



CAMPUS



OLD COLLEGE HALL.
Courtesy Equitable Guarantee and Trust Co., Wilmington



.1920. BLUE HEN .1921.



Entrance to Old College





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The Lounge





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The Commons





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Recitation Hall





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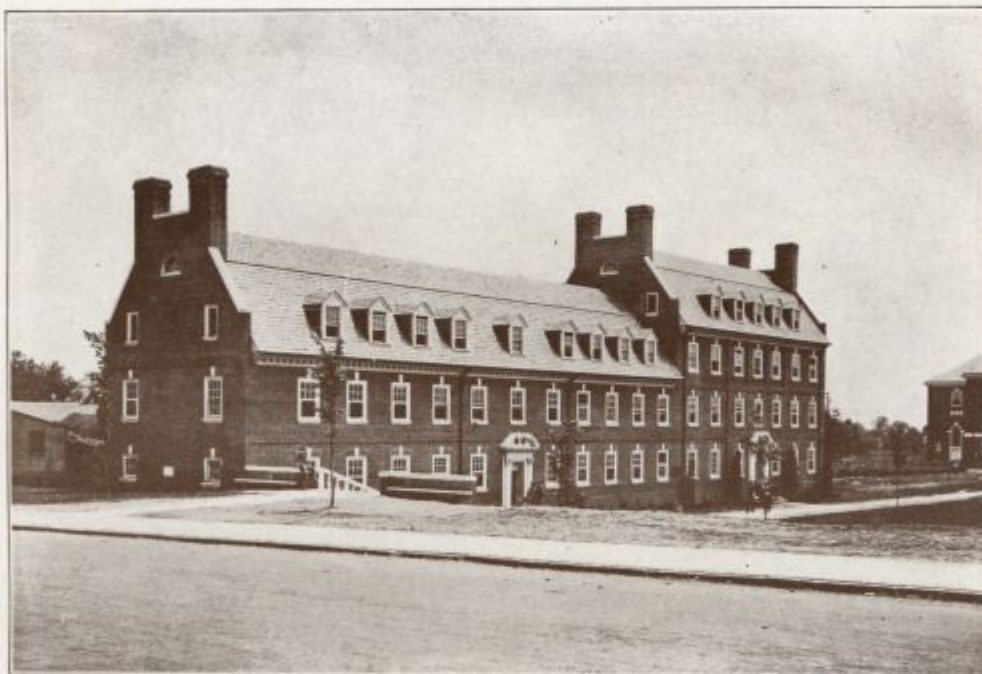


Purnell Hall





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Harter Hall





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Wolf Hall





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The Knoll





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The Gymnasium





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The Pool





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Mechanical Hall





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New Engineering Buildings



Fifty-three



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College Farm





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History of Delaware College

CONTRIBUTED BY DR. WALTER HULLIHEN
PRESIDENT OF THE COLLEGE

Delaware College, founded in 1833 as Newark College, an institution privately owned and controlled, is now a State institution and forms the apex of the public school system of the State of Delaware.

The United States Commissioner of Education is reported to have said that no institution in this country has larger possibilities of service and usefulness to its State than Delaware College. It is unique in being the only college in the State. As Dr. Vallandigham has aptly phrased it, "no other institution profits by its loss, loses by its gains." It is unique and fortunate in its combination of Arts, Education, Agriculture, and Engineering in one institution, and in the possibility it has of touching every part of the State, not only thru the work done in Newark, but also thru its extension departments in arts, agriculture, vocational training and education.

The early history of the College, like that of so many other higher institutions of learning in America, was one of many discouragements. For a quarter of a century, however, it did an important work not only for Delaware, but also for parts of Pennsylvania, Maryland, New Jersey, and even more distant States, until, as result of a series of misfortunes, it was forced to close its doors in the spring of 1859.

Eleven years later, the College was reopened, having been designated by act of the State Legislature as beneficiary under an Act of Congress apportioning to each of the several States large areas of public lands to form the basis of endowments for colleges which should include in their curriculum the teaching of agriculture, the mechanic arts, and military tactics, without excluding other scientific and classical studies.

The College, thus reorganized in 1870 under combined private and State ownership, so continued until 1913, when, according to the terms of an act of the State Legislature to re-incorporate it, Delaware College came into the sole possession of the State.

The Board of Trustees now consists of thirty-two members, including the Governor of the State, the President of the College, the Master of the State Grange, and the President of the State Board of Education, who are members, ex-officio, with twenty-eight other members, eight of whom are appointees of the Governor.

In 1913 the College for Women was founded, affiliated with Delaware College, having the same president and board of trustees and in a large measure the same faculty, but entirely separate in buildings, classes, and student organization.





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THE INFIRMARY

GROUND AND BUILDINGS

Extensive additions have recently been made to the grounds and buildings of the institution. The buildings of the Women's College are located on a tract of 19 acres about three-eighths of a mile from "Old College," the original and central building of the earlier college. In 1915 all the intervening land was purchased for the College by Mr. Pierre S. duPont. This gives it a beautiful campus of 88 acres, with a score of excellent buildings devoted to college purposes, right in the heart of Newark, affording ample space for future development. Sites have already been designated by the architects for additional buildings which will be erected from time to time in a well planned architectural scheme as they are needed. Frazer Field, the gift of several members of the Frazer family of Newark, affords excellent facilities for outdoor sports and games. Connected with the College and used for purposes of instruction and experimentation is the State Farm of 217 acres.

The property of the College is worth \$1,800,000. The annual income from all sources, Federal, State, endowment, and fees is \$382,000. Apart from the National appropriations, the State has dealt liberally with the College in the past, having appropriated funds from time to time as they were needed for new buildings and the growing cost of maintaining and operating the institution.





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SCOPE OF THE WORK OF INSTRUCTION

The institution includes three distinct schools for men in addition to the several courses for women in the Women's College. It is a State university in every sense and includes the following schools:

(I) SCHOOL OF ARTS AND SCIENCE

The courses in the School of Arts and Science furnish a broad general training, preparatory to either business or professional life, with courses in Ancient and Modern literatures, the Sciences, Mathematics, Pedagogy, History, and Economics, leading to the degrees of Bachelor of Arts and Bachelor of Science.

(II) SCHOOL OF ENGINEERING

This school offers courses in Civil, Mechanical, Electrical and Chemical Engineering, leading to the degree of Bachelor of Science in Civil, Mechanical, Electrical, or Chemical Engineering, according to the course pursued.

(III) SCHOOL OF AGRICULTURE

The courses in agriculture combine technical with cultural training and lead to the degree of Bachelor of Science in Agriculture. The work is planned for the preparation of men who desire to become farmers, teachers of agriculture, farm managers, investigators, or specialists in any of the various departments of agriculture.

(IV) THE WOMEN'S COLLEGE

The courses in the Women's College comprise the following:

(a) ARTS AND SCIENCE—A four-years' course leading to the degree of Bachelor of Arts or Bachelor of Science, with instruction in the same departments as in the Men's College but with the addition of elective work in Music, Art, and Home Economics.

(b) EDUCATION—A four-years' course leading to the degree of Bachelor of Science in Education, and a two-years' course leading to a certificate entitling the holder to eligibility for appointment without examination to teaching positions in the public school system of the State.

(c) HOME ECONOMICS—A four-years' course leading to the degree of Bachelor of Science in Home Economics.

AGRICULTURAL EXTENSION WORK

The Agricultural Extension work of the College is supported by an annual Federal appropriation known as the Smith-Lever fund which has to be offset by an equal State appropriation in order to meet the requirements of the Federal law. The work is carried on largely by the County Agents, and County Club Leaders, one of each in every county of the State, and by a Home-Demonstration Agent, a woman trained in home administration, who spends all of her time in the field.





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RESIDENCE HALL



SCIENCE HALL





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The function of the County Agents and leaders is to keep the people of the State informed in regard to all of the recommendations of the College and of the U. S. Department of Agriculture relating to rural life and agricultural production; to assist in the organization and holding of farm institutes and conferences; to organize, stimulate, and direct the boys' and girls' clubs—corn growing clubs, canning clubs, needle-work clubs, stock-raising clubs—which in recent years have been so successful that Delaware boys and girls have won more than one championship in the National Meetings held in Springfield and Chicago; and, finally, to keep the college in touch with the people of the State, to interpret its work to the people and make its results available to them, and in turn to advise the College of the needs of the State and of the ways in which it may help to meet those needs.

A unique feature of the Summer School in Delaware is the fact that room, board, and transportation expenses of a student are paid by the State provided she has taught at least one year in the public schools of the State and declares her intention of continuing to teach in the State for at least the ensuing year. The average enrollment in the Summer School is about two hundred. The benefit to the school system of Delaware is worth many times its cost to the State.

THE EXPERIMENT STATION AND FARM

The value to a State of the work done by an Experiment Station can hardly be over-estimated. Some years ago in the State of Iowa, the corn crops had fallen off badly for several seasons. The matter was brought to the attention of the Experiment Station staff. By an extensive investigation they discovered that a large percentage of the seed planted by the farmers was infertile. The farmers were shown how to select only fertile seed for planting and the next year showed an increase in the corn crop amounting to several millions of dollars. The farmers of Delaware are receiving similar, if not so definitely recorded, benefits from their Experiment Station in all lines of production, resulting from the Station's experiments and recommendations in regard to peach and apple culture, alfalfa and wheat growing, soy-beans and forage crops, and in matters relating to animal husbandry.

It is hard to estimate the commercial value of the Agricultural College and Experiment Station to the State of Delaware, but one of the leading agriculturists of the State has estimated that Delaware is richer by at least half a million dollars a year in increased production as a result of the work of the College and Station.





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THE SUMMER SCHOOL FOR TEACHERS

Not least important among the activities of Delaware College is the Summer School, established by act of Legislature in 1913.

Each year there is held at the College a summer school Session of six weeks' duration. This school is under the direction of the head of the Department of Education in the College and is essentially a teachers' training school. The work offered is primarily for the benefit of teachers of rural and elementary schools and includes courses in the common school branches, methods of teaching, school management, etc. Several advanced courses are given for those who expect to teach in the High Schools of the State.

OUTPUT

Delaware College points with just pride to her long roll of illustrious alumni. A native of Connecticut, and a graduate of a New England university, once made the remark that it seemed to him marvelous that of the small number of men (77) who graduated during President Purnell's administration, 1870-1885, so many had attained so great a degree of eminence in public life. The graduates of later years are giving an equally good account of themselves in every field of human endeavor. Engineers graduated from Delaware College are holding responsible positions all over the United States; are developing the resources of South America; and are being sent on important missions to Europe.

Graduates of the College of Arts who later studied law or medicine or went into commercial life are scattered over the country and are occupying positions of dignity and influence in their several communities. Men from the Agricultural College are equally prominent as agriculturists, teachers of agriculture, and as agricultural investigators.

The first graduates of the Women's College went out only a few years ago, but many of them are now filling responsible teaching and administrative positions, and all are helping their State to interpret the new and difficult problems of a changing social order in the light of a broader vision and a clearer understanding gained from their college training.

RECENT GROWTH AND INCREASED COST OF OPERATION

During the past two years the growth of all the State institutions of higher learning in the United States has been phenomenally rapid.





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Delaware has been no exception to the rule; in fact, its growth has probably equalled that of any other similar institution in the country.

The Women's College since 1918 has increased in numbers a little more than 100%, the men's departments have increased nearly 50% in the same time. There are now 178 women and 300 men, without counting the 80 ex-service men taking vocational training in Agriculture.

This remarkable growth is matter for congratulation and warrants high hopes for the continued growth and usefulness of the institution. At the same time it has presented a serious problem to the Trustees. With the increasing number of students has come the demand for more equipment, a larger staff of instructors, and a greater diversity of courses. The advancing cost of living, and the national shortage of college teachers, has made necessary increases in the salary budget, which, added to other increases, has piled up a considerable deficit in the past two years, and more than doubled the amount which the State must appropriate in order to enable the institution to continue on its present program.

It is not likely that the State will refuse to make the necessary appropriation. Other States are finding themselves in exactly the same situation. All over America in the past two years the cost of education and the number of young people demanding a college education has increased enormously, and everywhere the States are meeting the increased cost. The American people since the war are more than ever convinced of the soundness of their educational system and there is now not a State in the Union which is not supporting a State College or University as the third and final stage of the public educational program.

In very few States is the cost per student to the State so low as in Delaware. Most of the States operate separately, the university, the agricultural and mechanical college, and the normal college, with duplication of overhead expenses, basic courses, and laboratories. By combining all of these at one place Delaware secures equal results at a much smaller per capita outlay than other States.

Delaware College and the Women's College have earned the admiration and approval of the people of the State for the work they have done and should receive the support necessary for continuing and strengthening that work.

(Courtesy of the Equitable Guarantee and Trust Co.,
Wilmington, Delaware, January, 1921.)





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Old Dorms

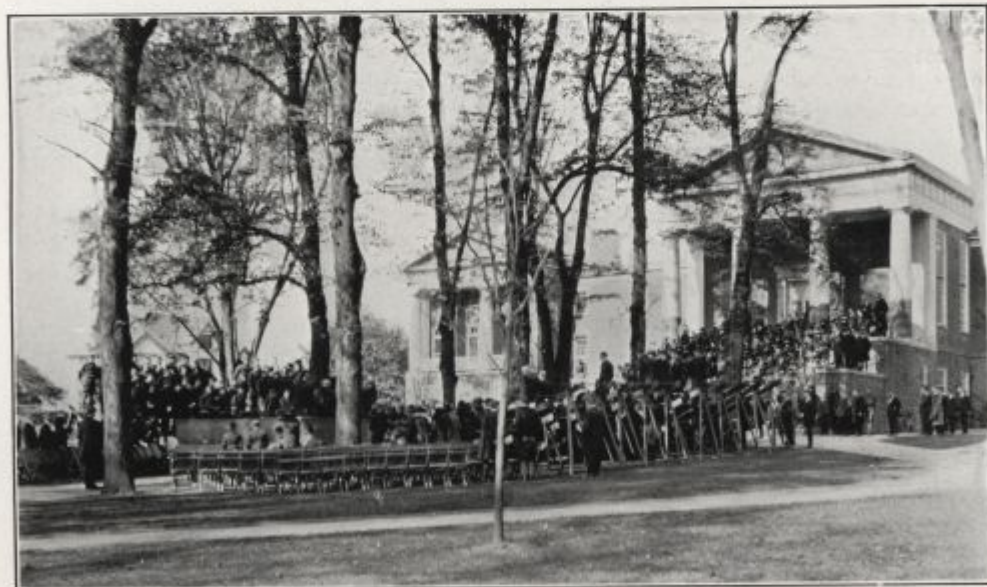
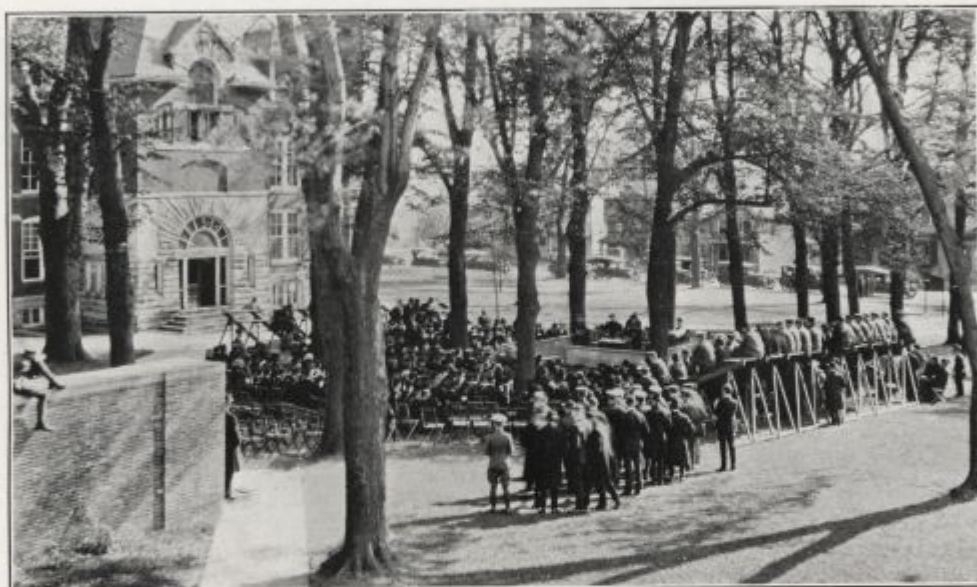




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The Installation, 1920





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THE INSTALLATION OF DR. HULLIHEN

The installation of Dr. Walter Hullihen as president of Delaware College took place in November, 1920, and was marked by very impressive ceremonies in front of Old College.

The morning was largely occupied with exchanging greetings on the part of those present for the ceremonies, and it was not until shortly after 12 o'clock that the actual exercises began. Then the entire group met on the green in front of Wolf Hall and formed the academic procession. Here the procession was formed including the various units connected with the College, with the least important unit leading, and each successive unit in importance following at close intervals. At a given signal, the procession moved slowly forward and proceeded to the campus adjoining Old College.

Henry B. Thompson, the president of the Board of Trustees presided, and included among the speakers of the day were Bishop Cook, Dean Winifred Robinson, and Dr. E. N. Vallandigham. The substance of the speeches was a *Bigger and Better Delaware* and by what means it could best be obtained.

Following these inspiring speeches by prominent Delawareans, the formal installation of Dr. Hullihen as president of Delaware College took place. This part of the day's program was very impressive, and after Mr. Thompson had bestowed all the powers of the office, together with its numerous duties and responsibilities, he gave him the key of the College, a symbol of our joint responsibility as children of Delaware, that none enter here unprepared or depart hence unfitted. Mr. Thompson added: "Having full confidence that your powers will be exercised with wisdom, courage and patience, and your duties performed with fidelity, zeal and efficiency, and pledging you the support, loyalty and co-operation of the trustees, the faculty, the alumni, the students, we look forward hopefully to a realization of the high aims entertained for the upbuilding of this institution of learning for the young men and young women of the State of Delaware."

Following the installation ceremony President Walter Hullihen delivered his inaugural address. He duly accepted the honor bestowed upon him, and after tracing the development of the institution, the aims, and our future possibilities, he pledged himself to carry on the work of his predecessors and plead with those present, "to hold fast to the spiritual ideals, the ideals of righteousness and ardent search for the truth, the ideal of fraternity and service, the ideal of unselfishness and sacrifice which must permeate the life and teaching of all our departments if we are to succeed in accomplishing the work for which this institution was founded."

