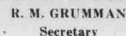
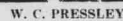
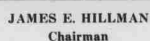


of NORTH CAROLINA STATE COLLEGE

Offices: 10 and 11 Tompkins Hall

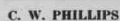
← THE STEERING COMMITTEE →



J. HENRY HIGHSMITH



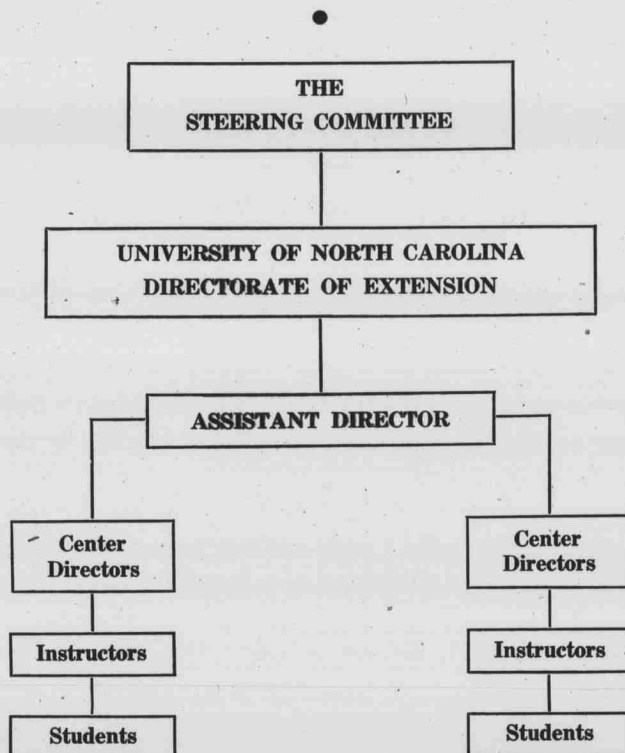
ASSISTANT DIRECTOR



North Carolina College Centers

In Cooperation With the Veterans Administration

ADMINISTRATIVE CHART



HOW COLLEGE CENTERS ORIGINATED

About this time last spring, all forty-one of the colleges and universities of this state were in an unusual quandary—they had far more student applications than they could accept. What could be done? Could any effective scheme be devised in time to care for stranded students? If so, who was to do the job, and how was it to be done?

North Carolina is noted for the fine spirit of friendliness and cooperation existing among its higher institutions of learning and allied agencies. Its colleges and universities, the State Department of Public Instruction, and the public school system which is knit together in a statewide educational unit, have long been accustomed to work together for their common educational ends. Within recent years the Veterans Administration has cooperated closely with all of these educational agencies in caring for the needs of G. I. students. It was perfectly natural, therefore, that all these groups should come together in a common purpose and pool their resources in an attempt to solve an unprecedented educational problem.

The full story which concerns college centers can not be told in a single issue of a college newspaper. Many individuals and organizations which had a vital part in setting up "off-campus" centers will perforce have to be omitted from this account, but the services so willingly rendered will for these individuals and groups be their reward.

THE STEERING COMMITTEE

Out of the deliberations of May and June of last year, a Steering Committee was evolved. It was charged with the duty of ascertaining how many students would attend emergency centers, if these could be established near their homes. This committee was composed in part of officers of the North Carolina College Conference and in part of representatives of the State Department of Public Instruction. James E. Hillman was elected chairman and R. M. Grumman was made secretary. They sent questionnaires to all superintendents of schools in the state, in order to find out where thirty or more young people could be assembled into a center.

The response to the questionnaire was encouraging, though somewhat indefinite. Schools had closed and many high school principals had dispersed for the summer months. A study was made of such information as had been assembled and it was decided to hold tentative registrations July 22-23 in all of the 170 public school units. Superintendents generously volunteered their services for this second survey. The results showed that perhaps fifteen or twenty college centers might materialize.

PROBLEMS

Several baffling problems were at once presented: (1) Where could faculties be secured for the centers about to develop? (2) How could textbooks be had when publishers were already embarrassed by college and university orders? (3) In what manner could college centers be housed? (4) At what hours should classes be held? (5) Above all, how could funds be had for essential expenses? These questions might have daunted a less resolute group, but the Steering Committee had put its hand to the plow and it did not propose to look back.

THE DIRECTORATE OF EXTENSION

At its meeting July 29, the Steering Committee approved the twelve centers most likely to meet the requisite standards and commissioned the Extension Directorate of the University of North Carolina to act as its administrative agent. The Directorate selected C. E. McIntosh, a man of long school and college experience, as Assistant Director, whose duty it was to make a quick estimate of possibilities and if possible have the centers ready to open about the middle of September.

He learned that among high school faculties already employed in the communities to be served were many very excellent teachers who were willing to teach one class per day in a college center, provided they could do so without interfering with their regular work. He also learned that high school buildings could be had for the centers and that each community where a center was likely to develop already had a suitable man ready to direct the local enterprise. By lavish use of the telephone and telegraph, he also secured promises of sufficient textbooks—a fact which indicated that it would be possible to start work in September, provided each center could have as many as thirty students. Since no financial support was possible except that to be derived from student fees, everything in the last analysis depended on how many students would actually register September 23. Each of the twelve centers registered enough students to warrant its operation and it is gratifying to know that each center which opened in September has operated throughout the current college year. The statistical table which follows gives the facts in condensed form.

Centers	Students Enrolled			Number Teachers			Directors
	1stQ.	2ndQ.	3dQ.	1stQ.	2ndQ.	3dQ.	
Albemarle	46	36	27	3	3	4	Paul B. Fry
Burlington	48	35	27	3	3	3	L. E. Spikes
Burnsville	35	29	29	3	3	3	Frank W. Howell
Charlotte	278	287	255	30	32	29	C. C. Bernard
Fayetteville	66	51	45	7	6	5	Horace Sisk
Gastonia	79	68	46	8	8	5	F. L. Ashley
Goldsboro	39	41	26	4	4	4	Ray Armstrong
Greensboro	57	57	49	6	6	7	C. W. Phillips
Hendersonville	58	49	44	6	6	6	A. D. Kornegay
Murphy	45	25	25	3	3	3	Hieronimus Bueck
Rocky Mount	85	57	54	10	7	7	R. M. Wilson
Wilmington	212	193	162	17*	13*	15*	Dale K. Spencer
Total	1,048	928	789	100	94	91	

*Two instructors were employed on full-time basis.

CO-ORDINATORS

Manifestly, no full list of instructors with their degrees, teaching experience, etc., can here be given, though it is a fact that among the 100 instructors in college centers three held the doctor's degree, 57 the master's degree, and the other 40 the bachelor's degree—the entire group averaging in high school or college, or both, teaching experience of 20 years each. But even with this splendid staff of instructors, it was felt that the work of college centers should be closely related to that done on a standard college campus. Because the office of the Directorate was located in Chapel Hill, it was thought wise to use in the main the same courses as are taught in the institution located at that point. Because it was learned that many of the students desired to specialize in engineering, the liberal arts courses were supplemented by engineering and mechanical drawing courses which are taught at State College. A professor from each of these departments was secured to serve as co-ordinator and these co-ordinators readily furnished to college center instructors every assistance possible. They made available their syllabi, suggested suitable rates of progress, and cooperated with college centers in holding final examinations, awarding standard college grades, etc. These twelve co-ordinators early assured all who were doubtful that standard work could be carried on at points distant from a college campus. The list of the co-ordinators and the departments which they supervised is given herewith:

DEPARTMENTAL COORDINATORS

Department	Liberal Arts	University of North Carolina
English	Dr. E. H. Hartsell	Chapel Hill
Social Science	Dr. C. H. Pegg	Chapel Hill
Mathematics	Dr. A. S. Winsor	Chapel Hill
Physics	Dr. Karl H. Fussler	Chapel Hill
Chemistry	Dr. Edwin H. Markham	Chapel Hill
Botany	Dr. E. H. Newcomer	Chapel Hill
Zoology	Dr. David G. Frey	Chapel Hill
American History	Dr. Cecil K. Johnson	Chapel Hill
Political Science	Dr. C. B. Robson	Chapel Hill
Romance Languages	Prof. Hugo Giduz	Chapel Hill
Department	Engineering	State College of Agri. & Eng'g.
Eng'g. Mathematics	Dr. H. A. Fisher	Raleigh
Mechanical Drawing	Dr. J. H. Lampe	Raleigh

ACTION BY COLLEGE CONFERENCE

When the College Conference met at Greensboro, November 1946, a report was made outlining the organization and progress of the twelve centers. On the basis of that report, and in the knowledge that each department had been carefully supervised by a specialist of unquestioned ability, the Conference, without a dissenting vote, approved all that had been done and authorized the establishing of other centers if they should be needed. Priority was established at all institutions belonging to the College Conference, so that it would be possible for each college center student to receive full credit for his year's work at any member institution he might choose to enter. The new venture had "won its wings."

TEACHER REACTIONS

Many letters have testified to the delight which both teachers and students have had in these emergency centers. One teacher wrote that she had never enjoyed her work so much and that she actually felt "rested" by her additional college class. Another declared that she ought to refund her salary, for teaching her college students was "pure fun." These statements may not represent the reaction of all instructors, but the morale of instructors is high and practically all of them hope to carry on their college work next year.

STUDENT VIEWPOINTS

Nearly all communications from students have been likewise highly complimentary. One student complained that his instructor was listless and another said that the textbook was "rotten," but these two criticisms have not seemed alarming in view of the fact that students in general have been known to make similar comments. Perhaps these two viewpoints may indicate that college centers have not as yet approached the millenium.

But there are on file statements from many students which are gratifying in the extreme. Expressions like the following have come in from several hundred of the students:

1. "My teachers are capable; the courses are interesting."
2. "My course compares favorably with the work done at college, which I attended last year."
3. "The classes are not too large; the teacher can give personal attention to individual needs."
4. "The curriculum is well-rounded."
5. "I have learned as much here as I could have learned at any college."
6. "Going to college at home is better than going away."
7. "The college center has proved its quality."
8. "We have a grand director and excellent teachers. If a boy can't get along here, he is no good."

ACTIVITIES

Not all centers have gone in for an activity program, but the majority of them have engaged in athletics of various types, held occasional dances, gone on hayrides, attended weiner roasts, spaghetti suppers, etc., engaged in debating and choral work, and a few have undertaken simple dramatics. Several centers have had organized student government and most of them have had student officers to represent them in contact with the faculty, the director, and the community at large. A general college center newspaper was for a time considered, but since there were no fees for covering the expense of such a publication the project had to be abandoned.

COMPOSITE GRADE REPORTS

(Fall and Winter Quarters)

At the end of the fall quarter, a comparative study was made between the grades received in college centers and those received on the same courses at the University of North Carolina. This same procedure was followed at the end of the winter quarter, for it was of utmost importance to know whether college center instructors were too lax or too severe in assigning student grades. The report for the two quarters will show the close correlation which was evidenced with respect to the four passing grades—A, B, C, D.

COLLEGE CENTERS (Fall Quarter) A-8%, B-21%, C-31%, D-27%.

Univ. of N. C. (" ") A-10%, B-21%, C-37%, D-21%.

These percentages were highly encouraging, but they were not deemed conclusive. The comparison for the winter quarter bears out, however, the belief that the work in college centers is approximately equal to that done on the University campus. The figures for the winter quarter are given in substantiation of this statement.

COLLEGE CENTERS (Winter Quarter) A-13%, B-22%, C-42%, D-15%.

Univ. of N. C. (" ") A-11%, B-26%, C-38%, D-16%.

It will be observed that not only is the correlation of the winter quarter approximately as good as that for the fall quarter, but that both the students of college centers and the students of the University achieved better grades in the winter quarter than they had received in the fall quarter. On the basis of the records just cited all colleges belonging to the College Conference have recently stated specifically that they accept at face value all grades awarded in college centers and will accept into their student body next year as many students as possible from the college centers.