

Bulletin

STATE COLLEGE FOR
COLORED STUDENTS

DOVER, DELAWARE

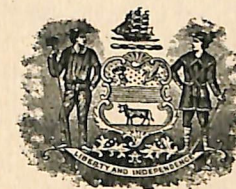


Annual Catalogue
1935-1936

Bulletin

STATE COLLEGE FOR
COLORED STUDENTS

DOVER, DELAWARE



Annual Catalogue

1935-1936

WITH ANNOUNCEMENTS *for the* TERM BEGINNING
September 14th, 1936, AND ENDING June 8th, 1937

TABLE OF CONTENTS

AGRICULTURE.....	47 and 82
BOARD OF TRUSTEES.....	6
CALENDAR, COLLEGE.....	5
CALENDAR, HIGH SCHOOL.....	75
CALENDAR, YEARLY.....	4
CATALOGUE OF STUDENTS.....	93
EXTENSION COURSE IN ART AND MUSIC.....	72
COLLEGE.....	27
DEPOSITS.....	21
DESCRIPTION OF COURSES.....	47 and 82
EXPENSES AND FEES.....	20
REFUNDS AND REPAYMENTS.....	21
FACULTY.....	8
GENERAL REGULATIONS.....	17
HIGH SCHOOL DEPARTMENT.....	76
HISTORICAL SKETCH.....	11
IMPORTANT INFORMATION.....	17
MEMBERS OF THE STATE BOARD OF EDUCATION.....	6
OFFICERS OF ADMINISTRATION.....	7
OUTLINE OF COURSES.....	80
PHYSICAL PLANT.....	14
PRIZES AND AWARDS.....	92
ROMANCE LANGUAGES.....	70
SCHOOL OF AGRICULTURE.....	34
SCHOOL OF ARTS AND SCIENCES.....	31
OUTLINE OF COURSES.....	34
MAJOR SUBJECTS.....	37
SCHOOL OF HOME ECONOMICS.....	43
SCHOOL OF INDUSTRIAL ARTS.....	45
SPECIAL REQUIREMENTS.....	19
STANDING COMMITTEES.....	9
STUDENT PRIVILEGES AND RESPONSIBILITIES.....	16
THE SCHOOL OF EDUCATION.....	36
VOCATIONAL COURSES.....	81

1936

JANUARY							MAY							SEPTEMBER						
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1937

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CALENDAR

5

CALENDAR 1936-1937

THE COLLEGE

The College Dormitories and Dining Hall will open Monday, September 14, 1936 for the reception of students.

September 14, 1936, Monday.....First Semester Begins, Registration
 September 15, Tuesday.....Registration
 September 16, Wednesday.....Classes Begin
 October 25, Sunday.....*Parents' Day
 November 3, Tuesday.....Election Day
 November 25, Wednesday.....Thanksgiving Recess Begins
 November 30, Monday.....Thanksgiving Recess Ends
 December 23, Wednesday.....Christmas Recess Begins
 January 4, 1937, Monday.....Christmas Recess Ends
 January 26, 27, 28, Tuesday, Wednesday
 and Thursday.....First Semester Examinations
 January 29, Friday.....Registration
 February 1, Monday.....Second Semester Begins
 March 25, Thursday.....Easter Recess Begins
 March 30, Tuesday.....Easter Recess Ends
 May 30, Sunday.....Anniversary Religious Organizations
 June 1, 2, 3, Tuesday, Wednesday and
 Thursday.....Final Examinations
 June 6, Sunday.....Baccalaureate Sermon
 June 7, Monday.....Faculty-Student-Alumni Day
 June 8, Tuesday.....Commencement

*Student resident halls or dormitories will be open to our guests for inspection from 1 to 5 P. M.

MEMBERS OF THE STATE BOARD OF EDUCATION

HENRY RIDGELY, *President*.....Dover
 JOHN B. JESSUP, *Vice President*.....Wilmington
 WARNER W. PRICE.....Smyrna
 WILLIAM V. SIPPLE.....Milford
 NEWLIN T. BOOTH.....New Castle
 DR. JAMES BEEBE.....Lewes

DR. H. V. HOLLOWAY.....Dover
*State Superintendent of Public Instruction and Secretary of the
 State Board of Education*

STATE COLLEGE FOR COLORED STUDENTS

BOARD OF TRUSTEES

The *Governor*, C. DOUGLASS BUCK (Ex-Officio)
 OLIVER A. NEWTON, *President*.....Bridgeville
 EARLE D. WILLEY, *Secretary-Treasurer*.....Dover
 WAYNE C. BREWER.....Newark
 EDGAR A. STARLING.....Wilmington
 WILLIAM W. M. HENRY, M. D.....Dover
 SAMUEL N. CULVER.....Delmar
 RICHARD S. GROSSLEY (Ex-Officio).....Dover

COMMITTEES

Educational Committee

WAYNE C. BREWER, *Chairman* W. W. M. HENRY EARLE D. WILLEY

Agricultural Committee

SAMUEL N. CULVER, *Chairman* EDGAR A. STARLING O. A. NEWTON

Finance Committee

O. A. NEWTON, *Chairman* W. W. M. HENRY EARLE D. WILLEY

OFFICERS OF THE COLLEGE

Honorary

WILLIAM C. JASON, A.B.; B.D.; A.M.; D.D.

President Emeritus

Administrative

✓ RICHARD S. GROSSLEY.....*President*
 ✓ ROBERT B. JEFFERSON.....*Dean*
 WILLIAM C. JASON.....*Chaplain*
 FLORENCE G. BROOKS.....*Dietitian*
 ✓ JAMES B. CLARKE.....*Business Manager*
 M. L. GULLINS.....*Matron*
 NELL C. JEFFERSON.....*Librarian*
 DAVID F. JEFFREYS.....*Acting Registrar and Adviser to Men*
 BIRDIE L. JONES.....*Dining Hall Supervisor*
 BURNES P. JONES.....*Secretary to the President*
 LYDIA J. MARTIN.....*Adviser to College Women*

FACULTY 1935-1936

- RICHARD S. GROSSLEY, B. S., M. A., LL. D. *President*
B. S., Alcorn A & M College; Graduate work, University of Chicago, Columbia University, Cornell University; M. A., New York University; LL.D., A & M College, Orangeburg, South Carolina
- ROBERT B. JEFFERSON, A. B. *Dean of the College; Instructor in Science*
A. B., Atlanta University; Graduate work, Syracuse University; University of Chicago, Columbia University
- MARTIN C. BAILEY, B. S., M. A. *Instructor in Mathematics*
B. S., Howard University; Summer Sessions, University of Kansas; M. A., University of Pennsylvania
- FLORENCE G. BROOKS, Ph.D., B. S., M. A.
Dietitian and Instructor in Home Economics
Phar. C., Howard University; B. S., Columbia University; M. A., Columbia University
- BEULAH E. BURKE, A. B. *Instructor in Home Economics*
A. B., Howard University; Special Work, Temple University; Summer Sessions, University of Pennsylvania; Graduate work, Columbia University
- MILDRED A. BURRIS, B. S. *Instructor in Physical Education for Women*
B. S., Temple University; Summer Sessions, Harvard University; Graduate work, Columbia University
- GEORGE W. DAVIS, B. S. *Instructor in Woodworking*
B. S., Carnegie Institute of Technology
- HELEN B. GROSSLEY, B. S., M. A. *Instructor in Education*
B. S., Howard University; M. A., Howard University; Graduate work, University of Chicago, University of Pennsylvania and Columbia University
- BEATRICE L. HENRY, Mus. B. *Instructor in Music*
Mus. B., Howard University; Summer Session, University of Pennsylvania
- *HELEN F. HOLMES, A. B., M. A. *Instructor in English*
A. B., Bucknell University; M. A., Columbia University
- JAMES O. HOPSON, B. A., M. A. *Instructor in English*
B. A., Lincoln University; M. A., University of Pittsburgh
- EDWARD L. JACKSON, B. S., *Instructor in History and Physical Education for Men*
B. S., International Y. M. C. A. College; Graduate work, International Y. M. C. A. College
- LUCY F. JAMES, B. S., M. A. *Director of Home Economics*
B. S., Columbia University; M. A., Columbia University
- *VIVIAN E. JENKINS, A. B., M. A. *Instructor in English*
A. B., Howard University; M. A., Howard University
- T. AUBREY JETER, B. S. *Director of Agriculture*
B. S., Hampton Institute; Summer Session, Pennsylvania State College
- †CHARLES H. JONES, A. B. *Assistant Instructor in English*
A. B., State College for Colored Students
- LYDIA J. MARTIN, A. B., M. A. *Instructor in French*
A. B., Ohio State University; M. A., Western Reserve University
- JAMES H. ROBINSON, B. S. *Instructor in Science*
B. S., Howard University; Graduate work, Howard University
- *WILHELMINA T. ROBINSON, A. B. *Instructor in History*
A. B., Atlanta University
- HARLEY F. TAYLOR, B. S. *Instructor in Agriculture*
B. S., Hampton Institute
- EDITH I. VALENTINE, B. S. *Instructor in Teacher Training*
B. S., West Chester State Teachers College; Summer Session, West Chester State Teachers' College; Graduate work, University of Pennsylvania
- ALPHONSO C. WARRINGTON, B. S., M. S. *Instructor in Biology*
B. S., Howard University; M. S., Howard University; Summer Session, Pennsylvania State College

*Part time.

†Supply Teacher.

COMMITTEE ORGANIZATION

*Advisory Council*MR. GROSSLEY, *Chairman*

MR. JEFFERSON	MRS. JAMES	MR. WARRINGTON
MR. CLARKE	MR. BAILEY	MR. ROBINSON
MRS. VALENTINE	MRS. GROSSLEY	MR. JACKSON
MR. JEFFREYS	*MRS. HOLMES	*MR. HOPSON

*Publicity and Publications*MR. HOPSON, *Chairman*

*MRS. HOLMES	MRS. JEFFERSON	MRS. GROSSLEY	MR. ROBINSON
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*Admissions and Student Standing*MR. JEFFERSON, *Chairman*

MRS. VALENTINE	MR. JEFFREYS	MRS. JAMES
MR. DAVIS		MR. GROSSLEY

*Faculty-Student-Alumni Relationships*MR. BAILEY, *Chairman*

MR. WARRINGTON	MR. JETER	MISS BROOKS
MR. TAYLOR	DR. JASON	MR. HOPSON

STUDENT LIFE AND WELFARE

*Religious Activities*DR. JASON, *Chairman*

DR. GROSSLEY,	SUPERINTENDENT OF THE SUNDAY SCHOOL
CHAIRMAN OF Y. M. C. A.	CHAIRMAN OF Y. W. C. A.
MRS. HENRY	MRS. JEFFERSON

*Entertainments and Social Activities*MR. ROBINSON, *Chairman*

MISS BROOKS	MR. JEFFREYS	MISS BURRIS	MRS. B. L. JONES
MRS. GULLINS	MISS MARTIN	MRS. HENRY	

*Athletic Activities*MR. JACKSON, *Chairman*

MISS BURRIS	MR. JETER	*MRS. HOLMES
MR. DAVIS	MR. TAYLOR	

*Student Housing*MR. WARRINGTON, *Chairman*

MR. JEFFREYS	MRS. GULLINS	MISS BURKE
MISS MARTIN	MRS. JAMES	MRS. ROBINSON

HIGH SCHOOL ADVISORY COMMITTEE

*MRS. HOLMES, *Chairman*

MR. BAILEY	MR. ROBINSON	MR. JEFFERSON	MR. TAYLOR
MR. WARRINGTON	MRS. GULLINS	*MISS JENKINS	

*Part Year.

STUDENT MEMBERS OF THE STANDING COMMITTEES
TO COOPERATE WITH THE FACULTY

Faculty-Student-Alumni Relationships

DOROTHY LEWIS FLORENCE JOHNSON MAURICE THOMAS
HELEN MOSLEY JAMES PRETTYMAN

Publicity and Publications

CLARENCE SPERLING CLEOPATRA DREDDEN ELIZABETH CLINE
ADELYNE CURRY

STUDENT LIFE AND WELFARE

Religious Activities

WILLIAM OVERTON JAMESIE ROSS JAMES THOMPSON
MARY JACKSON DANIEL CONAWAY

Athletic Activities

RICHARD WYNDER MARTIN ROBERTS ELAINE HOLLAND
ARDELLA BULAH PHILLIP SADLER

Entertainments and Social Activities

CLARETTA DAVIS HURLEY DERRICKSON LILLIAN RHODES
HILDA ARGO ZEBULUN ROSS

Student Housing

ELVA MORRIS NATHAN GIVENS ETHEL STEWART
STEWART BEANUM RUBINET WATERS

BRIEF HISTORICAL SKETCH

The State College for Colored Students was established under act of Congress, the Morrill Act of 1890, entitled, "An Act to apply a portion of the public lands to the more complete endowment and support of colleges for the benefit of Agriculture and Mechanic Arts," established under the provisions of an act of Congress approved July 2, 1862; and of the General Assembly of the State of Delaware, May 15, 1891. By the Morrill Act and a subsequent Act, the Nelson Amendment of 1907, large areas of public land were appropriated to each of the several states to form the basis of endowments for colleges, "which must include in their curriculum the teaching of Agriculture, the Mechanic Arts and Military Tactics."

By Act of the General Assembly of Delaware, the Federal appropriation for the State, \$50,000, is divided between the University of Delaware at Newark, and the State College for Colored Students at Dover; the latter receiving 1/5, or \$10,000, on the basis of the proportion of colored inhabitants to the total population. The State of Delaware appropriated at various sessions of the Legislature, from the initial act establishing the school in 1891, to the sessions of 1911, a total of \$37,000. In 1913 a bill was passed appropriating \$3,000 annually and, in 1917, this appropriation was increased to \$8,000 annually, thus providing a yearly income of \$18,000. With the first state appropriation a tract of 100 acres about two miles north of Dover, known as the Lookerman Farm, was purchased. Alterations were made in the main building, two new buildings were erected, and the doors opened for the reception of students in 1892. The Legislature of 1919 appropriated \$18,000 to complete the payment on an additional farm of 100 acres. In 1921 an appropriation of \$15,000 for maintenance was made by the State Legislature and in 1923 a similar appropriation was made. At the 1925 session of the Legislature, the appropriation was increased to \$20,000 and in 1927 to \$22,700, with a supplementary appropriation of \$125,000 for the erection and equipment of an Academic and Administration Building. An additional appropriation of \$60,000 was made from the Delaware School Auxiliary Association through the generosity of Mr. P. S. duPont, by whom other needed improvements have been made at the College.

A sewage disposal plant has been constructed at a cost of about \$23,800.00. This improvement adds materially to the health and sanitary conditions of the school.

The 1930-31 improvements included the erection of a teachers' cottage, repairs to dormitories, and the construction of a modern dairy barn.

At the 1931 session of the Legislature an appropriation of \$150,000 was made for the erection and equipment of a building for dining hall and Home Economics purposes. The architectural and engineering fees were provided for by the Delaware School Foundation.

IMPROVEMENT TO ENTRANCE

A concrete road and sidewalk leading from the main highway into the campus adds greatly to the accessibility of the College. This important item of improvement has been recently made by the State Highway Department.

ADMINISTRATION AND ORGANIZATION

The governing body of the State College for Colored Students is the Board of Trustees, six in number, appointed quardrennially by the Governor. Under the Board of Trustees the management of the College is vested in the President as executive head of the institution.

The first President of the College was the late Prof. Wesley P. Webb, who served for two years, and was succeeded by Dr. William C. Jason, A. M., D. D., who, after 28 years of service, retired as President Emeritus. At a meeting of the Board of Trustees on February 1, 1923, Richard S. Grossley was elected President of the Institution to succeed Dr. Jason. Dr. Grossley began his duties as President on July 1, 1923, and is in charge at the present time.

PLAN OF REORGANIZATION

In accordance with the demands for a more progressive organization of the administrative machinery of the college a plan of organization is adopted providing for a more efficient and democratic administration. This plan insures the participation of every teacher, every administrative employee and every student in the formulation and administration of the institution's policies and program. The plan provides for a cooperative institutional service by means of an effective committee organization of students and teachers with definite allocation of functions to each and all, in adaptable, dynamic curricula which includes richer offerings of cultural, recreational, and social values and activities. In the spirit and light of these considerations the following standing committees were organized to formulate and recommend educational policies in their respective fields of service:

- Committee on Admissions and Student Standing
- Committee on Faculty-Student-Alumni Relationships
- Committee on Publicity and Publications
- Committee on Student Life and Welfare

LOCATION

The State College for Colored Students is located on the DuPont Highway, near the State Capital, Dover, in the midst of one of the best grain and fruit producing regions in the country, and within about 75 miles of three large cities—Wilmington, Baltimore and Philadelphia. It has a healthful and convenient location. These, together with its beautiful landscape and attractive surroundings, give it distinct advantages as an educational center. The reservation upon which it is located comprises about 200 acres, 15 of

which have been set apart and beautified to enclose the main buildings and the Campus. The ATHLETIC FIELD—"Soldiers' Field"—named in honor of the young men of State College who served in the late war, is a five-acre plot in excellent physical condition and especially well suited to the purpose. Of the remainder, 160 acres are devoted to some phase of agriculture and 20 acres to woodland.

HOW TO REACH STATE COLLEGE

Students from Philadelphia and beyond, or from Baltimore and beyond, coming by train, should use the Pennsylvania or the Baltimore and Ohio Railroad, change at Wilmington for Dover to the Delaware Division of the Pennsylvania, generally referred to as the "Delaware Road." If coming North from Cape Charles, Virginia, and beyond, take the Delmarva Division of the Pennsylvania Railroad to Dover.

Automobile travel from all points to Dover is not only convenient but extremely interesting and pleasant because of Delaware's unexcelled highways and the natural beauty and historic significance of the capital city itself. Look for U. S. Route No. 13, which passes through Dover and touches the State College property just one mile north of the city limits.

PHYSICAL PLANT

During the summer all of the buildings used as dormitories are renovated and many conveniences and comforts added.

LOOCKERMAN HALL

Loockerman Hall, formerly a residence, is the oldest building on the Campus, having been erected, according to history, over a century ago. This building was constructed of imported brick. When the property was purchased for school purposes this building was remodeled and converted to use for dormitory and administration purposes. It was later enlarged by the addition of a frame structure in the rear and contains twenty-four sleeping rooms used as dormitories for college women.

LORE HALL

Lore Hall is a four-story brick structure with 25 sleeping rooms, office, reception hall and Y. W. C. A. Recreation Room. This building is equipped with modern conveniences and is used as a dormitory for girls.

CANNON HALL

Cannon Hall is a three-story frame structure containing 15 rooms of convenient size, lavatory with shower baths and other modern conveniences. This building is a dormitory for boys.

JASON HALL

This building, formerly occupied by the President, has been renovated and is now serving as a dormitory for college men.

THE LIBRARY

The College Library is a one-story brick structure provided by the renovating of the building formerly used as the College Chapel. It is equipped with modern shelving and other necessary fixtures and furnishings and is a most comfortable and attractive place for concentration. It is exceptionally well lighted. With the aid of the Julius Rosenwald Fund, Mr. P. S. duPont and other friends of the institution, more than 4,000 volumes have been provided. In the selection of books special attention was given to the students' need for books of the general interest and cultural values and also to the need for references and collateral texts as relating to specific courses. It is provided with a rich assortment of magazines, papers and current periodicals.

TRADES BUILDING

The Trades Building is a one-story steel structure of modern design with class rooms, laboratory, supply room and office; and provisions for teaching Carpentry, Blacksmithing, Auto Mechanics, Drawing, and Agriculture.

DELAWARE HALL

The Academic and Administration Building consists of fourteen rooms, including offices, class rooms, reading room and laboratories, also an auditorium with a seating capacity for 500 persons, which can be easily converted into a gymnasium. This building is provided with modern equipment and furnishings in every department.

PRACTICE SCHOOL

The Practice School is a beautiful two-room brick building of modern design which serves as quarters for the Department of Teacher Training.

CONRAD HALL

Conrad Hall, a two-story and basement building, near the center of activity on the Campus, is the most recent addition. This building provides dining halls, cafeteria and kitchen facilities on the first floor, Home Economics Department including the model apartment on the second floor; a recreation room for men, and other important facilities, on the ground floor.

FACULTY RESIDENCES

The President's Cottage is a two-story frame structure of Colonial design, erected near the entrance of the Campus.

A two-story frame double house serves as a residence for teachers.

A two-apartment house recently completed is also provided as a residence for teachers.

WATER SUPPLY

The water supply for the school plant is pumped from two deep wells into a 50,000-gallon steel tank which is elevated on a trestle to a height of 75 feet, from whence water is distributed to the several buildings and throughout the plant.

AGRICULTURAL FACILITIES

The buildings housing the Agricultural activities are: Dairy Barn, 1; Poultry Houses, 5; Sheds and Barns, 7.

The Dairy Barn is a modern building in design and equipment. It is one of the most important additions to the Agricultural Department.

The main building of the Poultry Plant is also of strictly modern type and equipment.

STUDENT PRIVILEGES AND RESPONSIBILITIES

State College, like any other enterprise, extends opportunities and privileges which require in turn a sharing of responsibility. The standard of honor on the campus offers each student the challenge and satisfaction of simple, upright, honest endeavor, wholesome environment and recreation.

An application for admission to State College implies a willingness to accept the ideals for which the college stands and to give them loyalty and support. This loyalty expresses itself in action that proceeds from a desire to reflect credit upon the institution. Every student should feel that it is a part of his or her responsibility to conduct himself or herself in the best possible manner. Lack of loyalty on the part of any student reflects itself in a selfish unwillingness to abide by the ideals of the college, and failure to recognize the individuals' obligation thereto.

The College reserves the right to be the sole judge of a student's success or failure in meeting the requirements and demands of college life, and of his or her fitness to continue to share its privileges and responsibilities.

Every student is expected to follow punctually and cheerfully the adopted schedule for study, work and recreation.

All students are required to attend the regular Chapel exercises and assemblies.

Students are urged to co-operate with the Faculty in the preservation of healthful and wholesome physical and hygienic conditions and in the prevention and control of disease, by early and faithfully reporting illness.

Students are required to abstain from the use of intoxicating drinks.

No student is allowed to own or operate a motor vehicle on and off the Campus during the school year, except by written permission given by joint agreement of the Dean of the College and the Business Manager.

No student who has been dismissed or suspended or who has been on disciplinary probation, and no student with any outstanding condition on the previous semester's work, may represent the institution in any public event or serve as manager of a representative team, or hold any elective office or any appointment of responsibility and trust during the school year affected.

No secret society is allowed in the institution, and no other society or self-perpetuating organization is allowed among students except by permission of the faculty.

IMPORTANT INFORMATION

ACCREDITMENT

The High School Division of State College is included among the secondary schools in Delaware accredited by the Commission on Secondary Schools of the Middle States Association of Colleges and Secondary Schools. The Teachers College is approved as standard by the State Department of Public Instruction.

CAFETERIA

For the benefit of the Day Students, primarily, service is offered at the Cafeteria in Conrad Hall. Commuting students will be able to secure hot lunches of wholesome and well-prepared food at cost.

CHAPEL ASSEMBLY

Chapel assembly is held each week, at which time the entire student body unites in devotional exercises, and other activities, including programs by the student organizations, special lectures, entertainments, business meetings, etc. Students have a large share in the arrangement and conducting of these exercises. All students are required to be present and to participate unless expressly excused by the Dean of the College.

RELIGIOUS EXERCISES

In recognition of the importance of the four-fold life—physical, intellectual, moral and spiritual—due consideration is given to activities which have to do with these phases of the student's development. To meet this demand, Sunday School is conducted by the members of the Faculty; religious services, Y. M. C. A., and Y. W. C. A. exercises and mid-week services are fostered.

HEALTH REQUIREMENTS AND NEEDS

A certificate issued by a practicing physician showing that the student is in good health and physically fit for enrollment is required of each student at the time of registration. Matriculation of the student will not be complete until his or her health certificate has been filed with the Chairman of the Committee on Admissions. The Institution reserves the right to require at the student's expense, a physical examination of any and all students failing to present such a certificate, or at any time that may be deemed necessary or advisable. A health certificate is required before any student whose absence is caused by illness is reinstated or allowed to resume his regular program of work.

ILLNESS

The College does not have facilities for complete isolation of students in case of illness, therefore when, because of illness, a student is confined to bed for more than two days a local physician is consulted and if advisable the

parents are notified and the student is sent home or to the hospital. Doctors' fees and fees for medicine are paid by the student. A limited supply of proprietary medicines and household remedies for first aid is kept on hand and furnished in case of need.

SELF SUPPORT

Experience has demonstrated that it is not to the student's best interest to try to earn all of his expenses by working his way in school.

Students enrolling at State College for the first time should not come depending upon securing work, but should come prepared to pay the full amount of their expenses until they have oriented themselves and have demonstrated their ability and worth. The jobs are usually spoken for from year to year before the students leave for their summer vacation. Satisfactory service gives the student holding the job the preference.

CAMPUS STORE

The Campus Store is an enterprise operated for and largely by students under supervision of the Business Office. It aims to provide books, stationery, supplies and student equipment at cost, plus necessary operating expenses.

LAUNDRY

The laundry of all dormitory students—to the extent of 12 plain pieces, including 3 shirts, or 3 dresses per week—will be done in the College Laundry. All pieces sent to the laundry must be plainly marked with the owner's name written in indelible ink or woven name tape. A laundry bag must be owned and used by every student.

DELINQUENT ACCOUNTS

No student shall be enrolled, graduated or granted a transcript of his or her records until all previous charges have been paid, and all other obligations to the college are satisfactorily discharged.

SPECIAL REQUIREMENTS

In view of the small charges for room and board the administration reserves the right to detail students for such amount and type of free service as necessary toward the development and upkeep of the school plant. This will be devoted to such work as household cleaning, kitchen and pantry service and the like. In this way the student not only renders a valuable assistance but also expresses interest and pride in his surroundings and demonstrates his or her skill, initiative and dependability in such degree as frequently opens the way to larger opportunity and responsibility of personal benefit to the student.

VACATION CHARGES

The amount paid for room and board in the dormitories during the school year is not meant to cover these costs during vacations. It is therefore necessary for those remaining on the Campus to make special arrangements at the Business Office for taking care of all of their expenses for these intervals.

GUESTS

Students and teachers are responsible for meals of their guests if taken at the College dining hall or the cafeteria. The rates for transient meals in the dining halls are: Breakfast, 35 cents; Lunch, 35 cents; Dinner, 50 cents. All visitors accommodated in the respective school buildings over night must be registered with the person immediately in charge of the building.

STUDENT ACTIVITIES

All students are expected to take part in some form of extra-curricular activities. Participation is under the direction of the Committee on Student Activities.

In the Student Activities Program not only is the health and physical fitness of the student considered, but due concern is given to the individuality of the student. The Student Co-operative Associations, the Athletic Association, Y. M. C. A., and Y. W. C. A., the choir and the various club activities offer a variety of opportunities for development of individual interests, tastes, and aptitudes.

HOUSING

Students who cannot be accommodated in the dormitories may live in private homes, approved by the Housing Committee. When dormitory vacancies occur it should be understood that students living in private homes should transfer to fill such vacancies upon notice from the Business Office.

EXPENSES AND FEES

Registration Fee, all students, per year.....	\$2.00
Tuition, State Students.....	Free
Tuition, Students from other states, per year.....	18.00
Housing Rates, including room, board and laundry, for students residing in the Dormitories, per year.....	162.00
(May be paid in 9 monthly installments of \$18.00).	
Laboratory Fees:	
Chemistry, per semester, High School.....	2.00
Physics or Biology, per semester, High School.....	1.00
Biology, per semester, College.....	3.00
Chemistry, per semester, College.....	4.00
Physics, per semester, College.....	3.00
Household and Food Chemistry, per semester.....	1.50
Art Fee (Cost of material).....	
Practice Teaching Fee, Minimum.....	5.00
Student Activity Fee.....	4.00
Library Fee.....	1.00
Medical Fee, all students.....	.50
Locker Fee.....	.25
Music, including use of Piano, per month.....	2.50
Music, instruction only, per month.....	2.00
Graduation Fee, High School.....	3.00
Graduation Fee, College, minimum charge.....	5.00
Late Entrance Fee.....	\$1.00-5.00
Late Return Fee—after holidays, week-ends, etc., per day.....	1.00
Books (College students) for term.....	\$15.00-20.00
Transcript Fee, after first issue.....	1.00
Special Examination Fee, each.....	.50
Room key deposit (Refunded if key is returned).....	.50

NOTE: No refund of fees will be made by the Institution.
Book purchases are made on strictly cash basis.

SUMMARY OF EXPENSES

All boarding students are required to pay upon entrance at least one full month's board, registration fee, medical fee, library fee and Student Activities Fee. All Day Students are required to pay upon entrance the full amount of the fees, namely: registration fee, medical fee, and Student Activities Fee. Non-resident students are required to pay in addition to this a tuition fee of \$2.00. Tuition is free to all Delaware students.

Boarding Students

First Month:

Housing Fee (Board, Room and Laundry).....	\$18.00
Registration Fee.....	2.00
Medical Fee.....	.50
Library Fee.....	1.00
Student Activities Fee.....	4.00
Total—State Students.....	\$25.50
Out-of-State Students, Tuition, \$2.00.....	27.50
For use of locker add.....	.25

Day Students

Registration Fee.....	\$2.00
Medical Fee.....	.50
Library Fee.....	1.00
Student Activities Fee.....	4.00
Total—State Students.....	\$7.50
Out-of-State Students Tuition, \$2.00.....	9.50
For use of locker add.....	.25

After the First Month:

Housing Fee (Board, Room and Laundry).....	\$18.00
Housing Fee, Tuition, Out-of-State Students.....	20.00
Out-of-State Students (Non-residents) will pay \$2.00 per month for tuition whether boarding or day students.	

DEPOSITS

ADVANCED DEPOSIT FOR ROOM RESERVATION

An advance deposit of \$5.00 made for room reservation in the dormitory will be regarded as guarantee of the student's intention to enroll for the term or semester designated. It will be applied on the student's charges for board on the opening day of school, and will not be returnable unless notice is received prior to that time that the student is unable to enter, in which case it will be refunded. This deposit is not necessarily a guarantee of any special reservation, but preference may be granted those wishing their same rooms from year to year. In this, the right of discretion is reserved. The general policy is to make assignment in the order of applications and to regard all unoccupied rooms available to any applicant after the opening day of school. *The College reserves all rights in connection with the assignment and reassignment of rooms or the termination of their occupancy.*

ADVANCED ENROLLMENT FOR DAY STUDENTS

Day students desiring advanced enrollment shall deposit \$1.00. This will be subject to the same general conditions as applied to the deposit for boarding students. If checks are used they should be certified checks and should be made to the order of State College.

DELINQUENT ACCOUNTS

No student shall be enrolled, graduated or granted a transcript of his or her records until all previous charges have been paid, and all other obligations to the college are satisfactorily discharged.

DEDUCTIONS AND WITHDRAWALS

Students are regarded as members of the Institution until the President is notified of their withdrawal and the regular charges will be made until such notice is received.

The acceptance of a student is based on the assumption that his or her enrollment is for not less than a semester, and parents, guardians or others who are providing for the expenses of students at the College should understand that their financial obligations are for an entire semester at least, and should accordingly be prepared to meet them.

REFUNDS AND REPAYMENTS

Refunds will not be granted:

1. On *Housing Fee* to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from school after matriculation. Exceptions will be made:
 - A. For absence due to personal illness that has been certified to by an attending physician.
 - B. For absence due to family emergency of which the President or his representatives have been advised, and have given due approval to same.

In each of the exceptions *Refunds* will not be allowed for the first eight days of the absence.

2. On any part of the enrollment fee for any cause whatsoever.
3. On advance deposit for room reservation or enrollment unless the College authorities are notified before the opening of school of the student's intention not to enroll.

INSTRUCTIONS TO PARENTS AND GUARDIANS

Each student should bring among his possessions a Bible, raincoat, umbrella, and rubbers.

The dormitory rooms are furnished with single beds, mattress, pillow, dresser, and chairs. Each boarder is required to furnish his own blankets, towels, bed spread, and other necessary articles for comfort and convenience, and to see that these articles are plainly and properly marked or labeled in order that they may be identified as the property of the individual.

Textbooks are furnished by the institution to all students of the High School. Each student should come provided with sufficient spending change for purchase of notebooks, writing paper, pen, ink and other material necessary for his work. All students above High School should come prepared to make a deposit of at least ten (10) dollars for the purchase of books and other necessary class material.

Students in the College Division who have not supplied themselves with necessary books and other material for classes at the end of the third week of any semester will be dropped from the course where such books and materials have not been supplied.

The institution encourages simple and inexpensive dressing of both boys and girls. Students are expected to wear warm, comfortable clothing, and to refrain from the use of wearing apparel that will endanger their health during cold or disagreeable weather. Sleeveless dresses for class-room purposes are forbidden.

Each student is required to supply himself or herself with proper uniform and shoes for classes in Physical Education. This uniform must be approved by the Instructors of the Department.

Parents and guardians are asked not to send their children such wearing apparel as the institution forbids them to use.

In order to properly protect the clothing all male students who engage in work in the shops or on the farm should provide themselves with overalls or smocks, and rubbers.

ALL BILLS ARE DUE AND PAYABLE IN ADVANCE

If the account of a student for board is allowed to become more than one month in arrears he is liable to be dropped out of class and assigned work or sent home until bills are settled, unless satisfactory arrangements are made for payment of said account within a given time.

Students delinquent in payment of bills are subject to being barred from semester examinations. Should such student or students be permitted to take examination it is understood that marks will be withheld and credits voided or destroyed upon failure to settle the account within the time limits designated by the Business Office. It is the student's responsibility to get the necessary information or advice as to limit or extension of time.

No student will be eligible for taking the final examinations until his accounts are paid.

Diploma or certificate will not be granted any student until his accounts with the College are settled and all other obligations with the institution are satisfactorily discharged.

In payment of accounts money should be sent by registered letter, money order, or certified check. All money orders and checks should be made payable to STATE COLLEGE, and not to the President personally.

Parents are asked not to make too frequent requests for their children to leave the College. All requests for students to come home or to go elsewhere should be made in writing to the President of the College at least three days prior to the time it is desired that the student is to leave. If it is the

intention of the parent or guardian to come or send for the child such intention should be so stated in advance. Communications from parent to child relative to leaving the institution may be discountenanced by the President. All correspondence relative to such matters should be carried on directly with the President of the College.

The President reserves the right to reject or discountenance any communication relating to or on behalf of a student whenever the question of authorization is in doubt. Excuses and other business communications should be signed by none other than the parent or guardian or the one individual authorized to sign such communications and should be sent directly to the President's Office from the writer. Under no circumstances should a student be instructed to write his or her own excuse unless he or she is of age and on his or her own responsibility.

Unless called for by parent or guardian, young ladies will not be excused to leave the College for their homes or elsewhere until the day following Commencement.

Should the conduct or influence of any student become such as to infringe upon the order and decorum of the school, impede its progress or injure its general morale, such a student may be summarily dismissed from the institution by the President.



THE COLLEGE

ORGANIZATION

State College for Colored Students offers courses of study leading to the degrees of Bachelor of Arts and Bachelor of Science. In its organization are the following divisions:

1. The School of Arts and Sciences.
2. The School of Education.
3. The School of Home Economics.
4. The School of Agriculture.
5. The School of Industrial Arts.

Courses are also provided for those desiring two years of pre-professional training in medicine and dentistry.

NOTE: No class will be organized where there is not a sufficient number of students to justify offering the course.

General Requirements for Admission

For admission to the freshman class the applicant must be of good moral character. An applicant may be admitted:

BY CERTIFICATE—Students presenting certificates of graduation from an approved high school together with detailed transcripts of their records, shall be admitted without examination. This transcript should present a minimum of 15 units, which are acceptable for college entrance, distributed as follows:

English.....	4 units
Mathematics.....	2 units
Foreign Language or Science or History.....	2 units
Elective.....	7 units

A unit is defined as the equivalent of 120 clock-hours of prepared work in the classroom under the direction of a teacher. It is further defined as one-fourth of the school work of a normal pupil for one year.

BY EXAMINATION—Students presenting 15 units from non-accredited high schools may be admitted upon passing certain entrance examinations required by the College.

AS SPECIAL STUDENT—A person who has not met the entrance requirements may be admitted for special work under the following conditions:

1. He must be at least 21 years of age.
2. He must give evidence of training and experience that will enable him to do work of college grade.

No student will be allowed to enter the freshman class with more than two conditions. These must be removed before the close of the first year.

ADVANCED STANDING

Students desiring credit for advanced standing must send certified transcripts of their work from their former college and must have been honorably discharged.

GRADING AND SCHOLARSHIP

Final Grades

A SEMESTER HOUR—Accomplishment in the college courses is measured in semester-hours of credit. A semester-hour is equal to one clock-hour of recitation or lecture work per week for a period of 18 weeks, or one semester. Two hours of laboratory work yield one semester hour.

Degrees of accomplishment are indicated by the following method of grading: "A" indicates excellent scholarship; "B" good; "C", fair; "D", poor; "F", failure. One receiving a grade of "F" must repeat the course if credit is desired.

Under certain circumstances, the grade "I" is given where work is incomplete. If this grade is not removed by the end of the succeeding semester, it is changed to "F" by the Registrar.

The grade of "F" is given when a course is dropped after the time within which program changes may occur, has expired.

"D" is the lowest grade for which credit may be received. However, no "D" grade will be counted toward a major or minor, nor will graduation be allowed where more than one-fifth of the courses for graduation are of this grade. Final grades are reported by the Registrar to students, and to parents or guardians in January and in June of each year.

Grade Points

The several grades yield points as follows:

A, 3; B, 2; C, 1; D, 0; F, minus 1.

A student who at the end of the first 18 weeks fails to earn a grade of "C" in 60 per cent of the semester hours carried will be placed on probation. Students incurring a second probation may be dropped from the institution.

Participation in extra-curricular activities will be limited for students doing a poor grade of work in any subject or subjects.

All new students will be required to take an intelligence test and a test in English.

Advisory Grades

Advisory grades are given to each student at six-week intervals during each semester and are reported to the parents at twelve-week intervals during each semester. The method of grading is the same as stated above except that the grade "E" is used instead of "F". The grade "E" indicates that the student is failing and that unless his work improves he will receive an "F" at the close of the semester.

At the end of the ninth week in each semester, students who are failing in any subject will be sent a warning calling their attention to this fact.

The Basis of Classifying College Students

Freshman standing.....	0 to 30 semester hours
Sophomore standing.....	30 to 60 semester hours
Junior standing.....	60 to 90 semester hours
Senior standing.....	90 and above

To be in full standing in a class the student must not only meet all course and curriculum requirements but must have a grade-point total that is not less than the total number of semester hours earned.

DEGREES

1. The curriculum in arts and sciences is four years in length and leads to the degrees of Bachelor of Arts or Bachelor of Science.
2. The following curricula are four years in length and lead to the degree of Bachelor of Science:
 - a. Agricultural curriculum.
 - b. Home Economics curriculum.
 - c. The Industrial Arts curriculum.
 - d. The Education curricula.

SPECIFIC REQUIREMENTS FOR ALL DEGREES

The student must meet the following regulation as a partial fulfillment of the requirements for the Bachelor's degree:

1. A minimum of 124 semester-hours of credit and 124 grade-points must be earned.
2. Every student must offer twelve (12) hours of English, and two hours of Public Speaking.
3. Every student must pursue courses prescribed in Physical Education until he has obtained the status of Junior classification.
4. Every student must select a field of concentration.
5. A minimum of 15 hours of work must be carried each semester.
6. Students planning to teach in secondary schools must present 21 semester hours of education as prescribed.

SUMMARY OF REQUIREMENTS FOR GRADUATION

To become a candidate for a degree offered by State College, the student must:

1. Fulfill all freshman entrance requirements.
2. Complete satisfactorily the requirements of the freshman and sophomore classes.
3. Satisfy the requirements of the "major" and the "minor" departments.
4. Accumulate as many grade-points as semester hours of work pursued, exclusive of work in Physical Education.
5. Must be recommended by the Faculty of the School from which the degree is sought, for graduation.

THE SCHOOL OF ARTS AND SCIENCES

AIMS

To provide for:

1. Those preparing for medicine, law, theology.
2. Those preparing for business and social service.
3. Those planning to enter graduate schools in order to become specialists in various fields of learning.
4. Those desiring a liberal education.

ADMISSION

The basis for admission is the same as outlined in the general requirements.

REQUIREMENTS FOR GRADUATION

A student will be graduated from the School of Arts and Sciences upon the satisfactory completion of a minimum one hundred twenty-four (124) "semester-hours" of work, four of which must be in Physical Education. (See definition of "semester-hour.")

The 124 "semester-hours" are to be divided into: (1) Required work; (2) Major and Minor Subjects; (3) Free Electives.

OUTLINE OF COURSES

1. Required work.

All students entering the School of Arts and Sciences are required to make their selection from one of the two curricula submitted below, and in the proportions indicated:

CURRICULUM I—Each student selecting this curriculum must complete 60 hours of work chosen from the following groups, and in the manner set forth in each group. A minimum of 15 hours of work must be carried each semester.

- | | |
|---|---------------|
| 1. English..... | 12 hours |
| 2. Chemistry, Physics, Mathematics..... | 6 hours |
| 3. Zoology, Botany, Psychology..... | 6 hours |
| 4. History, Philosophy..... | 12 or 6 hours |
| 5. Latin, French, Spanish, German..... | 12 hours |
| 6. Economics, Political Science, Sociology..... | 6-12 hours |
| 7. Physical Education..... | 4 hours |
| 8. Public Speaking..... | 2 hours |

CURRICULUM II—Each student selecting this curriculum must accomplish 60 hours of work taken from the groups submitted below, in the proportions set forth, and with a minimum load of 15 hours each semester:

1. English.....	12 hours
2. Chemistry, Physics, Mathematics.....	12 hours
3. Zoology, Botany, Psychology.....	12 hours
4. History, Philosophy.....	6 hours
5. Economics, Political Science, Sociology.....	6 hours
6. Latin, French, Spanish, German.....	12 hours
7. Physical Education.....	4 hours
8. Public Speaking.....	2 hours

MAJOR SUBJECT—The selections made from the groups listed above should be influenced by the educational objective and the requirements of the major subject to be pursued.

Each student in the College of Liberal Arts must select as his major subject one of the subjects of instruction offered by the College Faculty. Permission to major in a subject must be applied for at the Office of the Dean of the College before May 1st of the sophomore year. Each department shall pass upon the qualifications of a student applying for major in that subject. After the major subject has been selected the student shall submit his choice of "minors" or related work to his adviser and to the Dean for approval.

The departments offering subjects in which a student may major in order to fulfill, in part, the requirements for a degree, are arranged under three divisions, as follows:

I. *Language, Literature, and the Arts.*

English, French, German, Spanish, Music.

II. *Philosophy and Social Sciences:*

Philosophy, Psychology, History, Political Science,
Economics, Sociology, Education.

III. *Mathematics and the Physical and Biological Sciences:*

Mathematics, Physics, Chemistry, Biology.

Students may concentrate in any one of the divisions listed above and may major in the following subjects:

Biology, Chemistry, English, French, Mathematics, Physics, and Social Studies.

Approximately two-thirds, or 42 hours, of the student's Senior and Junior program must constitute a progressive sequence in one department or related departments in partial fulfillment of the requirements for the degree.

FREE ELECTIVES—The remaining 18 semester-hours of work required for graduation may be selected from any courses open to students in the College of Arts and Sciences provided that they are above Sophomore College level.

BACHELOR OF ARTS

Upon graduation, the degree of Bachelor of Arts shall be conferred upon students who have met the foregoing requirements and have concentrated in Division I or II of the major fields.

Students concentrating in Division I must earn 24 hours in languages other than English. At least 12 hours of the 24 shall be in one language.

For students concentrating in Division II a reading knowledge of one modern foreign language is prerequisite for graduation.

BACHELOR OF SCIENCE

The degree of Bachelor of Science shall be conferred upon students who, in addition to meeting the general requirements as outlined, have concentrated in Division III.

A reading knowledge of one modern foreign language is required for graduation. It is strongly advised that both French and German be acquired.

PRE-PROFESSIONAL PROGRAMS

Students desiring to enter medical and dental colleges should include the following in their programs:

English.....	8 hours
Chemistry.....	12 hours
General Inorganic—101-102, 201	
Organic—105-106	
Qualitative (not required, but advised)	
Physics—101-102.....	8 hours
Scientific German or French.....	6 hours
Biology.....	8 hours
General Zoology—101-102	
Comparative Anatomy of Vertebrates	
Vertebrate Embryology	

Electives:

Electives advised are:
English, Psychology, Sociology, History,
Economics, Physics, Chemistry.

Students are strongly advised to take their bachelor's degree before entering upon the program of medicine or dentistry, as the admission requirements grow more selective.

PRE-LEGAL PROGRAM

Students preparing for the study of law are advised to elect courses in English, Latin, French, history, economics, political science, sociology, psychology, zoology, and mathematics.

THE SCHOOL OF AGRICULTURE

AIM

The School of Agriculture offers a four-year course in the general fields of agriculture. By means of proper choice of courses a student may prepare himself:

1. To teach agriculture in Junior and Senior High Schools.
2. To engage in Agricultural Extension work.
3. To follow farming as an occupation.
4. To do further specialization.

ADMISSION

Same as general admission requirements. (See admissions.)

DEGREE

The degree of Bachelor of Science in Agriculture will be conferred upon the satisfactory completion of the requirements for graduation in the School of Agriculture.

CURRICULUM—AGRICULTURAL EDUCATION

FRESHMAN	First Semester	Second Semester
English 101-102.....	3	3
Biology 103.....	3	0
Agriculture 112.....	0	3
Chemistry 101-102.....	4	4
Agriculture 121.....	2	0
Mathematics 100.....	3	0
Agriculture 111.....	3	0
Agriculture 152.....	0	3
History 111.....	0	1
Agriculture 141.....	0	3
Health and Physical Education.....	2	2
	20	19

SOPHOMORE	First Semester	Second Semester
English 105-106.....	3	3
Chemistry 105.....	4	0
Chemistry 108.....	0	3
Agriculture 142.....	0	2
Agriculture 114.....	0	3
Psychology 101.....	0	3
Education 111.....	3	0
Agriculture 113.....	3	0
Agriculture 151.....	3	0
English 101-S.....	2	0
Agriculture 153.....	0	2
	18	16

JUNIOR

	First Semester	Second Semester
Biology 203.....	3	0
Economics 101-102.....	3	3
Biology 101-102.....	4	4
Agriculture 220.....	3	0
Agriculture 241.....	3	0
Agriculture 201.....	0	3
Agriculture 242.....	0	3
Agriculture 221.....	0	3
Agriculture 211.....	0	3
Agriculture 250.....	2	0
Agriculture 212.....	0	3
	21	22

SENIOR

	First Semester	Second Semester
History 204-205 or Political Science.....	3	3
Agriculture 251.....	3	0
Agriculture 222.....	3	0
Agriculture 223.....	0	3
Agriculture 204.....	3	0
Agriculture 205.....	0	3
Education 269.....	3	0
Agriculture 203.....	3	0
Agriculture 230.....	0	3
Agriculture 207.....	3	0
Agriculture 206.....	0	3
Agriculture 253.....	0	3
Agriculture 252.....	0	2
	21	20

REQUIREMENTS FOR GRADUATION

1. 156 semester hours and 156 grade-points of work must be completed.
2. Each student is required to do six months of supervised farm practice before graduation.
3. All required courses must be satisfactorily completed.

THE SCHOOL OF EDUCATION

This School offers courses leading to the degree of Bachelor of Science in Education.

AIM

To prepare teachers for the elementary and junior high schools of the State. To give, in general, the necessary preparation for meeting the requirements and standards set by the State Board of Education for teacher certification; to foster a program that will develop the personal qualities and qualifications essential to high standards of citizenship, scholarship and service.

RULES AND REGULATIONS FOR CERTIFICATION OF TEACHERS, ADOPTED BY THE STATE BOARD OF EDUCATION, DECEMBER 11, 1931

"RESOLVED, that notice be, and the same is hereby given by the State Board of Education to those concerned:

After January 1, 1934, it will be necessary for candidates for the Elementary Teacher's Certificate of the First Grade to have had at least three full years of professional preparation after graduation from high school.

After October 1, 1934, no Elementary School Teacher's Certificate will be issued of lower grade than the Collegiate Certificate in Elementary Education."

A Collegiate Certificate in Elementary Education represents the satisfactory completion of the work necessary for a bachelor's degree, provided that the work include at least eighteen (18) semester-hours in elementary school methods, three (3) semester-hours in psychology, three (3) semester-hours in educational measurement, and six (6) semester-hours in practice teaching in the elementary or junior high school grades.

GENERAL ADMISSION REQUIREMENTS

The same general admissions as set forth for all courses.

SPECIAL REQUIREMENTS FOR ADMISSION

1. Students must rank in the upper half of their class at graduation. Candidates for admission who lack this rank at graduation will be required to present further evidence of fitness for admission.
2. Integrity and appropriate personality as shown by estimate of secondary school officials.

3. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher and the absence of the predisposition to illness as determined by medical examination at the College.
4. Normal intelligence and satisfactory command of English, as evidenced by ratings in standard tests.
5. A personal interview, with particular attention to personality, speech habits, social presence, expressed interest of the applicants, and promise of professional development.

GENERAL REQUIREMENTS FOR GRADUATION

The degree of Bachelor of Science in Education will be awarded to students who satisfactorily complete a minimum of 124 semester-hours from courses outlined below and, at the same time, shall have earned 124 grade-points.

Each student is required to satisfactorily complete 12 hours in English apart from methods in teaching the subject.

Each student is required to take physical education throughout the freshman and sophomore years.

CURRICULUM I FOUR-YEAR DEGREE COURSE FOR STUDENTS MAJORING IN ELEMENTARY EDUCATION

	First Semester Sm. hrs.	Second Semester Sm. hrs.
FRESHMAN		
Education 111.....Introduction to Teaching.....	3	
Education 113.....Principles of Human Geography	0	3
Psychology 101.....Psychology.....		3
English 101-102.....English Composition.....	3	3
Library Science 111.....Library Science (Methods)....	1	
Biology 112.....Educational Biology.....	3	
History 101-102.....Modern European History....	3	3
Public Speaking 101S..Public Speaking.....	2	
Home Economics 131..Home Economics.....		3
Health Ed. 110-111....Personal Hygiene.....	1	1
Physical Ed. 101-102..Physical Education.....	1	1
	17	17
SOPHOMORE		
Psychology 102.....Child Psychology.....	3	
Mathematics 112.....Arithmetic Fundamentals.....		3
English 105-106.....English Literature.....	3	3
Art 111-112.....Art.....	2	2
History 204-205.....United States History.....	3	3
Physical Ed. 111-112..Supervised Play.....	2	2
Health Ed. 112.....School and Com. Hygiene.....		3
Music 111-112.....Public School Music.....	2	2
Education 112.....Handwriting.....	1	
Education 114.....Economic Geography.....	3	
	19	18

	First Semester Sm. hrs.	Second Semester Sm. hrs.
JUNIOR		
Education 211.....Ancient History.....	3	
Education 212.....Medieval History.....		3
Education 215.....Teaching of Geography.....	3	
Education 216.....Educational Measurements.....	3	
Education 217.....Teaching Reading.....	3	
Education 218.....Teaching English.....		3
Education 213.....Teaching History.....		3
Education 261.....Primary Methods.....		2
Education 210.....Nature Study.....	2	2
Music 211-212.....Public School Music.....	2	2
English 211E.....Child Literature.....	3	
Art 211.....Art.....		2
	19	17

SENIOR		
Education 219.....Principles of Education (Del. School Law).....	3	
Education 262.....Technique of Teaching.....	3	
Education 266.....Educational Sociology.....		3
Education 264.....Student Teaching.....		12
Education 250.....Rural Education.....	2	
Education 267.....Junior High Organization.....		3
Electives.....	7	
	15	18

CURRICULUM II

Course for Teachers Holding the Two-Year and the Three-Year Certificate of the First Grade in Elementary Education.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION

Special Requirements for the following:

1. Teachers who are graduates of the Two-Year Teacher Training Curricula of State College or of some other approved Normal School or Teachers College.
2. Persons who have completed 30 hours, or another year, beyond the Two-Year Curricula from which they were graduated.
3. Teachers who hold the Elementary Teachers Certificate of the First Grade whether based on two or three years of work but have not been formally graduated from an approved Normal School or Teachers College.

I. To become a candidate for the degree of Bachelor of Science in Elementary Education, a graduate of an approved two-year teacher-training curriculum, or a person holding an Elementary School Teacher's Certificate of the First Grade which is based on two years of training of college level, must fulfill the following requirements:

- A. The candidate must present fifteen (15) units of work satisfactorily completed in an accredited high school, or the equivalent of the same.
- B. The candidate must present a complete transcript of the work done in acquiring the diploma or the certificate to teach. This work should cover a minimum of sixty semester hours of work in elementary education and related subjects.
- C. The candidate must satisfactorily complete a minimum of sixty semester hours of additional work of college level and should be distributed as follows: English, history, economics, sociology, education and biology.
- D. The total semester hours of the candidate should be not less than 124, of which 12 should be in English.

II. Persons who hold the Elementary School Teachers Certificate of the First Grade, awarded on the basis of one year of additional work beyond graduation from an approved two-year teacher-training curriculum, and those who hold Elementary School Teachers' Certificates awarded on the basis of three years of teacher-training although not having been formally graduated from an approved Normal School or Teachers College, must satisfy the following requirements in order to become a candidate for the degree of Bachelor of Science in Elementary Education:

- A. The candidate must present 15 units of work satisfactorily completed in an accredited high school, or the equivalent of the same.
- B. Candidates must present a transcript of the record on which the certificate for teaching was based. This record would show a minimum of ninety (90) semester hours of work of college level, not including duplicates, and done under approved auspices.
- C. The candidate must satisfactorily complete thirty (30) semester hours of work of college level which does not duplicate the foregoing hours and which should be selected from the following fields: English, history, sociology, economics, biology, education.
- D. The total semester hours of the candidate should not be less than 124, of which 12 should be in English.

CURRICULUM III

THE JUNIOR HIGH SCHOOL

Suggested Program for Teachers in Junior High Schools

I. A program for those desiring to teach English and Social Sciences in the Junior High School.

FRESHMAN	First Semester	Second Semester
English 101-102.....	3	3
History 101-102.....	3	3
Biology 101-102.....	4	4
Psychology 101.....		3
Introduction to Education.....	3	
Public Speaking.....		2
Physical Education.....	2	2
Art.....	2	2
	<u>17</u>	<u>19</u>
SOPHOMORE		
English Literature 105-106.....	3	3
U. S. History 204-205.....	3	3
Child Psychology.....	3	0
Hygiene, School and Community.....		3
Economics, 101-102.....	3	3
Junior High Social Science.....	3	
Methods in Junior High Social Science.....		3
Electives.....	3	3
	<u>18</u>	<u>18</u>
JUNIOR		
English Electives.....	3	3
Methods of Teaching English.....		3
Junior High School English.....	3	
Adolescent Psychology.....	3	
Political Science.....	3	
Educational Measurements.....		3
Teaching of Reading.....		3
Sociology, 101-102.....	3	3
Principles of Elementary Education.....		3
	<u>15</u>	<u>18</u>
SENIOR		
College Grammar.....	3	
College Geography.....		3
Rural Education.....		2
High School Methods.....	3	
Principles of Secondary Education.....		3
Observation and Practice Teaching.....		6
Principles of Guidance.....	2	
The Junior High School.....	3	
Electives.....	5	
	<u>16</u>	<u>16</u>

II. A program for those who desire to teach Mathematics and Natural Science in the Junior High School.

FRESHMAN	First Semester	Second Semester
English 101-102.....	3	3
History 101-102.....	3	3
Biology 101-102.....	4	4
Introduction to Education.....	3	
Psychology 101.....		3
Public Speaking.....		2
Physical Education.....	2	2
Art.....	2	
	<u>17</u>	<u>17</u>
SOPHOMORE		
English Literature 105-106.....	3	3
Mathematics: Trigonometry; College Algebra.....	3	3
Chemistry 101-102.....	4	4
School and Community Hygiene.....		3
Child Psychology.....	3	
Advanced Biology.....	4	
Nature Study.....		4
	<u>17</u>	<u>17</u>
JUNIOR		
Mathematics: Analytics.....	3	
Physics 101-102.....	4	4
Adolescent Psychology.....	3	
Educational Measurements.....		3
Economics 101-102.....	3	3
Junior High Mathematics.....	3	
Methods in Junior High Mathematics.....		3
Teaching Reading.....		3
Geology.....	2	2
	<u>18</u>	<u>18</u>
SENIOR		
The Junior High School.....	3	
Principles of Secondary Education.....		3
Junior High School Science.....	3	
Astronomy.....	3	
General Methods in High School.....	3	
Teaching Science in Junior High.....		3
Principles of Guidance.....	2	
Observation and Practice Teaching.....		6
Sociology 101-102.....	3	3
Rural Education.....		2
	<u>17</u>	<u>17</u>

These courses are not designed to meet the requirements of those planning to teach in senior high schools.

CURRICULUM IV

THE SENIOR HIGH SCHOOL

Students wishing to prepare for teaching in Senior High Schools should be governed by the requirements of the School of Arts and Sciences and should complete a minimum of 21 semester hours of work in secondary education along with their fields of concentration.

THE SCHOOL OF HOME ECONOMICS

AIM

The college courses in Home Economics, general, technical, and vocational, offer four years of work leading to the degree of Bachelor of Science. The courses aim to qualify persons who may desire to teach in secondary or special schools; also those who wish to develop technical, vocational or recreational interests and skills in specific phases of the work, as Foods and Nutrition, Textiles and Clothing, Art in Daily Life. The accepted levels in credit hours, honor points and other essentials are maintained.

ADMISSION

The basis for admission is the same as that outlined under the General Requirements for Admission.

DEGREE

The degree of Bachelor of Science in Home Economics will be conferred upon satisfactory completion of the requirements for graduation from the School of Home Economics.

FOUR-YEAR COURSE LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN HOME ECONOMICS

Curriculum in Home Economics Education

	First Semester	Second Semester
FRESHMAN YEAR		
English 101-102.....	3	3
Chemistry 101-102.....	4	4
History 101-102.....	3	3
Home Economics 131.....	3	0
Art 133.....	3	0
Physical Education 101-102.....	1	1
Health Education 110-111.....	1	1
Home Economics 134.....	0	3
Home Economics 135.....	0	3
	18	18
SOPHOMORE YEAR		
English 105-106.....	3	3
Chemistry 105-106.....	4	4
Biology 106-107.....	3	3
Home Economics 233.....	3	0
Psychology 101.....	3	0
Home Economics 236.....	0	3
Physics 106.....	0	3
Physical Education.....	1	1
	17	17

	First Semester	Second Semester
JUNIOR YEAR		
Psychology 201.....	3	0
Biology 203.....	3	0
Home Economics 331-332.....	3	3
Economics 101-102.....	3	3
Home Economics 333.....	3	0
Home Economics 335.....	1	0
Home Economics 336.....	0	3
Art 332.....	0	3
Home Economics 338.....	0	3
	—	—
	16	15
SENIOR YEAR		
Sociology 203.....	3	0
Home Economics 430.....	3	0
Home Economics 433.....	6	0
Education 216.....	3	0
Home Economics 432.....	0	6
Education 269.....	0	3
Electives.....	0	6
	—	—
	15	15

REQUIREMENTS FOR GRADUATION

131 Semester-Hours and 131 Grade-Points

THE SCHOOL OF INDUSTRIAL ARTS**AIMS**

The School of Industrial Arts aims to provide professional and technical courses in the trades. This curriculum is four years in length and of college grade.

REQUIREMENTS FOR ADMISSION

The general requirements are the same as for all other curricula of the college. Students entering upon these courses must present at least two units in mathematics—one of which shall be plane geometry.

DEGREES

Satisfactory completion of the requirements for graduation as prescribed by this school entitles the candidate to the degree of Bachelor of Science.

CURRICULUM

A four-year course leading to the B. S. Degree in the Trades and Industries.

FRESHMAN YEAR

History 101.....	6
Mathematics 101-102.....	3-3
English, Public Speaking.....	10
Mechanical Drawing—Descriptive Geometry.....	3
Chemistry 101-102.....	8
Shop { Wood Technology Bench Metal Work Electricity Automobile }	6
Physical Education 101-102.....	2
	—
	41

SOPHOMORE YEAR

Mathematics 103.....	3
English 105-106.....	6
Drawing (Engineering).....	2
Psychology 101.....	3
Shop—Major.....	8
Physics 101-102.....	8
Education 111.....	8
	—
	35

JUNIOR YEAR

Psychology 201 (Elect).....	3
Chemistry of Materials.....	6
Industrial Education (Manual Arts Ed.).....	3
Industrial Education (Vocational Psy.).....	3
Shop—Majors and Minors.....	16
	—
	31

SENIOR YEAR

Industrial Education—Organization.....	2
Education 268.....	4
Education 216.....	3
Shop Majors and Minors.....	8-12
Practice Teaching.....	8
Electives.....	9
	<hr/>
	34-38

REQUIREMENTS FOR GRADUATION

The degree of Bachelor of Science in Industrial Arts is given by the College to students who complete satisfactorily a minimum of 124 semester-hours of work, and earn 124 grade-points, as required by the course of study for this school. Twelve hours of English and four hours of physical education must be included in the 124 semester-hours.

DESCRIPTION OF COURSES

AGRICULTURE

Agricultural Education

AGRICULTURE 101—Agricultural Survey. A survey of the various fields of Agriculture. One class hour a week. First Semester—no credit.

AGRICULTURE 200—(Formerly 207)—Farm Practice. Two 3-hour periods a week. Second Semester. Credit—1 hour.

AGRICULTURE 201—(Formerly 208)—Project. Each student will carry an agriculture project, assuming financial and managerial responsibility for it, attempting to put into practice the best methods of production and marketing. One class hour a week. Credit—2 hours each semester.

AGRICULTURE 202—(Formerly 201)—Methods of Teaching Agriculture. This course acquaints the student with farm demonstration work, vocational and non-vocational teaching in high schools, and shows the purpose of instruction in each case, the choice of subject matter and the use of the most appropriate and effective teaching devices. Three class periods a week. Credit—3 hours.

AGRICULTURE 203—Vocational Agriculture. A general survey of the field of vocational agriculture to acquaint prospective vocational agricultural teachers with the fundamental principles of vocational agriculture. Three class hours a week. Credit—3 hours.

AGRICULTURE 204—(Formerly 211)—Observation and Practice Teaching. Practice teaching will be done in the high school when vocational and non-vocational courses in agriculture are available. Eight class periods a week. Credit—3 hours.

AGRICULTURE 205—(Formerly 212)—Extension Methods. The methods of the local county agent and extension specialist, extension leaflets, club work, projects, rural meetings, extension courses, fairs and exhibits are studied. Two class periods a week. Credit—2 hours.

AGRICULTURE 206—Agricultural Judging. Hogs, horses, dairy cattle, poultry and agricultural products. Three class hours a week. Credit—3 hours.

AGRICULTURE 207—(Formerly 213)—Rural Sociology. A study of the rural community. A course based on surveys of rural communities and the rural experiences of the student; aims to bring out the factors making for a more satisfactory group life. Three class hours a week. Credit—3 hours.

Agronomy

AGRICULTURE 111—(Formerly 102)—Field and Forage Crops. The important field and forage crops of the United States, with emphasis upon those of local importance, distribution, economic importance, cultural methods, and principles of improvement and seed selection. One class period and two 2-hour laboratory periods a week. Credit—3 hours.

AGRICULTURE 253—Genetics. Plant and Animal Breeding. Study of the principles of genetics and the application of these principles to the breeding of agricultural plants and animals. One class period and two 2-hour laboratory periods a week. Credit—3 hours.

ART

ART 111—Industrial Arts. This course includes basketry, bookbinding, clay-modeling, cutting lessons, furniture construction, posters, reed, designing, textiles, special dyes, stencil application, sand-table projects, toy construction by means of tools and beaver board, weaving and other practical projects in the grades. Credit—2 hours.

ART 112—Drawing. This course includes color theory, exercises in line-drawing, perspective, charcoal, crayon, pencil, water-color, lettering, outdoor sketches, plant life, blackboard illustrations, border designs, animal drawing, methods of teaching drawing, lesson planning. Credit—2 hours.

ART 133—(Formerly Home Economics 133)—Applied Art and Design. A study of the fundamental principles of art and design and the uses of color in home and clothing. Two lecture-recitations and one double laboratory period. Credit—3 hours.

ART 211—Art Appreciation. This course aims to acquaint the student with art principles, some knowledge of which is essential to the appreciation of Art products, and to establish a greater interest in Fine and Applied Arts. It also aims to lay a foundation for better criteria of taste and increased enjoyment of beauty. Special attention is given to the works of the Old Masters. Credit—2 hours.

ART 332—House Planning and Furnishing. This course includes a study of different types of houses. The houses suitable for particular incomes, house planning and instruction and selection, care and cost of furnishing. Credit—3 hours.

BIOLOGY

Requirements for majors:

32 hours in biology, including courses 104, 105, 207 and 208.

Minor of work:

20 hours, including courses 104 and 105.

BIOLOGY 101-102—A first course in Zoology covering both invertebrate and vertebrate groups. Lectures 2 hours a week, laboratory 6 hours a week. Credit—8 hours.

BIOLOGY 103—General Botany. A course in which the student secures a comprehensive idea of the subject as a whole. Lectures 2 hours a week, laboratory 4 hours a week. Credit—4 hours.

BIOLOGY 103-A—Botany. A course dealing with the vegetation processes and the functions of plants. Comprising the essentials of the physiology of absorption, mineral nutrients, metabolism, growth and reproduction. Occasional field trips are taken. Lectures and recitation, 2 hours per week, laboratory 4 hours per week. Credit—4 hours.

BIOLOGY 104—Comparative Anatomy of Vertebrates. This course deals with the dissection and study of representative vertebrate types. Emphasis is placed upon a minute study of the homologies among vertebrates. Prerequisite: Biology 101-102. Lectures 2 hours a week, laboratory 6 hours a week. Credit—4 hours.

BIOLOGY 105—A continuation of Biology 104. Lectures 2 hours a week, laboratory 6 hours a week. Credit—4 hours.

BIOLOGY 106-107—Physiology. This course embodies the essentials of the physiology of the muscles, nerve reflexes, blood circulation, respiration, digestion absorption, secretion and metabolism. Prerequisite: Biology 101. Lectures and recitation, 2 hours per week; laboratory, 2 hours per week. Credit—6 hours.

BIOLOGY 112—Educational Biology. This course is planned to meet the needs of students in education. Lectures 3 hours a week, laboratory 1 period a week. Credit—3 hours.

BIOLOGY 201—Vertebrate Embryology. This course is primarily for students majoring in biology or those preparing for medicine. Prerequisite: Biology 104-105. Lectures 2 hours a week, laboratory 6 hours a week. Credit—4 hours.

BIOLOGY 202—Vertebrate Embryology. A continuation of Biology 201. Lectures 2 hours a week, laboratory 6 hours a week. Credit—4 hours.

BIOLOGY 203—Microbiology. An introductory course in the study of bacteria, protozoa, yeasts, and molds, including laboratory technique; special emphasis is placed on organisms of economic importance. Credit—3 hours.

BIOLOGY 206—Economic Entomology. This course deals with the characteristics of the orders and families of insects, a study of their habits, life-histories, and relations to other animals and plants. The laboratory and field work consists of the study of metamorphosis, ecology, taxonomy and control of insects affecting agricultural production. Lectures 2 hours a week, laboratory 6 hours a week. Credit—4 hours.

BIOLOGY 206-A—A continuation of Biology 206. Credit—4 hours.

BIOLOGY 207-208—Laboratory Methods in Biology. This course deals with the problem of laboratory technique, collecting and preserving of class material, equipment and chart-making. Lectures and demonstrations 2 hours a week, laboratory 3 hours a week. Credit—4 hours. Prerequisite: Biology 104-105.

CHEMISTRY

Requirements for majors:

1. A major of work consists of 24 semester-hours beyond the first course (101-102).
2. A minor of work consists of 12 hours beyond the first course.
3. The following courses should be selected as a major: 101, 102, 103, 104, 105, 106, 201, 202, and 203-204.
4. A minor in chemistry: 101, 102, 103, 104, 105, and 106.

CHEMISTRY 101—General Inorganic Chemistry. This course treats of the physical and chemical properties of non-metallic elements. Lectures, demonstrations and recitations 2 hours a week, laboratory 8 hours a week. Credit—4 hours.

CHEMISTRY 102—General Inorganic Chemistry. A continuation course of Chemistry 101, dealing with the metallic elements. Lectures, demonstrations, and recitations, 2 hours per week, laboratory 8 hours per week. Credit—4 hours.

CHEMISTRY 103—Qualitative Analysis. An intensive course dealing with the fundamental principles of analysis. The work of the first semester deals with the metallic radicals only. Prerequisite for this course, Chemistry 102. Credit—2 hours.

CHEMISTRY 104—Qualitative Analysis. A course in analysis dealing specifically with acid radicals. Credit—2 hours.

CHEMISTRY 105—Elementary Organic Chemistry. A course dealing with the aliphatic series of carbon compounds. Lectures 3 hours per week; laboratory 9 hours per week. Prerequisite: Chemistry 102. Credit—4 hours.

CHEMISTRY 106—Elementary Organic Chemistry. A course dealing with the study of the aromatic compounds of carbon. Three hours a week, laboratory 9 hours a week. Prerequisite: Chemistry 105. Credit—4 hours.

CHEMISTRY 108—Agricultural Chemistry. Laboratory preparation of fertilizers, spray materials, and fungicides that are commonly used for agricultural plants and animals. One class period and two 2-hours laboratory periods a week. Credit—3 hours.

CHEMISTRY 201-202—Quantitative Analysis. This course deals with the applications of chemical theory to the determination of the composition of inorganic compounds. Volumetric and gravimetric methods are employed. Prerequisite: Qualitative Analysis and College Algebra. Credit—8 hours.

CHEMISTRY 203-204—Elementary Physical Chemistry. This course deals with fundamental laws of reaction, the modern theories in chemistry, and their application to chemical problems. A knowledge of calculus, although not essential, is desirable. Prerequisites: Chemistry 103-104; General Physics.

CHEMISTRY 208—Organic preparations. This is an advanced course in synthesis of organic compounds. Two lectures and 2 hours laboratory. Prerequisite: Chemistry 106. Credit—4 hours.

ECONOMICS

Consult Instructor for schedule of majors.

ECONOMICS 100—Business Principles. A course designed to give students elementary information regarding America's important business structures, principles, and practices. Credit—2 hours.

ECONOMICS 101-102—Principles of Economics. An introductory course describing the fundamental principles underlying the operation of the industrial system. Production, consumption, value, distribution, etc.; ground-work for subsequent critical or quantitative approach to economic problems. Not open to Freshmen. Credit—6 hours.

ECONOMICS 201-202—The Economic History of the United States. A general survey, from colonial times to the present, of the economic factors that influenced American history and a consequent interpretation of the problems arising from them. Designed for students majoring in economics and those planning to teach history or civics. Credit—6 hours.

EDUCATION

EDUCATION 111—Introduction to Teaching. This course is distinctly an orientation and guidance course. It deals with problems that face the student in understanding the nature and importance of the teaching profession and the importance of intensive preparation. It consists of a broad survey and general picture of school situations, techniques and problems. Credit—3 hours.

EDUCATION 112—Handwriting. The purpose of this course is to instruct students in the execution of good handwriting. Points especially emphasized are correct position, movement, rate of speed, slant, and letter forms. These are discussed and the reason for their use made clear. Practice at desk and blackboard is given. Muscular movement in all written work in every subject is encouraged. Credit—1 hour.

EDUCATION 113—Principles of Human Geography. This course deals with the essential facts of geography in their relation to human welfare, social organization, and population. Credit—3 hours.

EDUCATION 114—Economic Geography. This course deals with the earth in terms of its usefulness to man. It emphasizes man's dependence upon resources of particular parts of the earth and shows that each industry proceeds from certain environmental conditions. Great ports and centers of traffic are considered, and the geographic and economic reasons for their greatness stressed. Credit—3 hours.

EDUCATION 210—Nature Study. A fall and spring course for teachers of elementary grades. Credit—3 hours.

EDUCATION 211-212—Elementary History, Ancient and Medieval. This course furnishes a general foundation for the teaching of history in the elementary grades. It includes an introduction to the subject of history, its aims and values, its sources, and the modern methods of treatment and presentation. Throughout the course the professional viewpoint controls the selection and presentation of subject matter, so that the student may become familiar with the methods and materials of teaching history, as well as with the details and phases of subject matter essential for the grades. Credit—6 hours.

EDUCATION 213—The Teaching of History and Civics. This course presents the modern point of view and methods of teaching history and civics in the elementary grades. Credit—3 hours.

EDUCATION 215—The Teaching of Geography. This course deals with the organization of subject matter in relation to abilities of the child. A study is made of the motivations, projects, units, specific tools and techniques especially suited to the teaching of geography. Credit—3 hours.

EDUCATION 216—Educational Measurements. This course provides a study of the traditional methods of testing and promoting children and of the more scientific methods of testing and promoting. It deals with the most approved tests in special fields, together with a study of the simpler special techniques for interpreting and applying the results of tests. Credit—3 hours.

EDUCATION 217—Teaching of Reading. Materials and methods of teaching reading in the grammar grades. Credit—3 hours.

EDUCATION 218—The Teaching of English. Materials and methods of teaching English in the primary grades. Credit—3 hours.

EDUCATION 219—Principles of Elementary Education. The study of the meaning of education; the relation of education to a democracy; the factors in the educative process, and the problems in modern elementary education. Credit—3 hours.

EDUCATION 250—Problems of Teaching in Rural Schools. This course attempts to consider fundamental problems, environmental and physical conditions, curriculum organization and administration of the rural school. It deals with administrative problems in such a way as to acquaint the student with fundamental responsibilities and co-operative procedures necessary in their harmonious adjustments in relation to pupils, patrons and school officials. Credit—2 hours.

EDUCATION 260—Educational Measurements. This course deals with the construction, administration, use and evaluation of aptitude, prognostic, achievement, diagnostic and group intelligence tests in secondary schools. Credit—3 hours.

EDUCATION 261—Primary Methods. A general-methods course for primary grades. Credit—2 hours.

EDUCATION 262—The Technique of Teaching. Application of the teaching process to subjects in the elementary curriculum and to educational aims. Credit—3 hours.

EDUCATION 264—Supervised Observation and Practice Teaching. Observation and study of lessons presented by experienced elementary school teachers; actual classroom teaching. Credit—12 hours.

EDUCATION 265—Educational Psychology. (See Psychology.)

EDUCATION 266—Educational Sociology. This course deals with the application of sociological concepts to the problems of education. Advised prerequisites: First course in Sociology. Credit—3 hours.

EDUCATION 267—Junior High School Organization. This course deals with the principles basic to the junior high school age, with relation to school administration and methods of teaching. Modern procedures in grouping pupils and selection of curriculum activities and material is stressed. Visits will be made to nearby Junior High Schools under expert guidance. Credit—3 hours.

EDUCATION 268—General Methods in Secondary Education. A course designed for persons intending to teach in the high school. Lectures, discussions and reports based upon modern objectives and procedures on the secondary school level. Prerequisite: Educational Psychology. Credit—3 hours.

EDUCATION 269—Principles of Secondary Education. The nature of education; specific nature of adolescent education; relation of the school to each; universal schooling; selective schooling; the nature of the pupils; individual differences in physical, mental traits; their significance for adolescent education; the future vocational needs; their significance for the curriculum. The organization of the school; its relation to other educational agencies and the higher education. The course will be conducted by means of lectures, reading, and papers. Credit—3 hours.

Education 270—History of Education. The purpose of this course is to study about the progress, practice and organization of education in our western civilization, from ancient to modern times. The chief aim is to guide the student toward an understanding of present-day educational ideals and practices in the light of their historical development. Lectures, assigned readings, recitations and reports. Credit—3 hours.

Special Method Courses

EDUCATION 271—Courses will be offered in the methods of teaching those secondary subjects that are in the field of a student's major concentration, provided that at least five qualified students desire to elect such work.

EDUCATION 272—Observation and Practice Teaching in Secondary Schools. A course offering training, under critical guidance, in observation, active participation and responsible practice teaching based upon a knowledge of adolescent development, provision for individual differences and appropriate use of current principles and practices. Prerequisite: Education 268. Credit—6 hours.

EDUCATION 275—Philosophy of Education. A study of education as a social agency in relation to other factors at work in our democratic society, and thus the building of a philosophy of education that is fundamental in dealing with changing conceptions of the place and function of formal education. In presenting the course the attempt is made to detect, formulate and present ideas and concepts implied or expressed in relation to a democratic society, and to apply these ideas to the problems of education; to consider constructive aims and methods and to make critical estimate of the development of attitudes toward larger problems of education and civilization. Prerequisite: At least three courses in Education. Credit—2 hours.

ENGLISH

Requirements for majors:

1. A major consists of 32 hours in English.
2. A minor of 18 hours may be selected from some related field as languages, history, philosophy or social sciences.

3. A student must have maintained a rating above the "C" average in English during his Freshman and Sophomore years in order to select English as his major.

ENGLISH 101—English Composition. An elementary course which lays emphasis upon theme writing in which Narration and Exposition are studied. Credit—3 hours.

ENGLISH 101-S—Oral Interpretation. This course has for its purpose the improvement of speech and the development of the various speech arts, such as: Conversation, story-telling, interpretative reading of literary masterpieces, and posture. Credit—2 hours.

ENGLISH 102—English Composition. A continuation of English 101 in which Argumentation and Description are studied. Prerequisite: English 101. Credit—3 hours.

ENGLISH 102-S—Forms of Public Address. This course comprises brief-making and both formal and informal types of speech-making. The aim is to stimulate original thinking and to induce mental and bodily poise. Credit—2 hours.

ENGLISH 102-D—English Composition. This course is designed primarily for students who are deficient in English 102. Especial emphasis is placed upon the sentence, the paragraph, and the mechanics of writing.

ENGLISH 103—Advanced English Composition. This course undertakes a study of the underlying principles of the essay and the short-story. Particular attention is given to types of fiction and to literary form. Readings, discussions, and themes. Credit—3 hours.

ENGLISH 105—English Literature. A brief survey of the English language and literature in which tendencies and characteristics are studied through the works of the outstanding writers of each age. Credit—3 hours.

ENGLISH 106—English Literature. A continuation of English 105. Credit—3 hours.

ENGLISH 107—American Literature. This is a survey in the history of American Literature with special reference to national traits and ideals from the beginning up to the present time. Credit—3 hours.

ENGLISH 108—American Literature. A continuation of English 107. Credit—3 hours.

ENGLISH 200—The Drama. The drama as a literary form from its beginnings in Greece to the present day. Reading and critical discussion of representative plays from the European literatures, with particular reference to the English drama of modern times. Credit—3 hours.

ENGLISH 201—Elizabethan Drama. This course comprises the study of the principal plays of Kyd, Nash, Lodge, Peele, Greene, Marlowe, Jonson, and Beaumont and Fletcher. Specific attention is given to their dramatic effectiveness, delineation of character, poetic power, and Elizabethan backgrounds. Credit—3 hours.

ENGLISH 202—Shakespeare. The reading and interpretation of twenty or more representative plays, with special emphasis on the tragedies. Readings, discussions and papers. Credit—3 hours.

ENGLISH 203-S—Play Production. This course presents some of the elementary problems of acting and the general presentation of plays. Special attention is given to oral interpretation, pantomime, voice and make-up. Students are required to give at least one public performance. Prerequisite: Consent of instructor. Credit—3 hours.

ENGLISH 204-S—Play Production. This course is a continuation of Course 203-S. Prerequisite: Consent of Instructor. Credit—3 hours.

ENGLISH 205—The English Novel. An historical study of the novel and its backgrounds, from Richardson to the writers of the present. Prerequisite: English 105-106. Credit—3 hours.

ENGLISH 206—Contemporary Drama. This course offers the study of a series of plays representing the abiding achievements and movements of the present dramatic era beginning with Ibsen. Credit—3 hours.

ENGLISH 207—Dramatic Composition. This course undertakes the study of the principles underlying the one-act play. Students are expected to write at least two such plays. Prerequisite: Consent of Instructor. Credit—3 hours.

ENGLISH 208—Modern Poetry. This course presents the study of the chief poetic forms, movements, and achievements of the twentieth century. Credit—3 hours.

ENGLISH 210-S—Debating. This course offers a study of the principles of argumentation, practice in briefing and training in both forum discussion and formal debate. Prerequisite: English 101-102. Credit—3 hours.

ENGLISH 211-E—Children's Literature. A critical study of literature for the primary and grammar grades. This course is designed for teachers of elementary education. Credit—3 hours.

State College Guild Players

Purpose—To encourage and direct literary and dramatic talent; to enrich reading experiences in various fields of literature; to encourage creative expression in the field of poetry, prose and drama.

HEALTH AND PHYSICAL EDUCATION

Physical Education is an integral part of the general program of education and is required the year around for all students. The Department of Health and Physical Education aims to provide activities which will present opportunities for the student to improve his physical health, increase his skills, afford beneficial contacts mentally, morally and socially; furnish leisure time activities with carry-over values, and inculcate the ideals of sportsmanship that are consistent with the highest type of character.

The immediate objectives of the department are recreative, hygienic, educational and corrective.

Time Allotment

The time allotment for physical education is three 60-minute periods a week for all college students below junior level.

Participation

All students are required to participate in the physical education program unless excused by order of a physician.

All activity during the fall and spring months is conducted out-of-doors.

Teacher Training

The normal school students are instructed in school hygiene and also in the theory and practice of teaching physical education to elementary school children.

Facilities

The physical education facilities consists of a football field, a baseball field, three tennis courts, a quarter-mile track, out-door basketball and volley ball courts, and a gymnasium. A nearby lake offers excellent opportunities for swimming activities under the supervision of the physical education staff.

The gymnasium program requires the use of mats, volley ball standards, horses, bucks; horizontal bars, basketball, indoor baseball and game equipment; wands, dumb-bells, Indian clubs.

The Health and Physical Education program is organized as follows:

I. Practical Health Service

The school health service includes the operation of those agents or agencies aiming to improve or protect the personal and environmental health conditions of the students. The following functions are performed by the health service division:

1. In addition to the psychological and academic examination given to entering students, they must also be physically examined to be acceptable to the institution. *All students must have an annual physical examination.*
2. The reference and follow-up program for the correction of remediable defects. Corrective work, etc.
3. Immunization program against communicable diseases.
4. Clinic and dispensary service.
5. First-aid and safety provisions.
6. Participation in athletics is based on pre-seasonal physical examinations of all athletes in every sport.
7. Hygiene and sanitation of school plant and equipment.
8. Health of teachers and the hygiene of instruction.

II. Health Education

It is the purpose of this phase of the program to aid the student to find ways to improve and conserve his health. In order to facilitate the individual in obtaining personal health, and to assist the student to function effectively in efforts to attain community health, the following agencies are stressed:

1. Health instruction is given in all the following ways: (a) as a separate course; (b) in combination with physical education, and (c) is integrated with other subjects.
2. Health instruction is given outside the classrooms by physicians and special programs which endeavor to develop a health consciousness in all.

III. Physical Education

This division offers motor activities to promote organic vigor, teach recreative skills, help the individual to make harmonious adjustment and to derive from vigorous physical activity those benefits which come from a scientifically presented and competently administered program, adapted to the needs of the individual. It includes:

1. Physical Education classes for all students, excluding members of varsity teams.
2. Intramural sports—dormitory and class plan of division—entire school year.
3. Varsity athletic teams in all the major sports and also in track, tennis and soccer. Invitational inter-school games in girls activities also are arranged.
4. After school play activities led by student leaders under the supervision of the physical education department.

COURSES

PHYSICAL EDUCATION 101-102—First Semester. *For Men.* Fundamentals of soccer, football, and cross country are taught in the fall. The indoor work consists of marching tactics, instruction in teaching calisthenics, clog and tap dancing and stunts.

The spring program is largely made up of instruction and practice in baseball, tennis and track and field events.

For Women. Fall—September to December—Field hockey, tennis, soccer, and volley ball. Folk and natural dancing.

Winter—December to March—Clog, athletic, folk and natural dancing. Mimetic exercises and games.

Spring—March to June—aesthetic dancing, folk dances, baseball, tennis, volley ball and self-testing activities.

Required of all college Freshmen. Credit—2 hours.

PHYSICAL EDUCATION 103-104—First Semester. *For Men.* A progressive continuation of the work of Physical Education 101-102. Emphasis is placed on skill of execution. Indoor work consists of apparatus work, advanced calisthenics, tumbling and folk dances. In the Spring track and field events, baseball and tennis contests make up the most of the work.

For Women. Fall—September to December. Continuation of Physical Education 101-102 with emphasis on development of skills.

Winter—December to March—Basketball, natural dancing, fundamental activities expressed to music.

Spring—March to June—Continuation of 101-102 with emphasis on progressiveness in skill and ease of execution of more difficult activities.

Required of all college Sophomores. Credit—2 hours.

PHYSICAL EDUCATION 105-106—Elective. (Not given 1936-37).

For Men. Autumn—Mass and small group instruction is given in several types of calisthenics. Seasonal sports and out door activities such as cross country and lacrosse complete the program.

Winter—Typical lessons for developmental and corrective purposes form the basis of the work without hand apparatus. A limited time is devoted to exercises and drills with dumb-bells, wands and Indian clubs, with emphasis on the fundamentals.

Spring—Swimming, tennis and outdoor games are the chief constituents of the program. Emphasis is placed on the progressive development in the major coordinations and skills.

For Women. Fall—September to December—Archery, hiking, self-testing activities (track), rhythmical exercises.

Winter—December to March—Basketball, indoor baseball, clogging, tap and national dancing.

Spring—March to June—Tennis, folk and aesthetic dancing, hiking selected track activities.

PHYSICAL EDUCATION 109-110—Methods in Physical Education. An orientation course for second-year students, designed to acquaint prospective teachers with current methods and practices in teaching physical activities to elementary school children. The various state courses of study in physical education are surveyed with regard to organization, program, methods and principles. Credit—4 hours.

PHYSICAL EDUCATION 111—Supervised Play. A study of the position and importance of play in education, and the psychology and physiology of the elementary school child at different age levels. Credit—2 hours.

PHYSICAL EDUCATION 112—Teaching Play Activities to Little Children. A course in methods of leading the elementary school child into valuable physical activity. A study of the games, dramatic and rhythmic activities appropriate for him at each of the age levels studied in Physical Education 111, and actual setting up of programs for elementary school classes. Credit—2 hours.

HEALTH EDUCATION 110-111—Personal Hygiene. This course is a part of Health Education program as represented in Physical Education 101, 102, 103 and 104. It includes a study of the principles of personal hygiene and their application. Supplementary lectures on social hygiene. Required of all freshmen. Textbooks: Williams' Personal Hygiene Applied; Meredith's Personal Hygiene. Credit—2 hours.

HEALTH EDUCATION 112—Community Hygiene. This course aims to make the student conscious of the importance of factors relating to public and individual health. The following are some of the topics dealt with: Bacterial life, transfer of disease, disinfection and quarantine, treatment and prevention of disease, infant welfare, middle age and health, tuberculosis, vital statistics, eugenics and related subjects. Credit—3 hours.

HEALTH EDUCATION 114—Child Hygiene. A study of the hygiene of the pre-school and school-age child, his general health, conditions affecting it, and methods of contributing to his hygienic welfare. Credit—3 hours.

HEALTH EDUCATION 115—First Aid. Lectures and clinical work are given so as to enable the student to render efficient first aid and permanent treatment for conditions which come legitimately within the sphere of a non-medical citizen. Attention is given to the nature and treatment of bruises, scalds, bites, sprains, dislocations, fractures, shocks, etc. Credit—1 hour.

HEALTH EDUCATION 116—Kinesiology. A study of the structure and function of the human anatomy; muscular attachments and function. Credit—4 hours.

HEALTH EDUCATION 118—Adaptational and Corrective Exercises. Methods and theory. Corrective exercises for functional defects. Credit—3 hours.

HISTORY

HISTORY 101—Modern European History. A semester course in European History, 1500-1789. Credit—3 hours.

HISTORY 102—Modern European History. The second semester of History 101, which deals with European History from 1789 to the present time. Credit—3 hours.

HISTORY 103—History of England. A semester course dealing with English History up to the 19th century. Credit—3 hours.

HISTORY 104—History of England. The second semester of History 103 dealing with English History from the 19th century to the present time. Credit—3 hours.

HISTORY 111—History and Government of Delaware. This course required for Elementary Teachers' Certificate. Credit—1 hour.

HISTORY 201-202—Physical, Commercial, and Industrial Geography. In this group of courses the student is led to study intensively these great divisions of geography for the purpose of giving him a broader world view and a more accurate interpretation of the life of the peoples of the world. Especially recommended for teachers of Science. Credit—6 hours.

HISTORY 204—United States History. A semester course dealing with United States History through 1850. Credit—3 hours.

HISTORY 205—United States History. The second semester of History 204 dealing with the history of the United States from 1850 to the present time. Credit—3 hours.

HISTORY 206—The Renaissance. The most important factors in the history of Continental Europe during the 14th, 15th, and early part of the 16th centuries. Credit—3 hours.

HISTORY 208—American Constitutional History. The development of the Federal Constitution; a brief view of English and Colonial backgrounds. Credit—3 hours.

HOME ECONOMICS

HOME ECONOMICS 131—Introduction to Home Economics. Survey. A survey course planned to awaken appreciation of the home, its activities and ideals; to develop wholesome attitudes toward cooperative living, with realization of the social significance of the home as a fundamental unit in society; also of the individual as a vital factor in creating and stimulating desirable attitudes and conditions for progressive living. Open to all Freshmen; required of those majoring in Home Economics. Lectures, readings, field work, reports, discussions, demonstrations. Credit—3 hours.

HOME ECONOMICS 131-T—Technical. A skill course planned to develop accurate, rapid, independent work in all phases of practical home making; a test course for persons desiring to major in Home Economics. Three double laboratory periods. Credit—3 hours.

HOME ECONOMICS 132—Textiles. An elementary course covering the sources, manufacture, tests, purchase, uses, general care and laundering of the common household fabrics; mordants and dyeing; the effect of color; of texture. One lecture-recitation and two double laboratory periods. Credit—3 hours.

HOME ECONOMICS 134—Elementary Clothing. Construction and Selection of Clothing. Appropriate selection of material for simple clothing and household linens; adaptation and use of commercial patterns; employment of suitable constructive processes, hand and machine, with proper care and use of tools and equipment. Making articles for family and personal use. Three double laboratory periods. Credit—3 hours.

HOME ECONOMICS 135—Elementary Food Study. Foods and Nutrition. One discussion and two double laboratory periods investigating the source, manufacture and preparation of foods, with principles underlying their choice, preservation, handling, and nutritive values. Credit—3 hours.

HOME ECONOMICS 136—Clothing for Small Children. A technical course planned to develop appreciation and skill in the choice of material, color and design for children's clothing, with a view to attractiveness, bodily freedom, ease of adjustment and of care. Speed and independent workmanship are stressed. Three double laboratory periods. Credit—3 hours.

HOME ECONOMICS 137—Industrial Arts and Handicraft. Designed to foster active interest in planning, selecting and developing appreciation of the home environment and its artistic possibilities. Practical study of pottery, textiles, furniture, costume; simple creative arts, crafts, manipulative activities as useful in the home; handicraft as a source of recreational interest. Credit—3 hours.

HOME ECONOMICS 230-232—Cookery in Short Units. For persons not majoring in Home Economics. Registration of not less than five required.

- GROUP I. Unit I. Planning, preparing and serving breakfast.
- Unit II. Planning, preparing and serving luncheons.
- Unit III. Planning, preparing and serving dinners.
- Unit IV. Planning, preparing and serving refreshments for special occasions.
- GROUP II. Unit V. Salads and frozen deserts.
- Unit VI. Pastry and simple deserts.
- Unit VII. Cakes and sugar cookery.
- Unit VIII. Bread.
- Unit IX. Vegetables and vegetable cookery.
- Unit X. Meat and meat cookery.

Credit—6 hours.

HOME ECONOMICS 233—(Formerly Home Economics 239-a)—Food Management Problems. A study of selection, purchasing, care of food in home, meal planning, preparation by fundamental cookery processes, also preservation of food by canning. Credit—3 hours.

HOME ECONOMICS 235—Household and Food Chemistry. This course is planned to indicate the practical applications of the science of Chemistry to the daily activities and processes identified with management of the household. It includes a study of the composition and general reactions of such substances as fuel, water, detergents, leavening agents, foods; of textile fabrics, synthetic substances, dyes and stains; of sanitary aids and toilet preparations. Prerequisite: Chemistry 106. Credit—3 hours.

HOME ECONOMICS 236—(Formerly 136)—Advanced Clothing. Use of Patterns and Advanced Construction. Selection, combination and proper use of textile fabrics; constructive dress design, draping, garment making and millinery in all practicable forms; the relation between clothing and personality expression. Three double laboratory periods. Credit—3 hours.

HOME ECONOMICS 237—Advanced Foods. A course indicating means of developing interest, skill and appreciation as related to the selection, preparation and serving of foods in daily use; the value of good technique in relation to the economic, scientific and aesthetic aspects of food usage. Study, discussions and laboratory work. Credit—3 hours.

HOME ECONOMICS 331-332—(Formerly Home Economics 231)—Nutrition of the Family. Elements and processes involved in human feeding, digestion, metabolism; dietaries in health and disease; relation of nutrition to physical fitness; adaptation of an adequate basic diet to varying family and individual conditions; use of the school lunch as a factor in overcoming various handicaps. Lectures, reference readings and laboratory work. Credit—6 hours.

HOME ECONOMICS 333—Economics of Clothing Consumption. A study and discussion of such topics as: income and price levels; consumers problems and habits of buying; the effect of fashion and purchasing power on manufacture, marketing and selection of clothing; clothing trades and markets;

the origin and trends of fashion; and practical problems of purchasing clothing for different members of the family. Credit—3 hours.

HOME ECONOMICS 335—Home Care of the Sick. Instruction in home hygiene and home care of the sick. Credit—1 hour.

HOME ECONOMICS 336—(Formerly Home Economics 232)—Child Development. A survey of physical and mental aspects of development of the pre-school child, with consideration of allied problems as related to bodily care, food, clothing, habit formation, recreation, home nursing and first aid in emergencies. Prerequisite: one course in Psychology. Lectures, conferences, demonstrations, personal contact with children. Credit—3 hours.

HOME ECONOMICS 337—Demonstration Cookery. The student is given practice in cookery demonstrations which will aid them in class room teaching, extension work with clubs and in business. Credit—2 hours.

HOME ECONOMICS 338—(Formerly Home Economics 233)—Special Methods in Home Economics. An interpretation of the findings of modern home-making studies in terms of the attitudes and needs of today. Lectures, readings, reports and discussions. Credit—3 hours.

HOME ECONOMICS 339—Quantity Cooking. This course gives practice in handling foods in large quantities, making menus, preparing and serving meals in school cafeteria, estimating profit and loss; the use of institutional equipment. The principles of cafeteria and school lunch management are stressed. Credit—4 hours.

HOME ECONOMICS 430—(Formerly Home Economics 230)—Home Equipment. This course is to stimulate a desire for intelligent selection of household equipment in relation to resources available and for developing the ability to use wisely the common cleaning agencies in keeping the house and household furnishings in a sanitary attractive condition. Credit—3 hours.

HOME ECONOMICS 433—(Formerly Home Economics 238)—Household Management. A study of the scope and methods of home making with specific reference to modern situations involving outside employment. Planning and testing schedules of necessary activities with regard for social as well as physical satisfactions. Development of managerial ability through residence in a practice apartment or an actual home, with increasing responsibility. Field trips for purposes of comparative study. Credit—6 hours.

HOME ECONOMICS 432—(Formerly Home Economics 234)—Student Teaching. Observation, participation and practice teaching under critical guidance in each of the several phases of Home Economics offered in the secondary school, and in fulfillment of standard requirements as to time and method. Credit—6 hours.

Other courses will be added upon demand.

Electives are also available in related fields, as Art, Science, Social Science.

INDUSTRIAL ARTS

The Department of Industrial Education offers training for teachers of Manual Arts. The courses are so arranged and grouped as to provide sufficient trade training and, at the same time, meet the professional requirements in education.

To guard against an unbalanced program the following requirements are made of all students in this department:

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| 1. History—6 hours. | 5. Public Speaking—2 hours. |
| 2. English—14 hours. | 6. Hygiene—3 hours. |
| 3. Science or Mathematics—8 hours | 7. Physical Education—4 hours. |
| 4. Psychology—6 hours. | |

The professional requirements in the Department of Education are:

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| 1. Introduction to the Study of Education. | 6. Equipments. |
| 2. Educational Measurements. | 7. Administration. |
| 3. Educational Psychology. | 8. Occupational Information and Guidance. |
| 4. Principles of Methods. | 9. Practice Teaching. |
| 5. History of Manual Arts in Education. | 10. Thesis. |

The work in the first year is practically the same for all students and is constructed to give the student an acquaintance with a wide variety of shop work and drawing as a basis for determining his major. At the beginning of the sophomore year, the student will select a field for specialization and then organize a program of study in conference with the dean and the department head.

THE PLACE OF THE LIBRARY

The building of an instructional organization around a vitalized library program indicates the belief that education, if it is to represent permanent values and gains for the student, must move toward self-dependence in learning. To be able to command the services of books, to be efficient in securing needed information, to acquire delightful familiarity with books as purveyors of pleasure as well as instruments of utility, to be able to turn intelligently to literature as a source of knowledge or inspiration is to be equipped with one of the important essentials of continued educational growth. Accordingly the State College Library plan and program which is being steadily developed, reaches into every department of the institution and offers vital assistance and inviting opportunities both for class study and leisure time reading.

LIBRARY SCIENCE

LIBRARY METHODS 111—The purpose of the course is to give a working knowledge of the resources of the library, with special reference to the needs of elementary school teachers. The course includes a survey of the school library, its catalogue classification, and general distribution of books; study of such basic library handbooks as dictionaries, encyclopedias, periodical

indexes, reference books, books on special topics; an introduction to such book selection aids as, Book Review Digest, United States Catalogue, etc.; and a general relationship between the library and the teacher. Credit—1 hour.

MATHEMATICS

Requirements for major: Courses 101, 102, 103, 201, 202, and twelve additional hours.

Requirements for minor: Courses 101, 102, 103, 201 and 202.

Students who major in Mathematics are required to complete a minor in Physics, Chemistry or Biology.

MATHEMATICS A—Elementary Algebra. This course covers the first principles of algebra and is required of all candidates for the degree of Bachelor of Science, and all other students who elect college mathematics if their training in high school algebra is found to be deficient. Four hours a week. No college credit.

MATHEMATICS B—Plane Geometry. This course is required of all candidates for the degree of Bachelor of Science, and all other students who elect college mathematics if their high school training in mathematics is found to be deficient. Four hours a week. No College credit.

MATHEMATICS C—Solid Geometry. All students who elect mathematics as a major, but do not present entrance credit in solid geometry, are required to take Mathematics C. Four hours a week. No college credit.

MATHEMATICS 100—Agricultural Mathematics. Problems in dairy-farming, agricultural engineering, poultry and general farm management. Three class hours a week. Credit—3 hours.

MATHEMATICS 101—Plane Trigonometry. Angles and their measurements, trigonometric functions of the general angle, the right triangle, graphical representation of the trigonometric functions, functions of the sum and differences of angles, the oblique triangle. One semester course. Not open to students who have been granted high school credit for the same. Credit—3 hours.

MATHEMATICS 102—College Algebra. Permutations and combinations, complex numbers, theory of equations, determinants, etc. Open to students who present more than one unit in algebra. High school students may be admitted with the permission of the instructor. Credit—3 hours.

MATHEMATICS 103—Plane Analytic Geometry. The elements of Plane Analytic Geometry, with an introduction to Solid Analytic Geometry. Prerequisite: Mathematics 101. Credit—3 hours.

MATHEMATICS 104-105—General Astronomy. A course in descriptive Astronomy. Credit—6 hours.

MATHEMATICS 106—Introduction to Statistics and Graphics. Curve plotting, frequency curves, averages, measures of dispersion, correlation; the relation of these notions to educational data. This course is offered especially for those who are preparing to enter the teaching profession. Prerequisite: Entrance credit in Algebra and Geometry. Credit—3 hours.

MATHEMATICS 112—Arithmetic. Materials and methods for teaching arithmetic in the primary and grammar grades. Credit—3 hours.

MATHEMATICS 201—Differential Calculus. Variables and functions; limits; differentiation; geometrical and physical applications of the derivative; maxima and minima; differentials; rates, curvature; indeterminate forms; partial differentiation; expansion of functions in series. Prerequisite: Analytic Geometry. Credit—3 semester-hours.

MATHEMATICS 202—Integral Calculus. Integration as the inverse of differentiation; the definite integral; reduction of integrals to standard forms; integration as a process of summation; area, lengths of curves; volumes, physical applications; successive and partial integration, with applications to geometry and physics. Prerequisite: Differential Calculus. Credit—3 semester-hours.

MATHEMATICS 203—Calculus—Special Topics. Some special methods of integration, formulas of reduction. Definite integrals as a summation, multiple integration. Approximation and indirect integration. Prerequisite: Mathematics 202.

MATHEMATICS 204—Advanced Plane Trigonometry and Spherical Trigonometry. Prerequisite: Mathematics 202. Credit—3 hours.

MATHEMATICS 207—Advanced Calculus. Prerequisite: Mathematics 202. Credit—3 hours.

MATHEMATICS 208—Theory of Equations. Complex numbers, theorems on the roots of equations, systems of linear equations, symmetric functions, cubic and quartic equations, determinants and the graph of an equation. Prerequisite: Mathematics 202. Credit—3 hours.

MATHEMATICS 209—Differential Equations. A study of the types and solutions of differential equations, with applications to physics and mechanics. Prerequisite: Mathematics 202. Credit—3 hours.

MATHEMATICS 210—Solid Analytic Geometry. Co-ordinate geometry of three dimensions, treating the straight line, the plane, quadric surfaces and space curves by means of Cartesian co-ordinates and invariant geometric properties. Prerequisite: Mathematics 201. Credit—3 semester-hours.

MATHEMATICS 212—History of Mathematics. A study of the historical development of the elementary branches of mathematics—algebra, geometry and trigonometry. Prerequisite: Mathematics 202. Credit—3 hours.

MUSIC

MUSIC 111—Public School Music. First Semester. Ear training and sight singing. Relative pitch. Notation. Studies in rhythm. Intervals in major and minor modes. Key signatures. Exercises in a given key in whole, half, quarter, and eighth-notes and rests, with and without dots. Dictation. Credit—2 hours.

MUSIC 112—Public School Music. Second Semester. Methods and Materials. A study of the child's singing voice in the primary grades; matching tones; the treatment of monotones, methods for the presentation of Rote Songs; methods of presenting rhythm through simple interpretative move-

ments and the rhythm band. Introduction to note singing in the primary grades. Credit—2 hours.

MUSIC 211—Public School Music. Methods and Materials. Materials and methods for the intermediate grades and the Junior High School. Later in the course the student-teachers exhibit their knowledge of methods and materials by teaching under the supervision of the instructor. Credit—2 hours.

MUSIC 212—Music Appreciation. This course aims to develop an appreciation of the better types of music by a comprehensive course in listening for form, rhythm, and mood; study of form analysis; correlations with history of music; following classic, romantic, and modern schools; study of interpretation through listening to the great artists, instrumental and vocal. Credit—2 hours

Organizations and Activities in Music

MUSICAL ORGANIZATIONS—State College Choir, State College Male Quartet, State College Women's Glee Club, State College Men's Glee Club, State College Band.

PHILOSOPHY

PHILOSOPHY 103-104—The Introduction to Philosophy. Theory and practice of philosophic living. The nature of philosophic activity; the nature of reflection; the emergencies of philosophic problems in Greece and their development in the writings of Plato and Aristotle. Reading from current discussions. Credit—6 hours.

PHILOSOPHY 201-202—History of Philosophy. An historical study of the place of philosophy in human culture. Credit—6 hours.

PHILOSOPHY 203—The Ways of Knowing. The logic of reflection; the principles of reasoning. Credit—3 hours.

PHILOSOPHY 204—Ethics. The nature of value; human values, the nature of ethical conduct; selected problems. Credit—3 hours.

PHYSICS

Requirements for majors:

1. A major of work consists of 24 semester-hours beyond the first course (101-102).
2. A minor of work consists of 12 semester-hours beyond the first course.
3. The following courses should be selected as a major: 101, 102, 103, 201, 202, 203, 204, 205, 206, and 207.
4. A minor in physics: 101, 102, 201, 202, 203, and 204. For a major in Physics a student is required to take a minor in Mathematics.

PHYSICS 100—A survey course in physics, consisting of lectures, demonstrations, readings, reports and discussions. This course is a brief survey of the field of physics and its applications. There are no prerequisites to this course. Credit—4 hours.

PHYSICS 101—General Physics. This course covers mechanics and heat. Two hours lecture-recitation and six hours laboratory a week. Prerequisite: Mathematics 107 and 108 or Mathematics 101. Credit—4 hours.

PHYSICS 102—General Physics. A continuation of Physics 101, dealing with electricity, sound, and light. Prerequisite: Physics 101. Credit—4 hours.

PHYSICS 103—Advanced Experimental Physics. This course will cover a series of carefully selected experiments in heat and electricity. Lectures will be given to cover principles involved in the laboratory work. Prerequisite: Physics 102. Credit—3 hours.

PHYSICS 106—Household Physics. A course which treats of the fundamental principles of Physics and mechanics as applied to modern household equipment and its practical use. Required of Home Economics majors. Lecture period, 4 hours laboratory per week. Credit—3 hours.

PHYSICS 201—Statics. Resolution, composition, and equilibrium of forces, statics of rigid bodies, cords, and structures; center of gravity and moment of inertia. Four lecture-recitation periods a week. Prerequisites: Mathematics 202 and Physics 102. Credit—4 hours.

PHYSICS 202—Kinetics. Newton's laws, fundamental equations for motion, rectilinear and curvilinear motion of a particle and of a rigid body; motion diagrams; work, energy, and power with application to machines; impact, friction, etc. Four lecture-recitation periods a week. Prerequisite: Physics 201. Credit—4 hours.

PHYSICS 203—Thermodynamics. An elementary course consisting of lectures and problems. Prerequisites: Mathematics 202 and Physics 102. Credit—4 hours.

PHYSICS 204—Electricity and Magnetism. An intermediate course in electricity and magnetism requiring a knowledge of the calculus. Prerequisites: Mathematics 202 and Physics 102. Credit—4 hours.

PHYSICS 205—Light. An intermediate course in light consisting of lectures and experiments. Prerequisites: Mathematics 202 and Physics 102. Credit—4 hours.

PHYSICS 206—Introduction to Mathematical Physics. An introductory course dealing with some of the fundamental operations in Mathematical Physics. Prerequisites: Mathematics 202 and Physics 204. Credit—4 hours

PHYSICS 207—Introduction to Mathematical Physics. A continuation of Physics 206. Credit—4 hours.

PHYSICS 208—The History of Physics. The purpose of this course is to outline in a general way the historical development of Physics from ancient times to the present. Prerequisite: 12 semester-hours in college physics. Credit—3 hours.

POLITICAL SCIENCE

GOVERNMENT 101—The American Government and Politics. A study of the Federal Government of the United States: Congress, the President and Cabinet, the Federal Courts, Government of Territories and Possessions, foreign policy, party organization, and methods. Credit—3 hours.

GOVERNMENT 201—The Government of England. A brief historical account of British Governmental Institutions, with emphasis in the origins of American local government and law, and a more thorough analysis of the present British Parliamentary system. Credit—3 hours.

GOVERNMENT 202—Comparative Government. A comparative study of American and European governments and political parties. Prerequisite: Government 201. Credit—3 hours.

PSYCHOLOGY

PSYCHOLOGY 101—General Psychology. This course presents the fundamental facts and principles of Psychology, including the presumed physical basis for mental life and human behavior. Credit—3 hours.

PSYCHOLOGY 102—Psychology of Childhood. A study of the nature and development of the mind of the child, in harmony with his physical, social and emotional growth through pre-adolescence. Credit—3 hours.

PSYCHOLOGY 201—Educational Psychology. A study of mental inheritance as related to human behavior; normal development, individual differences and power of adjustment to modern conditions, with specific application to the field of teaching and learning. Lectures, demonstrations, discussions, experiments. Credit—3 hours.

PSYCHOLOGY 202—Psychology of Adolescence. A study of the physical, mental and emotional characteristics of the transition period between childhood and maturity, with suggestions concerning the solution of educational and social problems specifically identified with this period; assistance in vocational and social adjustment. Basis; individual case studies. Credit—3 hours.

ROMANCE LANGUAGES

French

Requirements for a major:

I. A major in French requires 18 to 24 hours of work satisfactorily completed with a minimum Grade of "C", depending upon amount of French offered for admission.

II. Courses required for a major in French:

101-102 (or its equivalent).

103-104 Intermediate —6.

105-106 Advanced —6.

201-202 Survey of French Literature —6.

Electives: A student must choose 6 hours.

204—Seventeenth Century Literature.

205—Eighteenth Century Literature.

206—Drama—Nineteenth Century.

207—Poetry—Nineteenth Century.

III. Courses required for a minor in French:

French 101-102 (or equivalent).

103-104 Intermediate.

201-202 Advanced.

DESCRIPTION OF COURSES

FRENCH 101-102—The object of this course is to enable the student to understand easy French, written and spoken. Systematic study of grammatical material, accompanied by abundant easy reading material. Fundamentals of correct pronunciation presented through elementary phonetics. This course is open to those receiving no admission credit in French. Credit—6 hours.

This course is not offered in 1936-37. Students who desire this course must take it in the high school division at half credit. See French I, French II, High School.

FRENCH 103-104—Intermediate French. Fundamentals of grammar reviewed with continued emphasis upon reading ability. Short compositions, dictation, class and collateral readings. Prerequisite: 101-102 or two years of high school French. Credit—6 hours.

FRENCH 105-106—Advanced French. An advanced course in composition which provides a comprehensive review of grammar and a study of syntax and vocabulary usage. Cultural aspects of the language emphasized through a study of geography, history and literature. Prerequisite: 103-104 or its equivalent. Credit—6 hours.

FRENCH 201—Survey of French Literature to 1715. This covers the field of French Literature from the beginning to 1715 in broad outlines. Required of French majors and all sequences in French. Prerequisites: French 105 and 106. Credit—3 hours.

FRENCH 202—Survey of French Literature, 1715 to 1900. This course completes the survey. Illustrative readings, lectures. Required of French majors and all sequences in French. Prerequisite: French 201. Credit—3 hours.

FRENCH 203—Scientific French. The chief aim is to acquire a working vocabulary. Designed for those who need the language in the study of sciences. Prerequisite: French 104. Credit—3 hours.

FRENCH 204—French Literature of the Seventeenth Century. Malherbe, Hotel de Rambouillet, Academie Francaise, Corneille, Racine, Moliere, La Fontaine, Boileau, Descartes, etc. Illustrative readings. Lectures. Prerequisite: French 202. Credit—3 hours.

FRENCH 205—French Literature of the Eighteenth Century. The chief writers, Voltaire, Montesquieu, Diderot, Rousseau—politics and religion. Prerequisite: French 202. Credit—3 hours.

FRENCH 206—French Drama of the Nineteenth Century. The romantic, the realistic, and the *fin-de-siecle* drama. Prerequisite: Twelve hours in French, including 201 and 202.

FRENCH 207—French Poetry of the Nineteenth Century. From Larmartine to Verlaine, including the Romanticists and Parnassians. Prerequisite: Twelve hours in French, including 201 and 202.

FRÈNCH 208—Technique of Teaching French. This course deals with the problems of classroom technique—methods and language psychology presented to furnish a background. Main subjects are oral work, classroom phonetics, vocabulary, choice and use of reading material, written work, grammar, *enchainement* of material. Prerequisite: Eighteen hours in French.

SOCIOLOGY

Consult instructor for schedule of majors.

SOCIOLOGY 201-202—The Cultural Process (Introduction to sociology). Viewing society as a cultural process, an attempt is made to understand the several major processes that make up the whole social organization. Not open to freshmen. Credit—3 hours.

SOCIOLOGY 203—The Family. An investigation of the problems of the modern family from the standpoint of their relation to the personal development of its members and the mores of the community. Credit—3 hours.

SOCIOLOGY 204—Rural Sociology. In this course the concepts of sociology are applied in discussing the origin, development, and solution of rural-life problems. Prerequisite: Sociology 202. Credit—3 hours.

EXTENSION COURSES IN MUSIC AND ART

In co-operation with the Divisions of Music and Art Education of the State Department of Public Instruction, State College offers Extension Courses in Music and Art, yielding 3 points credit each, which may be counted towards certificate renewal of teachers in service. These courses cost \$6.50 per point or \$19.50 per semester for each subject.

DIVISION OF SECONDARY EDUCATION

CALENDAR 1936-1937

HIGH SCHOOL

The Dormitories and Dining Hall will open Monday, September 14, 1936 for the reception of students.

September 14, 1936, Monday.....	Semester Begins: Registration
September 15, Tuesday.....	Classes Begin
October 25, Sunday.....	*Parents' Day
November 3, Tuesday.....	Election Day
November 25, Wednesday.....	Thanksgiving Recess Begins
November 30, Monday.....	Thanksgiving Recess Ends
December 23, Wednesday.....	Christmas Recess Begins
January 4, 1937, Monday.....	Christmas Recess Ends
January 26, 27, 28, Tuesday, Wednesday, and Thursday.....	First Semester Examinations
January 29, Friday.....	Students' Day
February 1, Monday.....	Second Semester Begins
March 25, Thursday.....	Easter Recess Begins
March 30, Tuesday.....	Easter Recess Ends
May 30, Sunday.....	Anniversary Religious Organizations
June 1, 2, 3, Tuesday, Wednesday, and Thursday.....	Final Examinations
June 7, Monday.....	Faculty-Student-Alumni Day
June 8, Tuesday.....	Commencement

*Student resident halls or dormitories will be open to our guests for inspection from 1 to 5 P. M.

HIGH SCHOOL DIVISION

State College for Colored Students, by resolution of its Board of Trustees, proposed to co-operate with the State Department of Public Instruction and provide a High School Program for Negro Youth of Delaware.

AIM

The High School Division attempts to cover three important fields of service:

1. To prepare students for college entrance.
2. To provide a program of training in productive and constructive citizenship for those who will not pursue formal education beyond that of high school.
3. To help all boys and girls, through proper guidance, to know their true abilities and to aid them in selecting such careers as will give best expression to these abilities.

ORGANIZATION

The organization of the high school work is based upon the foregoing aims and, as a result, presents the following courses of study:

1. The Academic Course for those who plan to attend college.
2. A General High School Course for those who are indefinite as to their desire or possibility of attending college and have interests in other fields than Home Economics, Trades, or Agriculture. These students may be given, beginning at the second year of High School, special work in Music, Art, or physical Education. For the completion of this course a general certificate of graduation will be awarded.
3. The Vocational Courses, leading to certificates in various occupations, attempt to fit students for useful employment and good citizenship.

REQUIREMENTS FOR ADMISSION

Requirements for admission are set forth in a resolution adopted by the Board of Trustees of State College for Colored Students, as follows:

WHEREAS, The State College for Colored Students is seriously handicapped by lack of adequate support and facilities for the care and training of its students, and,

WHEREAS, within the last few years the said State College for Colored Students has been forced to raise its curriculum from a Junior College and Normal School to that of a full collegiate level in order that its graduates might be able to qualify for meeting the standards for certification set up by the State Board of Education, and,

WHEREAS, we feel that by confining our high school program to the Senior High School, of the three upper grades of high school we will be better able to meet our present responsibilities with the means and facilities at hand, therefore be it

RESOLVED, that notice be and the same is hereby given by the Trustees of the State College for Colored Students, to all whom it may concern that on and after September 10, 1934, the high school entrance requirements at the State College for Colored Students shall, among other things, be not less than satisfactory completion of the Ninth Grade or graduation from a Junior High School, or the equivalent thereof.

By Certificate. Candidates for admission who are transferring from accredited high schools must submit certified transcripts of their scholastic record before admission or classification requirements can be completed. Students from these high schools are admitted on the basis of these records. Students admitted to the 12th grade must pass at least three-quarters of the first semester's work in order to retain this standing.

By Examination. Candidates from non-accredited high schools must submit transcripts of their records and pass certain examinations required by the departments they plan to enter before their admission requirements are completed. Failing to pass these examinations, the candidates' credits will be reduced proportionately.

At present students graduating from the Junior High Schools of Delaware will be admitted on the basis of a certification of graduation. These candidates must submit a record of all work of grades 7, 8 and 9 together with their certificates of graduation.

CLASSIFICATION

The class standing of a student depends upon the number of units earned and is determined as follows:

For ninth grade standing.....	0 to 4 units
For tenth grade standing.....	5 to 8 units
For eleventh grade standing.....	8 to 12 units
For twelfth grade standing.....	12 to 16 units

Beginning with the class entering for the session of 1935-1936, the classification of students will be determined as follows:

For tenth grade standing.....	0 to 4 units
For eleventh grade standing.....	4 to 8 units
For twelfth grade standing.....	8 to 12 units

For students who plan to go to college, the last two years of the junior high school program should be so planned that they will be able to do the work of the senior high school with a minimum amount of lost time.

DEFINITION OF A UNIT—A unit represents a year's study in any subject in a secondary school constituting approximately a quarter of a full year's work, it being assumed that the length of the school year is from 36 to 40 weeks and that the period is from 40 to 60 minutes in length and that the study is pursued for four or five periods per week; assuming further that two

hours (or periods) of Manual Training or laboratory work are equivalent to one hour of regular classroom work.

Each unit is equal to eight school credits.

No student is allowed to carry Senior English unless he has satisfied the first three years completely (after 1936-37—first two years).

GRADINGS

A report is made by each teacher to the Dean at intervals of six weeks for each student. At the end of each semester the general standing of all students is compiled and entered on the records, and a copy sent to parents or guardians. A report will be sent at twelve-week intervals to parents and guardians concerning students who are not succeeding in their school work.

"E" indicates that the pupil is not doing work of a "passing" grade and is assigned during each six-week advisory period until the semester averages are determined. If, at this time, the pupil has not removed the deficiencies indicated by the "E" or if he is still "failing," the final grade of "F" will be recorded against him.

Beginning in September, 1935, the student's standing will be expressed as follows:

A.....	Excellent
B.....	Superior
C.....	Fair or average
D.....	Poor but passing
F.....	Failure
D.....	Lowest passing grade
*C.....	Lowest grade for recommendation to college
B.....	Lowest grade upon which honors are awarded

REQUIREMENTS FOR GRADUATION

The following requirements will be observed:

- English is required throughout the entire course, 4 periods a week.
- All pupils are required to take Health and Physical Education three periods a week, throughout the entire course.
- Beginning with the class entering in 1935-36, students planning to continue their education beyond the high school, 12 units of academic work will be required for graduation. Of these three units must represent work satisfactorily accomplished in English.
- Students must distribute the subjects of their programs as follows:

English.....	3 units
A major subject.....	3 units
A minor subject.....	2 units
Another minor subject.....	2 units
Approved electives.....	2 units
Physical Education	
Music	
Guidance	

*Student will not be recommended for college who has more than one-fourth of grades of "D" level unless his general average is "C" or better. In no case will he be recommended where all of his grades in English are "D".

- Programs should be arranged in the light of what the pupil plans to do after graduation.
- Students enrolled in State College prior to 1935-36 are subject to the requirements for graduation as stated in catalogue for 1933-34, page 91.

CURRICULA AND DIPLOMAS

The High School Division offers the following curricula and diplomas:

- Academic-Scientific.
- General.
- Vocational Agriculture.

Students should consult their advisers concerning the aims and requirements of these curricula before completing their registration.

DESCRIPTION OF COURSES

AGRICULTURE DEPARTMENT

The Vocational Course

The high school division of State College offers in conjunction with the State and Federal authorities vocational courses in the field of agriculture. No student will be admitted to these courses who has not obtained the consent of his parents or guardian, although all other entrance requirements have been satisfied. Upon graduation, these courses will lead only to special work in college in as much as they are not particularly designed for those planning for college. Diplomas will be awarded in Vocational Agriculture.

Objectives of Vocational Agriculture

One of the chief functions of such education in secondary schools is to train all groups of men and boys on the farm for proficiency in farming.

The following contributory aims are outlined:

1. To produce agricultural products efficiently.
2. To market agricultural products economically.
3. To cooperate intelligently in economic activities.
4. To manage the farm business effectively.
5. To grow vocationally.
6. To participate in worthy rural social activities.
7. To use scientific knowledge and procedure in farm practices.
8. To get successfully established in farming.
9. To maintain a satisfactory farm house.
10. To perform appropriate and economic farm-mechanic activities.

OUTLINE OF COURSES

ENTERPRISE—Truck Gardening. Jobs: Deciding location and scope of truck gardening, selecting varieties, seed-bed preparation, fertilizing, planting, cultivation, combating diseases and insects. Harvesting and storage of vegetables, keeping records of vegetable gardening. Selection of seed, buying seed, having a year around garden.

ENTERPRISE—Orcharding. Jobs: Selection of site and preparing land for an orchard. Selection and planting of trees. Cultural practices such as pruning and spraying of trees. Picking and storing fruit, marketing of fruit.

ENTERPRISE—Dairying. Jobs: Deciding whether or not to be a dairyman. Deciding the type and scope of dairy enterprise. The identification of breeds of dairy cattle. Judging dairy cattle. Care at calving time, common ailments, feeding the dairy calf, dairy heifer and dairy cow. Milking and care of milk. Milk testing and butter making. Fitting and showing cattle. Keeping dairy records. General care of the dairy herd.

ENTERPRISE—Field Crops. Job: Deciding what crops to grow and the scope to take. Rotation, drainage, seed-bed preparation, fertilizing, liming, planting, cultivation, harvesting, marketing, cover crops, soiling crops and pasture crop records.

ENTERPRISE—Swine Production. Jobs: Determining the breed and number of hogs to keep. Judging and studying the breeds. Breeding sows, feeding during gestation period, care of sow at farrowing time, feeding sow and litter, weaning pigs, vaccinating pigs, feeding and fattening hogs. Combating parasites and diseases, housing swine, marketing swine, keeping records of swine.

ENTERPRISE—Poultry Production. Jobs: Deciding whether or not to be a poultryman. Deciding the type of poultry enterprise. Selection of poultry stock. Study of breeds of chickens, selecting breeding stock, care of breeding flock, incubating eggs, brooding chicks and essential feeding principles. Marketing broilers, feeding pullets, feeding laying hens. Marketing eggs, housing of hens, care of yards, control of parasites and combating diseases. Keeping poultry records.

ENTERPRISE—Farm Accounting. Jobs: Inventory, day book, monthly trial balance, yearly trial balance, financial summary. Records of credits, receipts and disbursements.

Class Periods Per Week

FIRST YEAR		
Activity	Length of Periods	No. of Periods
(a) Class recitation and miscellaneous jobs. . . .	55 minutes	6
(b) Carpenter Shop.	55 minutes	2
SECOND YEAR		
(a) Class recitation and miscellaneous jobs. . . .	55 minutes	6
(b) Farm Shop.	55 minutes	2
THIRD YEAR		
(a) Class recitation and miscellaneous jobs. . . .	55 minutes	6
(b) Farm Shop.	55 minutes	2

Activities

The vocational boys are members of the national N. F. A. movement or organization and carry the activities as expected by N. F. A. members. The pupils carry projects in dairy, swine, poultry, field crops, garden truck and other common enterprises common to Delaware farmers.

Vocational boys have athletic teams, give programs, promote farm exhibits and carry on many activities in connection with school life.

ENGLISH

ENGLISH X—Attention is centered on the principles of Unity, Coherence, and Emphasis as factors in the sentence, paragraph, and composition

as a whole. Narration and Description are studied in detail. Oral work is stressed to broaden the vocabulary and develop ability in the choice of words. A study is made of a more mature type of classic than that of Course I. Attention is given to types of poetry. There is a designated amount of required reading. Notebooks are required. Textbook: "Using English," by Chapman. Supplementary readings. Chicago Practice Tests by Camenisch.

ENGLISH XI—Written Composition. Written Composition of greater maturity, increased accuracy, and more originality is the aim of the course. Attention centers on structure and detail. Exposition and Argument are considered with the accompanying study.

Oral Composition. A more mature attack of forceful speaking, correlating with the work in written composition, each pupil appearing in at least one debate, and presenting at least one extemporaneous talk before the class.

LITERATURE—American leaders in the field of literature are studied with a view to appreciation of best American literature. Modern American writers are given much attention. Poetry is studied for content and value. Designated required readings. Notebooks. Textbooks: Readings in American Literature, Wheeler and Long; Modern American and British Poetry, Untermeyer; English in Action, Book II, by Tressler, Supplementary Readings.

ENGLISH XII—Composition. This course aims to bring to the point of maximum knowledge and use the correct habits of speaking and writing English, already studied in the High School, and to offer increased opportunity for the application of the principles of composition.

LITERATURE—This part of the course affords the student opportunity for knowledge and appreciation of the best in the history of English Literature. Comprehensive and detailed study of Burke's Essay on the Conciliation of the American Colonies and Shakespeare's Macbeth is a part of the course.

TEXTBOOKS—Tressler's English in Action, Book II; Wheeler and Long's Readings in English Literature.

HEALTH AND PHYSICAL EDUCATION

Physical Education is an integral part of the general program of education and is required the year around for all students. The Department of Health and Physical Education aims to provide activities which will present opportunities for the student to improve his physical health, increase his skills afford beneficial contacts mentally, morally and socially; furnish leisure time activities with carry-over values, and inculcate the ideals of sportsmanship that are consistent with the highest type of character.

The immediate objectives of the department are recreative, hygienic, educational and corrective.

Time Allotment

The time allotment for physical education is one 60-minute period every other day for all pupils. This is supplemented by the after school and intramural activities.

Participation

All students are required to participate in the physical education program unless excused by order of a physician.

All activity during the fall and spring months is conducted out-of-doors.

Facilities

The physical education facilities consists of a football field, a baseball field, three tennis courts, a quarter-mile track, outdoor basketball and volley ball courts, and a gymnasium. A nearby lake offers excellent opportunities for swimming activities under the supervision of the physical education staff.

The gymnasium program requires the use of such equipment as mats, volley balls, horses, bucks, and horizontal bars; basketball, indoor baseball and game equipment; rings, climbing ropes, stall bars and parallel bars.

Health Service facilities include a dispensary, first aid equipment, and examination rooms with equipment for dental and physical examinations.

The Health and Physical Education program is organized as follows:

I. Practical Health Service

The school health service includes the operation of those agents or agencies aiming to improve or protect the personal and environmental health conditions of the students. The following functions are performed by the health service division:

1. In addition to the psychological and academic examination given to entering students, they must also be physically examined to be acceptable to the institution. All students must have an annual physical examination.
2. The reference and follow-up program for the correction of remedial defects. Corrective work, etc.
3. Immunization program against communicable disease.
4. Clinic and dispensary service.
5. First aid and safety provisions.
6. Participation in athletics is based on preseasonal physical examination of all athletes in every sport.
7. Hygiene and sanitation of school plant and equipment.
8. Health of teachers and the hygiene of instruction.

II. Health Education

It is the purpose of this phase of the program to aid the student to find ways to improve and conserve his health. In order to facilitate the individual in obtaining personal health, and to assist the student to function effectively in the efforts to attain community health, the following agents are stressed:

1. Health instruction is given in all the following ways (a) as a separate course, (b) in combination with physical education, and (c) is integrated with other subjects.
2. Health instruction is given outside the classrooms by physicians and special programs which endeavor to develop a health consciousness in all.

III. Physical Education

This division offers motor activities to promote organic vigor, teach recreative skills, help the individual to make harmonious adjustment and to derive from vigorous physical activity those benefits which come from a scientifically presented and competent administered program adapted to the needs of the individual. It includes:

1. Physical education classes for all students, excluding members of varsity teams.
2. Intramural sports—dormitory and class plan of division—entire school year.
3. Varsity athletic teams in all the major sports and also in track, tennis and soccer. Invitational interschool games in girls' activities also are arranged.
4. After school play activities led by student leaders under the supervision of the Physical Education Department.

OUTLINE OF ACTIVITY PROGRAM

MEN

Autumn Schedule

1. Class work. Soccer, touch football, hiking, self-testing activities, out-door games, out-door volley ball.
2. Intramural activities. Football, soccer, hiking.
3. Health Education Classes.
4. Varsity inter-scholastic sport. Football.

Winter Schedule

1. Class work. Calisthenics, dancing (folk, tap, clogging), marching, self-testing activities, indoor games, tumbling, volley ball, apparatus work, stunts.
2. Intra-mural activities. Class and dormitory. A Basketball, volley ball, boxing, wrestling, handball.
3. Health Education classes.
4. Varsity interscholastic competition. A. Basketball.
5. Exhibition work. Gymnasium team.

Spring Program

1. Class work. A. Hiking, baseball, track, outdoor games, testing activities, swimming.
2. Intra-mural activities. A. Baseball, track, tennis, swimming.
3. Health Education classes.
4. Varsity Interscholastic Competition. A. Baseball, track, tennis.

WOMEN

Autumn Schedule

1. Classwork; soccer and speed ball (modified for girls), volley ball, tennis and out-door games. Archery, field hockey and stunts without apparatus. Self-testing activities and corrective work. Folk and athletic dances, rhythmic activities.
2. Intra-mural activities: Hiking, tennis, field hockey, volley ball and archery.
3. Health Education classes.
4. Invitational interschool activities: Tennis, volley ball and modified soccer.

Winter Schedule

1. Class work. Dancing—folk, clog, natural, athletic and character. Rhythmic activities and self-testing activities. Tumbling, stunts with and without apparatus, mimetic exercises and games of low organization.
2. Intra-mural activities—Basketball (girls' rules) volley ball, indoor baseball and handball.
3. Health Education classes.
4. Varsity interscholastic sport. Basketball. A. Invitational inter-school games. Volleyball.

Spring Program

1. Class work: Hiking, swimming and diving; folk and natural dances, rhythmic exercises, mimetic exercises and self-testing activities. Archery, field hockey, volley ball, games of low organization and loose ball (soft ball).
2. Intra-mural activities—tennis, baseball (soft ball) outdoor volley ball and horse shoes.
3. Health Education classes.
4. Varsity interschool competition. Tennis, baseball and volley ball (on an invitation basis).

HISTORY

HISTORY X—World History. A course in general history for students whose programs will not allow them to elect both Ancient History and Medieval and Modern History.

HISTORY XI—An intensive review of American history from the period of discovery to present day. Special emphasis upon the economic and social developments. Topical discussions, special reports from supplementary readings. Textbook: Hart's New American History.

HISTORY XII—Problems of American Democracy. A course in civics, politics and social problems facing the American citizen.

HOME ECONOMICS

The high school courses in home economics are general and vocational in nature and are planned to develop desirable attitudes, skills and habits on the part of individual pupils in relation to home and community. In both general and vocational phases of the work, the basic course is largely exploratory in nature, giving pupils opportunity to discover and orient themselves through individual problems of health, personal appearance and personality, family and social relationships and adjustment. Upon this fundamental basis the pupil may elect two years of general or of vocational home economics, in harmony with her specific interest and desire.

HOME ECONOMICS X—A fundamental course for all 10th grade pupils planned to develop an intelligent appreciation of the modern home and of the ways in which son or daughter may participate in the cultivation of satisfactory family life. Open also to pupils entering upper classes from high schools that do not offer the necessary year of high school home economics. Units of study and practical work include the following: Choosing, furnishing and managing a house for a family; selecting, preparing and properly using foods; buying and caring for clothing; plain household sewing, with use of the machine; family recreation, ideals, neighborliness.

General

HOME ECONOMICS XI—Applied Art; house decoration and arrangement; clothing design and choice; house sanitation and care; family food study and practice; clothing; skill in planning and making practical articles.

HOME ECONOMICS XII—Child care and training, hospitality and recreation; the business of the household (including use of the income); dressmaking and other sewing as practicable in the home of today; first aid and home care of the sick.

HOME ECONOMICS V—A special one-year course for pupils entering upper classes from high schools offering no Home Economics; short units in nutrition and cookery, health, home sanitation and management, repairing and making simple clothing, child care and family relationships.

LANGUAGES

French

FRENCH I—The aim of this course is to insure the formation of such speech habits as are essential in the acquisition of living language from a

modern point of view. Much attention is given to the understanding of easy French, oral and written. Grammar presented through the language. Dictation.

FRENCH II—The purpose of this course is to acquire a more complete mastery of the language. Drill in pronunciation will be continued and stress laid on composition. Assigned and collateral reading.

FRENCH III—Opportunity for further study in French will be provided for students who have maintained an average of "B" or above in the elementary courses, if five or more applications are received.

MATHEMATICS

MATHEMATICS X—Plane Geometry. This course includes the first five books of geometry with a brief introduction to solid geometry. Much attention is given to original exercises and to constructions with ruler and compass. Notebooks required. Textbooks: Breslich.

MATHEMATICS XI-a—Intermediate Algebra. This course treats a brief review of the fundamental topics and introduces such topics as solution of quadratic equations by completing the square by formula and by use of the graph; simultaneous quadratic equations; meaning and use of fractional, zero, and negative exponents, radicals surds, and logarithms. Textbook: Milne & Downey.

MATHEMATICS XI-b—Solid Geometry. This is a study of the geometry of space, with many applications to life objects and experiences. Special emphasis is placed upon original problems and real situations. Students are required to keep notebook records of the work covered. Textbook: Breslich.

MATHEMATICS XII—Plane Trigonometry. Open for advanced credit to students who have completed Mathematics XI-b.

MATHEMATICS XII-a—Applied Mathematics Related to Business Practice. A study of those phases of arithmetic, algebra, geometry, and business that are valuable to any student, regardless of his occupation. Some of the topics covered are; business organization, banks and banking procedure, insurance, means of communication, transportation, geometry for everyday use, algebra for everyday use, and budget making.

NOTE: ARITHMETIC—All candidates for graduation must demonstrate a definite mastery of the fundamentals in arithmetic.

MUSIC

Courses are offered for each class in High School. These courses consist of a combination of chorus work and appreciation of music.

INDUSTRIAL ARTS

GENERAL SHOP X-a—The first year in General Shop is exploratory, progress depending on the student's application. There is no concentration in that the student passes from one division to the other. The principal objective is to establish correct habits.

GENERAL SHOP X-b—Some knowledge of machine fundamentals and machine processes fits the student better to devote an appreciable amount of time to some one or more related divisions in the General Shop. The rotation of the student is divided into six-week periods. While job assignments are seldom the same, an attempt is made to give the student an organized and graded course in each division.

SPECIAL SHOP XI—For the student who elects third-year shop work and who plans to specialize in the field, the department has outlined specific job sheets for advanced workers. For those taking their major in wood-working special emphasis is given to furniture design and construction, planning, designing, and erecting buildings, etc.

SPECIAL SHOP XII—The work of the fourth year is mainly a continuation of the third year's work. The student must rely on his initiative in solving shop problems. He is taught shop management and organization, equipment, methods of supervision. Periodic visits are made to neighboring factories and structures. Lectures are given by men actively engaged in industrial work.

MECHANICAL DRAWING TECHNIQUE—A definite program in mechanical drawing has been organized to meet the needs of all students. Among other things the course covers use of instruments, penciling and inking in geometrical constructions, orthographic projection, intersections, developments, practical mechanical drafting, and lettering. Lectures and frequent demonstrations.

SCIENCE

SCIENCE X—Biology. This course is intended to develop an interest in living organisms, the natural laws by which they are controlled, their economic importance, and an acquaintance with the plants and animals in our immediate vicinity. Habits for careful scientific observation are acquired. Textbook: Smallwood, Reveley and Bailey's New Biology.

SCIENCE XI—Elementary Chemistry. This course in chemistry is designed to study the relationship of elements and compounds and their characteristics, both individual and group; to supplement the work of biology with regard to the fundamental physiological chemistry of plant and animal life; to furnish a broader background, and to make more complete the understanding of the work in Home Economics, Mechanic Arts, and Agriculture. Textbook: Black and Conant's Practical Chemistry.

SCIENCE XII—Elementary Physics. This course includes fundamentals in molecular physics, mechanics of fluids, motions, mechanics of solids, and the general laws governing mechanical operations; sound, light, and heat; the application of theories and principles to practical and immediate situations in the life and experience of the student. Textbook: Black and Davis' Practical Physics.

PRIZES AND AWARDS 1935-1936

THE BALFOUR HONOR PLAQUE AND KEY, awarded to one Senior each year for scholarship, loyalty, and achievement. Awarded—OLIVE JOHNSON.

THE LEWIS PRIZE of \$5.00 to the young woman whose conduct and influence during the year have been most beneficial to the morale of the institution. Awarded—ELAINE HOLLAND.

THE SIMON PRIZE of \$5.00 to the young man whose conduct and influence during the year have been most beneficial to the morale of the institution. Awarded—CLARENCE SPERLING.

THE E. J. SCANLON PRIZE of \$2.50 to the young woman showing the highest degree of loyalty and fineness of school spirit. Awarded—ELAINE HOLLAND.

THE WALTER T. MASSEY PRIZE of \$2.50 to the young man showing the highest degree of loyalty and fineness of school spirit. Awarded—PHILIP SADLER.

An award to the student above high school maintaining the highest general average in scholarship and who has shown excellence in general behavior. Awarded—JAMESIE ROSS.

An award to the high school student maintaining the highest general average in scholarship and who has shown excellence in general behavior. Awarded—KATHRYN HAZZARD.

THE CLASS OF 1929 LEADERSHIP PRIZE to the student above high school who has shown the highest degree of leadership in extra-curricular activities and in other responsibilities in and for the institution, and also maintained an average of not less than 85% (or the equivalent) in class work. Awarded—WILLIAM OVERTON.

THE GROSSLEY AWARD, a silver loving cup to the class maintaining the highest general average in scholarship, extra-curricular activities and in school spirit. Awarded—CLASS OF 1936 (High School).

CATALOGUE OF STUDENTS

1935-1936

THE COLLEGE

SENIORS

BEANUM, STEWART EDWARD.....A. & S.....Philadelphia, Pa.
 CURRY, ADELYNE SINA.....A. & S.....Dover, Delaware
 DERRICKSON, HURLEY WILBERT.....Agri.....Selbyville, Delaware
 JOHNS, CORDELIA MAE.....E. E.....Dover, Delaware
 LEWIS, DOROTHY MAE.....E. E.....Lincoln, Delaware
 ROBERTS, MARTIN POSTLES.....A. & S.....Smyrna, Delaware
 ROSS, JAMESIE MAE.....E. E.....Wilmington, Delaware
 ROSS, ZEBULUN JAMES.....A. & S.....Newport, Delaware
 STEVENSON, CATHERINE REBECCA.....E. E.....Dover, Delaware
 STEWART, BERTHA MAE ETHEL.....A. & S.....Seaford, Delaware
 THOMAS, ROBERT MAURICE.....E. E.....Philadelphia, Pa.
 WATERS, RUBINETTE ELIZABETH.....E. E.....Wayne, Pa.
 WYNDER, WILLIAM RICHARD.....Agri.....Laurel, Delaware

JUNIORS

ARGO, HILDAGARDE BEATRICE.....E. E.....Lewes, Delaware
 BAILEY, MARVIN KING.....H. E.....Dover, Delaware
 BULAH, ARDELLA ANNA.....E. E.....Hockessin, Delaware
 CLINE, MARY ELIZABETH.....E. E.....Salem, New Jersey
 FOUNTAIN, PRISCILLA EURSAL.....A. & S.....Milford, Delaware
 GIBBS, CHARLES EDWARD.....E. E.....Dover, Delaware
 HOLLAND, ELAINE LUCILLE T.....A. & S.....Lewes, Delaware
 JOHNSON, FLORENCE.....H. E.....Philadelphia, Pa.
 OVERTON, WILLIAM JUVAN.....A. & S.....Pittsburgh, Pa.
 RHODES, LILLIAN ROBERTA.....E. E.....Bridgeville, Delaware
 SADLER, PHILIP GOLDSBOROUGH.....E. E.....Wilmington, Delaware
 SMITH, DORETHA WINIFRED.....A. & S.....Dover, Delaware
 SPERLING, CLARENCE JEFFERSON.....A. & S.....Atlantic City, N. J.
 THOMPSON, JAMES MARSHALL.....A. & S.....Lewes, Delaware

SOPHOMORES

CANNON, HORACE LEROY.....A. & S.....Dover, Delaware
 COVERDALE, CLARENCE EDWARD.....A. & S.....Greenwood, Delaware
 DAVIS, CLARETTA MAE.....E. E.....Ellendale, Delaware
 DREDDEN, CLEOPATRA ANITA.....A. & S.....Seaford, Delaware
 FAULK, GRACE LENA.....A. & S.....Wilmington, Delaware

SOPHOMORES (Continued)

GIVENS, NATHAN DONALD.....A. & S.....Linden, New Jersey
 HENSON, MARIAN ETHEL.....E. E.....Lincoln, Delaware
 JACKSON, MARY REBECCA.....A. & S.....Cambridge, Maryland
 JONES, CATHERINE NAOMI.....E. E.....Delaware City, Delaware
 MORRIS, ELVA MAE.....E. E.....Millsboro, Delaware
 MOSLEY, HELEN VIRGINIA.....H. E.....Felton, Delaware
 PARKER, JOHN LORENZO.....A. & S.....Cheswold, Delaware
 PRETTYMAN, JAMES AIKEN.....Ind. Arts.....Milton, Delaware
 ROBERTS, CONSTANCE ELAINE.....E. E.....Princess Anne, Maryland

FRESHMEN

BALTIMORE, THEDRAS HENRIETTA.....A. & S.....Federalsburg, Maryland
 BARCLAY, RUTH IONA.....E. E.....Dover, Delaware
 BERKLEY, ROBERT JEFFERSON.....E. E.....Millington, Maryland
 BUNTING, WILLIAM HENRY.....A. & S.....Devon, Pa.
 CAMMILE, MARGARET ELLA.....E. E.....Hartly, Delaware
 CARROLL, MYRTLE BOYD.....H. E.....Bellevue, Maryland
 CHIPPEY, ALVIN EUGENE.....A. & S.....Wilmington, Delaware
 CONAWAY, DANIEL JAMES.....Agri.....Millsboro, Delaware
 CREECY, MARY STURGEON.....E. E.....Denton, Maryland
 DASHIELLS, CECILE LOUISE.....E. E.....Clara, Maryland
 DICKERSON, JESSE MAXWELL.....Agri.....Greenwood, Delaware
 DURHAM, CORINNE NAOMI.....E. E.....Cheswold, Delaware
 ELLIOTT, ARTHUR JAMES.....Ind. Arts.....Greenwood, Delaware
 EVANS, MARY ELIZABETH.....A. & S.....Clayton, Delaware
 FISHER, MARIE ANNA.....A. & S.....Dover, Delaware
 GILLIS, MARY ELIZABETH.....E. E.....Smyrna, Delaware
 GORDON, MAURITA AGNES.....E. E.....Wilmington, Delaware
 HALES, SAMUEL PRESTON.....E. E.....Claymont, Delaware
 HAYWARD, CONSOLA VICTORUS.....H. E.....Trappe, Maryland
 HICKS, CATHERINE LEONA.....H. E.....Milford, Delaware
 JOHNS, THEODORE ROOSEVELT.....Agri.....Hurlock, Maryland
 LAWRENCE, VESTA JASON.....H. E.....Philadelphia, Pa.
 LEE, LEONARD POWELL.....Agri.....Denton, Maryland
 LIVINGSTON, PAULINE.....A. & S.....Wilmington, Delaware
 MILES, BLANCHE ORPAH.....E. E.....Ridgely, Maryland
 MOODY, HERMAN THOMAS M.....A. & S.....Middletown, Delaware
 PINKETT, MILDRED ERMA.....A. & S.....Camden, Delaware
 PRICE, MARY MARGARETTA.....H. E.....Easton, Maryland
 SEAGERS, BERTHA ELLEN.....E. E.....Middletown, Delaware
 SHELTON, RUTH JOSEPHINE.....E. E.....Smyrna, Delaware
 SMITH, WILMA ROBINSON.....E. E.....Dover, Delaware
 WALLS, WILLIAM RICHARD.....Agri.....Milford, Delaware
 WATERS, MARGUERITE ALICE.....E. E.....Princess Anne, Maryland
 WOODY, SEATON BEDFORD.....A. & S.....Roselle, New Jersey
 WRIGHT, LEON.....Ind. Arts.....Millsboro, Delaware

UNCLASSIFIED

ALDERMAN, ROSE JOHAN.....Trenton, New Jersey
 BELL, EDITH MARIAN.....Milford, Delaware
 BYRD, RICHARD D.....Claymont, Delaware
 GETTYS, SPENCER LEE.....Garrett Hill, Pa.
 GRAY, EDWARD.....Wayne, Pa.
 JETER, MAYME WILKINS.....Dover, Delaware
 LINK, SAMUEL SHARPLESS.....Bryn Mawr, Pa.

A. & S.—Arts & Science

Agri.—Agriculture

E. E.—Elementary Education

H. E.—Home Economics

Ind. Arts—Industrial Arts

HIGH SCHOOL DIVISION

12th GRADE

BAYNARD, SARA JANE.....	Lincoln, Delaware
BROWN, MARIAN ESTHER.....	Houston, Delaware
CRAIG, ELWOOD CECIL.....	Dover, Delaware
EVANS, ROBERT THOMAS.....	Viola, Delaware
FRISBY, FRANKLIN MARVIN.....	Middletown, Delaware
HORNER, JOHN KINGDON.....	Bridgeville, Delaware
JOHNSON, OLIVE CECILE.....	Millsboro, Delaware
JOHNSON, ORANGE MAULL.....	Middletown, Delaware
LITTLE, ANNA ELIZABETH.....	Cheswold, Delaware
LOCKMAN, NOVELLA IRENE.....	Lincoln, Delaware
MOSLEY, CALVIN LESTER.....	Felton, Delaware
MUNSON, EVELYN ELIZABETH.....	Odessa, Delaware
NORWOOD, CORA HELEN E.....	Lewes, Delaware
PARKS, LEANER AMANDA.....	Harrington, Delaware
POWELL, GOODSSELL CHRISTOPHER.....	Milford, Delaware
RICHARDSON, LOLA LETITIA.....	Smyrna, Delaware
SCOTT, SARA CATHERINE.....	Dover, Delaware
SIMMONS, ELENOR MARIE.....	Smyrna, Delaware
SMITH, DOROTHY ELIZABETH.....	Viola, Delaware
SUDLER, BEULAH VIRGINIA.....	Kenton, Delaware
THOMAS, BEULAH MAE.....	Lincoln, Delaware
THOMAS, MARIAN ELIZABETH.....	Lincoln, Delaware
VINCENT, RACHEL ALBERTA.....	Dover, Delaware
WARREN, CLARENCE ROBERT.....	Milton, Delaware
WATERS, WALDON EMERSON.....	Milford, Delaware
WEBB, PRIESTLY LEE.....	Federalburg, Maryland

11th GRADE

BAYNARD, LESTER BENJAMIN.....	Lincoln, Delaware
BROWN, MARY LYDIA.....	Milford, Delaware
BROWN, SUSAN BETHENIA.....	Houston, Delaware
BURRIS, ELLA LOUISE.....	Dover, Delaware
BURTON, MARJORIE RUBY.....	Harbeson, Delaware
CLARKE, GRACE ELIZABETH.....	Dover, Delaware
COLLINS, IRVING BROWN.....	Townsend, Delaware
DELANEY, JAMES LESTER.....	Dover, Delaware
DURHAM, BRENDA CLEO.....	Cheswold, Delaware
EVANS, ALBERT DOSTON.....	Smyrna, Delaware
EVANS, JAMES SAMSON.....	Bridgeville, Delaware
EVANS, LOUIS HENRY.....	Greenwood, Delaware
EVANS, MILDRED THERESA.....	Clayton, Delaware
FREEMAN, JOSEPH ANDERSON.....	Harrington, Delaware
GIBBS, ROLAND CRAWFORD.....	Middletown, Delaware

11th GRADE (Continued)

HARMON, ELLEN VIRGINIA.....	Millsboro, Delaware
HARMON, LAURETTA BAYLIS.....	Rehoboth, Delaware
JOHNSON, CONSTANCE LOIS.....	Middletown, Delaware
LLOYD, ALICE MAE.....	Kirkwood, Delaware
LOPER, HELEN MARGARET.....	Dover, Delaware
MASON, THEODOSIA HORTENSE.....	Philadelphia, Pa.
MASSENBURG, CHARLES KING.....	Atlantic City, N. J.
METCALF, LOLA ANNA.....	Kenton, Delaware
MORRIS, MARY AGNES.....	Dover, Delaware
NOTTINGHAM, NELSON HAYWARD.....	Townsend, Delaware
PALMER, JAMES HENRY.....	Nassau, Delaware
PARKER, BERTHA ROSENA.....	Harrington, Delaware
POWELL, WILLIS EDWARD.....	Felton, Delaware
PRATTIS, ROBERTA LURETTA.....	Goldsboro, Maryland
RHODES, HOWARD JAMES.....	Lincoln, Delaware
RUSSUM, FRED LESTER.....	Magnolia, Delaware
SAMPLE, ADA MAYHEW.....	Philadelphia, Pa.
SAULSBURY, LILLIE MAE.....	Goldsboro, Maryland
STEVENSON, WILLIAM WATSON.....	Dover, Delaware
STREETT, DOROTHY FRANCES.....	Harbeson, Delaware
STREETT, MARY EVELYN.....	Harbeson, Delaware
WILLIAMS, ARTHUR WILBUR.....	Middletown, Delaware

10th GRADE

BORDLEY, EMMA ELIZABETH.....	Smyrna, Delaware
BRINKLEY, BENJAMIN WILSON.....	Middletown, Delaware
BROOKS, GEORGE EDWARD.....	Camden, Delaware
BROOKS, JAMES ELMER.....	Camden, Delaware
BROWN, CLIFTON THEODORE.....	Lewes, Delaware
CANNON, WILLIAM JOSEPH.....	Ellendale, Delaware
CARTER, MARGUERITE MARIE.....	Cheswold, Delaware
CLARKE, ETHEL GWENDOLYN.....	Milton, Delaware
CLARKE, WINIFRED ROSE.....	Dover, Delaware
COLLINS, OMER NOEL.....	Lincoln, Delaware
DRAINE, RICHARD EDWARD.....	Lewes, Delaware
EVANS, NECOLIAL RUTH.....	Smyrna, Delaware
FIELDS, EDNA GEORGIANA.....	Middletown, Delaware
GIBBS, STEVEN LAWRENCE.....	Dover, Delaware
GILLIS, WELLINGTON OSWELL.....	Smyrna, Delaware
GOWENS, CHARLES FISHER.....	Dover, Delaware
GOWENS, JOHN ZEDOCK.....	Dover, Delaware
GRIFFIN, WILLIAM.....	Dover, Delaware
HANSLEY, ELVA ARENZA.....	Felton, Delaware
HARMON, HAZEL FRANCES.....	Harbeson, Delaware
HARMON, WALTER JOHN.....	Rehoboth, Delaware

10th GRADE (Continued)

HAZZARD, KATHRYN MARGARET.....	Lewes, Delaware
HENRY, EMMA ROSETTA.....	Middletown, Delaware
HENSON, JOHN WESLEY.....	Lincoln, Delaware
HOLLAND, MILDRED MAY.....	Dover, Delaware
HORNER, CLARENCE MANNING.....	Bridgeville, Delaware
HOVINGTON, WILLIAM FRANKLIN.....	Frederica, Delaware
HUGHES, BLANCHE LUCRETIA.....	Dover, Delaware
JARMON, RADIE MAE.....	Frankford, Delaware
JOHNSON, ALFRED WESLEY.....	Dover, Delaware
JONES, WILLIAM HARRY.....	Smyrna, Delaware
LAWS, DOROTHY ELIZABETH.....	Milford, Delaware
MCCRAY, MABEL ELIZABETH.....	Frankford, Delaware
MARSHALL, WALLACE ALVIN.....	Dover, Delaware
MILLER, MARGARET EMILY.....	Rehoboth, Delaware
MOODY, DOROTHY HENRY.....	Middletown, Delaware
MORGAN, FRANCES IRENE.....	Dover, Delaware
MORRIS, ALICE BERNICE.....	Cheswold, Delaware
MORRIS, MILLIE ELIZABETH.....	Dover, Delaware
MORRIS, WILLIAM.....	Frederica, Delaware
NORWOOD, AGNES REBECCA.....	Lewes, Delaware
NORWOOD, CYNTHIA ROSALIE.....	Lewes, Delaware
PARKER, FREDERICK ROBERT.....	Cheswold, Delaware
PATTEN, ALFRED ANDERSON.....	Camden, Delaware
PETTYJOHN, CARRIE EMMA.....	Lincoln, Delaware
PINDER, ELZIE ROBERT.....	Greenwood, Delaware
PRATTIS, FRANCES JANE.....	Dover, Delaware
PRICE, ALBERT.....	Smyrna, Delaware
RAIKES, HELEN MARIE.....	Dover, Delaware
REED, VIRGINIA LEE.....	Cheswold, Delaware
SAULSBURY, ANNA NAOMI.....	Goldsboro, Maryland
SCOTT, GRACE ELIZABETH.....	Felton, Delaware
SHARP, ANNA RACHEL.....	Milford, Delaware
SHOCKLEY, ALONZO HILTON.....	Milford, Delaware
SHORT, EBEN ASHER.....	Frankford, Delaware
SMITH, JOHN ANDER.....	Houston, Delaware
SMITH, MILDRED LAURA.....	Dover, Delaware
SMITH, SARA ADDIE.....	Dover, Delaware
SORDEN, VIRGINIA IDA.....	Dover, Delaware
STEWART, ADA BELLE.....	Lewes, Delaware
STEWART, CLARENCE BURTON.....	Lewes, Delaware
STREETT, ETHELDA JANE.....	Harbeson, Delaware
STREETT, PRESTON HENRY.....	Lewes, Delaware
SUDLER, ILEAR LINDY.....	Hartly, Delaware
THOMPSON, ELEANOR KATHERINE.....	Dover, Delaware
WAPLES, MILDRED.....	Milford, Delaware
WATERS, WILSON ALEXANDER.....	Dover, Delaware

10th GRADE (Continued)

WATSON, PHOEBE CAMEL.....	Lincoln, Delaware
WEBB, JAMES RODNEY.....	Dover, Delaware
WHALEY, ELLA MAE.....	Milford, Delaware
WHARTON, WILLIAM LUTHER.....	Dover, Delaware
WHITE, BESSIE JANE.....	Frederica, Delaware
WHITE, NAOMI MARGARET.....	Lewes, Delaware
WILLIAMS, ALICE NAOMI.....	Clayton, Delaware
WILLIAMS, ROBERT HENRY.....	Middletown, Delaware

