H. C. Bunn, President and Executive Officer

Baltimore
1953

CHESapeake COLLEGE
1950

J. W. FREMONT, President

Baltimore
1950

WAVES, CHESAPEAKE COLLEGE
1951

P. C. TERRY, President

Baltimore
1950

PHILIP H. OLIVER, President

Baltimore
1938

THOMAS H. BROOKS, President

Baltimore
1938

WILLIAM P. COLE, President

Baltimore
1938

HARRY H. NUTTLE, President

Baltimore
1938

PAUL S. KNOTTS, President

Baltimore
1938

T. PHILLIP PATTERSON, Trustee

Baltimore
1938

J. E. THOME, Trustee

Baltimore
1938

L. OWENS, Trustee

Baltimore
1938

HARRY CLAYTON BIRD, President of the University of Maryland

For the Year 1943-1944

OFFICERS OF ADMINISTRATION

of the University of Maryland
E. MARSHALL, A.D., Consultant College Professor

Demonstration Farm Staff

T. C. PERSHING, M.D., Consultant College Professor

John Elliott Smith, Farm Manager. Grade II

Begun service at Princess Anne College, 1942.

Advanced study: summer of 1941, Cornell University; summer of 1942, Cornell University.

Hempstead Institute, 1941; Normal, 1942; Cornell, 1943; Cornell University, 1946.

Edward F. Penson, Assistant Professor of Home Economics.

T. C. PERSHING, M.D., Consultant College Professor

Demonstration Farm Staff

J. E. MITCHELL, A.D., Consultant College Professor

Begun service at Princess Anne College, 1942.

Advanced Study: Cornell University, 1942; Cornell University, 1943.

Hempstead Institute, 1941; Normal, 1942; Cornell, 1943; Cornell University, 1946.

Edward F. Penson, Assistant Professor of Home Economics.

T. C. PERSHING, M.D., Consultant College Professor

Demonstration Farm Staff

J. E. MITCHELL, A.D., Consultant College Professor

Begun service at Princess Anne College, 1942.

Advanced Study: Cornell University, 1942; Cornell University, 1943.

Hempstead Institute, 1941; Normal, 1942; Cornell, 1943; Cornell University, 1946.

Edward F. Penson, Assistant Professor of Home Economics.

T. C. PERSHING, M.D., Consultant College Professor

Demonstration Farm Staff

J. E. MITCHELL, A.D., Consultant College Professor

Begun service at Princess Anne College, 1942.

Advanced Study: Cornell University, 1942; Cornell University, 1943.

Hempstead Institute, 1941; Normal, 1942; Cornell, 1943; Cornell University, 1946.

Edward F. Penson, Assistant Professor of Home Economics.

T. C. PERSHING, M.D., Consultant College Professor

Demonstration Farm Staff

J. E. MITCHELL, A.D., Consultant College Professor

Begun service at Princess Anne College, 1942.

Advanced Study: Cornell University, 1942; Cornell University, 1943.

Hempstead Institute, 1941; Normal, 1942; Cornell, 1943; Cornell University, 1946.

Edward F. Penson, Assistant Professor of Home Economics.

T. C. PERSHING, M.D., Consultant College Professor

Demonstration Farm Staff

J. E. MITCHELL, A.D., Consultant College Professor

Begun service at Princess Anne College, 1942.

Advanced Study: Cornell University, 1942; Cornell University, 1943.

Hempstead Institute, 1941; Normal, 1942; Cornell, 1943; Cornell University, 1946.

Edward F. Penson, Assistant Professor of Home Economics.

T. C. PERSHING, M.D., Consultant College Professor

Demonstration Farm Staff

J. E. MITCHELL, A.D., Consultant College Professor

Begun service at Princess Anne College, 1942.

Advanced Study: Cornell University, 1942; Cornell University, 1943.

Hempstead Institute, 1941; Normal, 1942; Cornell, 1943; Cornell University, 1946.

Edward F. Penson, Assistant Professor of Home Economics.

T. C. PERSHING, M.D., Consultant College Professor

Demonstration Farm Staff

J. E. MITCHELL, A.D., Consultant College Professor

Begun service at Princess Anne College, 1942.

Advanced Study: Cornell University, 1942; Cornell University, 1943.

Hempstead Institute, 1941; Normal, 1942; Cornell, 1943; Cornell University, 1946.

Edward F. Penson, Assistant Professor of Home Economics.
CRITIC TEACHERS

J. W. REWERTON

Norma A. McNerney

George C. Lane

Belle Fassen

Herman Wm. Dennis

Mrs. Jeanette P. Carr

ILLUSTRATION, opposite page—New Dormitory for Women.

Began service at Snow Hill, 1899.

Summer session, Hampton Institute, 1901.

Summer session, Virginia State College, 1898.

Ph.D. in Political Science, 1918.

Teacher of Vocational Agriculture, Snow Hill, Maryland.

Began service at Cambridge, Maryland, 1943.

B.S., Francis College, 1943.

Sr. High School, Cambridge, Maryland.

Teacher of Vocational Home Economics, Frederick, D.C.

Began service at Salisbury, Salisbury, Maryland, 1946.

A.B. in English, Pennsylvania State College, 1922.

B.S. in Educational Administration, Francis College, 1926.


Teacher of Vocational Agriculture, Salisbury, Maryland.

Began service at Salisbury, Salisbury, Maryland, 1926.


Summer school courses, Hampton Institute.

B.S. in Home Economics, Francis College, 1918.

Teacher of Home Economics, Salisbury, Maryland.

Started on Home Economics, Salisbury High School, Salisbury.

Critic Teachers.
The campus is one of the more beautiful places of scholarship on the nation's universities. The buildings are architecturally attractive, and the landscape is well-kept and maintained. The student life is vibrant and active, with a wide range of extracurricular activities available.

The New Dormitories

The New Dormitories feature modern amenities and are designed to provide a comfortable and safe living environment for students. The buildings are equipped with state-of-the-art facilities, including air conditioning, internet access, and laundry rooms.

The Library

The library is a central resource for students, faculty, and visitors. It houses a vast collection of books, periodicals, and electronic resources. The library also serves as a meeting place for groups and events.

The Mechanical Arts Building

The Mechanical Arts Building is a modern facility equipped with the latest technology and resources to support students studying mechanical and engineering disciplines. It includes state-of-the-art laboratories and classrooms.

The Administration Building

The Administration Building houses the central administrative offices of the college. It includes the president's office, executive offices, and departments responsible for student services and academic affairs.

The Science Building

The Science Building is a state-of-the-art facility designed to support research and teaching in the sciences. It includes laboratories, classrooms, and an observation deck.

The Business Building

The Business Building is a modern facility designed to support business and entrepreneurship education. It includes classrooms, office space, and a business incubator.

The Performing Arts Center

The Performing Arts Center is a state-of-the-art facility designed to support performing arts events, concerts, and other cultural activities. It includes a theater, concert hall, and galleries.

The Recreation Center

The Recreation Center is a modern facility designed to support physical fitness and recreation activities. It includes a gym, pool, and various fitness equipment.

The Student Union

The Student Union is a central gathering place for students. It includes a cafeteria, snack bar, and meeting space for student organizations.

The Athletic Facilities

The athletic facilities include a football stadium, soccer field, tennis courts, and a fitness center.

The Campus Dining Hall

The Campus Dining Hall is a central location for meals on campus. It includes a variety of options for breakfast, lunch, and dinner.

The Campus Store

The Campus Store is a one-stop-shop for students, offering a variety of supplies, textbooks, and clothing.

The Outdoor Recreation Area

The Outdoor Recreation Area includes trails, a swimming pool, and a lake for boating and fishing.

The Campus Commons

The Campus Commons is a central gathering place for students, faculty, and visitors. It includes a coffee shop, bookstore, and student lounge.

The Campus Gardens

The Campus Gardens are a beautiful addition to the campus, featuring a variety of plants and garden areas.
the day. The college also provides a variety of extracurricular activities and clubs for students to participate in. These include sports teams, academic clubs, and student government organizations. The college is committed to fostering a diverse and inclusive community where all students can thrive.

**Athletics and Fitness**

The college offers a wide range of athletic programs for students to participate in, including team sports, intramural activities, and fitness classes. Facilities include a modern gymnasium, outdoor playing fields, and a swimming pool.

**Student Life and Activities**

The college values its students' well-being and offers a variety of programs and activities to support their needs. These include counseling services, career development workshops, and social events.

**Academic Support**

The college prides itself on providing strong academic support to its students. This includes academic advisors, tutoring services, and study groups. The college also offers opportunities for students to engage in research projects and attend conferences.

In summary, the college offers a comprehensive and enriching educational experience for its students. Whether you are interested in academics, athletics, or student life, the college has something to offer. If you are interested in learning more, please don't hesitate to contact us for more information.
The faculty of the Home Economics Practice House is located in this building and is responsible for the instruction of the students. The instruction is based on the principles of modern agricultural living, which is the main focus of the course. The faculty is composed of knowledgeable and experienced instructors who are dedicated to providing the best possible education for the students.

**Instruction**

The course is designed to provide students with a comprehensive understanding of agricultural practices and principles. Students will be exposed to various topics such as soil management, crop production, and animal husbandry. They will also learn about the importance of sustainable practices and the role of technology in modern agriculture.

**Course Structure**

The course is divided into several modules that cover different aspects of agricultural living. Each module is designed to build upon the previous one, ensuring a comprehensive understanding of the subject. Students will be evaluated through a combination of tests, assignments, and projects.

**Student Requirements**

Students are expected to attend all classes and complete all assignments. They will be required to participate in team projects and present their findings to the class. The course also includes a final examination that will assess the students' understanding of the course material.

**Course Outcomes**

Upon completion of the course, students will be able to:

1. Understand the principles of modern agricultural living.
2. Apply knowledge of agricultural practices in practical scenarios.
3. Evaluate the impact of sustainable practices on crop production.
4. Use technology to enhance agricultural productivity.
5. Demonstrate effective communication and teamwork skills.

**Course Assessment**

Assessment will be based on the following:

- Participation in class discussions.
- Completion of assignments and projects.
- Performance on tests and examinations.
- Final project presentation.

**Course Resources**

Students will have access to a variety of resources, including textbooks, online resources, and hands-on laboratory experiences. The course also includes field trips to local farms and agricultural facilities to provide students with practical experience.

**Course Duration**

The course duration is 12 weeks, with classes held twice a week. Students are expected to dedicate 10-15 hours per week to coursework.

**Course Schedule**

Classes will be held on Mondays and Wednesdays from 9:00 AM to 12:00 PM. The course will conclude with a final examination on the last day of class. Students are encouraged to attend all classes and complete all assignments to ensure successful completion of the course.
**SCHOLARSHIP OFF THE CAMPUSS**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarding (per month)</td>
<td>$620.00</td>
</tr>
<tr>
<td>Room and Living Expenses for the Year</td>
<td>$7,480.00</td>
</tr>
</tbody>
</table>

**Fees and Expenses**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$620.00</td>
<td>$620.00</td>
</tr>
<tr>
<td>$240.00</td>
<td>$240.00</td>
</tr>
<tr>
<td>$300.00</td>
<td>$300.00</td>
</tr>
<tr>
<td>$60.00</td>
<td>$60.00</td>
</tr>
<tr>
<td>$120.00</td>
<td>$120.00</td>
</tr>
<tr>
<td>$86.00</td>
<td>$86.00</td>
</tr>
</tbody>
</table>

**Schedule of Courses**

- A Comprehensive schedule of courses, specifying days, hours, and rooms, is provided at the beginning of each semester. Courses begin on or about 9:00 A.M.
Section II

Division and Curriculum

Lower Division

Junior College Credit

Each course is worth three semester hours. The following courses are recommended for students planning to transfer to a four-year college.

English

American Government (3)

American Literature (3)

World History (3)

United States History (3)

Basic Mathematics or Business Calculus (3)

Business Law (3)

Accounting Principles (3)

Introduction to Business Administration (3)

Management (3)

Economics (3)

Psychology (3)

Statistics (3)

Psychology (3)

Social Studies (3)

Fine Arts (3)

Health Education (2)

Physical Education (2)

Science (3)

Science (3)

The course is divided into two main divisions, the Lower Division and the Junior College Credit.
Junior Year

Upper Division: Senior College Majoring Arts and Industries Education

With these electives, the student satisfies the elective requirement of the College curriculum. A student may select the major from the following subjects:

- Industrial History (Major, 6)
- Industrial Practice (Practicum, Major, Arts, Rd. 105)
- Applied Economics (Applied Economics, Arts, Rd. 12)
- Special Methods of Teaching Individual Subjects (Art, Rd. 107)

Senior College Majoring Arts and Industries Education

Lower Division: Senior College Minor in Arts and Industries Education

Economics and other subjects for these courses are required for teaching majors studying education in these subjects.

Senior Year

16

17

18
point or relative variety. Any crops and soil improvement crops.

The course includes practical work in growing, soil, and management of various crops. The crops are grown in the field under various soil and weather conditions. The course involves the study of crop production, and the growing of crops under different conditions. The course also includes the study of crop improvement and the selection of crops for specific environments.

A. Course Goals (3) — Six hours: four credits

1. To study the selection of crop improvement and selection of crops for specific environments.
2. To study the improvement of crops through breeding and selection.
3. To study the selection of crops for specific environments.

B. Course Outline

1. Crop Selection
2. Crop Improvement
3. Crop Selection for Specific Environments
4. Crop Improvement for Specific Environments

C. Course Requirements

1. One year of high school science
2. One year of farm management
3. One year of agriculture

D. Course Credits

1. Four credits for crop selection
2. Four credits for crop improvement
3. Four credits for crop selection for specific environments
4. Four credits for crop improvement for specific environments

E. Course Objectives

1. To study the selection of crop improvement and the selection of crops for specific environments.
2. To study the improvement of crops through breeding and selection.
3. To study the selection of crops for specific environments.
4. To study the improvement of crops for specific environments.

F. Course Notes

1. The course includes practical work in growing, soil, and management of various crops. The crops are grown in the field under various soil and weather conditions.
2. The course involves the study of crop production, and the growing of crops under different conditions.
3. The course also includes the study of crop improvement and the selection of crops for specific environments.

G. Course Notes

1. The course includes practical work in growing, soil, and management of various crops. The crops are grown in the field under various soil and weather conditions.
2. The course involves the study of crop production, and the growing of crops under different conditions.
3. The course also includes the study of crop improvement and the selection of crops for specific environments.
BIOLOGICAL SCIENCES

Bacteriology

Building a common life in the past and future, and its relationship with the concept of information and the environment. The study of the function and role of bacteria in the environment, the concept of information and the environment, and its relationship with the concept of information and the environment. The study of the function and role of bacteria in the environment, the concept of information and the environment, and its relationship with the concept of information and the environment.
English Language and Literature

ENGLISH LANGUAGE AND LITERATURE

The introduction to the American experience is an important part of the American education. It is the foundation for future studies in history, government, and economics. The students are exposed to the English language and its development, its influence on American society, and its impact on the world. They learn about the works of American authors and the role of literature in shaping the American identity. The students are encouraged to read and write, to think critically, and to express their ideas and feelings through writing. They are also taught to appreciate the importance of literature and the role it plays in society. This course is designed to help students develop their reading, writing, and critical thinking skills, and to prepare them for future studies in literature and other fields.

THESE COMMENTS ON HISTORY AND SOCIAL SCIENCES

History and Social Sciences

History and Social Sciences is a course that focuses on the history, culture, and social institutions of countries and regions. It is divided into two parts: World History and U.S. History. The course covers the development of human societies, the evolution of political systems, and the impact of economic, social, and cultural factors on the development of nations. It emphasizes the importance of understanding the past in order to better understand the present and future. The course also highlights the role of individuals in shaping history and the importance of personal responsibility in creating a better world. This course is designed to help students develop critical thinking skills, analytical abilities, and a deep understanding of the world around them.
MECHANIC ARTS AND INDUSTRIAL EDUCATION

General Wood and Metal

With the increased demand for skilled workers in the manufacturing and construction industries, there is a growing need for a workforce that is skilled in the use of tools and equipment. This course is designed to prepare students for careers in these fields.

The course covers a variety of topics, including:

- Woodworking: safety procedures, tool use, and basic woodworking projects.
- Metalworking: safety procedures, tool use, and basic metalworking projects.
- Problem-solving: strategies for solving common problems encountered in the workplace.
- Teamwork: effective communication and collaboration in a team setting.

Upon completion of the course, students will have a solid foundation in the skills needed for success in the field of mechanic arts and industrial education.

Home Economics Education

This course is designed to prepare students for careers in the field of home economics. Topics covered include:

- Nutrition: understanding the role of nutrition in overall health.
- Food Preparation: techniques for preparing healthy meals.
- Clothing and Textiles: understanding the role of clothing in daily life.
- Home Management: strategies for managing a household.

By the end of the course, students will have a comprehensive understanding of the principles and practices of home economics.
DEGREES, HONORS, STUDENT REGISTRAR

SECTION IV

1942-1943
STUDENT REGISTER

JUNIOR CLASS

Coomer, Maurice C., January 1944, Rockville, Maryland
Leatherbess, Ann E., "Dobson, Martha
Martin, June C., "Dobson, Martha
Rogers, Daisy W., Gettysburg, Maryland
Weight, Daisy W., Stockton, Maryland
Wood, Virginia A., Chestertown, Maryland
Ward, Norman J., "Junction Station, Maryland
Reedmore, Armenia
Hoyt, Sarah E., "Delmar, Delaware
Gaffney, Catherine E., "Delmar, Delaware
Hall, Elmer E., "Kingsmark, Maryland
Fenner, Bernice E., "Mount Pleasant, Maryland
Sellers, Mary, "Port Tobacco, Maryland
Conway, Dune E., "Topping, Maryland
Coleman, Pearl Elaine, "Annapolis, D. C
Clark, Eliza C., "Hyde's Point, Maryland
Bailey, Ruth E., "Bellevue, Maryland

SENIOR CLASS

1943-1944
<table>
<thead>
<tr>
<th>Name</th>
<th>Status</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wright, Harry J.</td>
<td>Maryland</td>
<td>Freshman Class</td>
</tr>
<tr>
<td>Whaley, E.</td>
<td>Maryland</td>
<td>Freshman Class</td>
</tr>
<tr>
<td>Vaughan, Anna M</td>
<td>Maryland</td>
<td>Freshman Class</td>
</tr>
<tr>
<td>Stemmer, Charles F.</td>
<td>Maryland</td>
<td>Upper Hill, MD</td>
</tr>
<tr>
<td>Hare, Elizabeth D.</td>
<td>Maryland</td>
<td>Freshman Class</td>
</tr>
<tr>
<td>Pettit, Virginia H.</td>
<td>Virginia</td>
<td>Freshman Class</td>
</tr>
<tr>
<td>Randels, Michael P.</td>
<td>Maryland</td>
<td>Freshman Class</td>
</tr>
<tr>
<td>Parsings, William E.</td>
<td>Maryland</td>
<td>Freshman Class</td>
</tr>
<tr>
<td>White, Virginia D.</td>
<td>Maryland</td>
<td>Freshman Class</td>
</tr>
<tr>
<td>lie, Virginia D.</td>
<td>Maryland</td>
<td>Freshman Class</td>
</tr>
<tr>
<td>Jackson, Rita D.</td>
<td>Maryland</td>
<td>Freshman Class</td>
</tr>
<tr>
<td>Hooper, Mary A.</td>
<td>Maryland</td>
<td>Freshman Class</td>
</tr>
<tr>
<td>Gansky, Conriss V.</td>
<td>Maryland</td>
<td>Freshman Class</td>
</tr>
<tr>
<td>Coor, Sherron W.</td>
<td>Maryland</td>
<td>Freshman Class</td>
</tr>
<tr>
<td>Barnes, Henry W.</td>
<td>Maryland</td>
<td>Freshman Class</td>
</tr>
<tr>
<td>Anderson, Ann M.</td>
<td>Maryland</td>
<td>Freshman Class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Status</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barlow, Don P.</td>
<td>Maryland</td>
<td>Sophomore Class</td>
</tr>
<tr>
<td>Barry, Magde P.</td>
<td>Maryland</td>
<td>Sophomore Class</td>
</tr>
<tr>
<td>Creamer, Catherine T.</td>
<td>Maryland</td>
<td>Sophomore Class</td>
</tr>
<tr>
<td>Cape May Court House, New Jersey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lanadoo, Maryland</td>
<td>Maryland</td>
<td>Sophomore Class</td>
</tr>
<tr>
<td>Princess Anne, Maryland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cameron, New Jersey</td>
<td>Maryland</td>
<td>Sophomore Class</td>
</tr>
<tr>
<td>McCull, Ernest B.</td>
<td>Maryland</td>
<td>Sophomore Class</td>
</tr>
<tr>
<td>Smith, Pond, Maryland</td>
<td>Maryland</td>
<td>Sophomore Class</td>
</tr>
<tr>
<td>Coltroscouy, James E.</td>
<td>Maryland</td>
<td>Sophomore Class</td>
</tr>
<tr>
<td>Cape May Court House, New Jersey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creamer, Magde P.</td>
<td>Maryland</td>
<td>Sophomore Class</td>
</tr>
<tr>
<td>Barlow, Don P.</td>
<td>Maryland</td>
<td>Sophomore Class</td>
</tr>
<tr>
<td>Barry, Magde P.</td>
<td>Maryland</td>
<td>Sophomore Class</td>
</tr>
<tr>
<td>Creamer, Catherine T.</td>
<td>Maryland</td>
<td>Sophomore Class</td>
</tr>
<tr>
<td>Cape May Court House, New Jersey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lanadoo, Maryland</td>
<td>Maryland</td>
<td>Sophomore Class</td>
</tr>
<tr>
<td>Princess Anne, Maryland</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Princess Anne, M.D.
Princess Anne College
Anne College, write to the Registrar.
For any further information concerning Princess