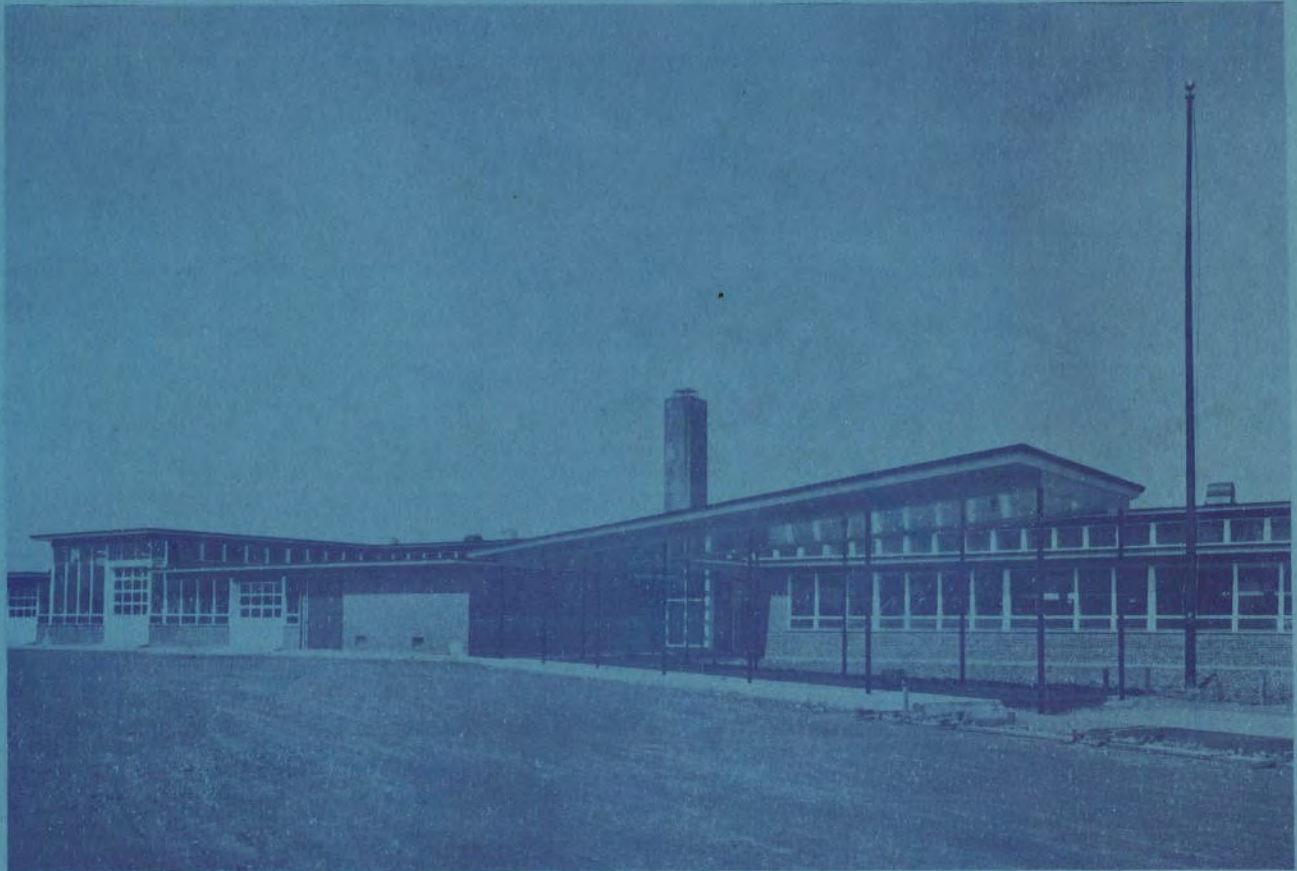


A New Educational Center Is Born
To
Strengthen Our Democratic Way of Life



WILLIAM W. M. HENRY COMPREHENSIVE HIGH SCHOOL
DOVER, DELAWARE

PROGRAM OF STUDIES

1952-53

THIS
HAND BOOK

BELONGS TO

Name _____

Address _____

Telephone _____

EDUCATIONAL CLASSIFICATION

Full-Time Day School Students . . . _____

Part-Time Day School Students . . . _____

Evening Adult Students . . . _____

A NEW EDUCATIONAL CENTER IS BORN

TO

STRENGTHEN OUR DEMOCRATIC WAY OF LIFE

William W. M. Henry Comprehensive High School

Dover, Delaware

PROGRAM OF STUDIES

1952 - 53

Prepared in cooperation with the
CHILD DEVELOPMENT AND GUIDANCE DEPARTMENT

John S. Charlton, Director
Robert J. Darling, Supervisor

Dr. John Shilling
Assistant State Superintendent
In Charge of Secondary Education

Harley F. Taylor, Principal

May 19, 1952

Bulletin No. 1 - 52

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FOREWORD

The William M. Henry High School is a four year unit under the supervision of the State Department of Public Instruction of the State of Delaware. It has the two-fold purpose, on the one hand, of preparing students for their life-work, and on the other hand, of giving a thorough preparation for the entrance to colleges, universities and scientific schools.

It looks upon education as a growth, as an enrichment of experience, and as an enlargement of human worth and values. It endeavors to use the school environment and the school subjects of instruction as a means of presenting situations that will give practice in right thinking, right emotional responses and right acting. To realize that purpose, it aims to have the students not only acquire much knowledge, but to the fullest extent practically apply and interpret it in some meaningful way.

It recognizes individual differences and respects the rights of the individual to develop in harmony with the best that there is in him; always, of course, with full respect for the rights and interests of others.

In brief, the school is a place where co-operative living can be practiced under experienced leadership, where self-control can be exercised, where consideration of problems of concern to the general good can be demonstrated daily in life situations, and where we attempt to develop the best qualities of each student.

It realizes that public education has never faced so grave a task since the very beginnings of this Republic as that of charting the way for the changes imminent in the new adjustments which the people of this country and the world over must make to bring order, and peace out of the present confusion and chaos. Therefore its program for out-of-school youth and adults will offer training for cultural and esthetic appreciation in the vital educational areas of, education for home and family life, education for conservation, consumer education, education for recreation, health education, vocational training, education in social sciences, and guidance and counseling service.

It recognizes the fact that our American Democracy is not to use youth for indoctrination as have some countries abroad, but to build with and for youth towards a more hopeful and more democratic pattern of living. Therefore, its purposes will be to teach students, out-of-school youth, and adults to think, the will to do, and at the same time furnish them with a body of information which is essential to a reasonable degree of success in their chosen occupations. In short the school sees as its business not only of preparing its citizens to earn a living, but also to live a life - a democratic life, a way of life that must be learned by living.

HISTORY OF OUR SCHOOL

The 1947 Legislature appropriated \$200,000 for a comprehensive high school in Kent County. Subsequent to this action a building commission was organized on November 24, 1948. This commission was composed of Rev. John L. Johnson, Chairman; S. Marcellus Blackburn, Vice-Chairman; Dr. George R. Miller, Jr., Secretary; William W. Shaw; Wallace Woodford; and Peter S. Collins.

On December 14, 1948, Victorine and Samuel Homsey were selected as the architects for the project.

On September 23, 1949, the School Building Commission selected the site adjacent to the Booker T. Washington school property consisting of approximately 15 acres. This site was purchased from Mr. Joseph M. Satterfield for \$10,000.

The 1949 Legislature appropriated \$650,000. To carry out the distribution of these funds, a new building commission was organized and composed of: J. O. Willis, Chairman; H. Lloyd Jones, Vice-Chairman; Dr. George R. Miller, Jr., Secretary; S. Marcellus Blackburn; Peter S. Collins*; and Eugene H. Shallcross.

The 1951 Legislature appropriated \$100,000 for the completion of the project. On June 22, 1951, after the recommendation of a committee of lay and professional people, and the recommendation of the School Building Commission, the State Board of Education approved the name of William W. M. Henry High School.

The attached Corner-Stone Laying program which took place on July 8, 1951 lists the names of the participants.

* When Mr. Collins' State Board of Education term expired, Mr. Max Terry replaced him on the Building Commission.

PLANNING AND CONSTRUCTION PERSONNEL

STATE BOARD OF EDUCATION

Dr. James Beebe, President

Mr. Jacob H. Speicher, Vice-President	Dr. George R. Miller, Jr. Secretary
Mr. J. Ohrum Small	Mr. William B. Horner
Mr. Eugene H. Shallcross	Mr. Max Terry

BUILDING PROGRAM BOARD

Governor Elbert N. Carvel
Secretary of State Harris B. McDowell
Dr. James Beebe, Pres., State Bd. of Education

BUILDING COMMISSION MEMBERS

Mr. J. O. Willis, Chairman	Dr. George R. Miller, Jr., Secretary
Mr. Max Terry	Mr. Eugene H. Shallcross
Mr. Marcellus Blackburn	Mr. Lloyd Jones

ARCHITECT

Samuel and Victorine Homsev

CONTRACTOR

John E. Healy & Sons, Inc.

CONSULTING ENGINEER

A. J. Taylor

Hall

Program for Corner Stone Laying Ceremony
Sunday, July 8, 1951

of

WILLIAM W. M. HENRY COMPREHENSIVE HIGH SCHOOL

DOVER, DELAWARE

Presiding - J. O. Willis, Chairman, Building Commission

Invocation - Rev. Edgar Lee Huff, The Mt. Zion A.M.E. Church
Dover, Delaware

America - Floyd T. Hart, State Director of Music

Corner Stone Laying

Ceremonies - Most Worshipful Prince Hall Grand Lodge
State of Delaware, F. & A. M.
G. Oscar Carrington, M. W. Grand Master

Address - The Honorable Elbert N. Carvel, Governor of Delaware

Benediction - Rev. Grant Shockley, Whatcoat Methodist Church,
Dover, Delaware

OUR STATE BOARD OF EDUCATION

Mr. Max Terry, President
Mr. J. Ohrum Small, Vice President Dr. George R. Miller, Jr. Secretary
Mr. Eugene H. Shallcross Mr. William B. Horner
Mr. Francis Gebhart Mr. James M. Tunnell, Sr.

OUR ADMINISTRATION AND INSTRUCTION

Dr. George R. Miller, Jr.
State Superintendent of Public Instruction
Dover, Delaware

Dr. John Shilling Dr. H. B. King
Assistant Superintendent Assistant Superintendent
In Charge of Secondary Education In Charge of Elementary Education
Dover, Delaware Dover, Delaware

OUR BOARD OF TRUSTEES

Mr. Robert H. Reed, Chairman
Dover, Delaware

Mr. A. B. Persons, Vice-Chairman Mr. Martin Roberts
Harrington, Delaware Smyrna, Delaware
Mr. Hayes Fountain Mr. J. Harold Schabinger
Milford, Delaware Felton, Delaware
Mr. Edward Gibbs Mr. Rynear W. Slaughter
Camden, Delaware Clayton, Delaware

SUPERVISING PRINCIPAL

Harley F. Taylor
Dover, Delaware

Complete Staff To Be Announced Later

MESSAGE FROM OUR PRINCIPAL

Promoting Democracy - Our Task

Democracy really means voluntary cooperation and teamwork. Events of today will indicate that people all over the world have been turning away from democracy toward dictatorship, away from voluntary cooperation to social regimentation. Why? This tendency is the inevitable results of our failure to train boys and girls, men and women in the habit of leadership and team work, and voluntary cooperation, as well as we now train them to know and to think.

We have come to a point in Our World's Society where we believe there is no longer time to sit back and depend on past laurels to carry the situation involving the growth of democracy through. Rather, it is a period for courting only those principles and practices that really count, accepting and pursuing only situations that hold promise of peace among men, democratic growth of world society and future benefits to all mankind. Education is our sole political safety of our democratic way of life. Our schools must recognize and accept this as a fundamental responsibility. And our citizens must see this truth with a zeal that assures their total support of our educational institutions.

Our educational program should be designed to include far more than "book learning". It should cultivate wholesome personal relationships in school, home, church and community. It is destined to equip children to establish such basic traits as courtesy, cooperation, friendliness and respect for the rights of others. It should be geared to guide young people toward their place in the world of work, to help them select and prepare for useful vocations and to become intelligent consumers as well as producers of goods. It should develop good citizenship and loyalty to democratic ideals. It must be set to promote physical fitness and to include adequate provision for wholesome recreation.

Promoting Community Progress - Through Services

Our school will promote programs designed to help youth and adults to discover what is important in their immediate environment, to understand and to be concerned about community problems, and to realize how they can help to build a better community. Frankly, we will attempt to see our school as being of the community, by the community and for the community.

We will promote special services and make other suitable provisions for the exceptional individuals, both the gifted and the handicapped. Methods will be instituted to keep in school those who leave school to go to work.

Providing Wholesome Surrounding's

We have, (thanks to those responsible for our school plant) a wholesome environment, where learning and growth can take place effectively and with great ease. At all times we want our surroundings to be safe, comfortable, clean and attractive. We will have classes that are not too large and class rooms with suitable equipment and supplies. In our management of pupils, we hope there will be a

minimum of coercion and the maximum of incentive and opportunity for self-direction and self-government.

Preparing Youth For The Future

Young people now in school on tomorrow, in their maturity will face new problems - new ways of living and working together in a smaller, fast moving, complex and dangerous world. They must be prepared to use new tools and appliances, to adopt new modes of behavior and to deal with new ideas and situations. Though our heritage will to some extent serve them as a guide and landmark, they must be equipped to think independently and creatively. Thus our school will recognize that it must be a cradle of ingenuity and creativeness as well as a "guardian of the permanent good" of what our elders have through centuries of observation and experimentation placed at our disposal.

Making Hay From The Grass Under Our Feet

History has, at long last shown that there are no limits to the attainments of our people in letters, in arts, or in statesmanship, however, I believe the surest way to reach those worthy ends is by laying the foundation in the little things of life that are immediately about our door. That we should make hay from the grass under our feet. Let me charge you youth and adult among my people to start where-you-are and use what you have. One business owned, one house constructed, one company formed, one life cleanly lived, will tell more in our favor than all the talking and discussion that can be summoned to plead our cause. Our education must be directed and charged with the responsibility of making this truth clear to our citizens. A good school in a democratic society will not ignore this responsibility. We plan to administer and maintain, with God's help and blessings, a good school.

PROGRAM OF STUDIES

Parents are invited and urged to visit the school to discuss the relative values of the courses and subjects or any other problems.

The following pages contain brief descriptions of the courses and subjects offered in the high school. The curriculum is planned to help the pupil meet his responsibilities as a voting citizen and to provide fundamental knowledge, attitudes, and skills that will aid in the solution of vocational and other personal problems.

For graduation a pupil must complete 16 units of credit including those required by the State regulations. Each subject, unless otherwise noted in the descriptions, carries one unit of credit. At the time of making a pupil's program of studies for any one year, a tentative program should also be drawn up for the remaining years in this school. This should represent as nearly as possible the state of mind of the pupil and should not be filled out until the pupil has thoroughly considered the problems involved.

If a pupil is planning to attend a particular college or other institution upon graduation, a check of its entrance requirements should be made before the 9th grade program is selected. The school has much of this information on file and will try to get any additional information needed.

Pupils cannot secure proper credit and grade standing and cannot expect to achieve graduation in four years if sequence and required subjects are failed. Advanced courses in a sequence subject cannot be undertaken if the elementary course is failed; nor can the elementary course be repeated and the advanced courses be taken the same year as, for example, English I and English II.

It should be kept in mind that satisfactory work in some subjects is practically dependent on proficiency in another subject; for instance, work in chemistry and physics is aided by a knowledge of algebra, and pupils with defective knowledge of spelling and punctuation will find it extremely difficult to attain enough skill in typing and stenography to make such courses practical.

It should be noted here that all pupils, regardless of their native ability or previous preparation, can pass required courses. This is made possible by granting at least the minimum passing mark to a pupil who is doing the best work of which he is capable and who is spending regularly about an hour a day in outside preparation for that class.

Pupils must take no less than four and no more than five subjects per year, excluding Health and Physical Education. In deciding upon his study load, a pupil should take into consideration his other activities in and out of school and also determine how difficult the proposed subjects will be for him.

Diplomas are granted by the State Department of Public Instruction and bear one of the following inscriptions as to course: Academic, Scientific, Commercial, Vocational and General. For the academic or Scientific diplomas, marks in all required subjects must be "C" or higher.

French may be elected in grades 9, 10, 11 and 12.

One credit is given in Typing when the pupil meets the standards established by the State Department of Public Instruction for speed and accuracy. A very few have achieved this in one year, but many find it difficult to accomplish in two years.

No credit is given for Stenography unless the pupil completes the State requirements for the commercial course.

GUIDANCE SERVICES

Teachers Will Help You -

Did you ever stop to think that all people need guidance and counseling? Guidance is a dynamic process - it is continuous and ever changing. You need the help and assistance of a trained counselor. This is true of every wise person, regardless of age or position. This is especially true of wise young people whose most important task while in school is to learn to get along with others and to plan and prepare for your future.

The William W. M. Henry Comprehensive High School recognized the need for a developmental coordinated and integrated guidance service and plans to provide assistance for you in many ways. In the first place, your teachers are very much interested in you and they want to assist you in knowing more about this school and its offerings. They want to help you to select the subjects best suited to your needs in accordance with your interests, aptitudes, abilities or disabilities. They want you to take the subjects which will help you most, both now and in your later life. Teachers are eager to assist you in being happy in school, to make progress in your studies, and to get the most out of all of your school activities. Your teachers are interested in working with you directly in the classroom but also, will assist you during after school hours individually and by attendance at conferences so that they may know you better and to find ways to help you more. These efforts by your teachers are also shared by the counselor and principal.

Your Guidance Counselor Will Assist You -

In addition to the program to make your school life happy and worthwhile, you are concerned with the problem of "choosing, preparing for, and entering upon your life work." To assist you in this planning, the services of your guidance counselor and other specialists are available to help you. One job of your guidance counselor is to keep you up-to-date in the ever changing offerings and demands of educational and occupational opportunities open in the world for you. To do this, the guidance counselor must be constantly surveying and recording these opportunities. Guidance counselors will pass along information to you through the teachers in your regular classes, through organized homeroom and other group guidance activities, through personal interviews, through occupations, courses, visits to business and industry, bringing in speakers and in many other ways. All of this is done to assist you in making the proper choices and to assure you of the right kind of preparation for your chosen career.

Your guidance counselor will help to keep in touch with employers and the employment services so as to help you to secure part-time, vacation and full-time jobs. The school will assist you in finding employment and will excuse you from part of the school day when your outside employment is directly related to your school work or when it becomes necessary for you to earn money to help the family finances in case they need your earnings to keep you in school.

For those who choose courses leading to colleges, universities and other institutions of higher learning, your counselor is a key person to assist you in the selection of the proper school and to gain entrance to same. Scholarship aid is available in most colleges and from many other sources, your guidance counselor will know of these sources and will assist you in making long-time plans to secure one.

It is not possible, in the limited space, to describe all the ways and means that the William W. M. Henry's guidance services can assist you. However in general, you should remember that any member of the faculty will give you help or assist you in receiving proper guidance in any problem concerning your present or future. However, you must remember that no one can help you unless you first want to help yourself. Remember - there are three very important things to KNOW

1. You must know YOURSELF
2. You must know your SCHOOL and what it offers for your benefit.
3. You must know the WORLD OF WORK and your relationship to it.

If you would start immediately to seek counsel and guidance from your parents, teachers, the principal and your counselor, you should have a happy experience in this school and prepared to take your proper place in the community as a good citizen.

Your Homeroom Teacher is A Key Person -

Your homeroom teacher is a key person in our guidance services. She will keep you informed about regularly scheduled guidance activities and answer many other questions for you.

Personal And Group Conferences -

In connection with the guidance services a series of personal and group conferences are planned during the school year. These conferences for individuals and groups are planned for the purpose of making provision for boys and girls who may require individual attention in adjusting themselves to the high school situation. The guidance department plans to offer assistance to the high school boy or girl in discovering his or her personal assets, liabilities and possibilities along lines of activity which are open to him or her, and to make special provision for activities such as:

1. Holding individual interviews with pupils concerning their educational and vocational plans.
2. Hold group guidance discussions with pupils regarding their proper choice of a vocation.
3. To adjust programs for gifted and intellectually bright pupils and for those who for some reason are not making passing grades.
4. Planning and conducting field trips regarding occupations.
5. Assistance in securing data regarding college entrance requirements and assistance in applications for admission and scholarships.
6. Discussions and planning for those who wish to enter training for a trade on a technical or semi-professional basis.

Psychological Services And Clinical -

Assistance from school psychologists of the State Department of Public Instruction is available for service to the students and faculty of the school. Clinical services are available through the Mental Hygiene Department periodically in Dover.

Guidance To Out-Of-School Youth and Parents -

In addition to guidance services for students in school, the guidance department thinks that guidance to parents and out-of-school youth is of paramount importance. Every effort will be made to talk over recommendations with parents either at the school or in the home. Many visits will be made to the home when it is impossible for the parents to come to the school. Guidance services for out-of-school youth will be encouraged. Evening programs on educational and occupational problems will be planned at which time parents and out-of-school youth will be invited to participate.

TENTATIVE COURSES TO BE OFFERED
in the
WILLIAM HENRY COMPREHENSIVE HIGH SCHOOL
DOVER, DELAWARE
SEPTEMBER 1952

The following list of courses are offered tentatively to the students in the William Henry Comprehensive High School at Dover, Delaware for the school year 1952-53. Do not list any course which does not appear in this bulletin. The school reserves the right to withdraw or add courses to the curriculum in order to meet the needs and interests of the students within the limitations of the faculty the physical and the other instructional facilities of the school.

DESCRIPTION OF COURSES

ART - I - This is an orientation course to acquaint students with a variety of art materials, tools, and processes. Emphasis on personal experiences and a creative approach. There will be group as well as individual projects that are related to the general school and community needs and interests.

ADVANCED ART II-III-IV- More advanced work can be taken in successive years giving the student opportunities for more intensive work and study.

BUSINESS EDUCATION

Opportunities are opening up in all fields of office work, including secretaries, typists, file clerks, business machine operators, receptionists, and other clerical positions. In order to secure positions in this field, it is of the utmost importance that applicants be trained to meet the requirements of the modern business world. A basic course in Business Education provides for training in specialized subjects such as shorthand, typing, bookkeeping, office practice, general business, business mathematics, and business English, as well as a well-rounded general education program. There are always opportunities for employment in the distributive trades field in which approximately one-third of our working population is employed. This course includes building store and window displays, selling, promoting sales, show card writing, advertising, managing a store and keeping stock and other records. A well-trained merchant should have a knowledge of the economics related to merchandising, commercial geography and laws governing the merchants' needs.

Bookkeeping I - Bookkeeping I is a general introductory course for the secretary to help her in her job assignments such as: writing checks, making entries in cashbook or journal, sending out statements, paying bills and making discounts, preparation of payrolls, etc.. All students will have some instruction in double-entry bookkeeping. Students who do excellent work will be given more advanced training to challenge their interests and abilities.

Bookkeeping II and Office Practice - This course is to give a review of typewriting, stenography and for advanced bookkeeping. Filing systems will be taught. Personal qualification of a good secretary stressed with actual work experience on a job or in the school will be offered. Instruction in the use of calculating machines, duplicating machines, bindery training and reference books will be used. The above experiences in the school will be coordinated with assignment to a job with a teacher in the school or in an actual work experience in business or industry if possible with remuneration.

Typing I - Typing is a two year course. The first year the student should master the keyboard and know the function of each part of the typewriter. Emphasis is placed on drill and straight-copy work. Of most importance is absolute accuracy and speed will come later with many long hours of practice. Forms of personal and business letters, the typing of envelopes, essays, types of outlines etc. will be taught.

Typing II - In typing II a student is expected to master most of the common business forms: tabulations, legal documents, business letters, invoices etc.. Absolute accuracy and increased speed is expected to come with continued study, drill and practice. Common sense in the solution of problems confronted in a modern business office should be developed.

Academic or Personal Typing - This is a general appreciation course for all who would like to learn to type. All College Entrance, Academic, Scientific and General course students would profit by this course. Speed will depend upon each individual pupils initiative, their ability to follow instructions. Pupils who expect to work in an office or hold a position as a typist should not take this course but take Typing I and II.

Stenography I - The beginning course in shorthand. Most of the year is spent with drill, practice and homework in the mastery of the theory of shorthand. Similar to the study of a new language. Part of the time is spent in dictation and transcription to letters in good form and accuracy. Students who like and are good in English grammar, punctuation and spelling should be able to do well.

Stenography II - This is an advanced course and stenography I is of little value unless you take stenography II. This course is to build up speed in taking dictation and in transcription. Credit is based on speed and accuracy. Students should have a thorough knowledge of English grammar, punctuation and spelling are absolutely essential to be successful. Letters cannot be sent out in the name of a firm or business organization with errors -- they must be perfect.

ENGLISH

English - English is a required subject for four years in high school. This is a key subject for developing the pupil's ability to use language in understanding grammar, communicating with others. High grades and an ability in English is basic to college success. A study of literature, grammar, rhetorics, dramatics, and public speaking for the development of an asthetic appreciation and oral forms of expression will be conducted.

FOREIGN LANGUAGE

Foreign languages are usually taught to and for those who are going to college. Students taking languages should be average or better in English, should like to study and expect to go to college.

French I - A modern foreign language. May be used toward college entrance. Useful to the teachers of languages, engineers, artists and musicians. Considerable emphasis is directed toward learning to write, speak and read French. An understanding of the French people and their culture is obtained in the study of French.

French II - French II is a more advanced and intensive study of French for transtation, reading and speaking a modern foreign language. Two years of French are necessary if pupil expects to use toward college entrance.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education - Health and Phvsical Education is required of all pupils each year while they are in school. A special corrective program will be planned for those students who have physical disabilities and will conform to recommendations made by the family physician. An opportunity for games and a program which will develop skills, posture, coordination and strength. Instruction in the principles and practices of first aid hygiene and health will be given. Many recreational facilities will be available.

HOME MAKING

Home Making IX - This is the introductory course for students in the Home Economics field. All girls will benefit by taking this subject. In the ninth grade we will teach foods, clothing, grooming, family relations, child care and nursing.

Home Making X-XI-XII - Advanced Home Making will be offered for pupils in the tenth, eleventh and twelfth grades. During these years there will be foods and clothing taught, graded according to the background and age of pupils. Other phases of Home Economics will be taught according to the skill and background of the pupils.

INDUSTRIAL ARTS

Industrial Arts or General Shop - It is the aim in these courses to teach pupils with machines and materials the exploration experiences of the modern industrial age. To develop skills and dexterity for use in building, construction work, industrial machine work and to be a good consumer and citizen in the home and community.

General Shop I - A general course in the use of wood, metals, plastics and many other media. Mechanical drawing which is the language of industry is stressed in the first part of this course. The correct use of hand tools is stressed through the actual construction of projects for the school and home. Demonstrations, movies, pictures and trips to industry are planned as a part of this course.

General Shop II - This is an advanced course in wood, metal, plastics and in the use of many other materials. The instruction and practice of machine tools will be stressed. Students are expected to work on more advanced and elaborate projects planned to approach standards of perfection in design and construction of a skilled tradesman in these areas. Field trips, movies, pictures and demonstrations will be held.

MATHEMATICS

General Mathematics - This is a continuation of the study of arithmetic. It is a course that is very useful to all who do not take higher mathematics such as algebra and geometry. This course is also very necessary to pupils in business education, agriculture, industrial arts, auto mechanics and in the General Diploma course.

Algebra I - Algebra is the beginning of the specialized courses in mathematics. It is required for entrance to most colleges and schools of nursing. Students who make good grades and liked arithmetic should find this course stimulating and interesting. Considerable homework and study is required in order to succeed in it.

Algebra II - This is called advanced algebra in most schools. Two years of algebra is required for entrance to most schools of engineering and science. To enjoy and be successful in chemistry and physics while in high school this course will be very helpful.

Plane Geometry - This subject is required by most colleges for entrance. It is required in the Scientific Diploma course and the Academic course. Algebra I is necessary as a prerequisite.

Engineers, carpenters, sheet metal workers, scientists, mathematics teachers and many other professions require this subject for entrance to study. You should have liked Algebra I in order to succeed in this subject.

Solid Geometry - This is considered as a higher form of mathematics. Only those who are successful in Algebra I and II and plane Geometry may take this subject. It is required for entrance to most schools of engineering, science and the study of higher mathematics. This subject will be offered on a 1 semester basis for $\frac{1}{2}$ unit of credit.

Trigonometry - Another form of higher mathematics requiring the use of higher thought processes. Requires a lot of memory work and homework. Solid geometry is a prerequisite and it is offered as a 1 semester course for $\frac{1}{2}$ unit credit. Surveyors, engineers, navigators must know trigonometry well. Students with good marks in solid geometry and other math should do well and enjoy this course.

MUSIC

This course is designed for those pupils who have an interest in music and who wish to increase their opportunities to enjoy it. The present day interests of the pupils will be taken in mind in planning the course of study. It will include working individually or in groups, as preferred, in singing or in playing instruments that the pupils have learned. If it is desired, the class may put on an operetta or other musical show. There will be a chance to participate in assembly programs. The class will also listen to all kinds of records, the radio, television and perhaps to performances by musical groups--school or otherwise-- in nearby communities if members of the class wish to attend.

Band or Instrumental Music - This subject is open to boys and girls for all four years in high school. The school will furnish approximately 10 of the larger and most expensive instruments. It will be necessary for pupils to purchase the smaller instruments such as: the Trumpet, Clarinet, etc.. Students should not purchase instruments until they have consulted with the music teacher in the school. Instruction will be given individually and in groups.

Chorus - This is a course to develop your interests in group and individual singing. Opportunities to sing in all boys, all girls or mixed groups will be presented. A singing school is a happy one and all boys and girls should take chorus who enjoy singing.

SCIENCE

Biology - Biology is a science that all students should enjoy taking. Biology is a study of principles which govern the proper growth of plant and animal life - and especially applied to human growth and development. To understand our own physical growth and development biology is necessary. Biology is very necessary for the prospective nurse and students going to college. Laboratory work, recitation, lecture sessions and homework is required.

Chemistry - Is another technical course used by many to complete a major or minor sequence for college entrance requirements. Practical nurses find it helpful and registered nurses are required to take it. A good working knowledge of mathematics is necessary for satisfactory work. Algebra I is a prerequisite and will be of valuable assistance. Laboratory experiments, lectures, demonstrations, recitations and considerable homework is necessary for satisfactory work.

General Science - General science is required of all 9th grade pupils. It is a general course giving background and appreciation for the higher sciences such as biology, chemistry and physics. It is a very interesting course in which many practical experiments and demonstrations are given. General information for us as good citizens and consumers is taught.

Physics - Physics is a very interesting course for those who like applied mathematics. It is very necessary for the engineer and technician and may be used by any student toward college entrance. Algebra I is a prerequisite. Plane geometry and Algebra II would be helpful. Laboratory work, lecture, recitation and considerable homework is necessary for satisfactory work. The application of natural laws and their application are proven by actual laboratory experiments.

Senior Science - Senior science is a subject designed to be helpful for students in Auto Mechanics, Agriculture, vocational and general courses. Senior science is not to be used for college entrance but very valuable for those pupils who have not had some of the other higher sciences.

SOCIAL STUDIES

Social Studies IX - This is a general introductory course and is helpful to all 9th grade students. Social studies offers the student an opportunity to gain an insight into the function and operation of a modern community. The basic needs of people as to education, safety, personal and public health, and then, relationships to our local, state and national governments are taught. A considerable amount of time will be devoted to the study of human relations, vocational and educational guidance, personality development and the solution of personal problems. A detailed study of the world of work through a unit or occupation will be offered.

World History - Social Studies X - World History is a subject depicting the story of the development of man from earliest times to the present. Emphasis is placed on social relationships and problems similar to those which we face today. A considerable amount of outside reading is necessary for satisfactory work.

United States History - Social Studies XI - United States History is required of all 11th grade pupils. A study is made of the economic, social, political and cultural development of man and government during the growth of our nation and our democratic form of government. This is a subject which should be very interesting and helpful to all who want to know about our country and our responsibilities, obligations and privileges as an American citizen.

Problems of American Democracy - Social Studies XII - This course is required of all seniors. The subject is organized into four subject matter fields:

1. History - (a study of man and his development and experience)
2. Sociology - (to learn how men live and work in the world today)
3. Civics - (to study our government and to learn to govern ourselves in a democracy)
4. Economics - (to observe men in the working world and to study the ways men make a living.)

Problems of American Democracy is planned to give us first hand information which we need as we face the problems in life as a good citizen. Your State and National constitution will be studied. Problems in education, religion, conservation, consumer problems, political party organization, law enforcement, production and distribution taxation and finance, public health, housing, social security, United Nations and many other interesting topics will be studied. In this course, one must be always on the alert for current events in National, world, state and local affairs to bring the cause up-to-date and to apply it to a practical problem in the school and community in preparation for good citizenship.

VOCATIONAL AGRICULTURE

Agriculture I - Animal Husbandry. - It includes managing, raising, breeding, feeding, and marketing of chickens, dairy cattle, beef, swine, horses, and sheep. Feed problems connected with animal rations are probably the hardest part of the course. A home project is required.

Agriculture II - Plant Husbandry - It includes asexual propagation of plants, pruning, grafting, forcing, cultural methods for field crops, grasses, legumes, and vegetable crops. Major emphasis is placed on soil conservation such as: liming, drainage, fertilizers, crop rotation, farm manures, green manures, and reforestation. Insects, fungi, and diseases attacking plants and their control as studied. A home project is required.

Agriculture III - Farm management - Is farm accounting and farm machinery. Farm accounting consists of taking an inventory; making a budget; and labor, breeding, and feeding records. Shop work in this area deal with units in: rope work, leather, wood, concrete, forge, electricity, soldering, repairing and repainting of farm equipment, gas and acetylene welding.

Agriculture IV - Advanced Agriculture - Is farm management and marketing and it includes farm business factors such as: rate of crop production, farm layout, credit, insurance, prices, farm co-operatives and marketing and grading of farm produce. A student at this point will be conditioning an expanded farming program following his own interests and aptitude.

VOCATIONAL COURSES

Vocational instruction offered in day schools is intended to prepare young men and women for gainful employment in specific occupations. It is assumed that all entering pupils, after completing the ninth grade, have had the required basic and fundamental training in general education which will be needed for the study of an occupation. The vocational program aims to develop intelligent workers and good citizens through training in proper work habits, attitudes, skills, and related technical subjects. It is a plan of learning by doing.

Enrollment will be limited to the facilities available. Only those students will be permitted to continue in this program who show special aptitude for the work selected and an earnest desire to succeed. Pupils must have completed the ninth grade and be over 14 years of age to enter any one of the curricula which lead to a high school diploma. The technical instruction and skills involved require at least normal intelligence and reading ability.

The schools make every effort to determine each student's fitness for the occupation he has chosen and to advise him accordingly. Graduates are assisted in securing employment of a type that will utilize the training which they have received. It is obvious, however, that no guarantee can be made relative to such employment.

This type of education should help to make it possible for young men and women with ability and ambition to attain success and leadership in their chosen occupations and to readily adapt themselves to constantly changing occupational requirements.

AUTO SHOP

Welding. Modern methods in industry and building construction have brought forth a new trade that is employing a large number of workers. This course gives practical instruction in electrical and oxy-acetylene welding on various kinds of metal including structural steel, machinery, airplane metals, pipes, etc. There is an increasing use of welding in industry.

Auto Mechanics. This course is planned to give instruction in the various phases of automobile repair work. Three hours per day will be devoted to practical work on repair of different kinds of automobiles. There are many opportunities in this trade for those who have a thorough knowledge of the automobile and are skillful in the use of tools.

Body and Fender Work - This course includes the rebuilding of wrecked cars, straightening fenders, body work, grill work and welding. There is considerable demand for skilled workers in this field.

Auto Painting - This course consists of hand and spray painting, matching and mixing of colors, primers, enamels and lacquers. This is quite a lucrative field for those who are highly skilled workmen.

BUILDING TRADES

Building trades is a vocational course designed for boys who want basic training for entrance into the skilled occupations related to building and construction. Basic skills, operations, and related information will be taught for following occupations.

Masonry - Masonry is the study and construction of projects using masonry tools, cement, concrete, brick, stone and cinder blocks.

Carpentry - The various phases of carpentry work from the practical work of framing and millwork to the more intricate jobs of roof construction. Related theory consists of trade information, blue print reading and estimating, building plans and specifications. Practical work in actual construction of projects bench and millwork in the shop and out on the job will be taught.

Sheet Metal - The increasing use of metal in the building of ships, railroad coaches, and airplanes and air conditioning installations is requiring workmen who are skilled in the hand tool and machine manipulations of sheet metal. Includes the use of fundamental shop processes with hand and machine tools in the construction of roofing, cornices, forced air fittings and skylights etc..

Electrical - This course is designed to prepare students to enter the electrical field with sufficient training for an understanding of the application of electrical principles, and foundation skills in mechanical operations and trade practice. It includes house wiring, bell circuit and signals, electrical appliances, commercial resistance wiring and industrial wiring.

OUR ATHLETIC PROGRAM

The value of sports well planned and wholesomely participated in by students, cannot be overestimated. Sports play an important role in the total life of America. From the beginning of school until it ends, we will have major sports being participated in by the students for both boys and girls.

Major sports as planned for and approved by the Board of Trustees include:

1. Football
2. Basketball
3. Track
4. Baseball
5. Softball (for girls)

We will have regular scheduled games in each of these sports with other high schools.

Other Intramural sports that are likely to play an important part of our students' athletic and recreational activities includes: Hockey, Tennis, and camping.

EDUCATION FOR CLUBS AND RECREATION

In view of the widening margin of time for leisure, education for recreation becomes almost as important as education for work. Sports, and games, arts and crafts, nature hikes, camping, discriminating reading, radio listening, and theatre going are inherently educational activities which will be encouraged because they lay the foundations for a wealth of permanent cultural and recreatory interests.

In keeping with our program of education for wholesome living in America, we will very likely have as a part of our school life, the following clubs. In our attempt to learn democracy by living it, the list could be extended.

CLUBS

The Student Council
The News Club
Safety Patrol
Hobby Club
Industrial Arts Club
Dramatic Club
New Home Makers of America
New Farmers of America
Young Farmers Club
The Band
The Glee Club
The Junior Red Cross
Photography Club

WE MEET THE CHALLENGE

The William W. M. Henry School is a new institution, without any past tradition or policies. It does however, face the new challenge to schools throughout America to create curricula that will hold or bring back the large number of youths who are now not served either by the academic program as it exists or by the vocational training, as well as serve the latter two areas of training adequately. In democratizing opportunities for training and serving both youth and adult, our school recognizes that the work of the world and the pattern of life demand all types of men and women with all types of abilities; all have the right to training fitted to those abilities. It recognizes the ever widening frontiers of experimentation to bring about this justice of educational opportunity.

In Meeting The Challenge, the school realizes that the most fundamental and over-all changes in education to meet the needs of youth successfully in this modern complex of conditions are : The introduction of a much greater degree of activity to balance study "to do" with "to know" - Education in which life and experience supplement text books. - Education that is mobile, in which students may go out into the community and further a field to explore, study, and participate in the environment in which they are to live - Education that more nearly approximates the ideal of equality of opportunity for all.

We will endeavor as a new institution to plot our school administrative units in the interest of a greater spread of benefits and increased efficiency of operation.

We will crusade for an effective educational program in which laymen cooperate with educators to promote and establish a vitalized training service.

We will regard education as the only sure guarantee that the American way of life will endure. Such an education must be planned for, believed in, endorsed by the taxpayers, and intelligently interpreted to laymen in every community in Kent

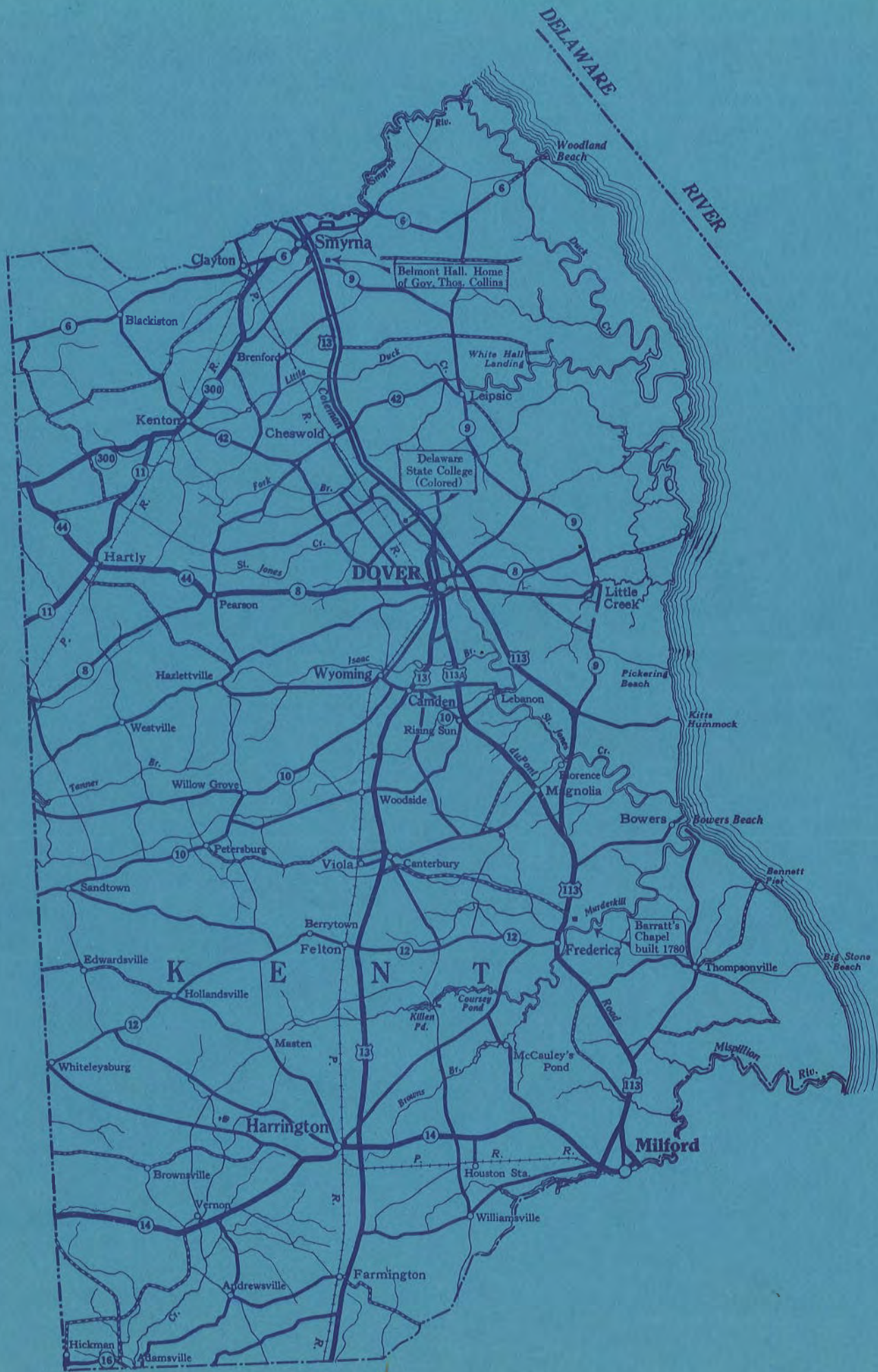
county and in Delaware during the trying days ahead. Thus a new school meets a new challenge with a new hope for the future.

We will meet the challenge with a feeling that our democratic system has not failed! Any seeming partial failure lies rather in its not being really tried, fully tried. The master builders of our time have simply learned very little about the directing of human energies of all the people. We have in many instances crowded out the young, and have found insufficient outlets for their varied interests and needs.

We are aware of the fact that educators must abandon the attempt to mould all students in the matrix of academic scholarship. The very nature of men and affairs makes it impossible even were it desirable. There is seemingly no single simple solution to the problem of how to provide a functional curriculum for all sorts of youth. Our educational system is at present undergoing change; experimentation in curriculum modifications proceeds apace; the activities of newer youth-serving agencies make their contributions; vocational programs are being expanded. The heart of all this effort to devise a curriculum adapted to the needs of all youth is perhaps to be found in the emphasis upon purposeful activity; upon participation in the planning; execution, and evaluation of real projects which enlist the active efforts of the students; upon well planned work experience, with and without pay.

Under the direct influence of such thinking, we believe the question of how to make education reinforce the principles of American democracy must be considered as a primary concern of our educational program, principles infused into the personal relationships of the individual and into his political and social outlook. We will with care, counsel and guidance, explore and attempt to discover ways by which to train young men and women and adults for a democracy that will endure and withstand the assaults of the forces that oppose it.

Print Name		Age	Locker	Course	Class	Room
Guardian's Name		Address		Phone No.		
PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
1						
2						
3						
4						
5						
6						
7						



Historic marker recognizes William Henry's role as black school

By Matt Donegan
Copy editor

A marker recognizing the history of William W. M. Henry Comprehensive High School, the first high school for black teenagers in Kent County, was mounted during a ceremony Aug. 22 at the Dover school's grounds.

About 30 alumni and other guests turned out to witness what William Holden Jr., alumni association historian and archivist coordinator, called "a dream becoming reality."

"This day has been a long time coming," said Holden, class of 1954.

William Henry opened in 1952 as the second such high school in Delaware. Other than high level classes offered at then Delaware State College, William C. Jason Comprehensive High School in Sussex County was the only other high school young Kent County African Americans could attend after completing elementary grades.

"Kids 10 miles south of Harrington and five miles north of Smyrna attended William Henry. It was all-inclusive," said James Harcastle, principal of William Henry from 1955 to 1966.

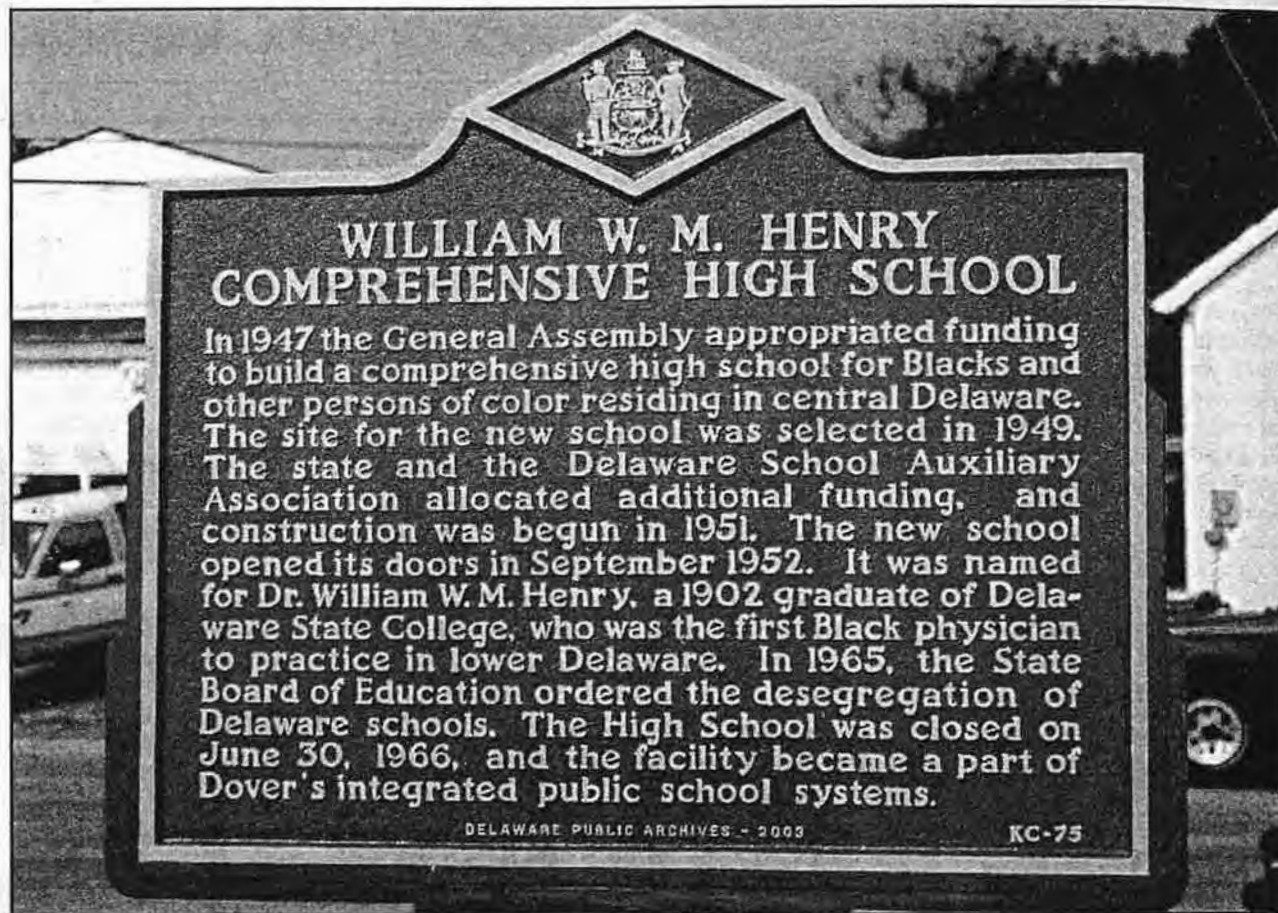
Students living in Milford north of the Mispillion River also went to the school, which is something Shirley Hicks Riley, financial secretary of the Alumni Association, said she personally found to be an advantage. She was a Milford resident while attending William Henry. During a school assembly to choose a mascot, she met her future husband, Harvey, who was from Smyrna. Incidentally, Harvey was the person who recommended what became the mascot, a ram.

Harvey played on the school basketball, baseball and football teams, the latter of which he has a fond memory.

"We used to practice with a helmet instead of a football," he said. Despite this, he noted William Henry had the best education possible for blacks in the state.

After graduating with the school's second graduating class in 1954, the two went to college together at the Hampton Institute in Virginia where Shirley majored in business and Harvey went to Army ROTC. When Harvey retired from the Army as a major, the couple moved to Dover and became involved in the Alumni Association.

Though Harvey pointed out there are "big differences" now compared with his high school years, his wife said



A MARKER stating the history of William W.M. Henry Comprehensive High School was placed during a ceremony Aug. 22 outside the Dover school, now William Henry Middle School. Photo by Matt Donegan.

things are still difficult for African Americans.

"Things have opened up, but not as much as they could be," said Shirley. "It was a struggle then. It's a struggle now."

William Henry alumnus James Turner was the person who had the idea to put the historical marker at the school. Though he wasn't able to attend the dedication, the state representative who sponsored the bill to allow the marker to be created was present for the ceremony.

"We recognize what happened on this campus," said

Nancy Wagner, R-Dover. "It was really special."

Dover Mayor James Hutchison also attended and was among the many who spoke briefly during the hour-long ceremony.

"In order to appreciate the future, you have to go back and look at the past," he said. "We are what we are today because of those before us."

In 1965, Delaware's board of education mandated the desegregation of state schools. William Henry closed the next year and soon after became a public middle school.

STATE OF



DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

DOVER, DELAWARE 19901

KENNETH C. MADDEN
STATE SUPERINTENDENT

RANDALL L. BROYLES
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JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

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PROPERTY
TRANSFER-
White-

Having received the proper legal petition and approval of each local district involved, the Board adopted the following resolution transferring the property of Howard and Lulu White from Little Creek District #85 to the Dover Special School District:

WHEREAS, Howard and Lulu White, being the owners of property containing about twelve acres, located in the Little Creek School District #85, Kent County, and lying and being situated adjacent to the Dover Special School District, Kent County, have petitioned for a transfer of the said property from the Little Creek School District #85 to the said Dover Special School District; and

WHEREAS, The Board of School Trustees of the said Little Creek School District #85, did under date of December 7, 1946, express its approval of the said transfer; and

WHEREAS, The Board of Education of the said Dover Special School District did under date of December 9, 1946, express its approval of the said transfer; therefore, be it

RESOLVED, That the State Board of Education in accordance with the provisions of Paragraph 2, Section 35, Laws of Delaware, does hereby authorize and make the said transfer.

KENT COUNTY
NEGRO HIGH SCHOOL

Dr. Miller called attention to the need for study of the high school situation for Negroes in southern Delaware. In Kent County, there are funds available for an addition to the Booker T. Washington School, but they are insufficient for the addition necessary, and, it may be, the high school should be separate and apart from the Dover Special School District. Dr. Miller estimated that the school should provide for about 400 pupils in grades seven through twelve, with the following facilities:

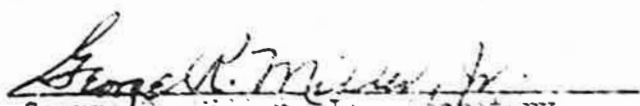
10 homerooms	2 science laboratories
1 auditorium-gymnasium	1 woodworking shop
1 cafeteria	1 auto-mechanics shop
1 library	

With these facilities, the desires of the Negroes will be adequately met and the needs of the Negro pupil will be much more nearly cared for, as well as fulfilling the agreement with State College that grades 11th and 12th would be taken care of outside the College.

Upon motion duly seconded and carried, the Board approved the plan for a comprehensive high school for Negroes for Kent County as suggested by the Secretary, the high school to be separate and apart from the Dover Special School District.

Dr. Miller read a letter from Mr. Conwell, the retiring Deputy State Auditor, commending Mr. Adams and the Business Office for their cooperation with his office and for the manner in which they carry on their work.

The meeting adjourned at 5:45 p. m.


George R. Miller, Jr., Secretary

Dover, Delaware, January 17, 1947

The January meeting of the State Board for Vocational Education was held on the above date in the Board Room, State House Annex, Dover, Delaware.

The meeting was called to order at 1:00 p. m. by the President, Dr. James Beebe, who presided.

Members Present: Dr. James Beebe, Mr. Jacob H. Speicher, Mr. Howard W. Bramhall, Mr. Peter S. Collins, Mr. W. R. MacIntyre, Mr. Wallace Woodford, together with Mr. R. W. Heim, Executive Officer for Rehabilitation and Director of Vocational Education, Dr. Howard D. Gregg, Ex-Officio member, and Dr. George R. Miller, Jr., Secretary.

The minutes of the December meeting were approved as distributed.

REHAB. COMM. Minutes- The minutes of the meeting of the Rehabilitation Committee, January 8, were submitted, and the recommendations therein were approved, as herein shown.

EMERGENCY BUDGET Mr. Heim explained that he had been given assurance that the Emergency Budget would be approved for sufficient funds to meet their needs, in fact more than sufficient.

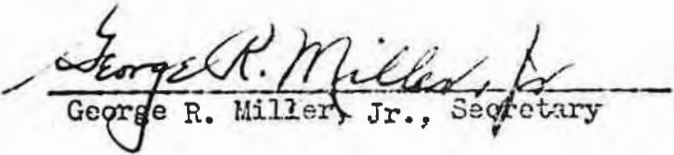
The report of the seven years of work of the Rehabilitation Division was presented and accepted.

The statistical report for December was accepted as distributed.

VOCATIONAL COMMITTEE Mr. Heim suggested that the Board select two of its members to act, with Dr. Miller and Mr. Heim, between Board meetings, for the regular program, the same as Mr. MacIntyre and Mr. Speicher act for the rehabilitation program, especially during the legislative session.

Upon motion, duly seconded and carried, Mr. Woodford and Mr. Collins were named to act with Dr. Miller and Mr. Heim for the Board between meetings on the regular vocational program.

The meeting adjourned at 1:20 p. m.


George R. Miller, Jr., Secretary

4/18/47

NEWARK WHEREAS, Senate Bill #21, passed by the 1947 session of the Legislature and approved by the Governor, provides for an appropriation of \$1,668,987.00 to the State Board of Education to aid in a school building program for certain school districts mentioned in the Act, on condition that certain of the said school districts raise by bond issue or otherwise the respective amounts of "local contribution" as set forth in the said Act; and

WHEREAS, The Newark Special School District, New Castle County, which is required by the aforesaid Act to contribute \$217,240.00 has agreed by a favorable bond issue referendum, the results of which are more fully set forth in other documents on file in the office of the State Board of Education, to raise the sum of \$300,000.00 instead of the \$217,240.00 required by the Act; therefore,

BE IT RESOLVED, That the State Board of Education hereby allots to the said Newark Special School District the sum of \$300,000.00 as the state contribution to the school building program of the said District on condition that the said District shall contribute to the program at least the sum of \$217,240.00 of the amount authorized by the bond issue referendum to effectuate the building program already tentatively approved by the State Board of Education; and

BE IT FURTHER RESOLVED, That the Delaware School Auxiliary Association be requested to furnish inspection and accounting services for the said school building program in accordance with the policy adopted by the State Board of Education at its meeting on March 15, 1946.

SUSSEX CO. NEGRO WHEREAS, Senate Bill #328, passed by the 1947 session of the Legislature and approved by the Governor, provides for an appropriation of \$200,000.00 to the State Board of Education to aid in the construction of a comprehensive high school for Negroes on land already purchased by the State Board of Education from funds bequeathed by the late H. Fletcher Brown for the construction of "a vocational school or schools" a portion of which is to be used for the vocational part of this high school; and

WHEREAS, The said Act provides for the creation of a Sussex County High School District for Negroes and for the appointment by the Resident Judge of Sussex County of a seven-member Board of School Trustees for the operation of this school; and

WHEREAS, The said Act provides for the appointment of a School Building Commission under the provisions of Section 8 of Chapter 79, Vol. 43, Laws of Delaware, 1941, for the construction of the said Negro high school; therefore,

BE IT RESOLVED, That the State Board of Education hereby allots to the said School Building Commission for the Sussex County Negro High School, when appointed by the Governor, the sum of \$200,000.00 as the state's contribution to the said school building program; and

BE IT FURTHER RESOLVED, That the Delaware School Auxiliary Association be requested to furnish inspection and accounting services for the said school building program in accordance with the policy adopted by the State Board of Education at its meeting on March 15, 1946.

KENT CO.
NEGRO

WHEREAS, Senate Bill #21, passed by the 1947 session of the Legislature and approved by the Governor, provides for an appropriation of \$1,668,987.00 to the State Board of Education to aid in a school building program for certain school districts mentioned in the Act; and

WHEREAS, The said Act provides for the creation of a Kent County high school district for Negroes and for the appointment by the Resident Judge of Kent County of a seven-member Board of School Trustees for the operation of this school; and

WHEREAS, The said Act provides for the appointment by the Governor of a School Building Commission for the Kent County High School under the provisions of Section 8, Chapter 79, Vol. 43, Laws of Delaware, 1941, for the construction of the said Negro High School; therefore, be it

RESOLVED, That the State Board of Education hereby allots to the said School Building Commission for the Kent County Negro High School, when appointed by the Governor, the sum of \$200,000.00 as the state's contribution to the said school building program; and

RESOLVED FURTHER, That the Delaware School Auxiliary Association be requested to furnish inspection and accounting services for the said school building program in accordance with the policy adopted by the State Board of Education at its meeting on March 15, 1946.

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Dover, Delaware, March 16, 1951

The March meeting of the State Board of Education was held on the above date in the Board Room, State House Annex, Dover, Delaware.

The meeting was called to order at 2:15 p.m. by the President, Dr. James Beebe, who presided.

Members present: Dr. James Beebe, Mr. Jacob H. Speicher, Mr. J. Ohrum Small, Mr. William B. Horner, Mr. Maxson Terry, together with the Ex-Officio members, Dr. John A. Perkins and Dr. Oscar J. Chapman and the Secretary, Dr. George R. Miller, Jr.

The minutes of the February meeting were approved as distributed.

NAMING OF THE KENT COUNTY COMPREHENSIVE HIGH SCHOOL FOR NEGROES

Dr. Miller called attention to the fact that the name must be given to the Kent County Comprehensive High School as soon as possible because the construction is ready for the letters for the name. He presented suggestions from Mr. Marcellus Blackburn, who is a member of the Building Commission, and also suggestions from Dr. Shilling.

The Board felt that it did not want to take hasty action on this matter and suggested that some additional information be given to them. The members did express the feeling that it would be preferable to name the school for a national or international figure. They also considered the inadvisability of naming the school for a living person. It was understood that Dr. Miller would send out some additional information.

BUILDING PROGRAM

Mr. Taylor said that for the first time in many months he had no school building plans to present for approval of the Board. On the schools under construction, he reported that:

Lewes should be finished in about a month.
Alfred I. duPont, Oak Grove, Krebs first addition, Selbyville and Millsboro Colored, the elementary classroom building at Lord Baltimore, and Stanton, are completed.

Minquadale is completed with the exception of some stone sills and steps.

Frankford should be completed within 5 or 6 weeks.

Lord Baltimore is just beginning their gymnasium.

Marshallton is completed with the exception of 3 or 4 pieces of aluminum trim.

He said that most of the small projects are now being completed. Wilmington had to be checked for one bid received

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authorized to employ the above persons for the positions at the salaries indicated.

EDUCATIONAL LEGISLATION--USLC

Dr. Miller presented mimeographed copies of the legislation which had been proposed by the State Board of Education to the legislature in 1951 but which had not become law.

Mr. Terry reported that Mrs. Kellogg had told him that the Unified School Legislative Committee is discouraged and is about ready to fold up unless the State Board of Education shows some interest in what they are trying to do. He said that there are a great many bills listed on the sheets on which he did not feel prepared to vote after five minutes discussion.

It was his suggestion that one or two members of the Board meet with the USLC Committee on certain items of the list for discussion of what they may have found from their research activities and report back to the Board. Mr. Shallcross said that, if they wanted the State Board members to be lobbyists, he felt that they should not be, but it was Mr. Terry's opinion that was not their intention or desire but that the USLC did hope that the State Board of Education would either recommend the Bills or oppose them. Dr. Miller stressed that these bills originated with the State Department and State Board of Education and not with the USLC. It was agreed that Mr. Gebhart, Mr. Terry and Dr. Miller, together with any members of the staff he may select, would meet with representatives of the Unified School Legislative Committee for a discussion of the Bills on the list.

WM. M. HENRY COMP. HIGH SCHOOL

There followed the discussion on Dr. Shilling's recommendations as to the grades to be included in the new William M. Henry Comprehensive High School and after an explanation, upon motion of Mr. Tunnell, seconded by Mr. Gebhart and carried the following plan was approved:

Schools	Enrollment by Grades				Total
	9	10	11	12	
Smyrna	17	14	--	--	31
Dover	--	62	65	--	127
State College	--	--	--	39	39
Caesar Rodney	12	--	--	--	12
Milford	--	10	--	--	10
Cheswold	8	--	--	--	8
Kenton	5	--	--	--	5
Harrington	4	--	--	--	4
Union	8	--	--	--	8
Reeve's Crossing	3	--	--	--	3
Total	57	86	65	39	247

- a. All 10th grade students attending the Booker T. Washington School would be educated in the Comprehensive High School.
- b. All students promoted from grade eight in the State Board Unit Districts would attend the Comprehensive High School.
- c. The 7th and 8th grades would be eliminated from Smyrna and these children would attend the Booker T. Washington School.
- d. The 11th and 12th grades would be eliminated from the Delaware State College and these children would attend the Comprehensive High School.

Dr. Miller reported that the Resident Judge had appointed the Board members for the William M. Henry School and they had had an organization meeting.

LEWES

Dr. Miller presented the letter from Mr. Davis, Chief Accountant, of the Permanent Budget Commission, returning the request of the Lewes Special School District in the amount of \$10,420.47 for further consideration by the State Board of Education. There was considerable discussion as to where the money would come from if the State Board requested the approval of the emergency transfer in this connection.

Dr. Miller presented Dr. Herbst's letter to the effect that the estimated deficit in transportation was \$105,500 instead of the previous estimate of \$75,000. If the funds for the Lewes District are taken from the emergency, there would be less money to take care of the transportation deficit. Mr. Horner urged the request be made from the emergency fund for the payment of the bills of Lewes District of approximately \$2,000. Mr. Small felt that it was a reflection to have such bills outstanding and that the \$2,000 would not affect the emergency fund very much. Mr. Gebhart suggested that the Board let

Mr. Terry presented the following resolution which was amended to read as follows:

Resolved, That, in order to improve education in Delaware, the State Board of Education favors proper legislation which would enable school districts to reorganize, providing there is thorough investigation and discussion of the proposed reorganization and providing it be approved by the majority of the voters in each district affected.

BUILDING CONTRACTORS

Mr. Horner raised the question of the need for clarification of House Bill 367 in regard to eligibility of contractors. The problems were discussed, and it was moved by Mr. Horner, seconded by Mr. Shallcross and carried that the State Board through Dr. Miller take steps to bring about the changing of House Bill 367 and to remove the inconsistencies therein.

HENRY SCHOOL--Organization

Upon recommendation of Dr. Miller, it was moved by Mr. Small, seconded by Mr. Shallcross and carried that the following steps be approved in the organization of the William M. Henry Comprehensive High School:

- (1) The elimination of grades 8 and 9 from the Thomas D. Clayton School in Smyrna.
- (2) Not to require any of the colored children in the Caesar Rodney School District to attend the Booker T. Washington School.
- (3) To allow the 1952-53 seniors in the Jason School from Milford to continue their attendance in that school until they graduate. The other pupils from Milford now in the Jason School are to transfer to the William M. Henry School.
- (4) Grades 7 and 8 to be transferred from the Kenton Colored School to the Booker T. Washington School.
- (5) Grades 7 and 8 to be transferred from the Cheswold School to the Booker T. Washington School.
- (6) Grade 7 to be transferred from the Woodside Colored School to the Booker T. Washington School.
- (7) Grades 7 and 8 to be transferred from the Union Colored School to the Booker T. Washington School.

DOVER ELEMENTARY PRINCIPAL--11 months

Upon the recommendation of Dr. Miller, the State Board approved the request of the Dover Special School District that their elementary principal, Mr. Maurice Bower, be employed on an eleven month basis.

condition of the school and the school property. It was understood that the committee would send a letter to the State Board listing its recommendations for improvement. The janitorial situation at the colored school was also discussed. The opinion was given that the money for the janitorial service at the colored school was practically given as a dole to an old gentleman who lived close to the school but who did not do very much janitorial work.

The committee pointed out that the local Board of the colored school has a feeling that things are done by the State Board and others without contacting them in any way or asking their approval.

It was agreed that Dr. Miller should determine what publicity should go in the paper.

Mr. Beihn asked that the local Board be kept informed of what the State Board was doing.

HENRY SCHOOL BUDGET

Dr. Miller presented the budget for the William W. M. Henry Comprehensive High School which had been presented by that Board. The budget, moved by Mr. Tunnell, seconded by Mr. Small and carried, was approved as follows:

Division I - Salaries

A. Administration	\$ 5300.00
B. Clerical	2500.00
C. Instructional - 13 teachers @ \$4000	52000.00
D. Operation	5800.00
E. Health	3500.00
	<u>\$69,100.00</u>

Division II

A. 13 Units	\$ 7800.00
Textbooks (estimated)	3300.00
Supplies and apparatus (estimated)	4200.00
Library books (estimated)	2000.00
	<u>\$17,300.00</u>

\$86,400.00

LOW ENROLLMENT SCHOOLS--Closing Christiana & Clayton Colored

Upon recommendation of Dr. King and Dr. Miller the Board approved the closing of the Christiana School #111-C and the Clayton School #136-C because the enrollment was not sufficient to justify keeping the schools open under the law, with the understanding that the schools would not be closed unless satisfactory arrangements could be made for the transportation of the children involved.

APPROPRIATION

PURCHASE AND CONSTRUCTION OF NEW AND IMPROVED SCHOOL BUILDINGS, GROUNDS AND EQUIPMENT

Section 2. That the sum of Two Hundred Thousand Dollars (\$200,000.00) of the total appropriation shall be used by the State Board of Education for the construction of a new comprehensive High School in Kent County for Negroes, who now must attend State College for Colored Students for their high school education. The said school shall be so located in Kent County where in the judgment of the said Board it will best serve the educational needs of the greatest number of Negro high school students in grades seven to twelve. The said comprehensive High School shall be built under the direction of a Commission appointed under the provisions of Section 8 of Chapter 79, Volume 43, Laws of Delaware, 1941.

Section 3. The creation of a High School District to be served by the high school provided for by this Act shall be governed by the provisions of 2683. Sec. 61. of Chapter 71 of the Revised Code of Delaware, 1935, as amended. The members of the Board of School Trustees for such High School District, shall be appointed in accordance with the method provided in said Section.

Section 4. That of the total amount herein appropriated, the sum of One Million One Hundred Ninety-six Thousand Eight Hundred Twenty-seven Dollars (\$1,196,827.00) shall be reallocated to the following named school districts for the construction and equipment of new school buildings or additions to existing school buildings, to be expended by school building Commissions selected as provided by Section 8 of Chapter 79, Volume 43, Laws of Delaware, 1941, and in the following proportions; provided, that the respective districts make available the sums set opposite the reallocation made to them, respectively; and provided further, that if necessary to meet this requirement any district named in Sections 4 or 5 of this Act may issue bonds authorized by a referendum vote according to the provisions of Chapter 71 of the Revised Code of Delaware, 1935, as amended, notwithstanding that the total of such bonds when added to any other bonds outstanding against said school district may exceed five per cent

WILLIAM W. M. HENRY COMPREHENSIVE HIGH SCHOOL

1952-1966

HISTORY

Before desegregation, the State of Delaware, maintained by law, separate schools for three types of "colored" students—Negroes, Nanticoke Indians and Moors.

During the period between 1919 and 1965, the greatest progress in Delaware Negro education was of a physical nature. Three Negro county high schools were constructed from funds granted by the Delaware School Auxiliary Association, which was almost wholly supported by the DuPont family. They were:

William C. Jason Comprehensive High School which was opened in Sussex County in 1951 and closed its doors at the end of the 1967 school year.

William W. M. Henry Comprehensive High School which began operation for Kent County in 1952 and ceased operation at the end of the 1965-66 school year.

Louis L. Redding Comprehensive High School which opened for New Castle County students in 1953 and closed at the end of the 1966 school year.

The 1947 Legislature appropriated \$200,000 for a comprehensive high school in Kent County. Subsequent to this action, a Building Commission was organized on November 24, 1948. Members of this Commission included **Rev. John L. Johnson**, Chairman; **S. Marcellus Blackburn**, Vice-Chairman; **George R. Miller, Jr.**, Secretary; **William W. Shaw**, **Wallace R. Miller, Jr.** and **Peter S. Collins**.

On December 14, 1948, **Victorine** and **Samuel Homsey** were hired as architects for the project. On September 23, 1949, the School Building Commission selected the site adjacent to the Booker T. Washington School property for the new school. This property consisted of approximately 15 acres and was purchased from **Mr. Joseph M. Satterfield** for \$10,000. The 1949 Legislature appropriated \$650,000 for the new school and a new Building Commission was organized and composed of **J. O. Willis**, Chairperson; **H. Lloyd Jones**, Vice-Chairman; **Dr. George R. Miller**, Secretary; **S. Marcellus Blackburn**, **Peter S. Collins**, **Eugene Shallcross**, and **Max Terry**, who replaced Collins when his term on the State Board of Education expired.

Contractor for the building was **John E. Healy and Sons, Inc.** Consulting Engineer was **A. J. Taylor**. Members of the State Board of Education included **Dr. James Beebe**, President; **Jacob H Speicher**, Vice-President; **George R. Miller**, Secretary; **J. Ohrum Small**, **Eugene Shallcross**, **William Horner** and **Max Terry**.

The Building Program Board consisted of three people: **Governor Elbert N. Carvel**, Secretary of State, **Harris B. McDowell** and **Dr. James Beebe**, President of the State Board of Education

In 1951, the Legislature appropriated another \$100,000 for the completion of the school. A committee of lay and professional people, the State Board of Education and the School Building Commission approved the name of **William W. M. Henry Comprehensive High School**. The Corner-Stone Laying Ceremony took place on July 8, 1951 and included, **Rev. Edgar Lee Huff**, Pastor of Mt. Zion AME Church, Dover; Most Worshipful Grand Master, F & A Masons, Prince Hall Affiliated, Grand Lodge for the State of Delaware, **G. Oscar Carrington**; **Rev. Grant Shockley**, Pastor of Whatcoat United Methodist Church, Dover; **Governor Elbert N. Carvel**; **Floyd T. Hart**, State Director of Music and **J. O. Willis**, Chairman of the School Building Commission.

The Program of Studies for the new school was developed in cooperation with the Child Development and Guidance Department and the Department of Secondary Education. **John S. Charlton**, **Robert J. Darling**, Director and Supervisor of Guidance respectively and **Dr. John Schilling**, Assistant State Superintendent in Charge of Secondary Education were leaders in preparing the Program of Studies which was in place and published May 19, 1952.

William W. M. Henry Comprehensive High School was a new institution, without any past tradition or policies when it opened its doors in September, 1952. As stated on the cover of the Program of Studies booklet for the 1952-53 school year, it was "A new educational center, born to strengthen the democratic way of life." It was set up as a four-year high school under the supervision of the State Department of Public Instruction and the State of Delaware.

William Henry High School had as its two-fold purpose to: (1) prepare students for their life work and (2) give students thorough preparation for the entrance to colleges, universities and scientific schools. As part of its philosophy, the school was set up "to be a place where cooperative living could be practiced under experienced leadership, where self-control could be exercised, where consideration of problems concerning the general good could be demonstrated daily and where the best qualities of each student could be developed. But, not only did the leadership feel that the school purpose was to prepare its citizens to earn a living but also to live a life—a democratic life, a way of life that can only be learned by living it.

William W. M. Henry High School, from the beginning offered courses in Business Education, English, Foreign Language, Health and Physical Education, Homemaking, Industrial Arts, Mathematics, Music, Science, Social Studies, Vocational Agriculture, Auto Shop and Building Trades. The initial athletic program included the major sports of football, basketball, track, baseball and softball for girls.

Clubs that were a part of the school at its inception were The Student Council, New Club, Safety Patrol, Hobby Club, Industrial Arts, Club, Dramatics Club, New Homemakers of

America, New Farmers of America, Young Farmers Club, Band, Chorus, Glee Club, Junior Red Cross and the Photography Club.

Members of the first Board of Trustees were **Robert H. Reed**, Chairman, of Dover; **A. B. Parsons**, Vice-Chairman of Harrington; **Hayes Fountain**, Milford; **Edward Gibbs**, Camden; **Martin Roberts**, Smyrna; **J. Harold Schabinger**, Felton; **Rynear Slaughter**, Clayton.

Once opened, students from all over Kent County came to **William Henry**. The boundaries for student attendance was from Smyrna through Harrington. Before **William Henry**, a very small population of "colored" students went to a high school that was in operation at Delaware State College.

With the milestone decision of the Supreme Court in 1954, integration of blacks and whites in the schools of Delaware slowly became a reality. The real desegregation for Delaware came after a 1965 State Board of Education Resolution that mandated that there would be no more separate schools. School districts began to reorganize their schools in order to comply with this Resolution.

William W. M. Henry Comprehensive High School closed its doors on June 30, 1966. Before closing, the school had achieved accredited status through the Mid-Atlantic States Association of Colleges and Schools.

There were only two principals during the existence of **William Henry High School**. They were **Mr. Harley Taylor** (1952-1955) and **Mr. James C. Hardcastle** (1955-1966).

The school colors were maroon and white and the school mascot was "The Ram".

Today, **William W. M. Henry Comprehensive High School** is known as William W. M. Henry Middle School for fifth and sixth grades. The current principal is **William Denbrock**.

The School History was researched and compiled by Anita L. McDowell Boyer, Class of 1964.

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DR. WILLIAM WALTER MASSEY HENRY

January 25, 1885 — July 22, 1948

Born the seventh child in a family of fourteen, William Henry went through the educational system to become a medical doctor. He received his early education in his native town of Greensboro, Maryland.

From there he worked his way through Delaware State College and graduated in 1902. He graduated from the Medical College of Howard University to become the first black physician to set up a practice in lower Delaware.

In support of Delaware State College, Dr. Henry established the Delaware State College Alumni Association in 1923. He served as first president of the organization and many of his fellow graduates joined him in rendering active service to the school.

The State Board of Education approved the naming of the new high school for blacks and moors of Kent County after him—William W. M. Henry Comprehensive High School.

In 1972, the William Henry Pre-Medical Scholarship was established by his sister the late, Carrie Henry Blackburn, who was also an alumnus of Delaware State College.

Mrs. Blackburn was a well-known poetess in the area and wrote several poems about her brother. The two poems that are here, we hope, give a more thorough knowledge of the man.

A TRIBUTE TO THE MEMORY OF DR. WILLIAM WALTER MASSEY HENRY ON HIS BIRTHDAY, JANUARY 25

He came to Dover with an empty purse

But with a heart full of purest gold;

A love for his neighbor

A will to work, and the
Faith of God in his soul.
He was small in stature
With dark brown skin
But with principles white as snow.
A brilliant mind, a giant will,
A smile with a heavenly glow.
He sought a field in which to work
With opportunities to exhibit his skill.
Dover offered him both of these
And he went to work with a will.
People were skeptical of him at first
Because of his youth and his race.
He soon exploded that color myth
And they looked beyond his face.
He was on the job day and night
And worked with might and main,
A physician with excellent skill
A foe to suffering and pain.
Aside from his regular practice
Which grew by leaps and bounds
In civic and religious groups
He was always to be found.
Generous, grand, witty,
A friend to rich or poor,
People from all walks of life
Found comfort within his door.

How wonderful to honor his memory

By naming this school for him.

God bless this grand edifice

And fill it to the brim.

With kindness, tolerance, knowledge

High standards of truth and right.

May all who leave its portals

Be inspired by his noble life.

By Carrie Henry Blackburn, Sister

Submitted by Mrs. Anna B. Hammond, Retired Associate Principal, Wm. Henry Middle School

***PRESENTATION GIVEN DURING THE UNVEILING OF DR. WILLIAM
HENRY'S PORTRAIT AT DELAWARE STATE COLLEGE ALUMNI HOUSE BY
CARRIE HENRY BLACKBURN***

As I present this picture of my brother Will to you

I am reminded of his struggles, and deeds of greatness, too.

He was born in Greensboro, Maryland

Down on the Eastern Shore.

That is not too important,

What he did with his life is so much more.

He was one of a large family

And our parents were very poor.

That wasn't a great hindrance,

The high ideals they gave us

Meant so much more.

He had great faith and determination

That helped him receive many cheers.

But he trusted Him

Through the years.

He worked his way through college

As did many others I could name.

But this is not the only fact

That made his claim to fame.

After his graduation

He helped many others on their way.

Seeing them seek the finer things,

To him was the greatest pay.

He had a heart of love

And he shared his friendship true

With people of every race

As day by day he grew.

He went to medical school

In Washington, DC

He learned his profession

At Howard University.

He was the first Black doctor

In Dover, Delaware, to locate

*He had the greatest struggles
To overcome prejudice, deceit, and hate.
But he worked, forgave, achieved
Until everyone who saw him knew
That he possessed excellent qualities
And was a skilled physician, too.
He was a fearless speaker
And spoke out boldly for what was right.
It took great courage to come to Dover
Where every physician was white.
People were afraid to trust him.
Just because his skin was black.
He had training, skill and knowledge
And he refused to be shoved back.
He began his practice in Dover
With confidence in what he could do,
He led others to have faith in him
When they saw that he really knew.
He was a great inspiration to the youth;
His advice was often sought.
Much of it was followed
Because his life was an example of what he taught.
His deeds of greatness were many,*

And in a mutual way,

Dover has honored his memory

As he honored Dover in his day.

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We're Proud!—Yesterday, Today and Forever

The members of the William W. M. Henry Comprehensive High School Alumni Association would like to give special thanks to all who have helped to make our dream come true.

Special thanks go to:

Nancy Wagner, Delaware House of Representatives

James C. Hardcastle, Principal—1955-1966

John Pitts, City Councilman

Reuben Salters, City Councilman

James L. Hutchison, Mayor—City of Dover

C. Russell McCabe, Administrator—Delaware Public Archives

Glen Bennett, Capital School District Engineering Department

Tracy Riddle, Bancroft Construction Comp[any]

Mike DeVane, State of Delaware Sign Department

Dr. Michael Thomas, Capital School District Superintendent

Delores Tunstall, William Henry Middle School Principal

Tom Summers, Public Archives

Capital District School Board



*We're Proud!—
Yesterday, Today, and Forever*

William W. M. Henry Comprehensive High School Alumni Association, Inc.

HISTORICAL MARKER MOUNTING “A Dream Becomes A Reality”

**Friday, August 22, 2003
9 a.m.**

William Henry School Grounds

**William Holden, Jr.
Alumni Association Historian and Archivist
Coordinator**

**WILLIAM HENRY ALUMNI ASSOCIATION
OFFICERS**

President	Anita L. McDowell Boyer '64
Secretary	Dauphine C. Drummond '64
Treasurer	Charles Marshall '53
Asst. Treasurer	William Holden, Jr. '54
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Ways and Means	Michael Casson, Sr. '59 Aubrey Stevenson '58 Gloria Deputy Minus '67
Publicity	Bessie Stroud Crain '69 Vivian Brown Starnes '56
Wall of Remembrance	Ann Holden Thompson '54
Paraphernalia	Myrtle Baynard Watkins '65

“A DREAM BECOMES A REALITY”

THE DREAM (2001) – Federal lawyer, James Turner, a William Henry alumnus, has the thought—“I have a dream that some day we, the alumni of William W. M. Henry Comprehensive High School will have a historical marker placed on the William Henry campus.”

THE DREAM PUT INTO MOTION (2002) – Nancy Wagner, State Representative, sponsored a bill that would allow a historical marker to be created. After sanction, the actual task of ordering the historical marker was sent to the Delaware Public Archives and placed in the capable hands of Administrator, C. Russell McCabe.

(2003) – After many phone calls and communications to Russ about the production of the marker, we were informed on January 8, 2003, it was in production.

THE DREAM IS A REALITY (2003) - On Tuesday, March 4, 2003 at 10:45 a.m., a call was received from Russ McCabe to verify that the historical marker was in.