions at the time when the nominating committee of the board of trustees unanimously chose Walter N. Ridley to be the fifth president of Elizabeth City State Teachers College.

## Chapter VII

### ROUGH WATERS 1958-1968

Dr. Walter N. Ridley began his work as fifth president of Elizabeth City State College on September 1, 1958. He seemed eminently prepared for this position from the standpoint of family heritage, education, and experience. He was born in Newport News, Virginia, April 1, 1910, to John H. Ridley, founder of Crown Savings Bank in Newport News, and Mary Haywood Ridley, teacher. After completing the public schools in his hometown, he attended Howard University from which he received a bachelor's degree and graduated cum laude with a major in psychology. He also earned the master's degree in psychology at Howard University. In order to prepare himself to become an administrator, he studied educational administration and psychology at the University of Minnesota for two years and audio-visual education at Ohio University. In 1953, he became the first Negro to receive the Doctor of Education degree from the University of Virginia.

His possession of leadership ability was well known in Virginia and North Carolina, for he had been a professor at Virginia State College for twenty-one years. He also served as head of the department of psychology, coordinator of counseling service, and director of extension at Virginia State College, and as academic dean for one year at St. Paul's College in Lawrenceville, Virginia.

His affiliations included the National Education Association, the American Teachers Association of which he had been president, the joint NEA/ATA committee of which he was secretary;



Alpha Kappa Mu, of which he was president: the Council on L Psychological Resources in the South; the American Psychological Association; the Virginia Association of Mental Health, and the Association of University Professors. He wrote many articles. His articles were published in the NEA Journal and Virginia Journal of Science.

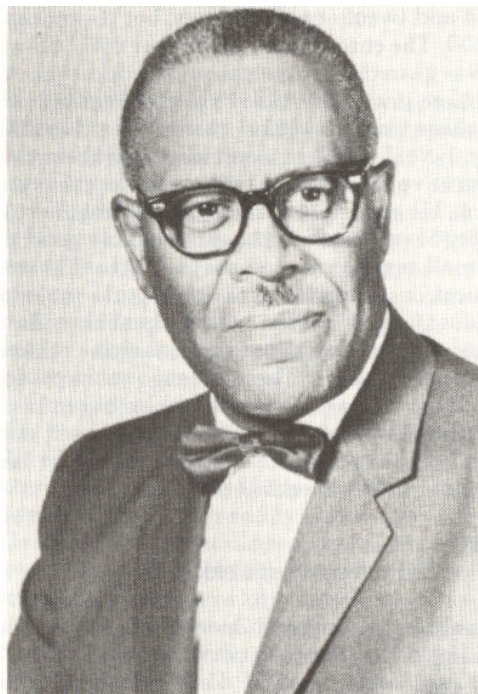
President Ridley was married to the former Henrietta Bonaparte. They had two children, Yolanda and Don LeRoy.

Dr. Ridley's ebullient spirit and his own grueling schedule motivated his faculty to plan and effect the realistic changes possible under his bold, creative, and dynamic leadership. Truly, there was never a dull moment for faculty or staff. When Dr. Ridley became president, Elizabeth City State Teachers College owned 121 acres of land and twenty-two buildings, but its appropriation was only \$495,000. The enrollment for the year 1957-58 was 422. The institution was geared only to elementary education. As the leader of the institution, it was Dr. Ridley's job to determine the direction which the college would take and steer it toward established goals. Using his analytical mind, he conferred with departmental heads and administrative personnel to talk about the assets and liabilities of the school. He expressed himself in this manner; "I feel that Elizabeth City State Teachers has a reasonably good plan— a nice plan for a small institution of perhaps 600 to 700 students. I see physical education as the best area to begin a major program in secondary education. It has the best equipment, is the best organized in its business operations and support of any other area or curriculum on the campus." The challenge to move forward was there. This strong, courageous, fearless man began planning, driving, and pushing obstacles aside with alacrity, as if every moment could not and should not be lost. A perfectionist at heart, he was admired by some and disliked by others.

#### ESTABLISHING INTERNAL STABILITY

Upon analysis, the internal operations of the college showed many weak links. For example, very few instructors had offices where classroom chores could be done or where conferences with students could be held. There were no filing cabinets for preserving records and materials for classes or departments. Departments

were in name only and without proper budget or authority to move on their own. Public relations and/or advertisement was each a task for concerned individuals with no centralized control; professional ranking was not well defined; the quarter system was still in use; the system of requisitioning had not been set up; teachers had to rely on co-workers and students for mimeographing or duplicating materials and tests. Few teachers were allowed the luxury of a secretary and, most important of all, there were very few faculty members who held doctoral degrees, a requisite necessary for ratings by the National Accreditation for Teachers Education and the Southern Association of Colleges and Secondary Schools. Student enrollment was declining in quality and quantity. An orga-



*Dr. Walter Nathaniel Ridley  
President 1958-1968*

nized system of counseling was needed to guide the types of students enrolled and to encourage them to remain in college.

Dr. Leedell W. Neyland, a graduate of New York University, became acting academic dean. In his one-year stay, he proved to be a capable assistant to the president in beginning to systematize the internal operations of the college. He helped to standardize procedures with reference to requisitions, trips, meetings, academic probation, ranking of faculty, leaves of absence, tenure, and faculty participation in budgeting within their particular areas.<sup>2</sup>

An advisory council was created. It included administrative officers, chairmen of departments, faculty, and students. It was this group that recommended to the board of trustees that there be an inauguration service held on April 26, 1959, to formally install Dr. Walter Nathaniel Ridley, fifth president of Elizabeth City State College.

Foremost on the list of activities to receive prime attention was the accreditation by the Southern Association of Colleges and Secondary Schools. In its previous evaluation an asterisk was placed beside the name of Elizabeth City State College because there was a serious need for more terminal or doctorate degrees among the faculty and a larger facility for the college library.<sup>3</sup>

Second on the list was the matter of offering non-teaching programs which would lead to the bachelor's degree. The state board of higher education approved the suggestion that other majors should be developed and submitted the college's development and submission of plans for faculty and resources for the activation of added majors. It was felt that such changes in the curricula would enhance student enrollment, stimulate more interest, support the college program, and render greater service to people in the region.<sup>4</sup>

The name, "Elizabeth City State Teachers College," implied that all graduates would become teachers. It was now felt that the word "Teachers" should be eliminated from the charter so that courses could be pursued that prepared students for fields other than teaching. This definitely indicated changes to be made in the charter and called for legislative action. Such action occurred on May 15, 1963, when House Bill 295, initiated by C. Alden Baker, was ratified and placed in Chapter 422 of the session laws of 1963. These and many more highly significant matters needed to be resolved. Dr. Ridley, who was always ready, willing, and eager to accept challenges, carried these and many other problems to his

conscientious board of trustees through chairman, J. W. Davis, who presented the problems faced at Elizabeth City State Teachers College to the entire board. They, in turn, formulated a program which they felt would improve the image of the college. This program included the following plans: (1) architectural and engineering plans for twenty years; (2) offering of majors in secondary education and retention of the vocational-technical area; (3) improvement of academic standards, including more training for faculty and higher admission standards for students; (4) augmentation of total budget for the college; (5) securing of additional structures, including a classroom building, library, cafeteria, student union building, and president's home; (6) acquisition of property surrounding the campus to the east, west and north sides of the campus; and (7) beautification of campus, (trees, shrubbery, walks, roadways, traffic control signs).

This planned program became the goal and objective, the *raison d'être* of the Ridley administration. Like a Beethoven creating a great symphony through development of simple themes into greater orchestrations, Dr. Ridley worked diligently with simple details and serious problems until one-by-one, they were either eliminated or fell into the picture envisioned by architects in their model of the institution for the next twenty years. At his suggestion, the slogan, "Where Youth and the Future Meet," was accepted by the college.

In the meantime, with assistance from the advisory council, Dr. Ridley began using facilities on hand to establish a four-year degree program. Major programs were emphasized in elementary education, English, social sciences (history or sociology concentration), industrial arts, fine arts, (music or art concentration), physical education, and sciences (biology or chemistry concentration).<sup>6</sup>

The matter of organization was always lingering in the mind of Dr. Ridley. In an effort to unify the college family and involve everyone, he appointed committees and assigned them duties for proceeding with every aspect of the broad college program. Committees were named for founders' day, commencement, freshman orientation, pre-opening conference, English proficiency, academic credit\*, discipline\*, recruitment, testing, the student union program\*, publications, study and research, teacher educa-

tion\*, curriculum, welfare, public occasions\*, assembly\*, Christmas tree lighting\*, line arts festivals\*, honors night\*, homecoming, lyceum, religious life, ushers, and campus movies\*<sup>7</sup>

Directives from the office of the president were respected by faculty and students as being of utmost importance. Delays and procrastination in carrying out an assigned duty were not tolerated. A chairman of a committee was expected to call and hold meetings within reasonable time and to submit his minutes to the office of the dean within forty-eight hours after the meeting. Recommendations were forwarded to the president by the dean, who, in turn, referred them to the advisory council. That final approval rested with the president instead of the advisory council was a debatable issue among the constituency of the advisory board. Only in one recorded instance during the decade of the existence of the advisory council did the president exercise a veto over an action of the council. However, regardless of opinions, it cannot be denied that the president did engineer an orderly plan which proved to be beneficial, because all persons working at the institution were knowledgeable about its inner operation and current happenings.

In the year 1959-60, Dr. Charles Lyons, who is now chancellor of Fayetteville State University, became the new acting dean and served as director of academic areas. His credentials indicated that he was well qualified. He had received a bachelor's degree from Shaw University, the master's and doctorate degrees from Ohio State University. It became his duty to carry out many plans already begun by the former dean, to offer new ideas and, perhaps most important, it was his responsibility to assist the president in coordinating and implementing the carefully-designed program of the previous year, including the long-range plans. The college was fortunate to have this man as dean, for he was a scholar and a zealous individual whose motivation spurred the instructional staff to action.

He continued the work started by Dean Neyland. Office spaces were provided for all faculty members by the end of the first semester of his first year. Greater stress was placed on communication skills and suggestions were offered to remedy the situation of poor

*\*Initiated during the Ridley administration.*

grammar among students and graduates, as in former years. At one point during the previous administration, discussions in faculty meetings led to having the chairman of the Department of English, Professor Edna Harris Mitchell, pass to all faculty members information on how each teacher could become an English instructor in the classroom. Nevertheless, the problem persisted. For this reason, special emphasis was placed upon remedial work. Each student who showed deficiencies in basic communication skills was required to do remedial work in the area of his deficiency. Students deficient in reading were assigned to the reading clinic directed by Dr. Ethna B. Winston, professor of English. Those who showed speech defects were placed in a speech correction class under Mrs. Helen Marshall Caldwell, speech therapist.



*Mr. McDonald Dixon  
Member of Board of Trustees  
1957/1971*

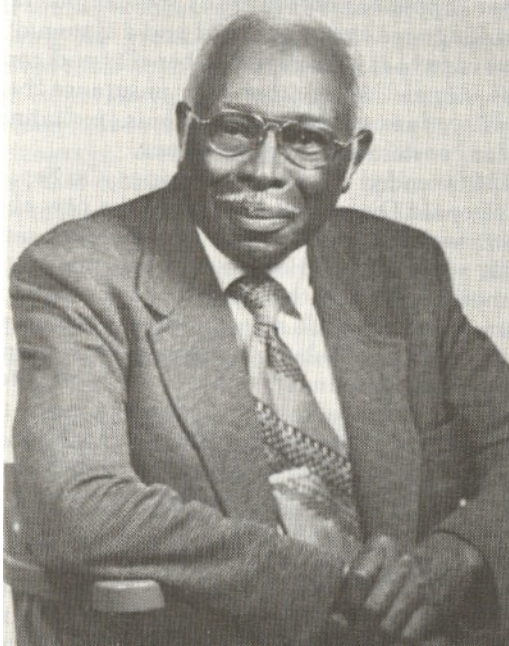
Many other problems confronted by the campus family were eradicated. Parking areas were designed and a system of fines was inaugurated to control it. Among other benefits and conveniences begun in this decade were group life insurance benefits for employees and welfare committee functions, including an adequate budget for courtesies and appreciations.

The year 1960 ended with many victories. On September 26, 1960, Mr. McDonald Dixon was selected as the new chairman of the board of trustees. Ahead of this conscientious, fair-minded man were numerous adversities of Herculean proportions. At the heart of any big program, such as the one being coordinated, was the matter of financial stability. To an astonishing degree, funds asked for were forthcoming. A scholarship loan fund had been arranged to assure an increased enrollment student with high potential, but who lacked funds for college training. This was done by the administrative committee (members delegated to act in absence of the executive committee) of the board of trustees with Martin Luther Wilson, chairman. Other members were Dr. C. B. Jones, Attorney A. Pilsten Godwin, and Mr. Roland L. Garrett. They contacted Mr. R. E. Holding of the First Citizens Bank of Smithfield, North Carolina. Funds were provided for "bright" students.<sup>8</sup> Salaries for faculty holding doctoral degrees were available. The number of faculty members holding doctorates increased from three in 1957 to fourteen in 1961. Moore Hall was ready for renovation at a cost of \$100,000; Lane Hall (the dining facility) could now be renovated at a cost of \$75,000. The total budget was now \$998,000, more than doubled, actually nearing the \$1,000,000 mark.

The policy of using proceeds from sales, leases, and rentals was recommended for special cases such as capital improvement projects or other similar purposes. Such funds would be deposited with the state treasurer in the capital improvement account as authorized under G.S. 146-40, but state officials were unwilling to accept this policy.

Still another recommendation called for "phased retirement," This would be a system which could gently replace departmental heads not holding doctorate degrees with individuals holding them. Though the policy was approved by the board of trustees, it was never implemented.<sup>9</sup>

An innovation, which required use of additional funds for its installment, was the campus-wide telephone system known as the



*Dr. Clifford B. Jones, Jr. Board of Trustee Member  
1957-1973*

“grey-line.”<sup>11</sup> Until this time, only one departmental chairman had a telephone in his office. A part of the job of students on “work-aid,” initiated in 1960, was to carry messages, by hand, from one building to another. Some of the same “work-aid” students were excellent typists who copied and filed important documents that needed to be retained within departments for their own purpose and for future references for accreditation.

Another event, singular in its effect on the future of Elizabeth City State College, was the removal of the asterisk that the Southern Association of Colleges had placed beside its name. In 1959, Dr. Harris Purks, chairman of the state board of higher education, sent former Board Chairman J. W. Davis the standards of



evaluation that would be used by the Southern Association of Colleges and Secondary Schools. The entire faculty and staff had made a self-study of the college and corrected or set deadlines for rectifying the areas criticized for weaknesses. Administrators had dealt with a series of problems such as student-teacher ratio, faculty training, basic general education, criteria for admissions, interest of faculty members in keeping informed about their respective disciplines, and other matters. Dr. Purks had earlier made it quite clear in a letter that money alone would not assure accreditation.<sup>12</sup> On December 15, 1961, a notice was received from Dr. Gordon Sweet stating that Elizabeth City State Teachers College had been unqualifiedly accredited by the Southern Association of Colleges and Secondary Schools. The name of the college would now appear on the list of accredited higher education institutions for the current year. This status was necessary for the improvement of its image. However, a warning was issued by the accrediting agency that in order to retain membership, the college had to continue its growth and improve the quality of its physical plant, student- teacher ratio, amount spent for books and library space, classroom space, guidance program, follow-up of graduates, and other relevant areas.

Many policies were adopted which shaped the future growth of the college. At one time, it was thought that acquisition of property on College Street, to the east of the campus, owned by Cyrus Aydlett, was desirable. It was later decided by the board of trustees, with the advice of Frank Turner of the state property control office, that it would be better to extend the state's holdings toward the Weeksville Road where more faculty homes could be built and the entrance to the proposed new gymnasium would be easier. Locations for a new classroom building, dormitories for men and women, cafeteria, student union building, library, and auditorium were decided upon. Upon the advice of State Property Control Officer Turner, the farm was leased. Land was purchased for future expansion of the campus. Priority was given to the construction of faculty homes and physical education facilities. Bids were soon accepted for some structures.<sup>13</sup>

In the meantime, Quonset huts, obtained from federal surplus, were acquired to alleviate overcrowded living accommodations on campus for male students. These living quarters, designated as

“West Lodge,” were located on the west end of the campus at Hoffler Lane.

For some time appeals had been made by faculty concerning appointments and separations. A direct reply from State Assistant Attorney General Ralph Moody, dictated to the president’s secretary, resolved further interrogation. The reply stated that the board of trustees had given the president the responsibility of making appointment and separations as required. The board could have appointments terminated upon presentation of sufficient reason. Appointments to continuing tenure would and must receive prior approval of the board of trustees.<sup>14</sup> Appointments, subject to the personnel acts, would not be brought to the board. They would be cleared through the state personnel department in Raleigh. The president’s responsibility was to review qualifications, set grades for the salaries, and confirm appointments.<sup>15</sup>

Another matter of significance, which was clarified for faculty and staff, was the problem of sick leave. Mr. A. Pilston Godwin, Jr., board of trustees member, was the individual who made the motion that a policy be established that no person be allowed accumulated sick leave in excess of ninety days or three months.<sup>16</sup> Discussion of the wording involved several meetings of the board of trustees. A search was made of former minutes to find the original sick leave regulations. The regulations allowed only sixty days for sick leave. A motion, made by Mr. Goodwin and seconded by Mr. Clarence Griffin, stated that it was the intention of the board of trustees that the resolution passed in last September’s meeting be substituted for the original resolution of May 1940, to include ninety working days as the total accumulated leave allowed for faculty members. This was interpreted to mean one semester. Confirmation of this policy was sent in writing to Mr. K. R. Jeffries, business manager; Mr. E. N. Smith, assistant business manager; and Mr. Lunsford Long, board of trustee member.”

During the year 1961-62 student applications declined, but there were more students entering the college ranking in the top ten percentile of their high-school classes. No specific test score for admission had been determined or set. Information was collected to determine the relationship between success on the SAT and success at Elizabeth City State College to determine an official cutoff score. Causes for the decrease in enrollment were sought. The latter

default was attributed to overcrowded dormitories and changes to four-year programs made by students enrolled in the vocational technical program. The loss in enrollment in the vocational technical program was considered a just reason for its elimination at the close of the academic year. Since the total enrollment showed 240 students more than the allotted budget called for, the college was eligible to receive money from a fund called "Reserve for Increased Enrollment." Therefore, the additional sum of \$27,668.00 was allocated to the institution for immediate use. Special credit was due to President Ridley and the board of trustees for their alertness in securing these funds.

In the meantime, the college had increased its own receipts to almost a million dollars. This was evidence that both the quality and economic conditions of black students had improved. Additional evidence came through observing students' dress, tastes, and material possessions. Automobiles flourished among the students, but female students were expected only to use their cars for weekend transportation to and from their homes. Regulations from the office of student personnel placed restrictions on vehicles owned by young women. These were probably the last years of student reticence, when rules and regulations imposed by staff were accepted without too much questioning.

In general, administrators and faculty leaders made special efforts to promote the interest of local and remote communities through the work being done on the campus in order to create a good image for the institution. They were intricately involved in efforts to structure successful programs which contributed to the rapid growth and instantaneous accomplishments so often attributed to the decade. "This is a school on the move," was a statement often made by some observers, to give full recognition of the progress being made during the Ridley administration.

### LIGHTHOUSE STUDENT CENTER

The Lighthouse program, started in the fall of 1960-61, was definitely an indication that the college was "on the move." Students had continuously requested more recreational activities and social privileges, but the facilities for such were meager. Dur-

ing the Trigg administration, a canteen was operated to provide drinks and snacks for students. During the Williams administration, the canteen was named "Pirates Den" from which drinks, snacks, and books were sold. It was housed in a part of a building (originally the laundry and smokehouse) with a rough cement floor, a space stove in the center, an exposed rough ceiling, and inadequate lighting. Dr. Ridley, realizing the inadequacy of this facility for a student center, obtained advisory and state concurrence in changing the name from "Pirates Den" to "Lighthouse." Overnight the former "Pirates Den" was transformed into an attractive structure designed for cultural activities. It included a lounge, canteen, office space with modern ceiling, lighting, floors, furniture, a kitchenette, and rest rooms. The goals of the Lighthouse program were in keeping with the role of college unions, as adopted by the College Union Association during the national conference at the University of Virginia in Charlottesville, Virginia, in April 1956. The board of trustees approved the renovation and extension of the building, according to plans developed by a committee of students, personnel staff, and Mrs. Henrietta B. Ridley, wife of the president. She formerly had planned such centers at Virginia State and St. Paul's colleges, where she had served as program director. The first Lighthouse program was initiated by Mrs. Ridley, who also organized a group of student committees and started a program based upon the National Student Union's organizational policies and procedures. The program today uses the guidelines established by Mrs. Ridley. Mrs. Ridley was and still is given credit for making a positive contribution to student living at Elizabeth City State College.

The role of the ECSC Lighthouse Center was synonymous with the CUA National Conference, namely: (1) the Lighthouse was the community center of the college for students, faculty, administrators, alumni, and guests; (2) it served as a "living room" or hearthstone to provide services, conveniences, and amenities for the campus family; (3) it served as a laboratory of citizenship for training students in social responsibilities and for leadership in our democracy; (4) it encouraged self-directed activities, giving maximum opportunity for self-realization and for growth in individual social competencies and group effectiveness; (5) it served as a unifying force in the life of the college, cultivating an enduring regard

for and loyalty to the college; and (6) it trained leaders by providing guidelines for chairmen of committees in which qualifications for leadership were discussed. Methods in group dynamics and parliamentary procedures were not only discussed but practiced in committee meetings.<sup>18</sup>

The Lighthouse Student Activities Committees were composed of student leaders who were chairmen of program committees. Program committees were organized for social dancing, forums, fine arts, games, hospitality, and exhibits. They served both educational and recreational purposes.

The Lighthouse became the center of campus activity. The facility was small. Receptions and programs were often limited to 100 persons and cards were given to the first 100 students asking for admission to events. Everyone was attired for these occasions in what was considered "Sunday's best." One's hair was groomed in accordance with one's dress. Artists and all guests were greeted by the Hospitality Committee. Without doubt, the first student center had an effective program that afforded cultural benefits to its participants.

Because of its increased activity, the Lighthouse soon outgrew its quarters. Requests for a student union building were made but were not immediately granted. Relief from the cramped facility came when the new \$600,000 G. R. Little Library was dedicated in December 1966, during the seventy-fifth Anniversary Celebration. The old library facility became the new Lighthouse College Center. This building was more spacious and could offer more services to the campus family and community. It could now be used for wedding receptions, showers, private parties, forums, and other activities by students and individuals in the community. Thus, it became the nexus for the development of good public relations between the college and the community. It also became a catalyst for projecting a better image of Elizabeth City State College, its students and faculty. Specifically speaking, on October 28-30, 1965, four students attended the College Union's Regional Conference at North Carolina State University in Raleigh and made history for their alma mater. They presented a workshop and served as co moderators. The workshop was presented by Mr. Shelly Willingham. The topic, "How to Succeed in Union Programming by Really Trying," was discussed by Miss Bettie Ashe.<sup>19</sup> The topic was

shared with the University of Virginia. Delegates Phyllis Ballance and Joan Smith joined the discussions and presented materials showing programs used at ECSU for such occasions as international week, an anniversary, forum meetings, recitals, prefounders day, and other worthwhile events.

## SEVENTY-FIFTH ANNIVERSARY

Another momentous event in the decade 1958-1968 was the celebration of the Seventy-fifth Diamond Anniversary of the founding of the Elizabeth City State College in 1891. An extensive program was arranged by the faculty, students, alumni, and board of trustees under the direction of a central committee, with Evelyn A. Johnson, chairman, and Carl Franklin, co-chairman. Activities were planned for each month of the anniversary year, beginning January 1966, and closing December 18, 1966. Some of the important features listed consecutively by months for the anniversary year are described below.

CBS-TV, with Walter Cronkite and Mike Wallace, showcased the college for "Integration in Reverse," featuring Terry Quinland, the only white student, as member of the Vikings basketball team, through the successful efforts of Dr. Carl Franklin, who served as public relations agent and first choir business manager.

The Vikings basketball team entered the all CIAA Tournament in Greensboro.

The college worship service was broadcast, featuring Reverend R. Irving Boone, college minister, and the choir.

The Choral Clinic of the North Carolina Music Teachers Association was conducted under the direction of Evelyn A. Johnson.

Wiley A. Branton, assistant to the Attorney General of the United States, was presented as Honors Night speaker.

The Gray Revue, a children's dance group, from Liberty Park School, was sponsored with George Morgan Jackson, 1962, director.

The College Players presented the play, *Craig's Wife*, under the direction of Bernard Peterson.

Robert Vaughan, professor of physical education and a candidate for Pasquotank County Board of Education, was recognized.

Jethro Pugh, defensive end tackle for the Dallas Cowboys, received his bachelor's degree.

Dr. Waiter N. Ridley, president, received a plaque for meritorious service as treasurer and past president of the American Teachers Association. He also addressed the banquet session at the merger of American Teachers Association and the National Education Association.

Mary Anne Franklin, associate professor of physical science, released "A Descriptive Report of the Pre-College Booster Program for 1965-66 at ECSC."

Dr. Rosaline Edwards, professor of education and Dr. Thelma H. Anderson, professor of psychology, were appointed as consultants for the Pasquotank School Improvement Program; and Dr. Anne M. Henderson, professor of English, as specialist in reading for Pasquotank County and Elizabeth City public schools, were honored.

Dr. Sekender A. Khan and Carol Ashe, 1966, were recognized for publishing *Extraction and Culture of Soil Anabaena*.

Md. Ashraful Alam, associate professor of chemistry, and others were recognized for their articles, "Studies on the Denaturation of Biological Micro-Molecules by Chemical Carcinogens."

Carl M. Franklin, professor of business, was recognized for his article, "On Choosing a Career." in Masonic Journal.

Dr. Herman G. Cooke, who was invited as symposium participant, was honored for his presentation. "The Chironimides," in Helsinki, Finland, summer 1967.

The new G. R. Little Library was accepted by state and federal officials.

The new classroom building was approved by state inspectors.

The month of December culminated the Seventy-Fifth Anniversary activities. Among those recognized were Bernard L. Peterson, director of drama and coordinator of a high-school drama clinic, for the Northeastern Region of the North Carolina Teacher Association; Thomas L. Caldwell, assistant professor of physical education, for serving as consultant at the Conference on Teacher Education in Health and Physical Education at the University of North Carolina at Greensboro; Leonard R. Ballou, assistant professor of music, for writing *Pasquotank Pedagogues and Politicians: Early Education Struggles*, for creating the 'Diamond Anniver-

sary March for Organ” in memory of the occasion; and Carl Franklin for the production of the Seventy-Fifth Anniversary Record Album, featuring the choir under the direction of Evelyn A. Johnson.

On Saturday, December 10, 1966, four memorable events stood out in the minds of many persons who attended them. The first was a review by the author, Reverend James A. Felton, 1947, of his book, *Fruits of Enduring Faith*. The second was a symposium, entitled “Elizabeth City State College: Retrospection, Introspection, Projection.” The speakers were Dr. Harold L. Trigg, third president, and Elaine W. Perry, vice-president, General Alumni Association, for “Retrospection”; Evelyn A. Johnson, professor of music and Jethro C. Williams, President of ECSC Student Council, for “Introspection”; and Dr. Marion D. Thorpe, assistant director, State Board of Higher Education, and Dr. Walter N. Ridley, president of the college, for “Projection.”

The third event was called “Lighting of the Greens.” The campus had been beautifully decorated and at 6:00 P.M., after a brief program of Christmas poems, songs and instrumental music, all lights were turned off at the same time throughout the campus as if the light of morning had dawned.

At 8:00 P.M. that night, a pageant commemorating the Seventy-Fifth Anniversary, entitled ‘Through the Years’: Three-Quarters Century of Challenge and Progress, was presented. This history of Elizabeth City State College was presented in narration, drama, choral speaking, song, and dance. It was written by Evelyn A. Johnson and Helen M. Caldwell. The work was divided into four parts: Part I, “The Founding”; Part II, “The Struggle for Survival”; Part III, “The Transition”; and Part IV, “The Dawn of a New Era.” The performers were faculty, staff, students, alumni, and friends of the college. Its success was due to the fine cooperation of the campus family.

On Sunday, December 11, the concert band rendered a program of excellence on the quadrangle lawn in front of Williams Hall under the direction of David W. Williams. At 8:00 P.M. of that day, the College Players, directed by Bernard L. Peterson, presented *The Little Foxes*, by Lillian Hellman, to a full audience in the Little Theatre. On the program, the site was designated as the New Little Theatre because it was a wing of the G. R. Little Library, new at that time.



## PRESENTATION AND DEDICATION OF BUILDINGS

Two buildings were dedicated during the Seventy-Fifth Anniversary celebrations, the Classroom Building and the new C. B. Little Library. Both buildings were presented by Mr. McDonald Dixon, chairman of the board of trustees, and accepted by Dr. Walter N. Ridley, president. The dedicatory statement for the *Classroom Building* was made by board of trustees member Martin Luther Wilson, 1926, of Selma, North Carolina. The "Litany of Dedication" was read by Glenwood Fisher Mitchell, a freshman honor student.

## CITATIONS

Upon recommendation of the Committee on Citations and upon assent by the college administration, citations certifying distinct achievement were awarded to the following persons at the Seventy-Fifth Anniversary Convocation held in Moore Hall Auditorium on December 11, 1966: Isaac Battle, past president. General Alumni Association, Gatesville, for contributions to the development of alumni activities and as an alumnus; Thomas S. Cooper, retired educator, Elizabeth City, for service to education in northeastern North Carolina; Dr. Herman C. Cooke, professor of biology, for research and international recognition in ecology and zoology; McDonald Dixon, chairman, board of trustees, Edenton, for abiding interest and conscientious work as board chairman; Evelyn A. Johnson, professor of music and choir director, for longevity of service and excellence of work; Reverend J. R. B. McRay, minister and alumnus, Elizabeth City, for longevity and consistency in support of college and alumni programs; and the members of the board of trustees, including John C. Bias, John W. Bond, Albert G. Byrum, Roland L. Garrett, Clarence W. Griffin, A. Pilston Godwin, Jr., Clifford B. Jones, Sr., Fred P. Markham, III, Louis T. Randolph, Mrs. W. Arthur Tripp, and Martin Luther Wilson, for their personal contributions in recent years, and in appreciation for the work of all trustees of the college during three quarters of the institution's existence.

Diamond Anniversary citations were presented to Harold L. Trigg, Ed.D., president, 939-1945; Sidney D. Williams, Ed.D.,

president, 1946-1958; and Walter N. Ridley, Ed.D., president 1958-1968.

The last activity of the year was the annual Christmas concert, featuring Antonio Vivaldi's Gloria, presented by the choir, with Evelyn A. Johnson, directing.

### FINE ARTS FESTIVALS

Among the many potent educational ventures of the decade 1958-1968 was the introduction of the Fine Arts Festival. It was voted upon by the president's council and Dr. Cora Greene Johnston, chairman of the Department of English, was responsible for its "good start." She was the first chairman of the Fine Arts Committee and served in this capacity for three years. There was no appropriation for the first festival. College resources relied upon were the campus band, choir, dance, drama and literary groups, and the Department of Art. All performers and participants worked within the limits of the themes ascribed to the festival. For the first three years, the themes were: "Perception thru the Arts," "Art as Expression," and "The Perpetuity of Art." New and different approaches were used. As the budget increased from year to year, artists were brought to the campus. Students have always been an integral part of the festival program. Senior art exhibits, drama, literary, and musical presentations have been constantly utilized. The choir, trained by Evelyn A. Johnson, performed on four occasions with the North Carolina Symphony Orchestra as a feature of Fine Arts Festivals:

In 1964, the choir sang excerpts from Elijah, by Mendelssohn, featuring Wendell J. Wilson, voice instructor.

In 1965, the choir performed The Requiem, by Faure, featuring William L. Wallace, 1965, as baritone soloist. In 1967, the choir presented The Lord Nelson Mass, by Haydn.

In 1970, Messiah, by Handel, was performed by the choir. The above choir performances were directed by Dr. Benjamin Swalin, dynamic conductor and professor of music at The University of North Carolina at Chapel Hill.



*College Band, 1963 Mr. William h. Ryder, Director*



*College Choir Concert, May 17, 1964*

## MISCELLANEOUS INNOVATIONS

The Fine Arts Festival was only one among the multitudinous activities created, improved, and given added impetus during the Ridley administration. Some became traditional. The United Christian Religious Fellowship, organized by Dr. R. Irving Boone, campus minister, is an example. It became far-reaching in its influence on the students and community. Plans formulated for the year brought to the campus eloquent speakers from far away and nearby places. Officials such as mayors, educators, school superintendents, supervisors, and lawyers of renown were presented. Followers of all religious faiths—rabbis, Catholic priests, Methodist, Baptist, and Presbyterian ministers—were also invited guests. UCRF inspired young men to train themselves for the ministry, after receiving their bachelor's degree from ECSC. This group ranked high among those extra curricular activities which motivated hundreds of students to become leaders and to plan for programs of larger dimension and to become spiritually awakened.

Homecoming was upgraded by encouraging students to build more floats for the parade and to decorate buildings and grounds. The central committee, appointed by the president, coordinated plans for this big event. Their work included arrangements for decorations, the parade, floats, trailers for float decoration, vehicles for queens, homecoming themes, hospitality, courtesies, housing (alumni stayed in private homes), meals, the president's reviewing stand on the portico of the Walson Funeral Home, visiting bands, and judges for floats. Morning coffee hours for alumni, the gala affair of the evening, and the alumni dance were under the leadership of local alumni, with Mrs. Eddie M. Howard, a staunch and true alumna, always available as hostess.

In only two years of the 1958-68 decade was there no parade. This was due to the sit-in strikes which permeated most Southern towns where black colleges were located. ECSC students, through the student council, voted that the parade be eliminated from homecoming activities on October 31, 1963. An advisory note was sent to all student organizations, stating:

On Monday, October 28, in a joint meeting of the Homecoming Committee and the Student Council, a program of activities for November 9, was decided upon and has been approved by the administration.

Each organization is asked to render assistance in creating a display (decorate an area) at strategic points on the campus. Organizations are being combined. The slogan is "Vikings! Mow the Bronchos Down..." The administration has agreed to allot a minimum of \$300.00 to combined groups for decoration

The names of organizations receiving first, second and third places will be inscribed on a plaque Criteria for judging will be the same as for floats . . . Decide upon materials ... requisitions to Mr. E. N. Smith by Tuesday, November 5, 1963 to be purchased by him.<sup>20</sup>

Lofty themes were used in those days. Such themes as "The United Nations on Parade," "Our Fifty States," "One World," "Fulfilling Our Founders' Dreams," and many others of equal worth gave rise to imagination and originality comparable to that of an established artist. The skills attained by those individuals who designed and built floats served them well in building scenes for plays in elementary, junior or senior-high schools, where most of them would work upon graduation.

#### NURSERY SCHOOL

The ECSC Nursery School began in the facility of Williams Hall, in the west wing of the second floor, where home economics had been taught for many years, and remained there from 1960 to 1967. Mrs. Rosa Lyons wife of Dean Charles Lyons, was the first director of the nursery school. Mrs. Lyons acted as the first director from 1960 to 1962. What had been the kitchen and dining room was converted into a large room which could house a limited number of children.

From 1962 to 1967, Mrs. Lillian Walker, wife of Dr. George Walker, acting academic dean, became the second director of the nursery school.

The service was needed as suggested by the state department of public instruction in order to provide observation and practice for students in educational psychology classes. The program also provided laboratory experiences for students taking courses dealing with human growth and development, children's literature, and early childhood education.

Parents, on and off campus, were pleased to find a safe place to leave their small children during their working hours. It soon

became apparent that the limited space in Williams Hall was inadequate.

For three of the five years under Mrs. Walker's directorship, there was a long waiting list of enrollees and parents awaiting the opportunity to place their children into nursery school. When this was brought to the attention of Dr. Rid Icy, he, with support of the board of trustees, secured permission from the state to move the old training-school building, known as "Anna Jones" Training School to the main campus. It was placed across from Williams Hall, on the east side of the campus, in 1967. It has remained there from that time to the present. Its name became "Ark." which is now known as Lucille McLendor Hall. Renovations were made and the newly renovated structure could accommodate a larger number of children.

In the meantime, Dr. and Mrs. Walker resigned their posts at ECSU. Mrs. Valerie Vaughan, wife of Coach Robert L. Vaughan, became the third director of the nursery school. In a conscientious and persistent manner, she has developed the school to its present status.

The length of the school day for the day care center, which is what the nursery school was considered from 1960 to 1969, was from 9:00 A.M. until 1:00 P.M. At present, the nursery school hours are from 9:00 A.M. until 12:00 P.M.

The age range for the students begins at age two and half to age five.

From 1960 to 1968, most of the toys and some equipment were bought by the college. Since 1968, most of the equipment has been purchased by the college. The nursery is well equipped at the present time for the growth and development of its pupils. It has a total pupil enrollment of ten.

#### INTERCOLLEGIATE MUSIC ASSOCIATION

The Intercollegiate Music Association was the "brain child," of Dr. F. Nathaniel Gatlin, chairman of the Department of Music at Virginia State College. In the year 1960, he began investigating the possibility of a music conference which would afford students of music in black colleges an opportunity to work together, not on a competitive basis, but for the purpose of learning and interpreting good choral and band literature. He was encouraged

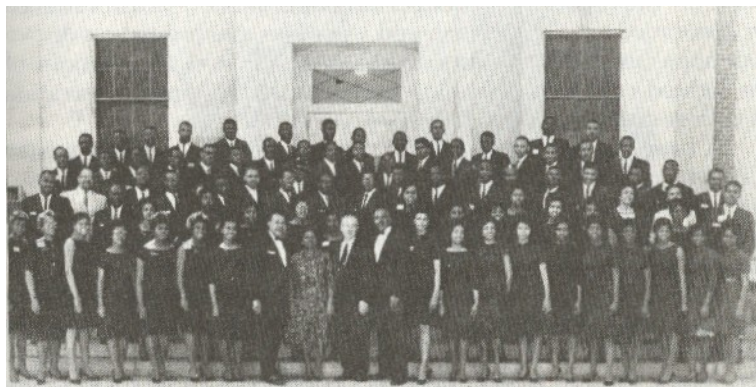
because athletics, through its organization, the Central Intercollegiate Athletic Association (CIAA) had been very successful.

With this in mind, he presented these facts to the CIAA College presidents who were present at a meeting at Hampton Institute in the fall of 1959. As a result, Elizabeth City State Teachers College became a charter member and for the first two years was the host institution for the organization.

This matter was discussed with Dr. Robert Daniel, president of Virginia State College, in the fall of 1959. He was very much impressed and suggested that Dr. Gatlin secure permission to present his plans for such an organization to the presidents of institutions affiliated with the CIAA.

The group met as scheduled at Hampton Institute during the fall. The suggestion was immediately carried out. When Dr. Gatlin outlined his plans, all presidents unanimously approved them. As a result, seven black colleges became charter members of the Intercollegiate Music Association. They were Delaware State College, Elizabeth City State Teachers College, Saint Augustine's College, Livingstone College, Virginia State College in Norfolk (Norfolk State), Virginia State College, and Virginia Union University.

The major purpose of IMA is to involve music students and faculties in a mutual concern for high standards in music at the college level. This purpose is realized during the annual conference



*Representatives at intercollegiate Music Association Conference*

at which time students and faculty share musical experiences through clinics, seminars, demonstrations, and performances. A highlight of the conference is the concert of the all-college choir and band, composed of selected students from all member colleges.

#### TRADITIONAL CANDLELIGHTING SERVICE

The candlelighting service was created by Miss Eva J. Lewis, English instructor, during the John H. Bias administration. It was used as a vesper program and was usually sponsored by the Nautilus Club, a social organization of which she was the sponsor. This impressive ceremony became an annual program and continued during the Harold L. Trigg administration. It was not until Sidney D. Williams became president that it was put in written form and recognized as a traditional ritual which officially inducted freshmen into the campus family. Edna Harris Mitchell, chairman of the Department of English, was responsible for the first written version of the ritual in which six freshmen were designated as youth in a world of darkness who received the light of knowledge from one lighted candle held by an upper classman. During the Ridley administration the ritual, as written by Professor Mitchell, was revised by Bernard L. Peterson, director of drama, so that it would be more in keeping with the thinking of the youth of the world today. He injected the idea of youth's genuine quest for the light of knowledge, although sometimes disillusioned by ignorance, poverty, crime, and war. The conclusion was drawn that hope, awareness, beauty, truth, faith, and love are symbolic of the lighted candle, a spreading flame, passed to a new generation of college students, which finally reaches around the world. A beautiful scene was beheld when the entire audience passed through an aisle of lighted candles in the Moore Hall corridor, after which time the freshmen, candles in hand, advanced to the flag pole and sang the ECSU Alma Mater, learned during freshman orientation.

An order of service was established. It included a prelude, a statement on the purpose of the service, a litany of light, music, and the ceremony of candlelighting. The revisions placed the service in permanent form to be continued as a traditional ritual for entering freshmen.



Dr. George T. Walker, Jr., director of summer school and acting academic dean, announced a new program during the summer of 1965. Graduate classes were to be offered on the campus by East Carolina College for the first time. The program offered three two-week graduate courses; the first course, "Home, School-Community Relations," under Dr. Frank Armwood, began July 1; the second course, began July 5, with Dr. J. K. Long as instructor; the third course to begin July 26, was to be announced, but it was never offered.<sup>22</sup>



*Dr. Leonard A. Slade, Jr.  
Class of 1963*

## FIRST COLLEGE RETREAT

There were numerous “firsts” during Dr. Ridley’s administration, due to his far-sightedness and the cooperative support of administrators and faculty members. They rationalized that what was tried on a large scale by richer colleges and universities could certainly be attempted on a small scale by the less prestigious institutions. Rationalization of this kind caused eleven students and ten administrators and faculty members to go to Holly Knoll, a private resort in Gloucester County, Virginia, for the first College Retreat. The purpose was to resolve some problems that had persisted for years, but had not been analyzed and solved. The matter of verbal and written communication was given first priority on the agenda, though appreciation for value systems was considered most important in developing responsible leadership and fellowship. Discussions involved reasoning and thinking-out solutions to problems. All decisions reached at the retreat were reported and finally included in the student handbook. Student President Vernon Perry, and student government members, including Evelyn Sutton, Joan Smith, Jethro Williams, Butler Sharpe, Julia Whitehurst, Eugene Thompson, Peggy Avent and Andrew Harnlett, were among the students who brought back ideas that were used to foster better learning and living. Leonard A. Slade, Jr., former student government president, Ulysses Bell, and Isaac Askew, 1965, offered constructive suggestions in planning for the ensuing year. It is significant to note that many of these students have distinguished themselves in their respective fields of endeavor and hold positions of distinction across the country. One is a field superintendent with Buchanan in Beacon, New York. Another is employed in the National Aeronautics and Space Administration. The third, who is in higher education, holds a doctorate degree and is chairman of the department of English at an accredited university.

## PRECOLLEGE BOOSTER PROGRAM

The first precollege Booster Program for high-school graduates, designed to “boost” students in communications and mathematics, was held at Elizabeth City State College from June 11 to August 15, 1965. It was directed by Mrs. Mary Ann Franklin, as-

sistant professor of physics and mathematics. More than 100 students registered for this federally funded program under the Economic Opportunity Act. According to one student, the Booster Program prepared and guided students who were academically weak for college entrance during the fall. It afforded opportunity for students to become familiar with college-level subjects and introduced to them new social and cultural activities.<sup>23</sup> It is no exaggeration to say that individuals lacking in background for college did learn to adjust and cope with new situations which prepared them for college. Proof was evident that some of the so-called “culturally deprived” students can be brought up to college level when given the opportunity and assistance to do so.

### TESTING AND ADMISSIONS STANDARDS

In order to help entering freshmen at Elizabeth City State College, the first Committee on Testing was named in 1962. Members were Dr. George H. Walker, Jr., its chairman; Mrs. T. S. Jackson, professor of education; Dr. Maude Yancey, professor of health and Mrs. Anne W. Franklin, assistant professor of physics and mathematics. They had the grave responsibility of promoting the testing program and soliciting the aid of faculty and staff.

From 1963 through 1966, under a new chairman, Mary Anne Franklin, the Committee on Testing decided on what kinds of test to give, selected them, organized the testing program, and recommended policies that were incorporated in the orientation program for freshmen. Five tests were selected: Lorge, Thorndike Intelligence Test School and College Ability Test (Verbal and Quantitative), Cooperative English Test (Measure of English Expression, Reading Comprehension, Vocabulary, Level of Comprehension and Speed of Comprehension), Science Research Associates (Nonverbal Intelligence Test) and the College Entrance Examination Board Scholastic Aptitude Test (‘SAT), which was designed to measure students’ ability and readiness to undertake at college- level work and basic skills and abilities that the students bring to their academic work, with emphasis on reasoning rather than rote memory.

Most departments were already giving tests pertinent to specific aptitudes and skills in the various disciplines. The commit-

tee encouraged the use of the tests above. The program was organized so that test groups would have one administrator and one proctor. Student groups were brought to the testing room by a junior counselor who acted as monitor and messenger.

The program provided information pertinent to making predictions as to student success in college pursuits, weaknesses that could be overcome by improved instruction, methodology and techniques. and improving requirements for students with specific disadvantages caused by environmental lag in the area of communication skills.<sup>24</sup> The committee clarified the fallacy that a low score on a particular standardized test automatically excludes the student from academic pursuits. As a result of a study of ECSC student performance on standardized tests, the SAT score was set at 600 with the idea that each year the total points would be increased by 25 until the composite score for admission reached 000. It was thought that entering freshmen would improve in quality in proportion to the increase in scores. This principle became an important factor in admission to the college, but minimum SAT- composite scores were never rigidly enforced for entering freshmen. In fact, SAT scores were practically ignored as a significant factor for evaluating freshmen for admissions in the 1970s.

## ROUGH WATERS

Progress cannot always be measured by what meets the eye on the surface. Successful endeavors, encompassing large numbers of persons, depend upon “togetherness” and accord of the people involved. In spite of physical growth and expansion of curricula, as is often the case, the phenomenal successes of the Ridley administration were accompanied by great dissension on and off campus. Rumors and discrediting statements were leveled at the administration; unpredictable situations occurred in which personal hostilities were displayed against the president; students were affected by the campus mood. While some thought the president was moving too fast and that he was too demanding and exacting, others thought that the methods he used in changing the traditional operations of the college were most unorthodox. Unfavorable criticisms were sent in writing to the hoard of trustees, the state board of higher education, the governor, and to daily newspapers. It was

quite obvious that efforts were being made to discredit the tremendous labor and achievements of Dr. Ridley. While it is not unusual to find that a leader often becomes a target for adverse criticism, it is ironical to note that the severest criticisms were aimed at the activities which distinguished the era as one of progress: the reception for freshmen students, the Holly Knoll Retreat, and the standards set up for graduation in reference to National Teacher's Examination scores. Accusations of the administration that appeared in the Daily Advance, a local newspaper, were defended by Dr. Ridley in an article of great perception. Factions of the alumni, faculty, staff, and students reacted to this "unheard" of move. Those who disagreed saw this act as audacious and not in good taste; while those who agreed that an answer was appropriate felt that he was an American citizen and had the constitutional right to defend himself.

In spite of these bad situations which continued to haunt the administration, the school's progress was not deterred. In the last full year of Dr. Ridley's tenure, bids were let for the new cafeteria and two dormitories. Property on Hoffler Lane was bought. The composite SAT score was raised to 625 with provision that it be raised 100 points in four years to improve the quality of entering freshmen. Regulations on rank, salary, and tenure were also approved. 25 The usual pace for working was continued throughout these trying days.

However, time always plays its part in providing the logic needed to make a decision. On January 8, 1968, Dr. Walter Ridley, after reflecting upon his work in developing Elizabeth City State Teachers College while serving as fifth president, wrote a letter to the board of trustees stating:

I have reached the decision that it will be in my best interests to change my employment to a post with less demanding requirements. I, therefore, tender to the Board of Trustees my resignation as President of Elizabeth City State.<sup>25</sup>

Dr. Ridley is missed, but his work is being appreciated more and more by both former supporters and opponents. It is true that "you don't miss your water until your well runs dry."

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## Chapter VIII

### MEETING THE CHALLENGES OF A NEW DAY 1968- 1974

The committee chosen by the board of trustees to select the sixth president of Elizabeth City State College was chaired by Trustee Maceo Sloan. The committee was charged to keep before them the importance of “past high purposes of college responsibility to students, community, state, and nation.” After interviewing and reviewing the credentials of all qualified candidates, they appointed Marion Dennis Thorpe, vice-president of Central State University in Wilberforce, Ohio, to become the sixth president of Elizabeth City State College and to take office on July 1, 1968. The offer was accepted by Dr. Thorpe. Before taking office he was invited to visit the campus and meet with the board of trustees on June 25, 1968, where he made his speech of acceptance in which he stated: “I will enter this work with humility but with vigor and loyalty to move forward in these trying times.”<sup>2</sup>

On July 1, 1968, Dr. Marion Dennis Thorpe, at age thirty-six, officially assumed the position of sixth president of Elizabeth City State College. He was one of the youngest presidents of a four-year college in America.

Dr. Thorpe was born in Durham, North Carolina, September 25, 1932, to Ulysses and Minnie B. Thorpe. His early education was received in the elementary, junior-high and secondary schools of Durham, North Carolina. He enrolled at North Carolina

College in Durham in 1950 but left in 1952 to serve in the United States Air Force Band, where he was military drum major from June 1952, to June 1956. In 1958, he re-enrolled at North Carolina College, concentrating in psychology and education. He graduated in June 1958, with both bachelor's and master's degrees in psychology. He immediately enrolled at Michigan State University in September 1958, where in 1961, he was graduated with the Ph.D. degree in administrative and educational services. In order to prepare himself for executive positions, he did post graduate study at the United States Merchant Marine Academy and the United States Department of Defense Staff College, Battle Creek, Michigan.

Dr. Thorpe's experiences were numerous and varied. While studying at Michigan State University, he was graduate assistant and assistant instructor in educational psychology from 1959 to 1961. He was first an assistant professor, and later, an associate professor of psychology at North Carolina College in Durham, 1961-1965. He served the United States Department of Labor as a national assistant and director of Neighborhood Youth Corps, from April 1965 to September 1966, and also was a national leader of the Job Development Task Force until September 1966.

In 1967, he became assistant director of the North Carolina State Board of Higher Education. He was vice-president of Central State University, Wilberforce, Ohio, from September 1967 through June 30, 1968.

Dr. Thorpe's list of publications was extensive and of interest, particularly those pertinent to publicly-supported, traditionally black colleges in North Carolina. Among them were the following reports: "Desegregation of North Carolina Colleges and Universities," fall 1966; "Significant Contributions to the North Carolina Board of Higher Education Newsletter," 1967; "North Carolina Board of Higher Education Biennial Reports, 1965-1967"; "North Carolina Board of Higher Education Interim Report and Recommendations," 1967 (joint publication), and "One State's Program for Traditionally Negro Colleges," 1967.

Dr. Thorpe had held membership in many civic, fraternal, and religious organizations. Among these were the Durham Planning Council, 1962; Trustee, White Rock Baptist Church, Durham, North Carolina, 1961; Durham Committee on Negro Affairs,



1961; National Omega Psi Phi Fraternity Committee, 1962; Project, Wilberforce, Ohio, 1967; member, Martin Luther King Scholarship Committee of the Woodrow Wilson Foundation; division chairman, United Fund, 1969; North Carolina Articulation Committee on College Transfer Students, Junior and Senior Colleges, 1969; Southern Regional Education Board, 1969; member, Human Relations Council, Elizabeth City, North Carolina, 1970; and president-elect, North Carolina Association of Colleges and Universities; 1971; and National Committee on Dyslexia and Related Reading Disorders, 1968-69.

The honors bestowed upon him were numerous. He was chosen as an honorary member of the Officers Club, United States Merchant Marine Academy; Honorary Citizen, Hazard, Kentucky, and member of Psi Chi National Psychology Honorary Society. He was also a member of the Alpha Kappa Mu National Honor Society, 1957, a White House Fellow, through which he was invited to participate in the regional finals. He was elected to Who's Who in American College and University Administration, Who's Who in American Education, and "Today's Outstanding North Carolina Citizen," March 1, 1968.

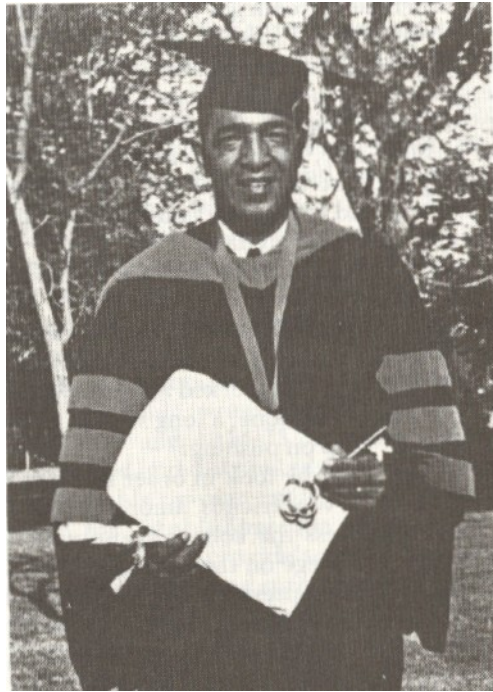
The decision to come to Elizabeth City was made by Dr. Thorpe after contemplation of the needs of Elizabeth City State College in comparison with other similar colleges. As the first black assistant director of the state board of higher education, he seemed to be aware of the needs of black colleges in North Carolina. The opportunity to head one of these institutions was a challenge. He saw this as a chance to continue the labors of his predecessors and to make an impression in education in the state of his birth.

Dr. Thorpe brought with him to Elizabeth City, his wife, Lula Glenn Thorpe, and his two children, Pamela and Marion Dennis. Many alumni, faculty members, students, and friends were elated over the selection of this young man, for they felt that he could relate to today's youth. He and his family were received with warmth by the campus family. To officially welcome the Thorpes, a program and reception were held in the Lighthouse Student Union Building (presently the administration building) at which time faculty, students, and townsmen pledged their support to help him carry out a program for educational growth at the college.

Dr. Thorpe's inauguration took place on Saturday, April 26, 1969. Seventy-six colleges and universities paid tribute to this young educator through participation in the procession to honor him on this occasion.

### FACING THE NEW DAY

In the year 1968, Elizabeth City State College was undergoing a serious crisis which again threatened its survival. The new president began his term of service with Problems too great and important to go unmentioned. Budgets were frozen; there was a shortage of staff, instructors, and administrators. About the latter, Dr. Thorpe state& "I have often marveled at my predecessor's ability to get the business of this school accomplished while being so shorthanded in terms of staff, faculty, facilities, and equipment. " Other deterring situations presented themselves. The associate director of student personnel, (formerly dean of women), Mrs. Rae Williams, was on leave studying in Sweden; the director of student personnel, Mr. Charles Penrose, (formerly dean of men) was new; the registrar had resigned and no preparation was being made for oncoming registration in the fall. Thomas E. Carter had been acting academic dean for one year, replacing Dr. William E. Anderson, the deceased dean, but he was leaving to study; the business manager was resigning; there was no counselor with formal training, there was no placement bureau, and, lastly, the students at Elizabeth City State College, like others in the State, were in a revolutionary frame of mind, at least, in thought. Added to these discouraging matters was that of straightening out the matter of reversion of money at the college to the state treasury, a state of affairs that had existed over a period of years. Dr. Thorpe, in an effort to get the facts, asked that Edward N. Smith, assistant business manager, with Alexander Davis, new business manager, and delegates from the board of trustees to accompany him to Raleigh, North Carolina to meet with the state budget director in order to save \$89,000 in fees collected from enrolled students. The simple and correct procedure for separating auxiliary services from the educational and general budget was outlined by the state budget director and explained to the board of



*Marion Dennis Thorpe  
Inauguration as Sixth President  
April 26, 1969*

trustees by Edward N. Smith. The findings were put into operation through a motion by trustee.<sup>4</sup> It was revealed that all institutions had been instructed six years prior to this time to separate their auxiliary budget from the regular budget. This had not been done. No such line item had been set up in the Elizabeth City State College budget.<sup>5</sup> To make bad matters worse, the last general assembly had appropriated no money for operating the data processing center. Three persons were assigned to do the work manually.

This gloomy picture was discouraging and the inevitable question continued to present itself: "Would this school survive?" It was commonly known that there was much duplication of academic

programs at other public colleges in North Carolina and the College of The Albemarle in Elizabeth City. There was talk that the College of The Albemarle and Elizabeth City State College would have to merge and Elizabeth City State College would lose its identity. The institution would not survive; it was assumed by many.

On the positive side, the enrollment had increased; there was firm support by a cadre of dedicated faculty members. An international and integrated faculty and student body were necessary as justifiable, statistical, survival data.

Dr. Thorpe accepted these conditions, not as problems, but as challenges. He knew that it would take time to completely eradicate the numerous difficult situations. He decided to take them, so to speak, in his stride, working as fast as possible but with faith in the people with whom he had worked and was working now. There was much homework to be done, a long way to go ahead. He urged staff and faculty to “keep on pushing.”

One of the first steps he took in order to proceed through this financial crisis and to win friends among faculty, students, and townsmen was to address the college community and friends of Elizabeth City State College on the subject of “Changing Times.” Leroy J. Douglas, 1969, president of the Student Government Association, presided and Thomas E. Carter, acting dean, made the introduction. Dr. Thorpe, in this speech, attempted to set the pace and goals for his administration. He declared:

...it is my personal challenge to make certain that we are able to make contrast between the intelligible and the unintelligible, between the sensible, and the unsensible. . . to make sure that things are kept in a sensible, cooperative flux; a state of becoming.<sup>6</sup>

inherent in this statement, “a state of becoming,” was the implication for fantastic growth of the institution.

The need for hard work on the part of the staff and faculty of the Thorpe administration was obvious. Problems which have already been enumerated were attacked. Dr. Thorpe appealed to the state board of higher education, the coordinating agency where he had been formerly employed, for assistance. Help was provided in terms of additional staff and administrative assistance. For example, an administrator to assist the president, an administrative secretary to work with the board of trustees and in the office of the

president, and a director of counseling and testing were requested. These requests were granted. The three assistants named to these positions were Mr. Thomas E. Carter, Mrs. Alma M. Newby, and Mrs. Gladys C. Reed.

To fill the vacancy left by Mr. Taylor E. Jones, former registrar, Dr. Thorpe was able to secure Mr. Jeff E. Smith, a principal in the Durham City Schools and an alumnus who had graduated with high honor' in the class of '42. Mr. Smith, who resigned in 1974 and became director of the institute on Desegregation and associate director of the Office for Research, Evaluation and Planning at North Carolina Central University, was the first director of the newly titled Office of Recruitment, Admissions, Registration, Records, and Veterans Affairs. He is remembered for his contributions to the improvement of many administrative and academic areas, compiling and editing the catalogs for 1969-1971 and 1974-75, as well as for the rapidity with which he produced and distributed accurate research and statistical reports during his six-year tenure at his alma mater. He is also remembered for establishing the Hugh Cale Memorial Scholarship Fund in 1973 to provide scholarships to attract new students with superior abilities and special talents to Elizabeth City State University. This fund is still operated under his leadership.

It was necessary to see to it that the self-study group got off to a good start because the visitation team of the Southern Association of Colleges and Schools was due in February 1971. One thing was clear: The Southern Association of Colleges and Schools would state that Elizabeth City State College needed more faculty members with doctoral degrees. Salaries were inadequate for hiring such persons. A grant of \$11,000 was received from the Southern Education Foundation to support the SACS self-study. Salaries for the director and secretaries were to be paid from this fund.

In order to understand the work being done by the faculty in the various departments, Dr. Thorpe invited all departmental heads to come to the meetings of the board of trustees to describe the positive and negative factors in connection with their work. A few examples of their statements follow:

Dr. Anne Henderson, chairman of the Department of Modern Languages, discussed the needs for additional speech and foreign language instructors, a learning center in language arts, a workshop, and an in-service program.

Dr. Louise Sutton, chairman of the Department of Physical Sciences and Mathematics, explained the need for a full-time mathematics instructor to replace Mr. Thomas Carter who was acting academic dean, but was, at that time, assistant to the president.

Dr. Edna L. Davis, chairman of the Department of Music, discussed music performances by the choir, choral ensemble, and the 100-piece marching band in conjunction with the Public Occasions Council, of which she was also chairman. All of these components worked for the improvement of college community relations. A seminar was held at the Wachovia Bank. Reverend H. Irving Boone, college minister, served as moderator, Board member Markham attended and attested to its success. The band had played for Governor Scott's inaugural parade on January 3, 1969, and the choir had furnished music for the dedication of the new Wachovia Bank on Main Street in Elizabeth City on December 1, 1968.

Dr. Herman Cooke, acting chairman of the Department of Biology, spoke of his research in ecology, ichthyology, and taxonomy. A number of field trips and courses had been added to his department. Students were being groomed to become laboratory technicians and were taking premedical courses. He stated a need for controlled temperature rooms, compound for fresh water, and a greenhouse.

Dr. Rosaline E. Edwards, chairman of the Teacher Education Program and the Department of Education, presented to the president and trustee members a folder containing data on professional training. She stated that her department had approval for three years by the initial visitation committee and had been given recommendations for improvement. She stated that departments involving teacher-training efforts should assist with the implementation of all recommendations. Several counties permitted use of their schools for observation and practice teaching. Some discussion of National Teacher Examinations led to the statement that Wilbert Hawkins, graduate of Brawley High School (Board Member John C. Bias, principal) had made a score of 1250.8 This was a rare achievement for most graduates.

Mr. James A. Creech, chairman of the Department of Business Education, third largest of all departments, reported that courses in this major field involved skills in typing and shorthand, accounting, marketing, comprehensive business, and basic business, yet

only four instructors were employed in the department. Board members questioned data processing as a part of the department. Dr. Vincent deGregorio, chairman of the Department of Art, discussed the progress that had been made in his department. Black Art had been added and plans were in process to offer the Bachelor of Fine Arts degree to individuals wishing to prepare themselves to become professional painters, sculptors, and commercial artists for television employment. Exhibits at Holiday Inn, Wachovia Bank, Grants, and Winn-Dixie in Elizabeth City were firsts in the history of Elizabeth City State University.<sup>9</sup>

These informal talks by “captains” in charge of the academics inspired and encouraged the new president. The foremost question in his mind seemed to have been: “Where could funds be obtained to develop the ideas expressed by the heads of departments?” in the meantime, the name Elizabeth City State College was changed to Elizabeth City State University, effective as of July 1, 1969, through Chapter 801 of the 1969 Session Laws, which was ratified June 11, 1969. Elizabeth City State University became a constituent university controlled by the board of governors the policy-making body for the state system of higher education comprising institutions offering public, general baccalaureate, comprehensive, specialized research, and doctoral programs. The president had thrust upon him new challenges to meet the demands for Elizabeth City State University as stated in the 1969 General Statutes for North Carolina,<sup>10</sup> but the threat of insufficient funding was still before him. He made an appeal for funds from the state board of higher education and also appeared before the legislature. He received \$58,000, though he asked for more. Upon review of the financial situation, during the early 1960s, it was evident that the college had been the recipient of grants from federal and private organizations. A student work-aid program and the National Defense Student Loan had been previously inaugurated. Mrs. Alma Newby, secretary to the president was in charge of the program in addition to her many duties in the office of the president.

A running account of activities in the Department of Physical Sciences and Mathematics, headed by Dr. Louise N. Sutton, showed that this department had consistently received federal grants, beginning May 1, 1963, when Dr. T. Abraham Wei, professor of

chemistry, received \$1,500 for instructional scientific equipment. Aware that federal funds were available, faculty and staff members were encouraged to meet the requirements for procurement of such funds, Mrs. Maxine B. Andrews was employed as the first coordinator of federal programs. She began her work July 1, 1969, and disseminated information to all faculty members, not only through literature from federal agencies, but also from handbooks and program notes which she prepared for campus personnel to aid them in using available federal funds according to federal guidelines. By July 1, 1970, the first anniversary of the Office of Federal Programs, the following activities had been conducted with funds provided under Title III of the Higher Education Act of 1965:

1. Adminjsrv improvements had been implemented through a cooperative arrangement with East Carolina University to provide consultative services to Elizabeth City State University for the development of the offices of admissions business, research, records, and several departments of instruction.
2. Four administrators attended workshops in Los Angeles, California; Gainesville Florida; and New Orleans, Louisiana.
3. Funds were provided for acquisition and rental of vital duplicating equipment and to support travel for development officers to visit industries, foundations, alumni chapters, the cooperative development program workshops, and meetings.
4. Funds were given 305 students and 21 faculty advisors to go to theater-dinner parties, seminars, concerts, and conferences in Norfolk, Raleigh, New York, Washington (D.C.), Manteo, Williamsburg and Chicago. A portion of the funds also supported the concerts of Duke Ellington and the Feldman String Quartet for lyceum programs.”

For the fiscal year 1970, the following programs were activated:

- I. The Five-College Curriculum Program, coordinated by



- St. Augustine's College, with eight teachers, one assistant counselor-recruiter, one assistant director- counselor, a director, and 100 freshman students, with instructional emphasis on the utilization of innovative curriculum materials and techniques geared to the curriculum to alleviate student attrition rates.
2. The Elizabeth City State University-East Carolina University cooperative arrangement was continued.
  3. The College Placement Consortium assisted Elizabeth City State University in expanding its facilities and services. Johnson C. Smith coordinated the consortium's activities for this region. Elizabeth City State University was host for Region III on October 16, 1970.
  4. The National Teaching Fellows and Visiting Professors program provided six additional teachers on the faculty.

An analysis was made of federal fund allocations by the Federal Interagency Committee on Education. It was reported that black colleges received only 3 percent of the total allocation of federal funds, which was small in comparison with the support of the federal government grants to the large white institutions. The Federal Interagency Committee on Education made strong recommendations to alleviate these inequities. In 1970, through the cooperative efforts of the National Association for Equal Opportunities in Higher Education, it was reported that federal funds to support black colleges were increased by \$25 million. These funds were designated to be used for work-study, developing institutions, interest and subsidies, and construction loans. It should be noted here with pride that Dr. Thorpe, who served as chairman of the National Association for Equal Opportunities Research and Publication Committee, was among the members who visited Washington to urge the administration to redirect more of its funds to support the education of the black youth of America.<sup>11</sup> The successful NAEO efforts helped to open the door for Elizabeth City State University to get what seemed to be "a lion's share" of the new budget, which was sent to Congress to aid low-income, undergraduate students and black institutions. The year 1970-71 found faculty and administrators writing proposals to secure funds to advance and enhance the quality of

teaching and learning at Elizabeth City State University. During this time, twenty-six proposals were written by nineteen different faculty members. Fourteen of the projects were immediately funded; nine were listed as pending but were eventually funded. Only three were not funded. The “green light” for growth had appeared.

The Department of Physical Sciences and Mathematics was persistent in its pursuance of federal aid for equipment. For the year 1971, the amount received was \$716. For the year 1974-75, the grant received by Mr. James Swimpson, coordinator of federal programs was \$13,000. This department has also received large substantial grants for summer institutes, conducted cooperatively with East Carolina University and held on the two campuses in alternate years. Dr. F. E. Mattheis, East Carolina University, and Dr. Louise N. Sutton, Elizabeth City State University, have served alternately as director and co-director since 1971-72. They received a grand total in grants amounting to \$227,013 from 1971-72 through 1974-75 to improve teachers of biology, life science, mathematics, and physical sciences.

The Department of Physical Sciences and Mathematics was not the only recipient of external funds. Concurrently, a “catch up fund” was provided by the state for the improvement of instruction in all departments. In the fall of 1968, the Basic Education and Enrichment Program, a state-funded program, was begun under the direction of Mrs. Naomi Morgan of Winston-Salem. This program was designed to provide remedial and enrichment learning opportunities for disadvantaged students. Mrs. Morgan had formerly guided a pilot program involving 631 public school children in Durham, with tutorial services rendered by students of North Carolina Central University, Duke University, and The University of North Carolina. The Elizabeth City State College program started with 328 freshmen, 30 tutors, an assistant coordinator, counselor-tutor trainers and, a secretary. All staff members were responsible to the director and the dean. In this manner, the work of the Basic Education and Enrichment Program became a legitimate part of the total instructional program. During the second semester, 30 upperclassmen were referred to the program for assistance. The Basic Education and Enrichment Program was also known as the peer-tutor counselor program. Superior students in the sophomore, junior, and senior classes served as tutors to incoming freshmen for the entire year. Professional instructors trained

the tutors in the “how” and “why” of counseling and tutoring. Students entering Elizabeth City State University whose entrance test scores reflected low achievement, who were deficient in communicative skills, or lacked previous academic cultural experiences were provided opportunities for a variety of academic experiences. Assistance was given in reading, English, mathematics, and with becoming more familiar with standardized test procedures. Travel to places of interest facilitated growth in these under achievers. The Basic Education and Enrichment Program offered supportive instruction to the Departments of Education, Mathematics, Modern Languages, and others, During the summer of 1970, Dr. Ernest A. Finney, summer school director, in cooperation with the committee on admissions, initiated a non-credit intensive program during the last regular nine-week summer Session. This project was known as the Summer Opportunity Program. It was staffed by the Basic Education and Enrichment Program faculty. Mrs. Morgan was called upon to structure it for the purpose of preparing students whose SAT- composite scores were below the minimum of 725 required for unconditional admission to Elizabeth City State University. At the end of the fifth week, all students in the program were required to take the SAT again. ALL students who raised their scores to the required minimum and/or passed their courses with a “C” average were automatically admitted. This effort proved fruitful in increasing student enrollment.

In the spring of 1969, the North Carolina Department of Administration and the Southern Regional Education Board initiated a program designed to increase the number of opportunities for students to acquire internship experiences. In an effort to provide manpower assistance for meeting community needs, off-campus work opportunities were made available during the year 1970-71 to students for the first time.<sup>3</sup>

Title I of the Economic Opportunity Act of 1964, which was created to help young people secure work, education and training, gave support to the state’s pilot program. Efforts were made to meet the guidelines established for work with public and non-profit private agencies, which would not impair existing service contracts, for fifteen hours per week during periods in which classes were in session.

Agencies had to be found that met the stipulations of the state

and federal governments, The United States Coast Guard facility was found to be an ideal agency for students to work. After many joint meetings of the United States Coast Guard authorities with the ECSU faculty and staff, fifteen students with majors in business administration were given job opportunities and internships in accounting, auditing, bookkeeping, typing, stenographic practice, and computer application.

The public schools of Pasquotank County extended their services to Elizabeth City State University. Again, faculty, students, and the board of education met and developed a work-study aid program which was approved and began operating on October 15, 1971, Through the Economic Improvement Council of Pasquotank County, off campus work was made available for students at the Pasquotank Child Development Center, in the Office of the Economic Improvement Council, and at the Emergency Food and Medical Centers. Students had opportunities through the Community Action Program to relate effectively to the needs of the total community.

Another project of significance, carried out by the Basic Education and Enrichment Program, was the "United Voters Movement" of Bertie County and the Bertie County Board of Educators. Bertie County citizens were concerned about the fact that so many high-school black graduates were achieving such low scores on the Scholastic Aptitude Test (SAT).<sup>14</sup> Representatives of these concerned citizens wrote a proposal requesting tutorial aid from the institution for their black students. The proposal was funded and Elizabeth City State University was called upon to furnish persons capable of tutoring their youth. The senior class members were paid for their services.

On July 1, 1972, Elizabeth City State University was made one of the sixteen senior institutions of The University of North Carolina. President Thorpe became its first chancellor, He now found even greater challenges confronting him. New assessments had to be made of the total institution in order for it to become a university, not only in name but in fact. Much planning for academic and physical improvement was needed. Realizing the importance of adding special programs to the curriculum, he had already appointed a committee of faculty and students to study and

evaluate the many special activities that were assumed to play an important role in the development of the educational programs for reaccreditation by the Southern Association of Colleges and Schools. The committees reviewed activities engaged in from 1966 through 1972. The findings revealed that most of the special activities, funded under a grant from Title III of the Higher Education Act of 1965, were designed to improve prospective college students interested in teaching in elementary and secondary schools. At the same time, these activities augmented the training of in-service teachers and adults in technical/vocational areas through workshops, extension courses, and institutes of various kinds. The committee felt that since the special activities provided for students contributed toward the total development of the individual, the local community, and northeastern North Carolina, they should be continued and expanded.

The conimittee also placed added emphasis upon research and recommended the establishment of a definite policy toward independent research among faculty and students in the various disciplines and interdisciplinary areas.

#### DIVISION OF SPECIAL STUDIES AND PROGRAMS

Implementation of many of the suggestions from the Special Activities Committee was realized when the administration created the Division of Special Studies and Progranis under the dynamic and innovative leadership of Dr. Benjamin F. Speller, Jr., assistant academic dean for special programs. As the division director, this young scholar had demonstrated his accuracy, analytical thinking, and thoroughness in directing the institutional self-study for accreditation by the Southern Association of Colleges and Schools. Under his guidance, these programs, steadily growing in numbers, offered instructional services outside and beyond the work of the ten departments. Among the components of these programs were the following: Senior Seminar, an interdisciplinary approach to societal issues such as family planning, personal insurance, banking, investments, credit, and job analysis; Inde pen- dent Study for selected students who could benefit from study and research relating to interdisciplinary studies; Humanities, a course

designed to help students to apply aesthetic values in all of the humanities; Service-learning Internship, a semester practicum in human and community development where students are assigned to service-oriented agencies as full-time volunteers in projects with intent to eliminate poverty-related problems with joint supervision by campus and community agencies; Continuing Education, offerings including noncredit seminars, workshops, institutes, and short courses; and Adult Education Center, providing preservice and in-service teacher training in adult education for northeastern North Carolina in cooperation with the North Carolina Department of Community Colleges and the Southern Regional Education Board.

The experimental learning programs of the Division of Special Studies and Programs were as follows:

1. Cooperative Education, in which a student engages in a variety of activities of his choice such as journalism, teaching, law, social work, computer programming, the sciences, and all areas of business and may be employed for a semester in off-campus work.
2. University-Year-For-Action, a new innovative program which allows college students to receive a cost-of-living stipend and earn academic credit while living and working in disadvantaged communities.
3. Five-College Curriculum, which purports to decrease the rate of student dropouts. New methods are sought to interest students in a curriculum that stresses English for expression, quantitative and analytical thinking; natural, physical and social sciences; mathematics; biology; the nature and change of social institutions; and renders counseling services to its constituents.
4. Environmental Studies and Geology provide for interdepartmental offerings in environmental science, geology, and environmental education and are funded by the National Science Foundation, as a result of a proposal written by Dr. Maurice G. Powers, Department of Physical Sciences and Mathematics. This program offers a new concentration in geology for students majoring in biology, chemistry, social science, and mathematics. The program is under the jurisdiction of the Department of Physical Science and mathematics, chaired by Dr. Louise N. Sutton.

5. Special Services. The area of Special Services was begun in 1971. Mr. Joseph Dempsey, former principal of Perquimans County Union School in Winfall, is its director. The program gives assistance to entering freshmen who do not meet admission requirements and who, as students from low-income families, are economically disadvantaged. It includes a reading laboratory, tutoring, and assistance in planning careers and finding jobs for participating members. Through these services, freshmen are able to correct individual deficiencies in reading abilities and communication skills.

In the year 1973-74, Special Services and Upward Bound became known as the "Duo Program," with Mr. Dempsey, director, and Mrs. Addie Midgett, coordinator.

#### OTHER ACADEMIC DEVELOPMENTS

According to the report of accomplishments for the year 1971-74 from the Office of Institutional Research, multitudinous developments occurred in the academics. Book additions increased because of the support by Title III of \$16,226; the student-faculty ratio was improved; new majors were added, including business management and administration, geology, history, political science and government and sociology.

To provide a broader, balanced, and comprehensive academic program to meet the various interests, needs, and aspirations of the student body, the curriculum was expanded to include new majors, minors, and concentrations. The number of majors in which a student could select a degree program was increased from twenty-one in 1972-73 to twenty-six in 1973-74. In 1974-75, a student could select a degree program in eighteen teaching and nine non-teaching disciplines. A student could also select minors and/or concentrations from forty-one academic areas. In 1974, the ten departments of instruction offered academic programs leading to the degree of Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Education.

The Bachelor of Arts degree is awarded in the non-teaching of English, History, Political Science, Social Sciences, Sociology, and Sociology and Pre-social Work.

The Bachelor of Science degree is awarded in teaching Art, Biology, Business, English, Health and Physical Education, Industrial Arts, Music, Chemistry, Mathematics, Social Sciences, and in non-teaching of Biology, Business Administration, Chemistry, and Mathematics.

The Bachelor of Science in Education degree is awarded in Early Childhood Education (kindergarten through grade three) and in Intermediate Education (grades four through nine).

The General Education Program was revised under the initiative of Jeff E. Smith and Benjamin F. Speller to provide new freshmen and new transfer students with a more flexible program with optional choices. The expanded program is composed of a group of coordinated and interrelated courses to provide each student with fundamental knowledge and skills and a broad cultural education. It consists of a body of knowledge commonly designated as liberal arts, designed to prepare students to assume responsibility for meeting their own as well as society's needs and to become more alert, cultivated, and rational individuals. In fact, the term "general education," as applied to this revised and enlarged program, implies that a commonality of experiences exists in the total curriculum to (1) increase students' interests and abilities to communicate ideas clearly; (2) develop their sense of historical perspective in concerns with themselves as individuals and as members of society; (3) give them an in-depth understanding of the contributions of the humanities to their inner spiritual life as well as the creative achievements of man in art, literature, philosophy, and music; (4) provide them with a foundation for appreciating the role of mathematics and sciences in today's living; and (5) prepare them to live instead of just to make a living. A student was required to complete forty-nine semester hours in general education courses in 1971-72, but, in 1973-74, a student was required to complete only forty-three to forty-five semester hours in general education courses.

#### FACULTY AND STAFF IN PERSPECTIVE. 1971-74

The institution's faculty and staff were described in 1974 as follows:



The Elizabeth City State University faculty/staff continues to be a cosmopolitan group of varied backgrounds. . . . it conducts instruction, gives academic advice and serves 'ommittees, councils, and student organizations, . . . holds distinctions as varied as a notary public and a certified parliamentarian and a certified speech pathologist. . . . A species of animal life is named for Dr. Herman C. Cooke, the faculty member who discovered and described it.'<sup>6</sup>

Data on accomplishments disclosed in 1974 that collectively the faculty and staff held 350 degrees from 109 institutions—175 bachelor and first-professional degrees, 136 master's degrees and 32 doctorate degrees. Many of these faculty members have been cited for excellence as instructors, artists, musicians, panelists, journalists, poets, writers, consultants, researchers, and speakers in churches and schools and for civic organizations. Their names have been listed in the Dictionary of International Biography, Outstanding Educators of America, and Personalities of the South. They have appeared as panelists for the American Association of School Administrators, as jurors for art exhibits, and have been members of accrediting teams for the Southern Association of Colleges and Schools.

The student government felt in praise of such worthy persons, began to name and award a distinguished teacher-of-the-year award by popular vote. Mrs. Carol Jones, instructor in the Department of Modern Languages, was given the award for 1969 and 1970; Mr. Jerome White, instructor of Social Sciences, in 1971; Mr. Rochelle L. Vann, instructor of history, in 1972; Dr. Rudolph Jones, chairman of the Department of Business, in 1973. Although such diversified abilities among the faculty are to be respected as commendable in an era of expansion and growth of an institution, the best proof of a good faculty may be seen through the activities of students in the process of becoming educated and the performance of graduates working in various capacities.

#### STUDENTS IN PERSPECTIVE, 1968- 1974

Activities in the late 1960s and early 1970s attest to grade inflation and changes. Greater numbers of students have been receiving honors at graduation; more students are found on the

Honor Roll, Dean's List, and Chancellor's List. Student organizations have begun receiving greater recognition for their outstanding performances; basketball and football teams for players sought by professional teams; the dramatic group for its yearly production of current Broadway plays; the marching and symphonic bands for annual appearances on TV networks for National Football League games; performances for the inauguration of governors of North Carolina, public schools, and local citizenry as a whole; the choir for its recent appearances with the North Carolina Symphony Orchestra in the Messiah, 1973, its European tour of Germany, Belgium, Luxembourg, and Holland, 1972, its annual Christmas and spring concerts, its performances for various civic groups, its TV performances, and its recordings for "Voice of America."

The honor societies, Kappa Delta Pi and Alpha Kappa Mu, have proved inspirational and challenging to aspiring students of intellect. These two organizations, under the dynamic leadership of Dr. Edna L. Davis and Dr. Louise N. Sutton, have made themselves felt on the campus in their appeal to the student body. Scholarship drives, forums, plaques to sophomore students in teacher education with the highest averages and fellowship hours with guest speakers to honor sophomore and junior students were among the activities engaged in by these two honor societies. Students became interested in attending national professional meetings of the Kappa Delta Pi, the National Education Association, Music Educators, and the Association of College Unions, Involvement of the Student Government Association in campus promotion of events caused it to see the need to cooperate with the Lyceum Committee and the Public Occasions Council to secure attractions too costly for either alone. A piano for the University Center was obtained through the joint efforts of these groups.

The honor of holding offices in national organizations, such as being the first student to be elected to the Music Educators National Conference Board, winning first place in a statewide Music Educators National Conference essay contest, or receiving an award for photography from the Elizabeth City Department of Parks and Recreation, receiving laudation for citizenship by the governor of the state, earning and holding second place in the Associated Collegiate Press rating by The Compass, student newspaper, were all manifestations of the high distinctions accorded students on and off campus.

High merit in the educational world has been no hindrance to the desire for spiritual growth on campus. The tradition of religious training at Elizabeth City State University has been retained. Due credit should be given Dr. B. Irving Boone, the dedicated minister who organized the United Christian Religious Fellowship for the purpose of helping youth develop Christian traits in everyday living. From 1964 to 1974, this organization trained students to speak, to meet outstanding guests, and to entertain important personages and themselves. It is possible that the imprint of religious activities from the P. W. Moore administration, with Reverend John T. Doles' "Prayer Meetings," through the Thorpe administration into the yet unknown future will remain a foundation for spiritual growth of students who enroll at Elizabeth City State University.

#### THE KINDERGARTEN

The kindergarten began strictly as a laboratory for students in psychology' to study the behavior of children. For several years, it was developed as part of the department of education. Under the auspices of Mrs. John Richards in 1969-70, and her assistant, Mrs. Naomi A. Morgan, the laboratory school was expanded to include the kindergarten.

The kindergarten is housed in the same building as the nursery, now known as Lucille McLendon Hall, under the directorship of Mrs. Elizabeth T. Sessonis. The kindergarten contains a variety of toys and educational materials, ranging from books to special charts and bulletin boards.

There is parent cooperation. Parents assist with some class projects birthday parties, holiday and commencement activities. Parents also donate toys and clothing for special activities.

There were seventeen pupils enrolled in 1974. The students have a work day of three hours, beginning at nine in the morning. They' are served a hot lunch and their school day ends at noon.

Teaching within the kindergarten involves a respect for maturity levels. Some of the students are capable of doing language and number work quite well. The students work with alphabets words, and symbols. They learn how to express feelings about picture characters and the days of the month and months of the year.

The students also learn how to follow directions and how to live in a cooperative environment.

### LANDMARK EVENTS

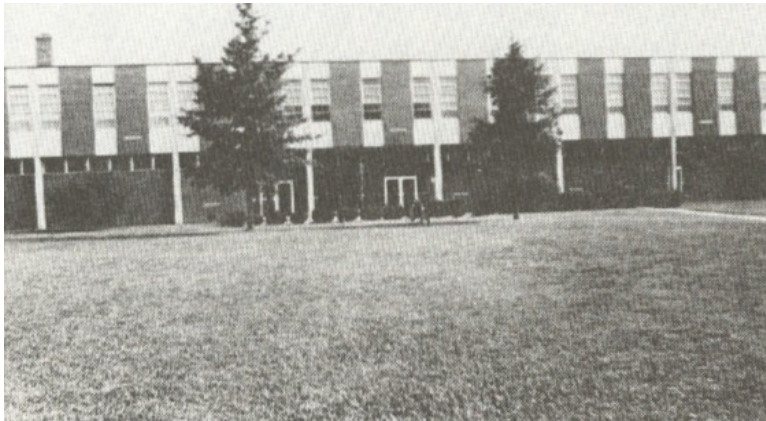
For many years, a few structures had been given a nomenclature befitting the dignified edifices found on the campus. For this reason, in 1971, a committee of faculty, staff, and students was appointed and charged by the chancellor with the responsibility to find names for seven buildings without official names.

A form was created which contained criteria for selection, space for the listing of three nominees, according to one's preference. The forms were distributed on campus to faculty and students and were mailed to alumni and friends. Even though the deadline set for replies gave sufficient time for their return, the venture was unsuccessful, for not more than fifty responses were received. After a year the committee was reactivated with Evelyn A. Johnson serving as chairperson. More than 2,000 forms were sent to individual alumni. While all alumni did not answer, the replies for the second effort were better than the first. Results of nominations were tabulated, sent to the chancellor, who, in turn, requested that the chairman present the results to the board of trustees. Upon approval by the hoard of trustees, the following names were authenticated and announced officially to the college family and the community:

1. The Administration Building was named Thorpe Hall for Marion Jennis Thorpe, first chancellor of the institution.
2. The Classroom Building was named Johnson Hall for Evelyn Adelaide Johnson, organizer and first chairman of the Department of Music and choir director for forty-two years.
3. The Industrial Arts Building was named Dixon Hall for McDonald Dixon, chairman of the hoard of trustees for eleven years.
4. The Laboratory Schools were combined and named McLendon Hall for the late Lucille McLendon, super



*Founder's Day and Building Dedication*



*Evelyn A. Johnson Hall: Classroom Building*



*Miss Evelyn A. Johnson*

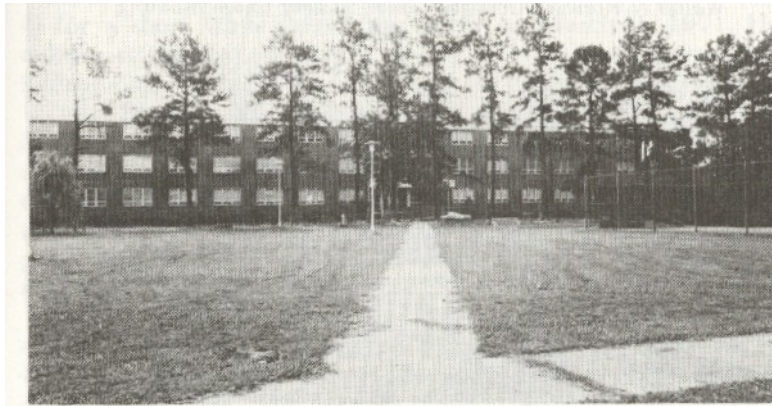
visor of teachers in the primary grades from 1932 to 1947, veteran instructor of methods in the primary grades and beloved teacher of many primary teachers in eastern North Carolina.

5. The New Men's Dormitory was named Wamack Hall for the late Timothy H. Wainack, associate professor of social sciences and prolific instructor of geography who made many contributions to overall campus activities.

6. The New Women's Dormitory was named Mitchell-Lewis Hall for the late Edna Harris Mitchell, professor of English and director of publications, and



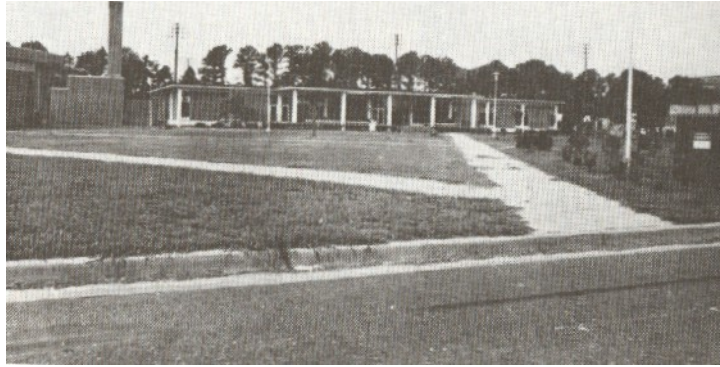
*Timothy h. Wamack Hall: New Men's Dormitory*



*Edna Harris Mitchell—Eva j. Lewis Hall New Women's Dormitory*

the late Eva I. Lewis, instructor of English and literature for thirty-two years.

7. The Student Union Building was named Walter N. Ridley University Center for Walter Nathaniel Ridley, fifth president of the institution. It must be noted that Mrs. Henrietta B. Hidley, his wife, was responsible for the organization of student union affairs.



*Walter N. Ridley University Center Student Union Building*



*Mamie Bedell Cafeteria*

8. The cafeteria was named Mamje Bedell Cafeteria for the late Mamie Bedell, dietitian for nineteen years.



Achievements and successes are often tinged with sadness. Such was the case in the year 1971-1972 when five persons active in service were called to the great beyond. Their demise was shocking and the loss of their services was keenly felt. Miss Mamie Bedell, of Durham, who, for nineteen years, was dietitian, passed on January 14, 1971. She is remembered for her efficiency, in general, and her ability to provide well-balanced meals for staff, faculty, and students in spite of limited facilities and personnel.

Mr. Daniel M. O'Quinlivan, serials and documents librarian for three years, was the victim of an unidentified assailant on September 9, 1971. That cruel fate should have decreed such an end to such a patient, quiet, and dedicated worker has left a bitter taste in the mouths of his many campus friends

Mrs. Helen Woodhouse, dormitory director of the "New Women's Dormitory" later named Mitchell-Lewis Hall, was only ill for a short while before her death on March 2, 1971. Her culture, refinement, grooming, and physical stature influenced the lives of many young ladies with whom she had contact.

Dr. Bosaline M. Edwards, chairman of the Department of Education, exhibited strength and courage by continuing her classroom and office duties until two weeks before her death. The department of education was in the throes of being reorganized to involve the newest approaches to teacher training, "competence or performance-based education." Though ill, she continued planning until her passing on November 25, 1971.

Mr. Timothy H. Wamack, associate professor of social sciences, veteran teacher of geography, and contributor to many and varied campus and community activities, ended his teaching career on April 27, 1972. This was a stunning blow to faculty and students, for he had just returned on April 1, from a European tour with the choir. His funeral was held in the Christ Episcopal Church of Elizabeth City. Music was furnished by the choir, which had benefited from his personal service and his unselfish monetary benevolence.

The cruel fangs of death penetrated both faculty and student body.

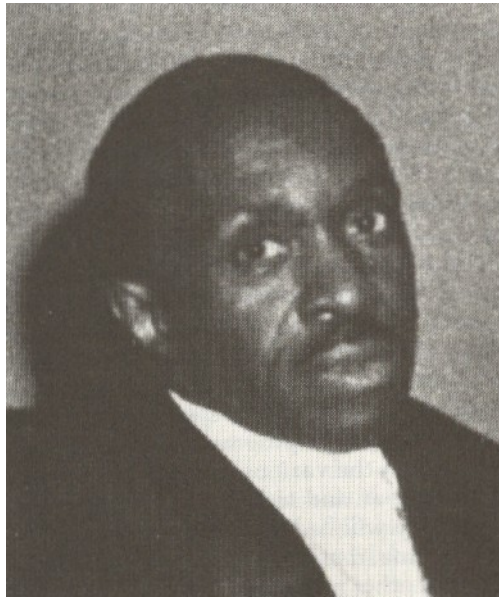
Coolidge M. Gallop, a music major, left our midst through drowning on August 22, 1971.

Though stunned by the number of deaths of personalities ac

tive in the promotion of the total program of the institution, memorial services were held for each person in the P. W. Moore Hall Auditorium, with Dr. R. Irving Boone, minister, presiding. Such services always showed that life is evanescent, and as Menander wrote, "Man must be prepared for every event of life for there is nothing that is durable."

### THE ALUMNI IN PERSPECTIVE

Alumni groups of Elizabeth City State University have always been disposed to share their earnings with their alma mater. When they have been called upon to give, many of them have responded with a cheerful willingness only seen in individuals who wish to contribute to successful projects. They have supported organizations, created scholarship funds, and aided those already in existence. They have recruited students of great potential. In fact, many have returned for various auspicious occasions to show their love and respect. Attendance at Founders Day, celebrated the fourth Sunday in February or the first Sunday in March, commencement exercises, and "homecoming" activities in October or November are illustrations of the magnificent cooperation by substantial numbers of alumni each year. Normal School alumni worked for improvement of their alma mater in terms of the above objectives. Mrs. Mamie Turner and Miss Cornelia Best of Warsaw, North Carolina; Rev. J. R. R. McRay of Elizabeth City, North Carolina; Mrs. Mayola Murrell, organizer and president for eleven years of the Brooklyn Alumni Chapter; Mr. Emmanuel Alexander, president of the same chapter; Mr. Boston Cherry, Theodosia Fagan, and Willie Fagan of Manhattan and Mr. Martin Luther Wilson of Selma were pioneers in establishing alumni chapters. Their splendid work resulted in the proliferation of alumni chapters in cities and towns in North Carolina and other states. In 1974, there were thirty alumni chapters, of which twenty-six were active; however, correspondence was made to individuals in forty or more states involving 1,500 active alumni. Some of the alumni chapters are named for faculty members to whom many individual alumni feel had positive influences upon their lives. Some included the A. P. Lester Chapter, Williamston, former biology instructor; Eva J. Lewis Chapter in



*Edward Farle Manley  
E CS U Assistant Professor of Education  
and Director of Student Teaching, 1967-1976  
Died October 31, 1976*

Greenville, former English instructor; John T. Doles Chapter in Weldon, minister and former teacher of geography; S. D. Williams Chapter in Goldsboro, former dean, president, and president emeritus of the institution.

In keeping with alumni efforts to broaden activities at Elizabeth City State University, a prealumni association was organized for the purpose of exposing students in training to the procedures and policies of the General Alumni Association. This new group is counted upon to enhance the loyalty and pride of approaching graduates through "indoctrination." It is also hoped that greater financial support will be assured from the alumni of the future, in appreciation for the generous support given them by alumni during their undergraduate days at their alma mater. Mr. Tyrone Williams, Jr. was voted the first president of the organization and Miss

Elva Hunt, a junior, was voted the first vice-president of the organization. A large quota of the student body was active in 1974. The student chapter of the National Education Association, the largest in the state of North Carolina, under the advisership of assistant professor, E. Earle Manley, 1943, encourages student membership in the pre-alumni association. The organization has worked closely with the General Alumni Association for “homecoming” and for other special occasions which involved alumni support and active participation.

The General Alumni Association, under the presidency of Mr. Thomas Evans, 1968, has been making a concerted effort to assist the institution as it strives to maintain standards of excellence while expanding. Consistent efforts have been put forth to advertise Elizabeth City State University through sponsored programs featuring administrators as speakers and the presentation of student organizations for public programs, to recruit students of ability to pursue majors in the various disciplines, to update the roster of alumni of yesteryear and today, to be involved in on-campus activities so that they will be knowledgeable about the changes occurring at their alma mater, and to provide funds for athletic scholarships and/or other purposes.

One of the most recent examples of interest in and loyalty to his alma mater was the establishment of the Hugh Gale Memorial Scholarship Fund in 1973 by Jeff E. Smith, 1942. While the twofold purpose for the creation of the fund was originally to provide funds for scholarships for secondary-school graduates with superior abilities and special talents and to publish a document of the achievements of the institution, its graduates and former students, the fund became the vehicle in 1976 through which contributions were solicited to publish this book, from which profit, if any, will be used for scholarships.

The General Alumni Association has worked very closely with the Development Office, which was established January 1, 1969, with Mr. Nathaniel C. McNair, Jr. as director, Mr. James Lyons, 1968, and Mr. James Spence, 1956, as assistants to the director, from 1971-72 and 1972-74 respectively. During their tenure, contacts have been made with former students and graduates. They have been responsible for the organization of new alumni chapters. In turn, many chapters have become united in their support of the Elizabeth City State University Foundation, chartered February

1971, by the state of North Carolina as a non-profit organization exclusively for the purposes of **receiving, managing, administering, investing, holding and disbursing contributions, grants, gifts,** bequests and property of the university's program, students, faculty, staff and facilities.t' The 1974 report showed that funds on hand in the foundation amounted to \$22,906.28, with the bulk contributed by alumni.

Follow-up studies of alumni by the Office of Development and Alumni Relations up to 1974 revealed that from twenty to thirty of the recent graduates were employed by industry and businesses and receiving substantial salaries. Among the employers of these non-teaching graduates were General Electric Company, Chase Manhattan Bank, E. I. Dupont, Weyerhaeuser Corporation, Sears Roebuck and Company, National Aeronautics and Space Administration, Goddard Space Flight Center, and the Social Security Administration. In addition to becoming teachers, principals, and supervisors in public schools across the country, many recent graduates and former students became bank tellers, clerks, and examiners; data processing and computer specialists; chain store clerks, salesmen, and managers; medical laboratory technicians; urban and regional planners; and faculty members and administrators in higher education. Others became self-employed businessmen, ministers, and lawyers. Some became employers in local, state, and national governments, as well as governmental, civic, and community leaders. These and other assorted positions and occupations, too numerous for listing, attest to the quality training which has been provided for students by an institution which has overcome many obstacles to survive.

#### SAMPLE OF GRADUATES AND FORMER STUDENTS

The strongest case or evidence that any institution can present to justify its accomplishments and future survival is the documentation of the success of its alumni. Many graduates and former students of Elizabeth City State University are well known for their contributions and distinguished careers in a broad-ranging spectrum of academic and related fields. Some have earned master's, doctor's and professional degrees from the country's leading graduate and professional schools. Among these graduates and

former students over the years are educators, businessmen, ministers, attorneys, physicians, writers, undertakers; leaders of and contributors to a wide variety of civic, educational, social, religious institutions, organizations and activities at local, state and national levels; and recipients of awards, citations, and honors for their contributions and services. The following sample is representative of hundreds of this developing institution's graduates and former students by names, positions, and related activities, achievements, or honors:

Odessa Collins Ama, teacher, Denver Public Schools, and member, Denver Classroom Teachers Association, Denver, Colorado.

Isaac A. Battle, assistant superintendent, Hertford County Schools; one of the founders of the Rho Rho Chapter of Omega Psi Phi Fraternity; listed in 1972 edition of Personalities of the South.

John C. Bias, retired principal and former member of the Board of Trustees, Elizabeth City State University.

Geneva Jones Bowe, early childhood-education supervisor, Hertford County Schools; former secretary of the North Carolina Teachers Association; member of and secretary to the Board of Trustees, Elizabeth City State University.

Earl M. Brown, pastor, First Baptist Church, Reidsville, North Carolina.

Curtis E. Bryan, Ph. D., New York University; assistant academic dean and director of the new center for continuing education, Delaware State College, Dover, Delaware; former director of admissions at Elizabeth City State University.

Mattie New by Claiborne, home-school coordinator, Metropolitan Schools, Nashville, Tennessee; honored in 1964-65 as "Master Teacher."

George E. Clarke, assistant professor of education and director of student teaching, North Carolina Central University, Durham, North Carolina.

Elizabeth Bias Cofield, member and vice-chairperson, Wake County Board of County Commissioners; educator, Shaw University, Raleigh

Aiphondus C. Crowder, Sr., assistant superintendent, Orange County Schools, Hillsborough, North Carolina; honored as "Outstanding Alumnus of the Year" by the General Alumni Association in 1975; listed in Who's Who in American

Education from 1963 to 1966 and in *Educators of the South* in 1967.

Carl D. Davis, first black city personnel officer, Goldsboro, North Carolina, 1973.

Eddie Davis, III, teacher, Halifax County Public School System; vice-president, General Alumni Association.

Besse Dempsey, business woman and retired public school teacher; one of the founders of the local chapter of the National Association of University Women and of the Women's Club, Elizabeth City, North Carolina.

Mary Albritton Douglas, teacher, Bronx, New York; associated with a wide variety of organizations and activities in education and religion.

Mattie Smith Edwards, Ed. D., Duke University; associate professor of education, Springfield College, Springfield, Massachusetts,

Jasper D. Evans, assistant principal, Southern Wayne Senior High School, Dudley, North Carolina; past president, Wayne County School Masters Association.

Thomas Evans, Jr., president, General Alumni Association of Elizabeth City State University; teacher, Montgomery County Schools, Maryland.

Jacob S. Felton, education supervisor, Union Free School District Greensburgh Number Eleven, Children's Village, Dobbs Ferry, New York.

Gracie Nichols Foxworth, teacher, Winter Park School, Wilmington; president, Wilmington Alumni Chapter.

William T. Green, minister, Central Congregational Church; assistant dean of students, dean of the chapel, and lecturer in religion, Dillard University, New Orleans, Louisiana.

Alex Haley, author of *Roots*.

Johnnie E. Harris, Ed. D., George Washington University, principal, Montgomery County, Maryland.

Virginia Mitchell Hart, retired teacher, Ahoskie, North Carolina; chairperson, National Association of Ministers Wives Headquarters Committee; member, Women's Division of Ahoskie Chamber of Commerce; organizer of four senior citizens' clubs in Hertford County and president of the District 1-A Council of Senior Citizens; designer of name cards for primary grades 1 and 2, copyrighted in 1961; recipient of trophies and awards for outstanding work with the National Association of Ministers Wives Headquarters in 1963 and 1973.

George T. Hedgespeth, assistant professor, Norfolk State College; member, Alpha Kappa Delta Honor Society, Pi Gamma Mu Honor Society, and Sigma Rho Sigma Honor Society.

Margaret Hardison Holley, assistant professor of education, Elizabeth City State University; member of the Hugh Gale Memorial Scholarship Fund Advisory Committee.

Carlinda Biggs Jones, mathematics laboratory teacher, Brogden Primary School, Dudley, North Carolina; treasurer, Wayne County Association of Classroom Teachers in 1974; chairperson of the "Panorama of Black Progress in Wayne County," sponsored in 1975 by the Coldsboro Alumni Chapter of Delta Sigma Theta Sorority; recognized by the State Department of Public Instruction in an article, "An Extra Push for Math," in the 1974 fall issue of North Carolina Public Schools, for her innovative development and implementation of her school's mathematics laboratory program.

Ruth Bra swell Jones, teacher, Rocky Mount Public Schools, Rocky Mount, North Carolina; first black to become Southeast Regional Teacher Director in the National Education Association; first black to be elected president of the North Carolina Association of Educators; first black to receive the "Terry Sanford Award for Creativity in Teaching"; served as appointed members of the Planning Committee for the White House Conference on Children for 1970; delegate to the World Confederation of Organizations of the Teaching Profession in Sydney, Australia, in 1970 and in Kingston, Jamaica, in 1971; honored as one of the "Outstanding Negro Women" in 1972 by the National Imperial Court Daughters of Isis; received the "Distinguished Service Award" in 1972 from Elizabeth City State University.

Wendell P. Jones, Ph. D., University of Chicago; associate professor of education, University of California at Los Angeles; former academic dean at Elizabeth City State University.

W. Lymon Lowe, pastor, Mount Sinai Baptist Church, Brooklyn, New York.

Naman M. McMiUan, Ed. D., New York University; professor, Saint Paul's College, Lawrenceville, Virginia; pastor, Baptist Grove Church, Raleigh, North Carolina.

Susie Paschall Morton, elementary-school guidance counselor, Philadelphia.

Mm yard W. Newsome, retired minister, innovator, benefactor, businessman; recipient of the Honorary Doctor of Divinity degree from Morris College.



David Noble, mortician, Florence E. Brown Funeral Home, New York, New York.

Ruby Lee Perkins, Ed. D.. Temple University; professor of English and adviser of Alpha Kappa Mu National Honor Society chapter, Cheyney State College, Cheyney Pennsylvania; designer of career-based language arts programs for grades 10-12; selected as one of the "Outstanding Young Women of the Year" in 1970.

Elaine Welch Perry. guidance counselor, Sanderson High School, Raleigh. North Carolina; member, American Personnel and Guidance Association; first black elected to presidency of the Triangle Area Chapter of the North Carolina Personnel and Guidance Association; president, Raleigh Chapter of Jack and Jill of America (1972-1974); treasurer and administrative assistant, North Carolina Alumni and Friends Coalition (1973-1974); past recording secretary, vice-president, and president of the General Alumni Association and the RaleighDurham-Wake Alumni Chapter. Elizabeth City State University; member of the Hugh Gale Memorial Scholarship Fund Advisory Committee.

Jethro Pugh, professional football player, thirteenth year with the Dallas Cowboys.

Edna Gray Randolph, past recording secretary, General Alumni Association; teacher, Baltimore public school system.

Izetta Bowser Redmon, director, District No. 14, North Carolina Association of Educators; teacher, Elizabeth CityPasquotank County Public Schools.

Gladys Cartwright Reed, Ed. D., Duke University; coordinator of instruction, Durham County Schools, Durham, North Carolina.

William A. Reeves, minister and funeral director, The House of Reeves, Durham, North Carolina.

David Rogers, principal, Pikeville Elementary School, Wayne County, North Carolina; local NAACP board member; president of the Sidney D. Williams Alumni Chapter of the General Alumni Association.

Shirley Wiggins Ross, teacher, San Diego City Schools, San Diego, California.

Margaret Gregory Sharpe, contact representative, Office of Social Security Administration, Wilmington, Delaware; "Miss ECSU" in 1969-70 and included in Who's Who Among Students in 1970.

Leonard A. Slade, Jr, Ph. D.. University of Illinois; professor and chairman, Department of English. Kentucky State

University; director of publicity and editor of the newsletter for Alpha Kappa Mu National Honor Society; book reviewer for The Lexington Herald-Leader in Kentucky.

Jeff E. Smith, director of the Institute on Desegregation, associate director of the Office for Research, Evaluation and Planning, and assistant affirmative compliance officer at North Carolina Central University, Durham, North Carolina; former registrar/director of the Office of Recruitment, Admission, Registration, Records, and Veterans Affairs (1968-1974), Elizabeth City State University; regional I director of Alpha Kappa Mu National Honor Society since 1973; establisher/ director of the Hugh Cale Memorial Scholarship Fund, an independent affiliate of the General Alumni Association, Inc., Elizabeth City State University; listed in the 1974 edition of Personalities of the South.

Dollie Moore Speight, third-grade reading specialist, Graham Elementary School, Los Angeles, California.

James R. Spence, director of development, Elizabeth City State University; treasurer, General Alumni Association; member of Hugh Cale Memorial Scholarship Fund Advisory Committee.

Willie B. Spence, associate director, Student Personnel Services, Elizabeth City State University; former president of the General Alumni Association; member of the board of directors of the Elizabeth City State University Foundation.

William H. Thomas, Ph. D., Michigan State University; research associate, Detroit Board of Education, Detroit, Michigan.

James G. Thompson, media specialist, Thomas S. Wooten High School, Rockville, Maryland.

Walter L. Turner, area manager, Choanoke Area Development Association, Halifax County.

S. Stewart Vick, head chief virologist, North Carolina Health Laboratory, Raleigh, North Carolina.

Aubrey Steve Vinson, postmaster, Icard, North Carolina.

Johnnie B. Walton, football quarterback, Philadelphia Eagles.

Repsie Marie Warren, teacher at Willis and Elizabeth Martin School for the Hearing Handicapped for twenty years; founder and minister of the Society for Helping Church, Inc.; named the Philadelphia Tribune-Greyhound's 1977 "Woman of the Year" and presented with the award's silver Revere bowl by Joe Black, former Dodger pitching star and now a Greyhound vice-president. Philadelphia, Pennsylvania.

Rizpah Jones Welch, Ed. D., Indiana University; associate professor of education and chairperson, Department of Special Education, Virginia Commonwealth University, Richmond, Virginia; listed in fourth edition of *Leaders in Education*, 1972 edition of *Personalities of the South*, and 1972 edition of *The Dictionary of International Biography*.

John A. White, deputy division director, United States Department of Health, Education and Welfare, Washington, D.C. Melvin S. White, principal, Bruns Avenue School, Charlotte, North Carolina. Luther C. Williams, personnel specialist, Fairfax County Public School System, Fairfax, Virginia.

Thomas E. Willis, program development specialist. Systems Analysis and Development Unit, New Jersey Division of Public Welfare, Trenton, New Jersey; honor graduate and member of Alpha Kappa Mu National Honor Society.

Clifton A. Wood, principal, Crestwood Junior High School, Chesapeake. Virginia; actively affiliated with educational, social, fraternal, civic and religious organizations and activities at local and state levels.

Roosevelt R. Wright, Jr, Ph. D., Syracuse University; assistant professor, Newhouse School of Communications, Syracuse University.

Most of the graduates and former students composing the foregoing sample were selected from supporters of and/or contributors to the Hugh Cale Memorial Scholarship Fund.

#### GRADUATES AWARDED DEGREES: 1939-1970

The institution did not award degrees in elementary education until 1939. During the period 1939-1970 the institution awarded a total of 3,008 degrees in elementary education. The table on the next page shows that the largest graduation class with degrees in elementary education was in 1941. This class contained 193 graduates, including 50 men and 143 women. Each graduating class has always contained a majority of female graduates. For example, the table shows that of the 3,008 graduates with degrees in elementary education from 1939 through 1970, only 534, or 17.8 percent, were men, as compared with 2,474, or 82.2 percent,

Graduates Who Were Awarded Degrees in Elementary Education By Sex and Total Each Year From 1939 Through 1970

YEAR	MEN	WOMEN	TOTAL	YEAR	MEN	WOMEN	TOTAL
1939	17	51	68	1955	9	91	100
1940	6	50	56	1956	23	71	94
1941	50	143	193	1957	12	65	77
1942	19	113	132	1958	28	49	77
1943	13	78	91	1959	20	51	71
1944	10	106	116	1960	18	52	70
1945	18	108	126	1961	18	31	49
1946	14	115	129	1962	27	32	59
1947	21	127	148	1963	12	48	60
1948	15	127	142	1964	14	57	71
1949	17	145	162	1965	9	76	85
1950	27	95	122	1966	9	37	46
1951	20	93	113	1967	18	46	64
1952	15	95	110	1968	10	49	59
1953	15	80	95	1969	7	56	63
1954	18	93	111	1970	5	44	49
TOTALS: 1939 Through 1970					534	2,474	3,008

Source:

“A Statistical and Analytical Report of Baccalaureate Degrees Awarded By Elizabeth City State University Since 1939” (Elizabeth City: Elizabeth City State University, March 3, 1971), p. 4. (Unpublished.)

In 1962, the institution awarded degrees for the first time in disciplines other than elementary education. The next table shows the disciplines and number of graduates who were awarded degrees in each from 1962 through 1970. This table also includes the number of degrees awarded in elementary education during the same period. A total of 1,369 graduates received degrees, ranging from 68 in four disciplines in 1968 to 208 in ten disciplines in 1970. From 1939 through 1970, the institution awarded a total of 3,821 degrees. Although non-teaching degrees were now offered in several academic fields, 95 percent of the graduates in 1970 earned degrees in teaching. Teacher preparation has always been and remains the principal activity of the institution in spite of decreasing demands for teachers and increasing numbers of less qualified students who pursue degrees in teaching.

Graduates Who Were Awarded Degrees in Ten Disciplines by Major  
And Total Each Year From 1962 Through 1970

	1962	1963	1964	1965	1966	1967	1968	1969	1970	Total
Art	0	1	3	3	1	4	8	3	23	252
Biology	0	12	9	8	7	4	13	8	10	71
Business	3	8	18	33	20	22	30	27	38	199
Elementary Education	59	60	71	85	46	64	59	63	49	556
Health and Physical Education	0	10	7	12	22	16	17	28	18	130
Industrial Arts	0	0	5	5	10	7	11	14	16	68
English	0	8	6	9	9	15	17	14	10	88
Music	0	0	0	2	1	2	1	0	2	8
General Sciences, Chemistry, and Mathematics	2	4	2	0	8	4	7	9	7	43
Social Sciences	4	7	7	13	12	23	38	29	50	183
TOTALS	68	109	126	170	138	158	197	200	203	1,369

The Department of Physical Sciences and Mathematics has had two graduates in General Sciences, 14 in Chemistry, and 27 in Mathematics.

Source: "A Statistical and Analytical Report of Baccalaureate Degrees Awarded by Elizabeth City State University Since 1939" (Elizabeth City: Elizabeth City State University, March 3, 1971), p. 4. (Unpublished.)



*Mrs. Mildred Thornhill Harris*  
*Class of 1973*  
*Recording Secretary*  
*General Alumni Association*

## QUALIFICATIONS OF GRADUATES

Like other historically and predominantly black colleges or universities, it became increasingly more difficult for Elizabeth City State University to recruit academically-qualified freshmen in large numbers after the enactment of Title VI of the Civil Rights Act of 1964. It was impossible for predominantly black colleges to

compete with prestigious and historically white colleges and universities for top and above-average black graduates of secondary schools. More white than black institutions could offer ample assistance to meet these students' needs and a wider variety of

academic disciplines from which they could select degree or certificate programs. As more and more of the less qualified students were enrolled by black institutions, the qualification of graduates of institutions such as Elizabeth City State University began to reveal a downward trend.

An analysis of the proliferation of data pertinent to the qualifications of students, as evidenced by their Scholastic Aptitude Test (SAT) scores, high-school ranks, and achievement levels at entrance and their National Teachers Examination (NTE) scores at graduation, indicates a continuing downward trend in the qualifications of graduates of teacher-education programs in the late 1960s and early 1970s. Increasing numbers of students who did not qualify to do college-level work were enrolled. New freshmen were allowed to enroll with lower high-school ranks and lower SAT scores and to graduate with lower NTE scores. The lower qualifications of the majority of students who graduated but could not qualify for regular North Carolina Class A Certificates have been well documented by reports from the Office of the Registrar and the Guidance, Counseling and Testing Center of Student Personnel Services at Elizabeth City State University from 1969 through 1974. Among the most significant of these reports are those relative to the qualifications of graduates in 1969,<sup>19</sup> 1970,<sup>20</sup> 1971,<sup>20</sup> and 1973;<sup>21</sup> qualifications of new freshmen in 1971<sup>22</sup> and 1973;<sup>23</sup> placement of new freshmen in English in 1970,<sup>24</sup> reading and English achievement of entering freshmen in 1971,<sup>25</sup> and the achievement of entering freshmen in reading, English, and mathematics in 1971;<sup>26</sup> as well as special reports from the North Carolina Board of Higher Education in 1967<sup>27</sup> and The University of North Carolina General Administration 1976.<sup>28</sup>

Given the declining academic qualifications of freshmen and graduates, as verified by research and on-site observations over the years, it is safe to conclude that the existing teacher-education program cannot survive without major revisions, with greater emphasis on higher standards and built-in evaluative measures of developed abilities and mastery of skills, to guarantee that students who are socio-economically disadvantaged and academically unprepared upon entrance into departmental programs in teacher education have been thoroughly prepared as competent teachers before graduation.

#### THE THORPE ADMINISTRATION

Chancellor Thorpe has expressed and striven to bring the university and local community together in many ways. Lyceum programs, convocations, campus, and off-campus programs gained in interest and attendance by local and nearby communities. One of the results of this concept was the creation and completion of the Herrington Village Apartments, Incorporated (non-profit foundation) for providing low to moderate income housing for families of the university and community. Chancellor Thorpe is its board chairman and president.

Dr. Thorpe's interests in community and regional growth is reflected in his membership in the following civic and professional organizations: Boy Scouts of America; Executive Board, Boys Club, Elizabeth City; Human Relations and Manpower Committee, North Carolina Manpower Development Corporation; Mayor's Committee on Jobs for Veterans, Elizabeth City; Board of Trustees for the North Carolina Symphony; Pasquotank Rural Development Panel; ECSU Foundation; Improved Benevolent Protective Order of Elks; and the Elizabeth City Kiwanis Club. He is also a member of the American Academy of Political Science, the College Entrance Examination Board, the Southern Regional Education Board, and the National Laboratory Board of Directors for Higher Education.

The Thorpe administration not only considers the community a component of its operations but the relationship between the institution and the community a wheel of coordinated activities stemming from a stream of responsibilities delegatd to other



administrators, faculty, staff, students, and alumni in conjunction with community representatives.

According to the organizational plan of operation, the board of trustees acts as the overseer of five divisional offices of operation. They are: (1) Central Administration, (2) Academic Affairs, (3) Student Affairs, (4) Fiscal Affairs, and (5) Development and Public Relations. The board of trustees, comprised of thirteen citizens, is delegated authority by the board of governors to advise the chancellor on the operation of the institution. The Chancellor, Dr. Marian D. Thorpe, Chief Executive Officer, carries out the policies of the board of governors under the direction and super-

vision of the General Administration of The University of North Carolina.

The administrator for the Office of Academic Affairs, Dr. Floyd B. Holley, is known as the Vice-Chancellor for Academic Affairs. He is in charge of the academic programs and the faculty. He reports directly to the Chancellor. He manages academic budgets, recommends faculty for appointments, promotions and dismissals, institutes procedures to improve instruction and is the chief administrative officer in the absence of the chancellor. Reporting directly to the vice-chancellor are the assistant academic deans, director of summer school, chairmen of academic departments, and the head librarian.

Dr. Elioise B. Horton is the Vice-Chancellor of Student Affairs. She is directly responsible to the chancellor for administering student personnel services and other activities which relate to student life. She is assisted by the Student Personnel Services, the Director of Student Financial Aid, the Director of Career counseling and Placement, the Supervisor of Health Services, the Director of the University Center, the Student Personnel Counselors, and the Dormitory Directors.

The Vice-Chancellor for Fiscal Affairs, George F. Bowie, Jr., has the duty of general supervision and execution of the financial operations, policies of the university which include budgets, budget requests, and fiscal reports. Assistants for the Office are the comptroller, assistant business manager, the personnel officer, the purchasing officer, superintendent of buildings and grounds, accountants, bookkeepers, cashier, security officers, bookstore manager and central supply officer, and the maintenance staff.

The Director of Development, Nathaniel C. McNair, is charged with the coordination of overall fund raising on the campus, as well as alumni and public relations activities of the university. Sources of funds available for university development and proposals for the same are begun in this office. The Assistant Director of Development, James Spence, and the Public Information and Communications Specialist, John T. Williams, and the Administrative Assistant/Photographer, Francine Sawyer, report to the Director of Development.

Departments are in direct control of persons designated as departmental chairpersons, who are responsible for supervising the instruction and administration of budgets, faculty and students

within their respective departments. They are directly responsible to the vice-chancellor for academic affairs.

The ten departments and their departmental chairpersons are as follows:

Department	Chairperson
Art	Dr. Vincent deGregorio
Biolog'1	Dr. Sekender Khan
B usine ca,n and Psychology	Dr. Rudolph Jones
Education and Psychology	Dr. Edyth B. Cole
Health and Physical Education	Mr. Robert L. Vaughan
Industrial Arts and Technology	Mr. Bishop M. Patterson
Modern Languages	Dr. Anne Henderson
Music	Dr. Edna L. Davis
Physical Sciences and Mathematics	Dr. Louise N. Sutton
Social Sciences	Dr. Melvin L. Murphy

The coordination of this overall plan of operation rests with the chancellor; however, decisions made by him are based upon advice and recommendations from the Advisory Council, which is composed of vice-chancellors, administrative assistants, faculty, and student leaders.

The Administrative Council also works very closely with the chancellor to provide information on various policies, plans, and projections. It also advises on administrative decisions. The chancellor serves as chairman of each council.

Several new positions have been created in order to relieve the chief executive of detailed procedures, and may be listed as

“firsttime” positions. Among these positions are an assistant and two administrative assistants to the chancellor. New positions in the office of academic affairs are an assistant dean for administration and an assistant dean for special studies and programs.

The Public Occasions Council is significant because it establishes and maintains standards for public programs. This council, under the direction of Dr. Edna L. Davis, develops procedures and standards for, coordinates the scheduling of, evaluates and gives constructive criticisms to organizations and groups regarding public presentations. The council chairperson reports directly to the chancellor. The Lyceum, Fine Arts Festival, Awards Day and Honors Night, Convocations, Commencement, Founders Day,

Community Relations, Publications and Holiday Committees are active throughout the year.

In charting the course of action for the entire institution, there is significant departure by the present administration from an authoritarian style of administration. Each individual, whether director, departmental head, faculty member, staff member, or student, is free to perform assigned jobs. The success of the operational machinery depends upon the competency of the driver at the wheel. This organizational structure has given more freedom to faculty, staff, and students for individual performance, but pure freedom is no panacea for logical reasoning or constructive thinking. It must be nurtured and protected from the pitfalls of lackadaisical permissiveness created by a society too sick to see the results of its foolhardiness. It is for this reason that the faculty, staff, students, and the community must use their freedom in a constructive manner so that opportunities presented by the federal government, industry, and concerned individuals will meet the increasing demands of a steadily changing society. Administrators, faculty and students of Elizabeth City State University must also be ever mindful of the fact that the success or failure of the institution will be in proportion to the determination and willingness of its constituency to continue the work started by its dedicated founders, that was and still is, to make the state, nation, and world better as a result of sending from the institutional portals graduates who are well trained and endowed with a love of God and humanity, respect for the valuable intangible traits of decency, honesty and integrity. These were the principles on which the early founders— Dr. P. W. Moore, Mr. J. H. M. Butler, Mr. J. R.

Fleming, Mr. John T. Doles, and others—started Elizabeth City State Normal School for the black race. Elizabeth City State University recipients should continue to perpetuate this heritage. Moreover, the institution needs to continue to move forward by making its philosophy and objectives more and more a reality. In other words, those who presently and in the future chart the course of this developing institution should continue:

1. To help its students develop a functioning philosophy of life which will make it possible for them to make desirable adjustments to life situations;
2. To assist in the development of attitudes and interests

related to better citizenship and to develop an understanding of themselves in relation to others in their community, the state, the nation, and the world;

3. To provide guided learning experiences which will enable students to develop their total personalities to maximum capacities including attitudes and interests related to better citizenship;
4. To help its students acquire skill in the communication of ideas by listening to and reading, speaking, and writing effectively the English language (this may be supplemented by other languages);
5. To Provide vocational as well as avocational experiences which enable students to live constructive social lives and to develop an appreciation of and a respect for inherent wisdom and values of the present and past through knowledge and discoveries, as well as through art forms of their own and other cultures;
6. To encourage student growth through the use of methods which involve independent thought, intelligence, self-directed activities, and research;
7. To thoroughly prepare persons for various occupations or professions, including teachers for the elementary and secondary schools and to develop the skills necessary for students to prepare themselves to assure roles of responsible members of the professional, social, economic, political, and intellectual community; and
8. To develop in each student a fund of general knowledge about humankind, specific knowledge in his field, skill in the performance in his chosen work and the habit of being continuously cognizant of new knowledge, and the ability always

ready to meet the challenge of new ideas, situations, and problems.<sup>29</sup>

As Elizabeth City State University moves towards its centennial, it must, to survive, remain firmly dedicated to continue to build upon the foundations already laid by its five former presidents and seek to create new avenues of service for those who come and believe in its motto, "To Live Is To Learn," 30

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## Chapter IX

### EPILOGUE: TODAY AND TOMORROW

The annual candlelighting service for entering new freshmen is symbolic of the eighty-three years of existence of Elizabeth City State University, from its initial inception as a state colored normal school to its present status as a developing university. Just as one candle is lighted and relayed to each of six freshmen, so is the complex task of managing an institution which was started by the torch bearer, its founder, passed on to each of six successors. Furthermore, just as a candle sometimes flickers to the extent of almost becoming extinguished, so has it been for some of the chief executive officers when lack of sufficient funds almost contributed to closing the doors of the institution, Similarly, like the sudden glow of a dimming candle receiving oxygen, so has it been for the founding fathers and leaders when funds were suddenly provided from unforeseen sources to relieve the panic created by uncertain financial crises. Yes, the story of Elizabeth City State University is indeed a story of survival.

From a historical perspective, it is too early to evaluate the total impact of the Thorpe administration's role in and contributions to

the survival of Elizabeth City State University. It would be irrational and inappropriate to attempt to assess the present administration while it is in process. In fact, it is impossible. However, evidence supports the fact that the institution seems to be at the threshold of an era of prolific development and growth. Several quantitative changes have been observed during the six years the

institution has been under the operation of the current administration. Tangible changes have been made in organizational structure, Annual budgets have been increased from both state and federal funding sources. Greater emphasis has been placed upon institutional research, planning, development, placement of graduates, and alumni relations. Accompanying these changes have been the establishment of new administrative and secretarial positions and the employment of additional faculty members with doctoral degrees. The building program which was planned under the Ridley administration has been completed. As a result of the implementation of the building program, the campus has a new student union building, a new cafeteria, and two dormitories, one for men and one for women. Several existing structures have been renovated and others are in the process of being renovated. The transition from the present to the future involves many new challenges for those who must direct the various paths in which Elizabeth City State University must tread to survive in tomorrow's world. The extent to which these challenges are successfully met depends upon strong, skillful, imaginative leaders, staff, and faculty—individuals who recognize, understand, and know how to plan, develop and implement programs for solving the multidimensional problems associated with the interests, abilities, and needs of students and society. Although the original mission of Elizabeth City State University has been expanded from time to time since its inception, its principal activity remains, in reality, that of training teachers. Since

the demand for teachers is decreasing and the supply of teachers is far in excess of the demand, greater focus must be placed upon the development of new programs for training students for jobs in non-teaching fields. To illustrate, greater emphasis must be placed upon the selection of students who meet the academic qualifications for admission to teacher education and other programs in terms of entrance and exit criteria. Serious consideration must be given to the selection of students who are capable of meeting standards established for teacher certification, including the achievement of acceptable National Teacher Examination (NTE) scores. These requirements must be considered for both political and educational reasons.

Like other public institutions of higher education, Elizabeth

City State University must become more cognizant of the fact that to survive it must adjust its training programs to the needs and changes of the time. The early founders and leaders, as well as administrators and faculty, acceded to the philosophy that when students were taught courses in agriculture, they would be able as future teachers to contribute to the improvement of rural living in the geographic areas in which they were employed. Evidence of this is found repeatedly in the early school catalogs which emphasized the need to provide experiences which would insure an effective interaction between students who become teachers and the environment in which they would live and work. The reevaluation of institution's mission, philosophy, goals, purposes, and objectives in 1971 and 1974 shows that this is still true.

It is impossible to forecast what the future holds for Elizabeth City State University. However, it is safe to predict from present trends, directions, and developments in higher education that the next era is certain to bring about a phenomenal retrenchment with greater emphasis on accountability due to the precarious financial state of the economy. The ability to expand existing and develop new programs is certain to be challenged by demands of politicians and legislators, with justification. Since there is an increasing demand for public institutions in North Carolina to eliminate excessive duplication of academic programs and to desegregate their campuses, Elizabeth City State University and the College of The Albemarle need to work more closely together as partners rather than competitors to coordinate existing programs and to develop



new programs which contribute to the needs of local students and the community, without the waste of efforts and public finance. As the academic departments attempt to keep current with respect to the latest developments in their respective disciplines, they must become more and more aware of the areas in which non-teaching programs are needed to combat problems which are destructive to the health and stability of society. To survive, the institution must develop new programs to train students for professions or occupations in which jobs are opening for the first time. For example, there are increasing needs for trained specialists to help protect the environment from air and water pollution, improve crime prevention, reduce the continuing spread of heart disease and cancer, and eliminate increasing rates of poverty and unemployment. These are

among the multiplicity of problems many young people are concerned about and interested in helping to solve. It is toward problems such as these that the institution must direct its energies within the immediate future, for its future survival, as in former years, depends upon the relevancy of its curriculum to students and society, as well as its effectiveness in preparing students for living and working in a changing world.

To survive as a developing institution during the unpredictable future, Elizabeth City State University must be prepared by leadership and supportive personnel to deal objectively and seriously with many related problems which are certain to affect its ability to update existing programs and to develop new programs for new generations of students with varying racial, socioeconomic, and cultural backgrounds, as well as different abilities and interests, for positions and occupations in new and highly technical fields. Among these are the problems of (1) adjusting to and coping with retrenchment and the precarious financial state of higher education; (2) complying with the mandates of the Office for Civil Rights of the United States Department of Health, Education and Welfare for eliminating all identifiable vestiges of racial duality on campus; (3) continuing to provide programs, supportive services, and equal opportunities without discrimination against students, employees, or applicants on the ground of race, color, national origin, religion, sex, age, or handicap; (4) planning and developing additional non-teaching programs; (5) the deletion of outmoded and duplicated programs;

(6) faculty development and tenure; (7) recruiting and holding new faculty members with doctoral or terminal degrees; (8) bridging the gap between established admissions policies and admissions practices; (9) the increasing competition involved with recruiting both black and white students from a decreasing population of applicants who meet admissions standards; (10) providing adequate programs with adequate safeguards for the assessment of students who enroll with weaknesses in basic learning skills; (11) providing comprehensive and sequential programs for older and on-the-job adults who desire to update their skills for advancement or new jobs; (12) grade inflation; (13) testing and standardized examinations as prerequisites for admission to graduate schools and/or employment; and (14) the preparation of students for teacher certification by the state.

The story of Elizabeth City State University has not ended. This story should never end, for as night follows day and day follows night, so should the education of youth at Elizabeth City State University as long as those who carry the torch successfully address themselves to the needs of the present with undaunted courage to move the institution forward into the future.

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*Appendix A*

FORMER PRESIDENTS OF  
ELIZABETH CITY STATE UNIVERSITY

Peter Weddick Moore, AM, LLD, 1891-1928  
(President-Emeritus, 1928-1934)

John Henry Bias, AB, LLD, 1928-1939

Harold Leonard Trigg, EDD, 1939-1945

Sidney David Williams, AM, DPED, 1946-1958  
(President-Emeritus, 1969-1974)

Walter Nathaniel Ridley, EDD, 1958-1968

Marion Dennis Thorpe, PhD, 1968-1972

FIRST CHANCELLOR FOR ELIZABETH CITY STATE  
UNIVERSITY

Marion Dennis Thorpe, PhD  
1972-

\*The chief executives of Elizabeth City State University was termed  
Principal (1891-1928), President (1928-1972), and Chancellor (1972-).





## Appendix B

### MEMBERS OF THE BOARD OF TRUSTEES 1892- 1974

Name	Address	Term Of Service
Abbott, J. C.	Elizabeth City	1957-1964
Albertson, J. W., Jr.	Elizabeth City	1892-1896
Askew, R. W.	Elizabeth City	1905-1914
Attmore, T. B.	Stonewall	1915-1920
Bagley, Dudley		1953-1955
Ballance, Frank W.	Warrenton	1973-
Bias, John Clavin	Scotland Neck	1966-1973
Blades, Dr. Lemuel S.		1906-1916
Bond, John W.	Windsor	1963-1967
Bowe, Geneva J.	Murfreesboro	1973-
Brooks, Dr. E. C.	Raleigh	1918-1920
Burgess, E. T.	Elizabeth City	1929-1936
Byrum, Albert H.	Edenton	1957-1971
Cphoon, F. F.	Elizabeth City	1891-1896
Cphoon, W. L.	Elizabeth City	1906-1920
Chappell, W. C.	Belvidere	1949-1957
Clark, Miles S.	Elizabeth City	1936-1951
Cooke, C. A.	Elizabeth City	1924-1929
Cooper, Thomas Settle	Sunbury	1953-1957
Costen, T. W.	Gatesville	1924-1927
Culpepper, Marshall B.	Elizabeth City	1896-1902

Davis, Junious W. Sr.	Belvidere	1949-1960
Dixon, McDonald	Elizabeth City	1957-1971
Early, H. W.	Windsor	1915-1920
Fearing, Mrs. James G. L.	Elizabeth City	1925-1949
Ferebee, Harry	Camden	1949-1953
Ferguson, G. H.	Raleigh	1951-1957
Forbes, J. Wilbert	Raleigh	1971-
Forbes, Wilbur	Raleigh	1971-
Gaither, W. G.	Elizabeth City	1903-1926
Garrett, Roland L.	Elizabeth City	1957-1967
Godwin, A. Pilston Jr.	Gatesville	1960-1967
Godwin, Pilston G.	Gatesville	1957-1960
Griffin, Clarence W.	Williamston	1961-
Gilbert, Mary W.		1973-
Hall, John H.	Elizabeth City	1936-1949
Halstead, W. I	South Mills	1928-1949
Hardy, Herbert	Maury	1957-1959
Harrell, S. I.	Sunbury	1920-1925
Harrington, Joseph J.	Lewiston	1967-1973
Hoffler, Dr. Ernest L.	Elizabeth City	1949-1957
Hoffler, Dr. William W.	Elizabeth City	1971-1973
Jackson, Roger R. Jr.	Harrellsville	1959-1961
Jacobson, W. K.		1907-1914
John, Dr. Palemon	Elizabeth City	1896-1898
Johnson, Charles	Durham	1972-
Jones, A. J.	Tillery	1957-1963
*Jones, Dr. Clifford B. Sr.	Elizabeth City	1957-1973
Kramer, C. E.	Elizabeth City	1896-1898
Kramer, H. G.	Elizabeth City	1924-1936
Lamb, E. F.	Elizabeth City	1891-1906
Leary, E. P.	Old Trap	1953-1957
Leigh, J. B.		1901-1906
Little, G. R.	Elizabeth City	1932-1954
Long, W. Lunsford	Warrenton	1960-1964
Markham III, Fred P.	Elizabeth City	1966-
Markham, T. J.	Elizabeth City	1915-1920

Meekins, N.	Elizabeth City	1897-1898
Midgett, Lorimer W.	Elizabeth City	1969-
Mitchell, H. L.	Gatesville	1949-1953
Moore, John H.	Elizabeth City	1956-1962
**Morris, Darryl	Ahoskie	1971-1972
Mullen, Herbert T. Sr.	South Mills	1967-1973
McCallum, Clyde	Hertford	1924-1925
Newbold, N. C.	Raleigh	1920-1951
Peel, Stanley J.	Elizabeth City	1973-
Peele, John H.	Elizabeth City	1938-1947
Peele, Thomas	Elizabeth City	1947-1949
Perry, J. Carter	Elizabeth City	1949-1950
Pitt, W. Howard	Hertford	1943-1949
Poston, Robert L.		1973-
Randolph, Louis T.	Washington	1961-1967
Saunders, W. O.	Elizabeth City	1918-1924
Sawyer, J. C. Jr.	Elizabeth City	1961-1964
Sawyer, Mrs. T. C. Sr.	Belcross	1951-1957
Sheep, Prof. S. L.	Elizabeth City	1891-1914
Sloan, M. A.	Durham	1967-1971
Symons, O. Roy	Elizabeth City	1950-1961
Simmons, James S.	Stanford	1973-
Tripp, Mrs. W. A.	Greenville	1891-1892
Vaughn, Frank		1891-1892
Ward, G. W.		1916-1917
Whedbee, Charles	Hertford	1928-1929
White, Dr. J. H.		1901-1902
White, Dr. Kermit E.	Elizabeth City	1967-
White, T. S.	Hertford	1902-1936
Wiggins, Jr. L.	Edenton	1929-1949
Williams, Andrew H.	Elizabeth City	1971-1973
Wilson, C. W.	Greenville	1918-1920
Wilson, J. Kenyon	Elizabeth City	1929-1943
Wilson, Martin Luther	Selma	1957-1971
Winbourne, B. B.		1906-1907

\*Became vice-chairman in 1971, First Negro to hold title.

\*\*First student member.



## Appendix C

**OFFICE OF THE DIRECTOR  
HUGH CALE MEMORIAL  
SCHOLARSHIP FUND  
4509 EAST CORN WALLIS ROAD  
DURHAM NORTH CAROLINA 27713**

Acknowledgment Report of  
Contributions to the HCMSF/ECSU Book Fund  
to Publish the History of Elizabeth City State University

The single purpose of the HCMSF 12,000 ECSU History Book Club, the HCMSF History Book Fund, and the special General Alumni Association Task Force was to jointly raise a minimum of \$12,000 to publish the history of Elizabeth City State University. The names of the contributors are listed by categories below. First, are the HCMSF Century Honor Roll members who contributed from \$100.00 to \$300.00 or more each; second, are the HCMSF Honor Roll members who gave between \$25.00 and \$99.00 each; and third, are HCMSF Club members who donated from \$10.00 to \$24.00 each. In all three of the above categories are the names of graduates, former students, present and former ECSU staff and faculty members, and friends who made contributions from May 15, 1976 through September 6, 1978. The fourth category is composed of the names of groups, organizations, and institutions that contributed during this same period.

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September 10, 1978