





## DEDICATION

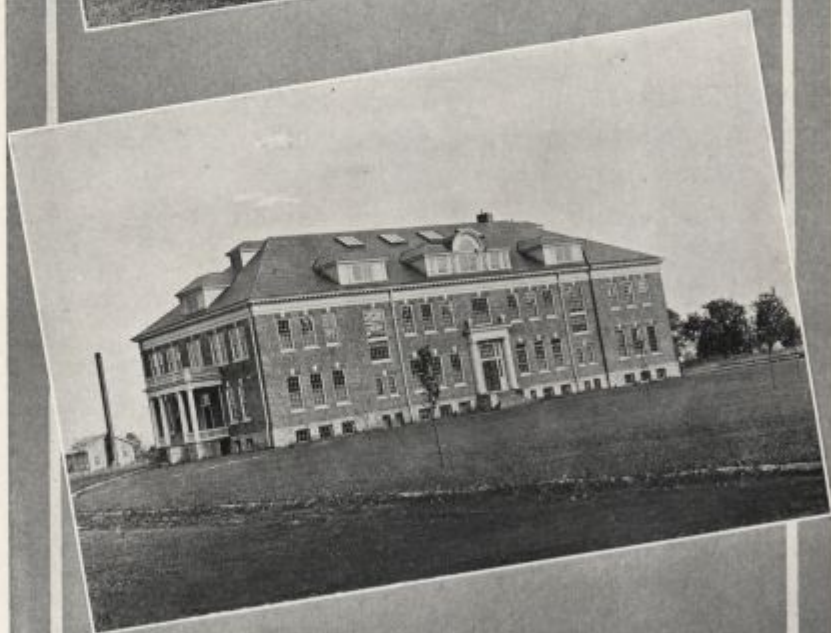
**W**HEN a people has come to such antiquity that it is possible for them to look back over their history as over a tale that is told; when they are able to stand apart from the battle of events and gaze with tranquillity through that arch of experience whereby all men must gaze who would know the meaning of life; when they acquire the secret of perspective which enables them to see all things in their just proportion, to distinguish motives from provocation and disinterested ideals from ambition; then must they realize that, always in the crises of national existence, it is given to one or two great souls to interpret to a people the high ideal which shall be the saving of the race.

If a nation be old and the man who best represents the spirit of the race be early in its life, he soon becomes lost to reality and fades into the distances of legend. He is no longer a man, but a patron saint. Such was Saint George. Yet he was first a man and slew a living dragon.

But we are a young people, and the road behind us is short. Time has not yet given us the "years that bring a philosophic mind," and we see all too plainly the rough stones and the marks of wheels that bear a heavy load. We lose something by our nearness to our beginning. One thing, however, we gain. We know our patron saint. Free from all encumbering mists, standing among us as clear cut as the frankness of her own spirit, she is as near to us as she is dear. She it was who first dreamed for us; she it is whose personality breathes through us; she it will be whom our tradition will honor.

We, therefore, dedicate this first chronicle of our life here together to you, Mrs. A. D. Warner.





## *The Founding of the Women's College of Delaware*

For a number of years before the opening of the Women's College of Delaware in 1914, prominent men of Delaware, who were interested in the progress of education in the state, advocated the founding of such an institution. After much agitation by friends of the measure, the Legislature, in March, 1913, passed the bill providing for the building of the college and authorizing a Commission to proceed with plans for construction and equipment. The Commission was composed of —

CHARLES R. MILLER, *Governor of Delaware*

GEORGE W. MARSHALL, M.D., *President pro tem. of the Senate*

CHAUNCEY P. HOLCOMB, *Speaker of the House of Representatives*

GEORGE W. TWITMYER, *succeeded by HARRY HAYWARD, Representing the State Board of Education*

SAMUEL J. WRIGHT, *Representing Trustees of Delaware College*

MRS. ALFRED D. WARNER, *Representing the State Federation of Women's Clubs*

The Commission interested themselves intensely in their work, giving it the closest attention, with the result that the College was ready for opening in September, 1914.



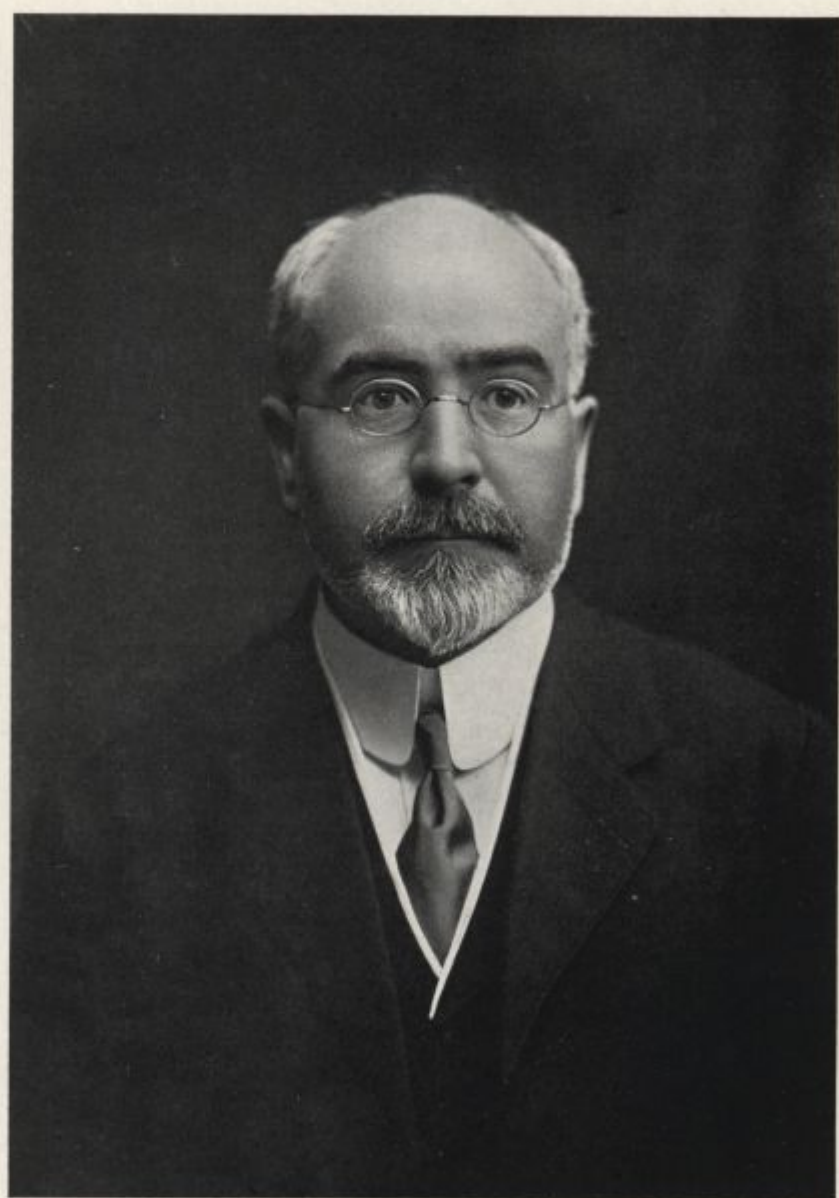


### *Dean Winifred Josephine Robinson*

In the year of 1914 it began to dawn upon the people of the Kingdom of Delaware that a hitherto unknown species of Flower was developing in their midst with alarming rapidity. The name of this Flower, its nature, and the proper cultivation thereof were alike unknown. As the result of a consultation of the most learned scientists of the community, it was decided to seek out one among the world's botanists who should be capable of experimenting with this Flower and cultivating it to its greatest good.

A certain woman of botanical fame, Miss Winifred Josephine Robinson, was selected for this duty. She was remarkably adapted to this work, having had experience with actual specimens much resembling those under consideration. A B.Pd., a B. S., an M. A., a Ph.D., and an M.Pd. were bestowed upon her for her success in such investigations at the University of Michigan, at Columbia, and at Michigan State Normal in 1912. Her work preceding her summons to us had been among the peoples of Michigan State Normal Training School and at Vassar. Research work at the New York Botanical Gardens had acquainted her with almost every specimen within the realms of Botany. With this as a background she set herself the task of experimenting upon this hitherto unknown Flower. For her purpose it became necessary to collect the available specimens of this family into one group at Newark, Delaware, and there note their characteristics, and determine the best methods of cultivation.

The baffling experiences, the discouragement with which she was confronted by these elusive specimens, must be passed over. It will suffice us to say that in the end she was victorious to the extent of classifying the specimens under the heading of "The Flower of Youth." The method of cultivation remains in a state of experimentation. It is said that a small number of these specimens, having reached maturity, are to be scattered thru Delaware in the year of 1918. It is the fondest hope of these specimens that they may prove the success of the method adopted for their cultivation by this wise organizer.





### *President Samuel Chiles Mitchell*

Contemporary with the rise of the Kingdom of the Women's College, there came a new era in the history of the neighboring kingdom of Delaware College. This was marked by the arrival of a learned doctor, a man set down in the annals of history as Mitchell, Samuel Chiles, born at Coffeyville, Missouri, son of Morris Randolph and Grace Anne Mitchell.

There is much which might be told of the conquests of this man in the intellectual world, but it must suffice us to speak but briefly of his attainments in this unfamiliar field. We read that he is possessed of degrees. According to historians these are valuable acquisitions, sought after by women and often attained by men. Mention is made of an M.A. at Georgetown College in 1888. Three years later a Ph.D. was conferred upon him at the University of Chicago. He received an LL.D. at Hampden Sidney College in 1905. We learn of his professorship at Missouri, Georgetown, and Richmond Colleges. We hear that in recent years he occupied the presidential chair at the University of South Carolina and later at the Medical College of Virginia.

We are aware that he is a man who knows how to appreciate and encourage scholarship. We know that he has bestowed upon the people of the Women's College of Delaware a share of this knowledge equal to that which he has so bounteously distributed within his own realms. But his interest has gone farther than the imparting of his own knowledge within these realms. He has called scholarly men into his presence and taken advantage of their learning in establishing a system of instruction. He has been constantly occupied with buildings and other public works calculated to adorn his own and the neighboring kingdoms.

A study of the history of the Women's College of Delaware will substantiate the reader's opinion that here is a truly remarkable person, deservedly the hero of the Era of the Women's College. To few men has it been given to influence so profoundly the constructive period of a great people.







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SARAH CHURCHMAN, *Matron*  
EDWINA LONG, *Secretary to the Dean*  
MARGARET A. JANVIER, *Assistant Matron*

### *The Terrible Thirty*

**S**INCE the founding of the new colony of the Women's College of Delaware, the "Terrible Thirty" have been known for their oppression of the inhabitants. Because of their jealous fear that their power might be overthrown, they have enforced many rigid restrictions in order to crush all evidences of individuality. For example, each colonist is required to attend classes regularly. Even though inclination may call her elsewhere, she must be ground through the same machine-like treadmill day after day. At intervals throughout the year there are spasmodic periods of the bitterest persecution when grades are proclaimed from the Dean's office to suffering colonists. Many colonists, according to their own testimony as well as that of others, are unjustly tortured by a multiplicity of C's, D's, or E's.

Even as the Egyptian kings were pitiless taskmasters over the workers on the pyramids, so do the Terrible Thirty prove themselves cruel to the colonists who are oppressed by work in the "sweat shop." Like tyrants, they disregard the almost unbearable physical strain put upon the long-suffering colonists. These same harried inhabitants are also made to undergo the extreme nervous strain of tests, "sprung quizzes," and "exams."

The Terrible Thirty have shown themselves unfeeling and anxious to keep safe their autocratic powers by restrict-



ing negotiations with the Barbarians on the North because intercourse with other nations might spur the colonists on to gain complete freedom. In order to render the colonists more passive to their control, the Terrible Thirty have thought it wise to permit a certain degree of political and religious liberty through student organizations.

In justice to the Terrible Thirty, it may be said that as a whole they have shown a desire to work for the intellectual improvement of the colony,—giving forth wisdom by the hour many times during each week. Some of them, however, unconsciously disclose the irksomeness of the task by their interest in playing with handkerchiefs, papers, fobs, and particularly watches.

As time goes on, the despotic tendencies of the Terrible Thirty are perceptibly lessening. It is hoped that future Immigrants will find here the Tolerant Thirty who will be amenable to the preferences of girls.





### *Miss Brady and Miss Mosscrop*

In the days before the Immigrants came to the land of the Women's College, Miss Gertrude Brady and Miss Alfreda Mosscrop dwelt among the people. Their wise council and sympathetic understanding assisted the inhabitants greatly in their labors of making history. Their inspiration carried through successfully the Constitutional Convention of 1914. They cheerfully complied with the Child Labor laws requiring them to be chaperones by day and by night, and valiantly protected the inhabitants of the land from the Barbarians on the North and other foreign tribes when excursions were made into the outer world. With equal effectiveness they entered into the social, moral, and intellectual life of the people. The inhabitants of the land all wish for them that the future will bring opportunities for the leadership of others to the high ideals which they embodied here.

## ***Pioneers! O Pioneers!***

Adapted From WALT WHITMAN

*Come my eager children;  
Follow well in order; get your weapons ready.  
Have you your diplomas? Have you your hard earned wisdom?  
Pioneers! O Pioneers!*

*For we cannot tarry here,  
We must march my darlings. They have said we've made traditions,  
We the early class of '18; none had ever gone before us,  
Pioneers! O Pioneers!*

*We our course have steadily followed,  
Passed Math 1., cooked by science, gotten "C" in Freshman English,  
Working, playing, venturing, conquering as we go the unknown ways,  
Pioneers! O Pioneers!*

*Maids of Delaware are we,  
From the shore and inland, from the sandy plains and the fertile  
lowlands,  
From the farm and from the village, from a state wide trail we come,  
Pioneers! O Pioneers!*

*All the pulses of the world,  
Falling in they beat with us, while the following classes there in  
embryo wait behind,  
We, Today's procession leading, we the route for travel clearing,  
Pioneers! O Pioneers!*

*O you daughters of our state!  
O you young and elder daughters! O you girls and you young women!  
Never must we be divided, in our ranks we're all united,  
Pioneers! O Pioneers!*

*Has the night descended?  
Was the road of late so toilsome? Did we stop discouraged nodding on  
our way?  
Yet a passing hour I yield you in your tracks to pause oblivious,  
Pioneers! O Pioneers!*

*Till with sound of trumpet,  
Far, far off the daybreak call—hark! how loud and clear I hear  
it wind;  
Swift to the heed of the army!—swift! spring to your places,  
Pioneers! O Pioneers!*