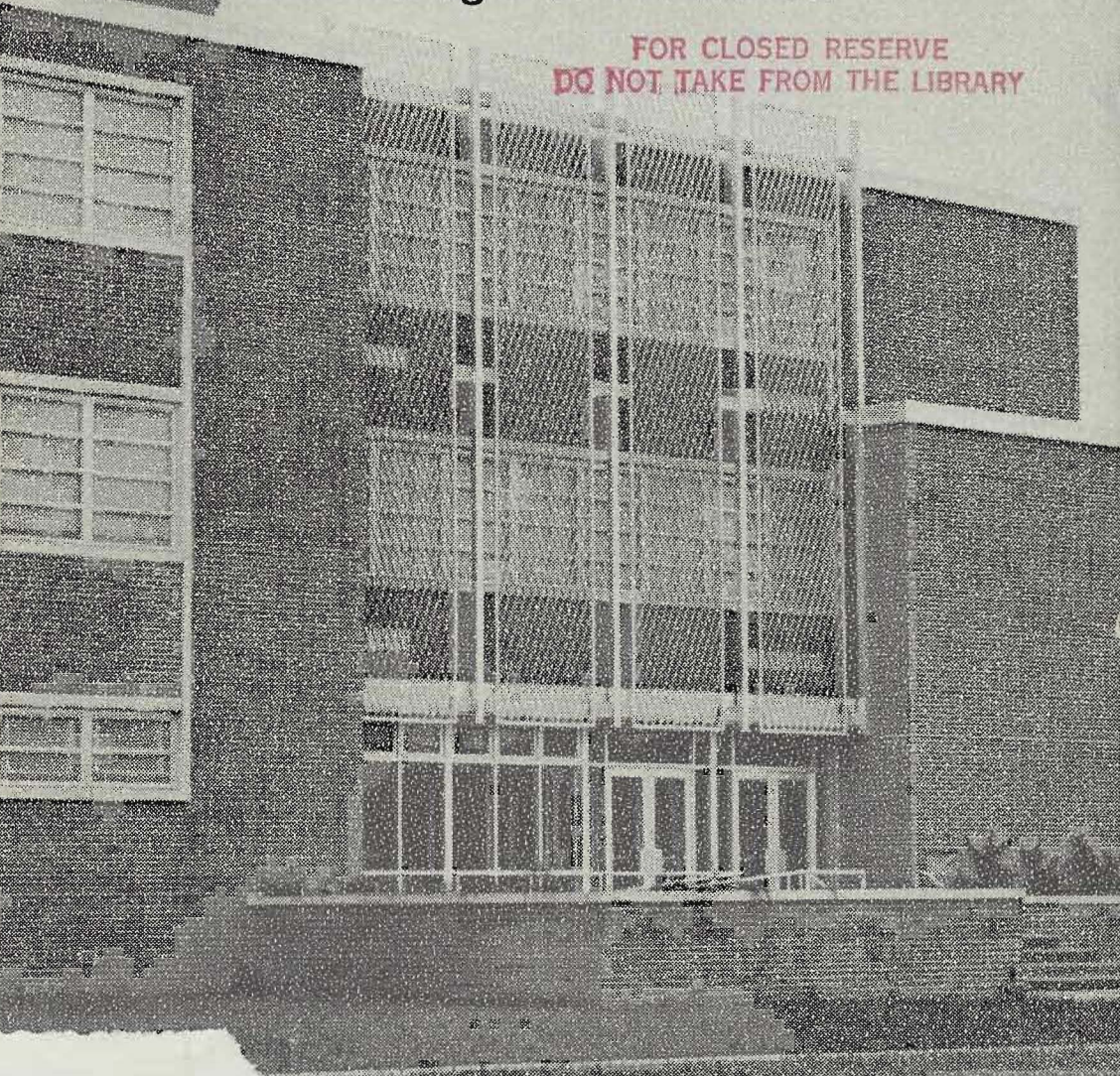


# DELAWARE STATE

## A College in Transition

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PORT OF THE PRESIDENT

1965

1965-1966





REPORT OF THE PRESIDENT  
DELAWARE STATE COLLEGE

1964-1965

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LETTER OF TRANSMITTAL

TO: MEMBERS OF THE BOARD OF TRUSTEES  
Delaware State College  
Dover, Delaware

I am pleased to submit herein the President's Report  
on Delaware State College covering the school terms  
1964-65 and 1965-66.

Respectfully submitted,  
LUNA I. MISHOE  
*President*

BOARD OF TRUSTEES

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*The Governor of the State of Delaware*, CHARLES L. TERRY, JR.,  
Dover

*The President of the College*, LUNA I. MISHOE,  
Dover



The prophesy and revelation which I make today is that this college can and should become an eminently distinguished institution.

*The central question is not what is happening at Delaware State College in terms of physical facilities, but what is happening in terms of the quality of education of our students. I would like to see an intellectual revolution in America and here on this campus—an intellectual revolution which points and directs our education toward human values, above all others.*

LUNA I. MISHOE, *President*

Convocation Address,

September 1965

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## The Continuing Hope of the Past

*No memory of the Alma Mater older than a year or so is likely to bear much resemblance to today's college or university, which, in our fast-moving society, is precisely as it should be, if higher education is to keep pace with America.*

—AMERICAN ALUMNI COUNCIL

LAND  
GRANT  
COLLEGE

Nineteen sixty-six marks the Seventy-fifth Anniversary of Delaware State College. Such an occasion provides this office with a fitting opportunity for retrospect, assessment, and prognosis. Seventy-five years ago this college received its first charter under the provisions of the Morrill Land Grant Act of 1891 and began to make its history as an institution of higher learning. The college's archives show the slow and occasionally unsteady growth of Delaware State until the epochal changes of the nineteen-fifties brought it to the threshold of new opportunities and new challenges.

Seven presidents worked tirelessly to make Delaware State College what it has become today. With minimal facilities and limited financial resources, these men kept alive the ideals and the practice of education and sustained the school through years of trial and hardship. Their efforts were not those of fighting for survival; they were striving for an ever-improving and enriching educational opportunity at Delaware State. As creative and far-seeing men, they saw what the College could one day become. Through their patient efforts, generation upon generation of students were to benefit from a college education.

For years, the opportunities afforded graduates of Delaware State were limited and, in many cases, constrictive. The graduates were barred from the advantages and privileges of an integrated society. But the College succeeded as best it could in achieving quality and diversity in its educational program. Moreover, while Delaware State was changing and improving, so was the social awareness of the country at large. Indeed, in recent years, all-white and all-Negro schools have changed with the conditions of a rapidly changing and gradually integrating society.

Delaware State College has heard the message of the new day for education. As we turn to an assessment of the present situation of Delaware State, we pay hearty tribute to those men and women whose dedication has enabled Delaware State College to accept the challenge of a changing society.



# The Knowledge of Present Progress

*In a world where everything changes rapidly, the practical facts learned in school become obsolete . . . The only knowledge of permanent value is theoretical knowledge, and the broader it is, the greater the chances that it will prove useful in practice because it will be applicable to a wide range of conditions.*

—RENE DUBOS

## THE COLLEGE PROGRAM

The Delaware State College curriculum is broad in scope and strives to awaken intellectual curiosity. The entering Freshman enrolls in a core curriculum of the arts and sciences. Courses, required and elective, are designed to acquaint the student with the major modes of learning in higher education—humanistic, scientific and mathematic, and socio-political—giving breadth and diversity to the student's education.

With the increasing number of departments and departmental offerings at the College, students at Delaware State may choose from a wide variety of major areas. While a majority of students choose education as their major, a marked increase of students are majoring in the sciences and mathematics, the humanities, and the social sciences. This phenomenon parallels the expanding opportunities in graduate and professional schools, in business, in industry, and in government.

## INDIVIDUAL NEEDS

Since all students do not have the same aptitude or level of achievement, the Delaware State College curriculum tries to meet the individual needs of the students. Based on the students' high school records and their performance on the battery of tests taken during their first week in College, all freshmen are grouped into three Tracks in English Composition.

TRACK A is designed to accommodate students who show achievement above average level for first year college students.

TRACK B is composed of students of average educational achievement.

TRACK C consists of students whose performance on the tests places them below the average expected of entering freshmen.

## A COLLEGE FOR ALL OF ITS STUDENTS

Students in Track A are provided an enriched program of study and their assignments are more rigorous than those for students in the other two groups. The exceptionally well-qualified Freshmen are placed in a program which includes a 1 credit Honors Seminar, designed to enrich their curriculum and stimulate their superior talents. The Honors Seminar is the beginning at Delaware State of a full-fledged Honors Program.

The students in Track B are provided a normal load. Students in Track C carry a reduced load of twelve semester hours. They are required to attend class in English Composition five times each week. This requirement is based on the belief that the additional attention they receive will result in marked educational improvement during the period of their first year in college. The program also provides for students to be transferred, depending upon their academic performance during the freshman year, from one particular Track to another.

## HONORS DAY

Presently, the College has, for the upper division years, the Departmental Scholars Program. In this program, a student is free to pursue independent study and research, and to learn, not merely facts, but also the methods of intellectual inquiry.

This year, the four departmental scholars with majors in psychology, biology, and education read reports of their research at the special Honors Day Convocation, held at the college on May 10, 1966. This important testimonial convocation and dinner for the Dean's List students, the Departmental Scholars, and the members of the Freshman Honors Seminar was a sign of the achievement of our students and the commitment of the College to individual scholastic initiative.



## A QUALIFIED FACULTY

The most critical element in the operation of a college today is attracting qualified faculty. The *Flight from Teaching*, a recent report of the Carnegie Foundation for the Advancement of Teaching, observes that the colleges and universities of the nation were short 31,900 new teachers to accept full-time positions for the academic year 1964-65. This shortage, according to the report, is expected to rise to 35,700 by 1969-70. Like all of the more than 2000 colleges and universities of the country, Delaware State has unfilled vacancies in its faculty roster. Moreover, the filling of one vacancy often is unbalanced by a new vacancy. Since no satisfactory substitute has been found for the classroom teacher, the fact is obvious that the quality of higher education will be diluted in somewhat direct proportion to the shortage of classroom teachers.

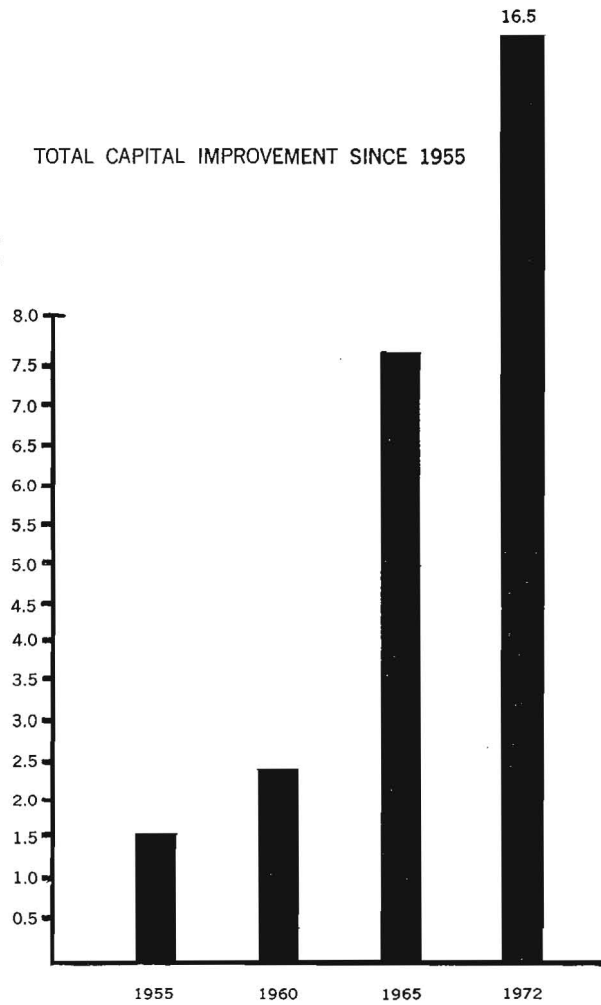
During the period of this report, Delaware State College has increased its faculty from 50 to 62. Approximately 12 to 1 is the student-faculty ratio. Twenty-five percent of the faculty hold the doctorate degree. While every member of the faculty holds at least the master's degree, an additional 43 percent of the faculty has studied a year or more beyond the master's level.

Trustees are plentiful; presidents or would-be-presidents are plentiful; students are plentiful—the one crucially scarce personnel is the teaching faculty. They are the lifeblood of a good college and are assembled for one main purpose: *The intellectual development of students*. All other functions are secondary.

Delaware State College recognizes and respects the importance of its faculty. The salary scale has been increased substantially over the past several years. The campus housing is better, and the atmosphere for teaching and research is more carefully cultivated than ever before. The faculty supports and implements the commitment to the quest for academic excellence at Delaware State College.

TOTAL CAPITAL IMPROVEMENT SINCE 1955

Millions of  
Dollars



## ADEQUATE FACILITIES

A hallmark in the history of Delaware State College occurred on October 10, 1964, when the new Science Center was dedicated. Dignitaries present on this occasion included Governor Elbert N. Carvel and Dr. Leland J. Haworth, President of the National Science Foundation.

The next new building on the college's rapidly expanding campus is the Center for Agriculture and Natural Resources, completed by the Fall, 1966. Plans are now completed for the construction of a Student Center and a Home Economics and Business Administration Building. Construction of these buildings will start in 1966. The latter is being built with state and federal funds. A new men's dormitory is to be completed in 1967. A splendid new Humanities Center is planned for 1968. This building will house facilities for art, music, English, language, philosophy, and drama. The auditorium will seat 2000. This center will become a cultural center for Kent County and all of Delaware. New facilities for teacher education and the social sciences are to be constructed in 1969 and 1970.

## THE LIBRARY

Although the library has exceeded the minimum requirement of 50,000 volumes for a small college library, no library is ever complete. This is especially true of a rapidly growing college. Additional journals are needed in almost all of the subject areas. The college library has been the recipient of complete runs of *Chemical Abstracts*, *Journal of the American Chemical Society*, *Journal of Industrial and Chemical Engineering* and incomplete runs of several other journals from the Du Pont Company. The complete runs should be bound. In order to bind journals and to purchase additional journals, newspapers on microfilm, additional recordings and other library materials, an application is being made to the Commissioner of Education for a grant under Title II-A of the 1965 Higher Education Act.



In the fall of 1960, several sections in the stacks were not in use. Today, all sections are in use; and within the next year, the library will face a space shortage.

The library collection includes 51,328 volumes of books, 679 reels of microfilm and 115 recordings. In addition, the library currently receives about 400 periodicals. These include magazines, newspapers, and some serials. During the past year, 2,747 volumes of books were added to the collection.

Current plans involve expansion of the library to a seating capacity of 400 and space for 150,000 volumes.

## ACADEMIC IMPROVEMENT

During the past two years, the academic program of the College has undergone considerable revision in order to move the college into the highly competitive mainstream of higher education:

The Department of Education and Psychology has been separated into two departments, the Department of Education and the Department of Psychology. The Psychology Department includes a Reading Laboratory with a reading specialist serving as its director.

The Department of Literature and Languages has been separated into the Department of English and the Department of Foreign Languages. A new Language Laboratory has been constructed.

The Department of Physical Sciences has been separated into the Department of Chemistry and the Department of Physics and Astronomy.

The Department of Philosophy has been established.

The Department of Agriculture has become the Department of Agriculture and Natural Resources and has established a special curriculum in Resource Management.

The Summer School program has grown in

accordance with student demand. The Evening School has attracted many students from the Lower Delaware Community.

The Library is the only Federal Depository outside of New Castle County in the entire State of Delaware.

A director of Educational Television has been appointed, and arrangements have been made to begin use of television in classroom teaching.

Team teaching, special tutoring, and the establishment of an Honors Program and a Departmental Scholars Program have increased the effectiveness of the faculty teaching efforts.

#### EXTRA- CURRICULAR ENRICHMENT

Along with the curriculum offerings of the College goes a vigorous extra-curricular program that offers an education beyond the classroom. During the academic year 1965-1966, for instance, there were many distinguished cultural events: lecture series by the Department of English, the campus chapter of the American Association of University Profesors, the Junior Class; a special movie series sponsored by the Department of Philosophy; a student Seventy-fifth Anniversary symposium on student life; a student production of Euripides' *Media*; a student art and craft exhibit in Conwell Hall; and five programs on the Lyceum Series featuring such outstanding artists as the Tel-Aviv Singers and Dancers and the Paul Winter Jazz Ensemble. These and other campus activities such as the choir, band, newspaper, and year-book provided the college community with an informal, enjoyable, and rich broadening of social and cultural perspectives.

## THE OVERVIEW

In short, the college seeks on all fronts to provide an intellectually stimulating climate for education. A recent article in *The Journal of Higher Education* by Dean E. C. Harrison, of Southern University, outlines a five point program to meet the new challenges of transition:

1. Develop a broad network of relations with the general community—industry, governmental agencies at both local and national levels, educational institutions, and other social and economic organizations by: (a) scheduling guest participants in student and faculty seminars, (b) encouraging faculty members to identify themselves actively with scholarly and learned organizations, (c) scheduling conferences and seminars on educational issues of general interest and concern, and (d) arranging for the exchange of ideas on research problems with representatives of cosmopolitan institutions.
2. Help students to relate their college experiences to a satisfying future career by: (a) arranging visits to selected government and industrial establishments, and (b) inviting representatives of industry to discuss the production techniques, organizational structure, and functions of their industries.
3. Explore means of measuring the achievements of students by established techniques and devices. Evaluate students continuously by standards of performance commonly accepted by the academic community.
4. Assign a high priority to the need for well-qualified teachers and for an intellectual climate that is conducive to good teaching and efficient learning.
5. Pursue research and experimentation on special ways of encouraging and developing students whose socio-economic backgrounds are unfavorable.

The present situation at Delaware State is characterized by an awareness of rapid change and increasing opportunity. We judge the needs of the present, not in terms of the past, but in terms of the future. Our building program reflects this awareness. Our academic program reflects our commitment to an intellectual growth that will match our physical expansion.



# Moving With Faith Into the Future

*God offers to each mind its choice between truth and repose.*

—RALPH WALDO EMERSON

## THE POPULATION EXPLOSION

There are more than 12,000,000 young adults between 18 and 21 years of age in the United States. Of these, 5,200,000 are in college. By 1980, 60 percent or 10,200,000 young adults will be enrolled in the colleges and universities of the nation. These are the critical indices which the expansion programs of all state colleges and universities must prepare to accommodate. The student enrollment of Delaware State College has now reached 800, an increase of more than 100 percent over the last six years. Six years hence, for 1972, the projected enrollment of Delaware College is over 1600 students.

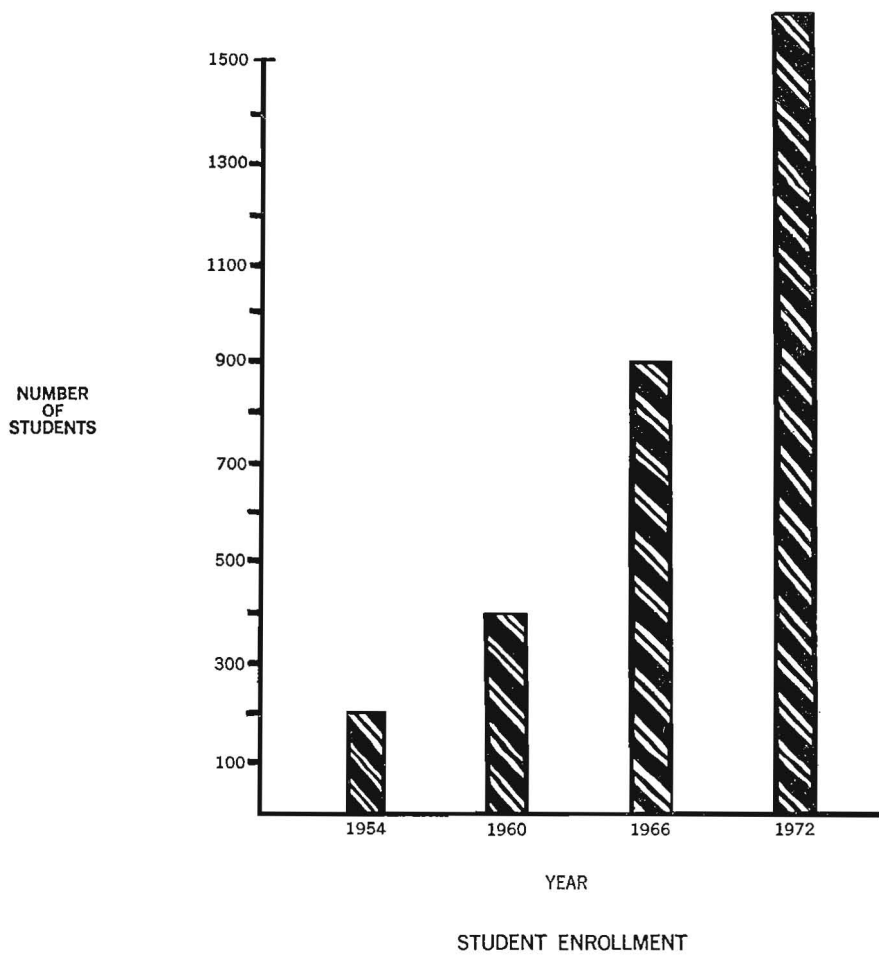
In order to meet the physical needs of this ever-increasing student enrollment, the Board of Trustees has undertaken the expansion of the physical facilities of the college.

The central question, however, is not what is going to happen in terms of physical facilities but what is going to happen in terms of the quality of the educational experience of Delaware State College students.

While continuing to improve its program of assistance to those students who have suffered inadequate educational opportunity, Delaware State College must now look toward improving its academic curricula for the increasingly large numbers of students adequately prepared and actively seeking a high quality intellectual experience at Delaware State College.

We are committed—first and foremost—to intellectual excellence. We seek to guide this college on a quest for the light of truth. We scorn the repose inimical to the pursuit of truth that is prevalent today—the repose of non-involvement, of complacency, of conformity.

Delaware State College is a college on the move: on the move to achieve a complete educational opportunity for its students, a complete source of intellectual stimulation and financial security for its faculty, and a complete dedication on the part of all the college family to the ideals of a democratic and open



## THE INTELLECTUAL ENVIRONMENT

society where ideas and issues make men free and happy.

The life of the mind is a priceless possession that cannot be developed with money or facilities. Thus, a college environment must be committed in practice to nurture and encourage learning and the quest for truth. This administration is convinced that there is no substitute for a true intellectual life on a college campus. This life can only be fostered by free inquiry and the exchange of ideas. We are, therefore, constructing an academic program that will guarantee the best possible formal education in the field of the student's choice. As enrichment, a wide range of secondary activities are offered to complement and extend the life of the classroom.

The revolution in teaching, today, is another factor in the present and future progress of Delaware State College. The faculties of the nation's colleges are being challenged by changes in everything from the "knowledge explosion" to educational television and programmed learning. The life of the classroom is dependent on a teacher well-qualified and well-motivated for his unique task—to foster the spirit of inquiry and the quest for truth. Delaware State College has sought and will continue to seek to provide the best possible conditions in which the educational process can work for both students and faculty.

We acknowledge the importance of the idea that students learn through being surrounded by an environment rich with ideas, whether received or exchanged by means of conversation, discussion, television, movies, speeches, or the classroom. The totality of the educational experience is now receiving serious attention from college administrators throughout the United States. We believe that Delaware State College as a four year college can offer an education which challenges today's students.

As stated by Peter F. Drucker, "*We do not . . . believe any more in the inevitability, let alone the automaticity of progress. But we practice innovation—purposeful, directed, organized change.*"



# History and Tradition: A New Challenge, A New Responsibility

*Tomorrow belongs to those who face the fact of change honestly, squarely, eagerly—who go forward to meet it—who see change as an essential quality of growth, who see growth as the meaning of life, and who believe that the future is a good idea.*

—WILLARD WIRTZ

## COMMUNITY SERVICE

The State of Delaware has traditionally sought to balance community service of one region of the state with other regions. Historically, the objective has not always been obtained; for in reality, the major portions of the population and of industry are concentrated above The Canal. Development opportunities and services have naturally grown in proportion to the demand. Delaware State College, though located in the center of the State, has also traditionally drawn largely on the urban populations above The Canal. This policy will be continued to insure the opportunities of college education for the burgeoning urban population. Now, however, the development of the "forgotten" Delmarva Peninsula will insure the expansion of community opportunities for another region.

Amid these inevitable forces of change, when the restrictions of one phase of history and tradition have been removed, Delaware State College is faced with the challenge and responsibility of providing leadership for another phase of history and tradition: The balancing of higher educational opportunities for Lower Delaware.

While remaining true to the commitment of the past, Delaware State College is prepared to accept the challenge of the future. Its resources—both physical and human—are dedicated to the education and the enlightenment of man in an American society.

Delaware State College has in word and deed subscribed to the advice of Epictetus that, *Only the educated are free.*

## GENERAL RECOMMENDATIONS

We recommend that all efforts, energies, and resources of the College be concentrated toward making Delaware State College one of the few TRULY OUTSTANDING CENTERS of undergraduate education in the East.

To this end we recommend the establishment within the next two years of a Humanities Center to accommodate the Fine Arts, Music, Languages, Literature, Philosophy, and Drama. This would be a real complement to the very fine Science Center now in operation at the College.

We recommend that faculty salaries at all ranks be brought into competitive range with the best colleges in our region. To this end, we recommend that a substantial effort be made to solicit greater State, Federal, and Private support for faculty salaries. The quality of the faculty affords the most exacting measure of the quality of the institution.

We recommend that the library holdings be increased from the present 52,000 to 100,000 by 1970, and the physical plant be expanded to accommodate additional books and study area.

We recommend that the College embark upon a four year experimental study to direct and enrich instruction by educational television, programmed instruction, and other available educational media and that an office of educational testing, research, and evaluation be established to evaluate these experiments.

## FINANCIAL STATEMENTS

### 1964-1965

State Appropriation .....	\$ 685,450
Student fees and other income .....	722,575
Total .....	<u>\$1,408,025</u>
Capital Improvement .....	1,759,000
Total .....	<u>\$3,167,025</u>

### 1965-1966

State Appropriation .....	\$ 782,310
Student fees and other income .....	836,010
Total .....	<u>\$1,618,320</u>
Capital Improvement .....	1,000,000
Total .....	<u>\$2,618,320</u>

*One thing that is new is the prevalence of newness, the changing scale and scope of change itself, so that the world alters as we walk in it, so that the years of a man's life measure not some small growth or arrangement or modification of what he learned in childhood, but a great upheaval.*

—J. ROBERT OPPENHEIMER

