THE purpose of this publication is to collaborate, in word and picture, the spirit and activities of the Delaware campus. This work has been done with the hope that pleasant memories will be recalled in the years to come by reference to this volume.
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OLD COLLEGE

OLD COLLEGE embodies the heart and soul of undergraduate life at Delaware. Constructed in 1833-34 from funds made available by the State Legislature charter in 1833, it remained the sole college building until after 1870. The “Oratory”, as it was then called, was dormitory, refectory, and recitation hall combined, as well as public lecture hall and meeting place.

In 1916 Old College was completely renovated. The architects first unroofed the building and then removed the whole interior, so that little remained except the outer walls. The interior was then remodeled as we know it now with the “commons”, student activities room, lounge, and faculty rooms. The exterior of the building was altered only in minor details. The cupola, which had been a familiar part of the old building, was removed, the old wooden steps were replaced by a granite stairway, and the old Doric pillars were replaced by new ones.

On the south wall beneath the main portico may still be seen the initials of past graduates laboriously carved in the bricks nearly a century ago.
TRUSTEES

EX OFFICIO
The Governor, C. Douglass Buck, Dover
The President of the State Board of Education, H. Fletcher Brown, Wilmington
The Master of the State Grange, Robert P. Robinson, Newport
The President of the University, Walter Hullihen

LIFE TRUSTEES
Charles S. Conwell, Camden ............ 1897
W. Watson Harrington, Dover .......... 1900
James E. Dutton, Seaford ............. 1904
John Biggs, Wilmington ............... 1905
Henry Ridgely, Dover .................. 1911
Charles M. Curtis, Wilmington ....... 1911

Henry B. Thompson, Greenville ........ 1912
H. Rodney Sharp, Wilmington .......... 1915
William H. Heald, Wilmington ......... 1915
Edward A. Evans, Cheswold ............ 1916
H. F. du Pont, Winterthur ............. 1918
Harry L. Cannon, Bridgeville ........ 1918

TERM TRUSTEES
Warren C. Newton, Bridgeville (Third term) .......... 1933
Frank L. Grier, M. D., Milford (Third term) .......... 1934
Harry V. Lyons, Lewes (Third term) .......... 1933
Harold W. Horsey, Dover (Second term) .......... 1932
Samuel M. D. Marshall, M. D., Milford (Second term) .......... 1932
Alexander J. Taylor, Wilmington (Second term) .......... 1933
Frank M. Jones, Georgetown (Second term) .......... 1933
J. Hall Anderson, Dover (First term) .......... 1929

Mrs. A. D. Warner, Wilmington (Second term) .......... 1934
Hugh M. Morris, Wilmington (First term) .......... 1931
H. Fletcher Brown,* Wilmington (First term) .......... 1931
Richard S. Rodney, New Castle (First term) .......... 1932
Arthur F. Walker, Woodside (First term) .......... 1933
J. Pearce Cann, Newark (First term) .......... 1933
Victor B. Woolley, Wilmington (First term) .......... 1933
J. Pilling Wright, Newark (First term) .......... 1934

* Also a member ex officio as president of State Board of Education.
IN the midst of—perhaps because of—the baffling problems which, in these difficult times, are turning us all, young and old alike, to a more thoughtful contemplation of life, its values and its work, a new day seems about to dawn on American colleges; a day in which a new consciousness of being co-workers is coming into being between student and faculty and trustee; a day in which the student, assuming a more important rôle in the affairs, the real business of the college, is developing a deeper sense of responsibility for his own education and for that of his fellows; a day in which the teacher is responding to this new seriousness of purpose in the student with a quickened devotion to his duty not only as a teacher but also as counselor, guide, and friend.

For a fuller realization of such a development in this college of ours we may, I am sure, be hopeful, if the plans that are now being formulated, looking to just these ends, can be brought to success and fruition—ad quod nitamur omnes.
DURING the past eighteen years it has been my privilege to extend wishes to the Graduating Class. In doing so I realize that soon we shall miss the familiar faces around the Campus and Halls and they will be joining the large number of former graduates. Commencement to you means the entering into the business world and I wish every member a happy and successful career. I trust that you will all feel you are still a part of your Alma Mater and that you will remain loyal alumni, helping to uphold its name and traditions and that you will come back often in order that the friendships already established may become stronger. Good luck to you all.

ARTHUR G. WILKINSON
Business Administrator
SCHOOL OF ARTS AND SCIENCE

The Arts and Science School recognizes as its specific aims the following: (1) to give instruction in those subjects which are fundamental in any liberal education; (2) to discover and stimulate the special aptitudes and interests of students; (3) to lay the foundation for later professional specialization; and (4) to give the technical instruction necessary in preparation for certain occupational careers. To this end, the School offers instruction, through suggested curricula, in the fields of (1) Literature, (2) History and Social Sciences, (3) Philosophy, Psychology, and Education, and (4) Mathematics and Science.

Other aims and purposes of the Arts and Science School are more general. This School is interested only in the serious student—the young man who has a serious purpose in coming to college and is willing to pay the price of an education in hard work and decent conduct. It endeavors to acquaint the student with the best that has been thought and said and done in the world, and thereby better equip him to take his place as a useful and happy member of society. Finally, by placing before the student problems that require for their solution the orderly exercise of his mental processes, it seeks to train him to think logically and independently and to act with intelligence and effectiveness.

To fit earnest students to earn a better living and to lead a better life, to give them a real sense of responsibility, to train them to think for themselves, to make of them more useful and happier citizens—these are the aims and purposes of the Arts and Science School of Delaware College of the University of Delaware.
Department of Education

William Albert Wilkinson, A.M.
Professor of Education

Department of Mathematics

George A. Harter, Ph.D., LL.D.
Professor of Mathematics

Department of Ancient Languages

Elisha Conover, A.M.
Professor of Ancient Languages and Literatures

Department of Physical Education

Charles Marim Wharton, M.D.
Professor of Physical Education
Department of Chemistry

Albert Sherman Eastman, Ph. D.
Professor of Chemistry

Department of Physics

John Fenton Daugherty, Ph. D.
Professor of Physics

Centenary Pageant, May, 1934
THE object of the military course given by the Military Department at the University of Delaware is to impart to the student a course of systematic military training for the purpose of qualifying selected students for appointments as reserve officers in the Army of the United States. Although that is the primary object, the course provides training in leadership which will be as valuable to him in his industrial or professional career as it would be should the nation call upon him to act as a leader in case of grave national emergency. The course provides excellent means for character building. Over one hundred years ago Thomas Jefferson expressed the following sentiment on the duty of college men: "It becomes expedient that these persons whom nature has endowed with genius and virtue should be rendered, by liberal education, worthy to receive and be able to guard the sacred deposit of the rights and liberties of their fellow citizens, and that they should be called to the charge without regard to wealth, birth, or other accidental condition or circumstances."
THE functions of the School of Agriculture may readily be divided into three activities. First, collegiate instruction of resident students; second, instruction of residents of the State off the campus; and third, the advancement of knowledge through experimentation and research.

The objectives of student instruction in Agriculture are to give the student in Agriculture a sound training in the fundamental sciences; the application of those sciences to the art and science of agricultural endeavor; a basic training in the art of human expression through the written and spoken word; and a training in the fundamentals of citizenship and the relation of the individual to society. Specific training is given in certain elected special branches, such as animal industry, agronomy, horticulture and training for the teaching of agriculture in the high schools.

The agricultural curriculum has been planned to give the student a broad foundation so that he, in after life, may have a sound point of departure for any profession or activity that he may choose to follow or that circumstances may dictate as wise.

Instruction off campus is commonly called Agricultural Extension Work. The object of such off-campus work is to present to men, women, and children the vast store of scientific knowledge and teach through demonstration and otherwise, how such knowledge may be applied to every day affairs in order that a richer and happier rural life may be enjoyed.

The objectives of research are to extend the boundaries of human knowledge regarding nature's secrets, and search out the application of such discovered facts to the human affairs and occupations in the open country.
Department of Animal Industry

Charles Conger Palmer, V. M. D.
Professor of Bacteriology and Hygiene

Machine Shop, Evans Hall
Robert Lyle Spencer, S. B.
Dean of School of Engineering

School of Engineering

Housed in a modern building, of modern arrangement and with modern equipment, the School of Engineering is training young men to practice the profession of Engineering in the fundamental branches, Chemical, Civil, Electrical, and Mechanical Engineering.

Throughout his undergraduate career the student is continually reminded that Engineering is a profession of service. The young man is reminded of his obligation to use his knowledge of the forces and materials of nature in creating machines, methods and organizations which will assist in the progress of his fellow men. Distinction is carefully pointed out between the scientific acquisition of knowledge and the artistic use of acquired knowledge.

So far, our knowledge has been based on the discoveries and developments of others. We are impatiently looking forward to the establishment of an organization, with adequately trained personnel, to carry on research leading to the discovery and development of scientific facts of direct use to the people and industries of the State of Delaware. The results of research by an Engineering Experiment Station will not only be of direct use but will also be of indirect benefit in furnishing further inspiration to our teachers and students and a closer co-operation between the Engineering School and the Industry of the State.
Albert Sherman Eastman, Ph. D.
Professor of Chemistry

Thomas Douglas Mylrea, C. E.
Associate Professor of Civil Engineering

George Albert Koerber, E. E.
Professor of Electrical Engineering

Robert Lyle Spencer, S. B.
Professor of Mechanical Engineering
Department of Theoretical and Applied Mechanics

Howard Kent Preston, C. E.
Professor of Theoretical and Applied Mechanics

Mechanical Laboratory, Evans Hall