

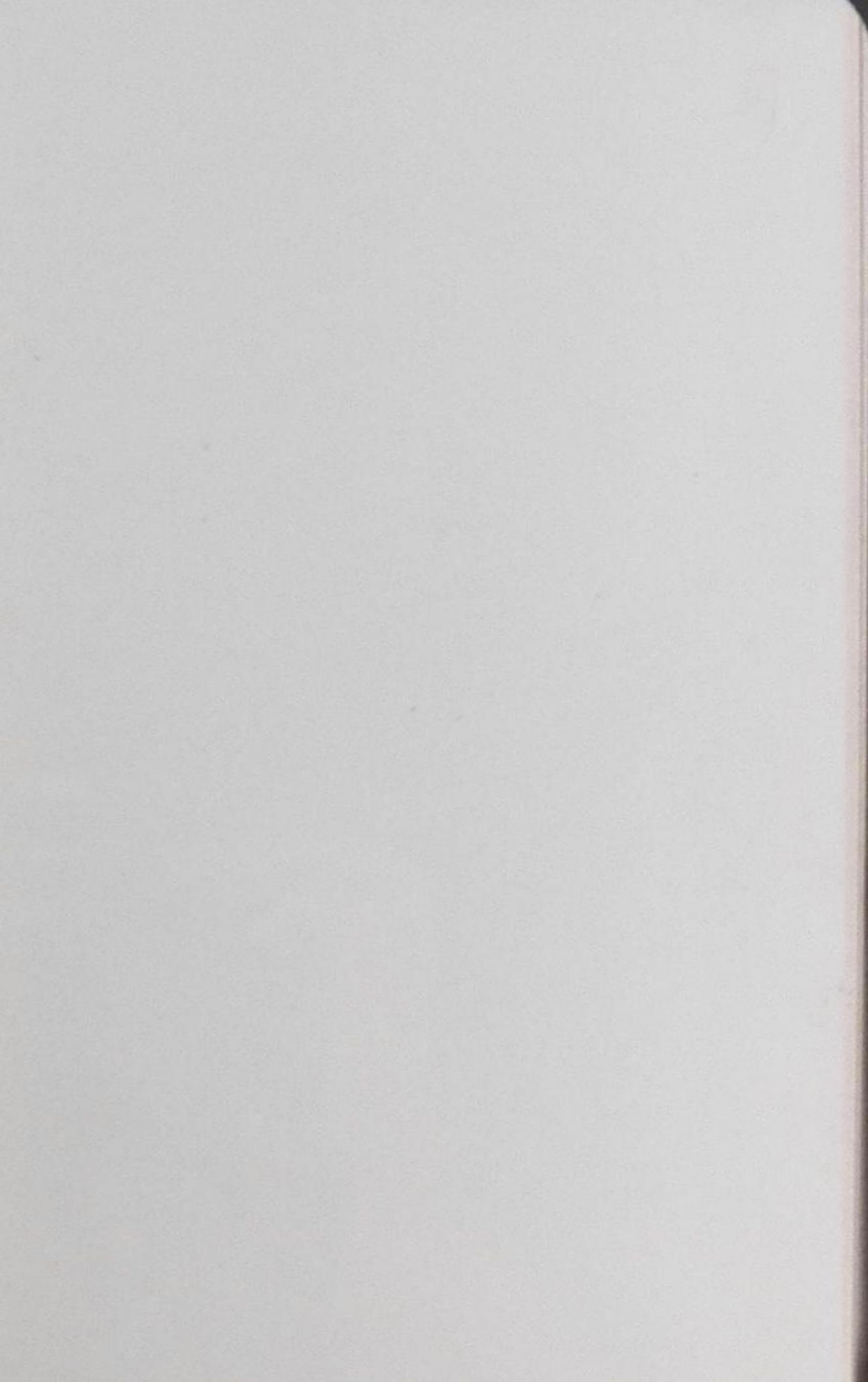
FRANCES SHIMER
JUNIOR COLLEGE

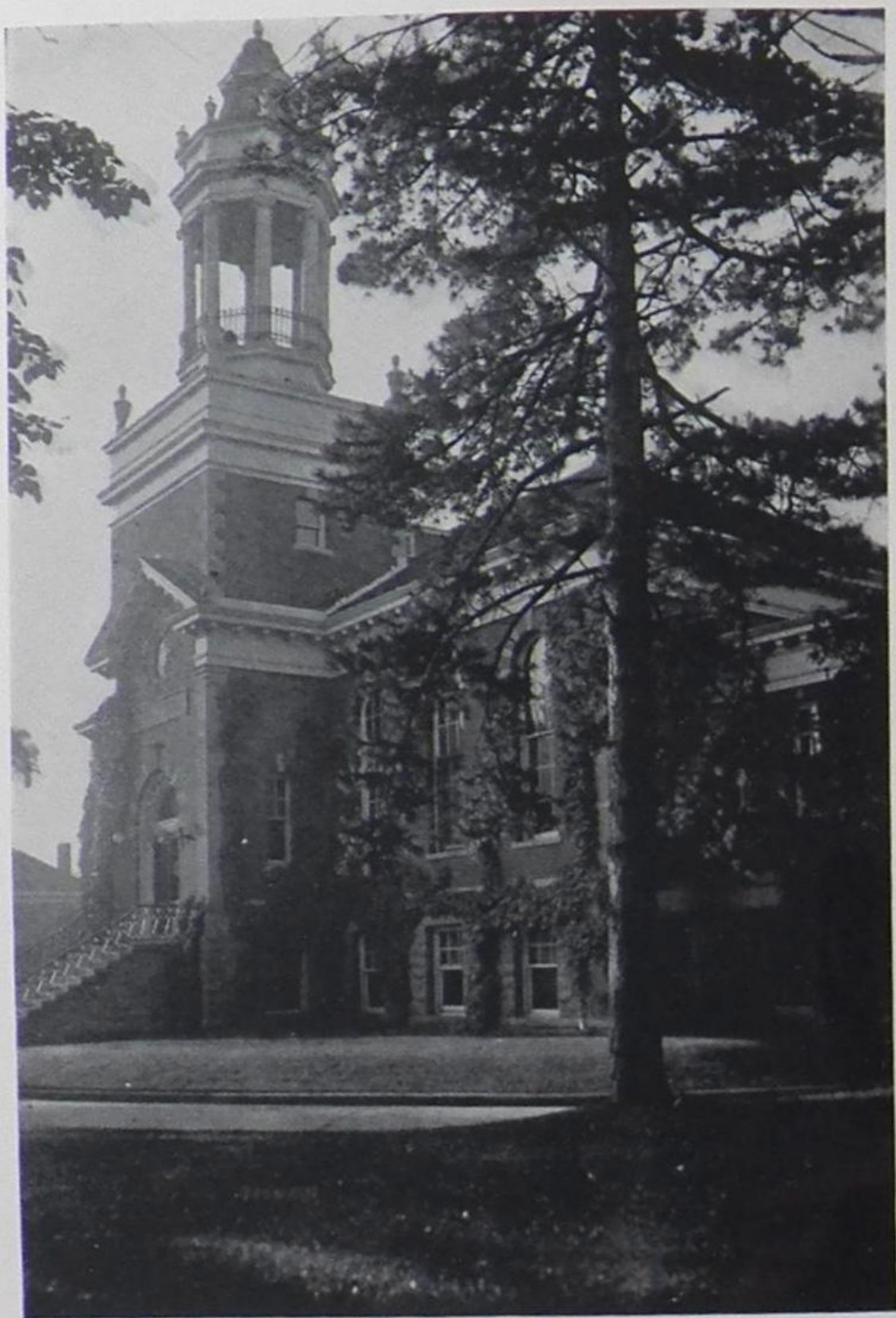


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1940 - 1941







METCALF TOWER

FRANCES SHIMER JUNIOR COLLEGE

A FOUR YEAR JUNIOR COLLEGE
AND PREPARATORY SCHOOL FOR WOMEN

EIGHTY-EIGHTH YEAR
1940-41

*Member of the North Central Association of
Colleges and Secondary Schools
Member of the Association of Junior Colleges
Accredited by the Illinois State Department of Education
Certified by the American Medical Association
for pre-medical study*

MOUNT CARROLL, ILLINOIS

THE EIGHTY - EIGHTH ANNUAL
CATALOGUE FOR 1939 - 1940

WITH ANNOUNCEMENTS FOR 1940-41

VOLUME XXXI NUMBER 5

FRANCES SHIMER RECORD

Published by FRANCES SHIMER JUNIOR COLLEGE in April, June,
August, October, December, and February

Entered October 1, 1911, at Mount Carroll, Illinois, as second-class
matter, under the Act of July 16, 1894.

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CALENDAR FOR 1940-1941

WITH ANNOUNCEMENTS FOR 1941-42

First semester opens	Wednesday, September 18
Classes begin 8:00 a.m.	Thursday, September 19
Reception for faculty and students	Saturday, September 21
Last day for changes in registration	Wednesday, October 2
Thanksgiving Day	Thursday, November 21
Christmas vacation begins 12:00 noon	Friday, December 20
Christmas vacation ends 8:00 a.m.	Wednesday, January 8
Final examinations begin	Thursday, January 20
First semester closes 4:00 p.m.	Saturday, February 1
Second semester opens. Classes begin 8 a.m.	Tuesday, February 4
Last day for changes in registration	Tuesday, February 18
Washington's Birthday	Saturday, February 22
Spring vacation begins 12:00 noon	Friday, March 28
Spring vacation ends 8:00 a.m.	Wednesday, April 9
Founder's Day	Sunday, May 11
Annual May Fete	Saturday, May 24
Final examinations begin	Wednesday, June 4
Alumnae Day	Saturday, June 7
Commencement Service	Sunday, June 8
Eighty-eighth Annual Commencement	Monday, June 9

1941-42

First semester opens	Wednesday, September 17
Christmas vacation begins 12:00 noon	Friday, December 19
Second semester opens	Tuesday, February 3
Eighty-ninth Annual Commencement	Monday, June 8

BOARD OF TRUSTEES

Officers

SAMUEL JAMES CAMPBELL, *President.*
JOHN F. MOULDS, *Vice-President.*
A. BETH HOSTETTER, *Secretary.*
WILLIAM E. GOODMAN, *Treasurer.*
P. K. MILES, *Assistant Treasurer.*

Class of 1940

SAMUEL JAMES CAMPBELL, Mount Carroll
JESSIE MILES CAMPBELL, Mount Carroll
S. C. CAMPBELL, Mount Carroll
MRS. EDWIN EWART AUBREY, Chicago

Class of 1941

J. H. MILES, Mount Carroll AARON J. BRUMBAUGH, Chicago
MARTHA GREEN SAWYER, Ann Arbor, Michigan
DONALD L. BREED, Freeport

Class of 1942

JOHN F. MOULDS, Chicago WILLIAM E. GOODMAN, Chicago
NORRIS L. TIBBETTS, Chicago J. D. ELLIFF, Columbia, Missouri
NATHANIEL MILES, Mount Carroll

FACULTY

ALBIN CARL BRO, A.B., President.

A.B. Northland College, 1917; College of Missions and Butler College, 1917-19; Graduate Study, University of Chicago, 1925-27; travel and study in Europe, summer 1927; Principal San Ruh Middle School, Hanoi, Anhwei, China, 1921-25; Professor of Education, Northland College, 1927-28; field work, *ibid.*, 1928-29; Secretary, Religious Education Association, 1929-31; University of Chicago Press, 1932-39. President, Frances Shimer Junior College, 1939—.

A. BETH HOSTETTER, Ph.B., Vice-President, Registrar.

Ph.B., University of Chicago, 1907; Graduate student, *ibid.*, 1909-10; Study in Paris, Summer, 1911, Graduate student, University of Chicago, Summer, 1919, and 1929; Greek Division, European Summer School, Bureau of University Travel, 1923; Leave of absence, 1925-26, for European travel; Certificat d'assiduite from the Sorbonne, Paris, for four months' graduate work in Latin Language and Literature, 1926; Study, Columbia University, Summers, 1931 and 1937; Instructor, Central College, Pella, Iowa, 1908-09; Instructor, Frances Shimer Junior College, 1903-04, 1905-06, 1910-11; Instructor in French, Annie Wright Seminary, Tacoma, Washington, 1911-14; Instructor in French and German, Christian College, Columbia, Missouri 1915-16; Instructor in Latin, Frances Shimer Junior College, 1916-17, 1918-25, 1926-30; Acting Dean, 1930-31; Dean, 1931-34; Registrar, 1934-35; Acting President, 1935-36 and 1938-39; Dean 1936-38; Vice-President, Registrar 1939—.

BEATRICE NINA SIEDSCHLAG, Ph.D., Dean of Students, History.

A.B., Lawrence College 1930; M.A., University of Minnesota, 1932; fellow in History, Bryn Mawr College, 1933-34; scholar in History, *ibid.*, 1934-35; Ph.D., *ibid.*, 1937; teaching assistant in History, The Barstow School, Kansas City, 1935-36; Travel and study in Europe, summer, 1938. Dean of students and instructor in History, Frances Shimer Junior College, 1937—.

RUBY BAXTER, A.M., Director of the Lower Division, Mathematics.

A.B., MacMurray College, 1919; A.M., University of Illinois, 1927; Graduate work, University of Chicago, Summer, 1929 and 1930; Columbia University, Summer, 1931 and 1937, Instructor in Mathematics, Danville High School, 1920-23; Jacksonville High School, 1923-26; Frances Shimer Junior College, 1927—.

ELLA FORTNA, M.S., Home Economics.

B.S., University of Nebraska, 1921; M.S., Iowa State College, 1924; Graduate Student, University of Chicago, Summer, 1926; Cornell University, Summer, 1936; Instructor, High School, Ulysses, Neb., 1912-13; Campbell, Neb., 1913-16; Principal High School, Normal Training Dept., Franklin, Neb., 1918-19; Instructor, High School, University Place, Neb., 1921-23; Instructor in Home Economics, Summer, Peru State Normal School, 1921; Nebraska Wesleyan College, 1923-24; Frances Shimer Junior College, 1924—.

EDNA THOREN, A.M., French.

A.B., Lombard College, 1911; A.M., University of Illinois, 1914; McGill University, Summer 1923; Institute of French Education, Penn State College, Summer, 1925; University of Chicago, Summer, 1929; University of Wisconsin, Summer of 1916, 1919, 1921, 1924; European Travel, Summer, 1924; Student at Cours d'ete, University de Lille, Boulogne-sur-Mer, France, Summer, 1927; High School Instructor, Boone, Ia., 1912-13; Galesburg, Ill., 1915-24; Oak Park, Ill., 1924-25; Frances Shimer Junior College, 1925—.

MILDRED L. JAYNES, A.B., Physical Education.

A.B., Carleton College, 1924; Summer School, University of Minnesota, 1927; Study, Pavlov-Oukrainaky Russian Ballet School, summer, 1932; Northwestern University, summers 1934 and 1935; Instructor in Physical Education, Grand Rapids, Minnesota, 1925-28; Frances Shimer Junior College, 1929—.

LOIS E. ENGLEMAN, M.S., Librarian.

A.B., Millikin University, 1922; University of Colorado, summer, 1937; European Travel, summer, 1929; B.S. in L.S., Western Reserve University, 1931; Cambridge University, England, Summer Session, 1934; M.S. Columbia University School of Library Service, 1929; Instructor, South Bend Junior High School, 1925-26; Instructor, Elkhart, Indiana, 1926-30; Librarian, Akron High School, Akron, Ohio, 1931-32; Frances Shimer Junior College, 1932—.

LEOPOLD SCHWING, A.B., Violin.

A.B., Baldwin Wallace College 1923; Western Reserve University, Graduate School, 1931; Summer Session, Fontainebleau School of Fine Arts, 1923; Private student of G. Remy, Paris, 1923; Carl Fleisch and Richard Hartzel, Berlin, 1923-25; Member of the Cleveland Orchestra, 1925; University of Wisconsin, summer, 1934, 1936, 1939; Professor of violin and theory Cass School of Music and Parmelee Studios, Cleveland, Ohio, 1925; Professor of violin theory and ensemble, Illinois College, Jacksonville, Illinois, 1926-28; Professor of violin and ensemble, MacMurray College, Jacksonville, Illinois, 1928-33; Frances Shimer Junior College, 1933—.

EDNA BARR GIFFORD, Secretarial Studies.

Illinois State Normal University, 1925-26, 1928-30, summers, *ibid.*, 1926-27-29-30; Special Commercial Certificate, *ibid.*, 1930; Instructor, Mt. Carroll High School, 1929-31; Frances Shimer Junior College, 1934—.

GLADYS GILDEROY SCOTT, G.S.M., Voice.

Guildhall School of Music, London; Challet Vleq Ecole de Chant, Paris; Special Coaching with Randegger, Sir Henry Wood, Frank Damrosch, Edgar Nelson, William Shakespeare, Shirley Gandell; Principal Contralto in Moody-Manners Grand Opera Company and Inter-state Opera Company; Instructor, University School of Music, Lincoln, Nebraska, 1920-25; Mount Mary College, Milwaukee, Wisconsin, 1929-34; Knupfer Studio, Chicago, 1925-30; Private Studios, Chicago, 1930-34; Frances Shimer Junior College, 1934—.

VIRGINIA WEIGEL, M.S., Biological Science.

A.B., University of Illinois, 1928; M.S., University of Michigan, 1935; Yosemite School of Field Natural History, Summer, 1929; University of Michigan, summer, 1930, 1933, 1936; University of Michigan Biological Station, summer, 1932; Travel, Western National Parks, summer, 1934; Instructor in Biological Sciences, Edwardsville High School, 1928-36; Frances Shimer Junior College, 1936—.

GEORGE EDWARD HOFFMAN, A.M., English.

A.B. Northwestern University, 1924; A.M., Northwestern University, 1925; Teaching Fellowship, Northwestern University, 1925-26; Instructor, Tulane University of Louisiana, 1927; Instructor, University of Alabama, 1927-31; Instructor, Duke University, 1931-34; Director of Publicity, Lawrence College and the Institute of Paper Chemistry, 1935-37; Frances Shimer Junior College, 1937—.

FRANCES OULD, Ph.D., Latin.

B.A., University of Toronto, 1934; M.A., University of Toronto, 1935; University Fellow in Classics, University of Wisconsin, 1935-37; Ph.D., University of Wisconsin, 1937; Instructor, Frances Shimer Junior College, 1937—.

EDITH BELL, Art.

Cumming School of Art, Des Moines, Iowa, 1911-16; National Academy of Design, New York City, 1921; Travel and study in Europe 1922; Wayman Adams' Portrait Class, summers 1933, 1937; George Pearce Ennis' Water Color Class, summers, 1934, 1936. Memberships in Iowa Art Guild and in Chicago Galleries Association. Exhibited: Architectural League of New York; New York Water Color Club; American Water Color Society; Philadelphia Water Color Club; Washington Water Color Club; Iowa Art Guild; Joselyn Memorial, Omaha; Second National Exhibition of American Art, New York City, 1937; All-Illinois Society of Fine Arts, 1938; Awards: Tiffany Foundation Fellowship; Pulitzer Travelling Scholarship; Gardner Cowles Prize; Exhibition of Iowa Painting; Chicago, 1937, Town and Country Arts Club Prize 1938. Teaching: State University of Iowa, 1917-21, 1928-38; Drake University, summer, 1925; Cumming School of Art, summer, 1932; Frances Shimer Junior College, 1938—.

RUTH SANDERSON, M.A., English and Education.

A.B., Mather College of Western Reserve University, 1935; M.A., Western Reserve University, 1938. Instructor, Frances Shimer Junior College, 1938—.

KARAN TUCK, B.Mus., Piano.

B. Mus., Drury College, 1935; State Teachers College, Springfield, Missouri, summer, 1935; Juillard Music School, summers, 1936, '37, '39; Teaching York School, Springfield, Missouri, 1935-36; Supervisor of Class Piano in Elementary and Junior High Schools, Springfield, Missouri, 1936-37; Director of Choral Music, Jarrett Junior High School, Springfield, Missouri, 1937-38; Frances Shimer Junior College, 1938--.

OLIVE EDITH WRIGHT, M.S., Chemistry, Foods.

B.A. Simpson College, 1931; M.S. University of Iowa, 1933; Research Assistant, University of Iowa, 1933-36; University of Wisconsin, summer school, 1939. Instructor, Elkader Junior College, Elkader, Iowa, 1936-38; Frances Shimer Junior College, 1938--.

LAWRENCE CARRÁ, M.F.A., Speech and Drama.

A.B., Harvard University, 1931; M.F.A., Department of Drama, Yale University, 1937; Cambridge School of the Drama, 1930-32; Università di Roma, Italy, 1932-33. Instructor and Stage Director: Northwestern University, School of Speech, 1938-39; summer sessions, 1938 and 1939. Stage Director: Harvard Dramatic Club, Yale Italian Society, Wells College, Federal Theatre of New Jersey, Civic Theatre of Somerville, Rockport Theatre Colony, Frances Shimer Junior College, 1939--.

DOROTHY JEAN McLEMORE, M.A., Piano.

Piano Diploma, Institute of Musical Art, New York, 1930. B.S. Columbia University, 1932. M.A. Columbia, 1933. Post-graduate Diploma in Piano, Institute of Musical Art, 1934. Instructor, Keene Normal School, Keene, New Hampshire, 1935-36. Class Piano, Elmont, New York, 1936-37. Teacher of Piano, Horace Mann School, New York, and Institute of Musical Art, 1936-39. Instructor, Juillard, Summer Session, 1937, 1938; Instructor, Teachers College, Columbia University, Summers 1936, '37, '38, '39 and Session 1938-39. Frances Shimer Junior College 1939--.

VISITING PROFESSORS, 1939-40

REGINALD F. ARRAGON, Reed College—*History and Social Science.*

GREGORY TUCKER, Bennington College—*Music.*

ADMINISTRATION

- ALBIN C. BRO, *President*
A. BETH HOSTETTER, *Vice-President, Registrar.*
BEATRICE N. SEIDSCHLAG, *Dean of Students.*
RUBY BAXTER, *Director of the Lower Division.*
KATHERINE PORTER, *Counselor of Hathaway Hall.*
FRANCES OULD, *Counselor of McKee Hall.*
LOIS E. ENGLEMAN, *Librarian.*
PAUL K. MILES, *Assistant Treasurer.*
GEORGE E. HOFFMAN, *Director of Public Relations.*
ELLA M. FORTNA, *Head Housekeeper and Dietitian.*
VELMA MAUL, *Director of Student Health Service.*
MARGARET CAMPBELL CARR, *Secretary to the President.*
MARY D. MILES, *Accountant.*
LAURA B. GRAY, *Bookstore Manager.*
HUGH WILSON, *Superintendent of Buildings and Grounds.*

COLLEGE REPRESENTATIVES

- WINIFRED INGLIS BAUMGARTNER.
RUTH HILDEBRANDT FENDER.
MYRA JONES MCGREGOR.
ROBERTA LELAND RAYNER.

DICKERSON ART COMMISSION

- WILLIAM E. GOODMAN, *Chairman.*
BLENDON KNEALE
EDITH BELL
A. BETH HOSTETTER
ILEEN B. CAMPBELL
BARBARA ANDERSON
JEANNE McMILLEN

EDUCATIONAL AIMS

Four years at Frances Shimer are only part of the educational experience of most of our students, for a high percentage of them go on to senior college and many of them to graduate work. Realizing that most of our students will go on to further work, the college does not attempt to 'finish' an education for the average girl. On the other hand, some students do not go on and among those who do continue are many who will never have another opportunity for close, personal association with their instructors. Therefore, it seems to us that an institution of limited enrollment such as Frances Shimer should contribute a *quality* to the student's educational experience which will cause her to make high demands of her future academic work and of all the years which lie ahead. Second-bests in friendship and in service should be hard for the Shimer graduate to accept.

We feel that Frances Shimer College should give students fundamental habits of health and common-sense understanding of their bodily functions; should build up sturdy social relationships in which the student feels a sense of responsibility, both creative and critical, for the people to whom she gives her time and energy; should develop an easy at-homeness with nature in such simple and lasting pleasures as being able to differentiate the trees who will be her life-long companions, to name the constellations and anticipate their seasonable return, to understand the earth in terms of its structure and building, to enjoy the birds with more than a nodding acquaintance; should direct her taste in reading matter—novels, plays, poetry, biography, in moving pictures and radio programs, and promote her discrimination in interpreting current news; should explore the leisure time possibilities which may grow into happy avocations and help to maintain emotional balance; should train an intellectual competence not dependent upon others; should do more than generalize on the subject of home and children; and should give the student a measure of courage, of discipline, of free imagination for living in this precarious universe.

These, then, are our aims. Our faculty is selected and our program constructed toward the one goal of bringing them to pass. We feel that the best proof of our success is to be found in our graduates. But even a casual visitor can measure something of our achievement in the air of freedom on the campus, in the relaxed and eager faces of the girls, in the spontaneity of the classroom work. However, complete achievement of our aims always eludes us, we are continually trying to accomplish more with less effort. Thus we ourselves are participating in the Frances Shimer adventure in education.

HISTORY

Eighty-seven years ago, when American education was still designed primarily for men, Frances Ann Wood received a call to establish a school in the modest-sized Illinois community of Mount Carroll. With Miss Cinderella Gregory she left her home in New York State

and on May 11, 1853, the two young pioneers in the education of women opened the Mount Carroll Seminary.

Frances Wood, later Mrs. Frances Wood Shimer, administered the Seminary herself for forty-three years, Miss Gregory having resigned in 1870. In 1896, by her own wish, Mrs. Shimer transferred control to a self-perpetuating Board of Trustees of fifteen members representing the University of Chicago, the Alumnae of the Seminary, and the citizens of Mount Carroll.

The chartered name of the institution became at this time The Frances Shimer Academy of the University of Chicago, and the friendly relationship with the University implied by this name, as well as the representation of the University on the Board of Trustees, remains to the present day.

That the Academy did receive outstanding representation from the University during this early period may be judged from the names of some of its first Board of Trustees, which included such leading educational figures as William Rainey Harper, Thomas W. Goodspeed, Henry A. Rust, Alonzo K. Parker, Frank J. Miller, and Lathan A. Crandall. In the years that followed, progressive educational policies were inaugurated from time to time. These years were, in a sense, the critical, formative years in the College's growth, and its successful emergence from them points to the quality of its leadership.

In these years also the College began rebuilding on a much larger scale. The original Seminary buildings having burned, the present Quadrangle was laid out, providing ample room for building expansion.

The institution was one of the first to undertake the Junior College plan, and graduated its first junior college class as early as 1909, long before the Junior College had won the popular acceptance which it has now. In 1931, the Board of Trustees formally authorized the use of the name Frances Shimer Junior College and Preparatory School, and approved also the idea of making the four-year Junior College the chief unit of academic organization.

Upon the retirement of Mrs. Shimer, the Reverend William Parker McKee of Minneapolis was called to be President. During his thirty-three year administration, the present complete plant was built and most of the equipment acquired. He became President Emeritus in 1930 until his death in 1933. Floyd Cleveland Wilcox, who became President upon Dr. McKee's retirement, retired in 1935. During his administration the College made many advances in educational policy. In 1936, Raymond B. Culver became president and served most ably until he resigned because of ill health in February, 1938. In the interim between Dr. Wilcox's and Dr. Culver's incumbency, and again during the year between Dr. Culver's death and Mr. Bro's appointment, A. Beth Hostetter, formerly dean and now vice-president of the school, acted as president. In the fall of 1939, Albin C. Bro came to the presidency of the college from his work with the University of Chicago Press.

LOCATION AND EQUIPMENT

Mount Carroll, a town of 2,000 people, situated in northwestern Illinois, ten miles from the Mississippi River, is attractively located among picturesque hills. The neighborhood is justly celebrated for its beauty and healthfulness. The canyons formed by the erosion of the Waukarusa River are the scene of many picnics and outings and the objective of many hikes and camping expeditions. Mount Carroll is the county seat of Carroll County, and is exclusively a place of residence. The absence of mines, factories, or great industrial enterprises makes the community an ideal one for an educational institution of this type.

Mount Carroll is on the Omaha Division of the Chicago, Milwaukee, St. Paul & Pacific Railway, one hundred and twenty-eight miles west of Chicago. It is accessible, also, by automobile over Federal Highway 52 and State Highways 64, 72, 78 and 88, by which excellent connections over paved roads are made with the Lincoln Highway and other great thoroughfares. Paved highways lead to urban centers in five different directions.

Frances Shimer Junior College has the advantage of eighty years of history, experience, and traditions; yet its equipment is entirely modern, having been rebuilt and enlarged since 1903. The plant consists of twelve buildings, solidly constructed of brick and stone, heated by steam from a central plant, lighted by electricity, and furnished with modern conveniences. The architecture is colonial. Each building was erected and equipped for the purpose it serves in the educational program of the institution. Adequate fire protection is secured by standpipes with hose connections on each floor and by fire escapes on every building where students reside.

DEARBORN HALL

(1903)

This building for instrumental and vocal music is named for Mrs. Isabel Dearborn Hazzen, formerly head of the Department of Music for over twenty years. It contains large, attractively furnished teaching studios and eighteen well-lighted and ventilated practice rooms.

HATHAWAY HALL

(1905)

Hathaway Hall was named for Mrs. Mary L. Hathaway Corbett, of the Class of 1869, a sister of Mrs. Hattie N. LePelley, a former Trustee of the School, who gave liberally toward the erection and furnishing of the building. The three floors contain rooms for forty-five people, baths, a common social room, with a large recreation room on the ground floor.

During the summer of 1939 Hathaway Hall was redecorated, new showers were added in the bath rooms, and a student lounge was established on the ground floor. The lounge on the first floor, through the generosity of Miss Zella Corbett, was refurnished in memory of her sister Miss Bertha Corbett, Class of 1916.

WEST HALL

(1906)

West Hall is a well-equipped home for forty people. On the ground floor is a large, homelike common room, with fireplace, that is a favorite gathering place for all students. The art studios are on the upper floor. This dormitory was completely redecorated in 1939.

METCALF HALL

(1907)

The building is named in honor of Mrs. Sarah Metcalf, a life-long friend of the School, whose son, the late Dr. Henry S. Metcalf, was long president of the Board of Trustees. The School is indebted to the late Andrew Carnegie for a gift of \$10,000 toward the erection of this building.

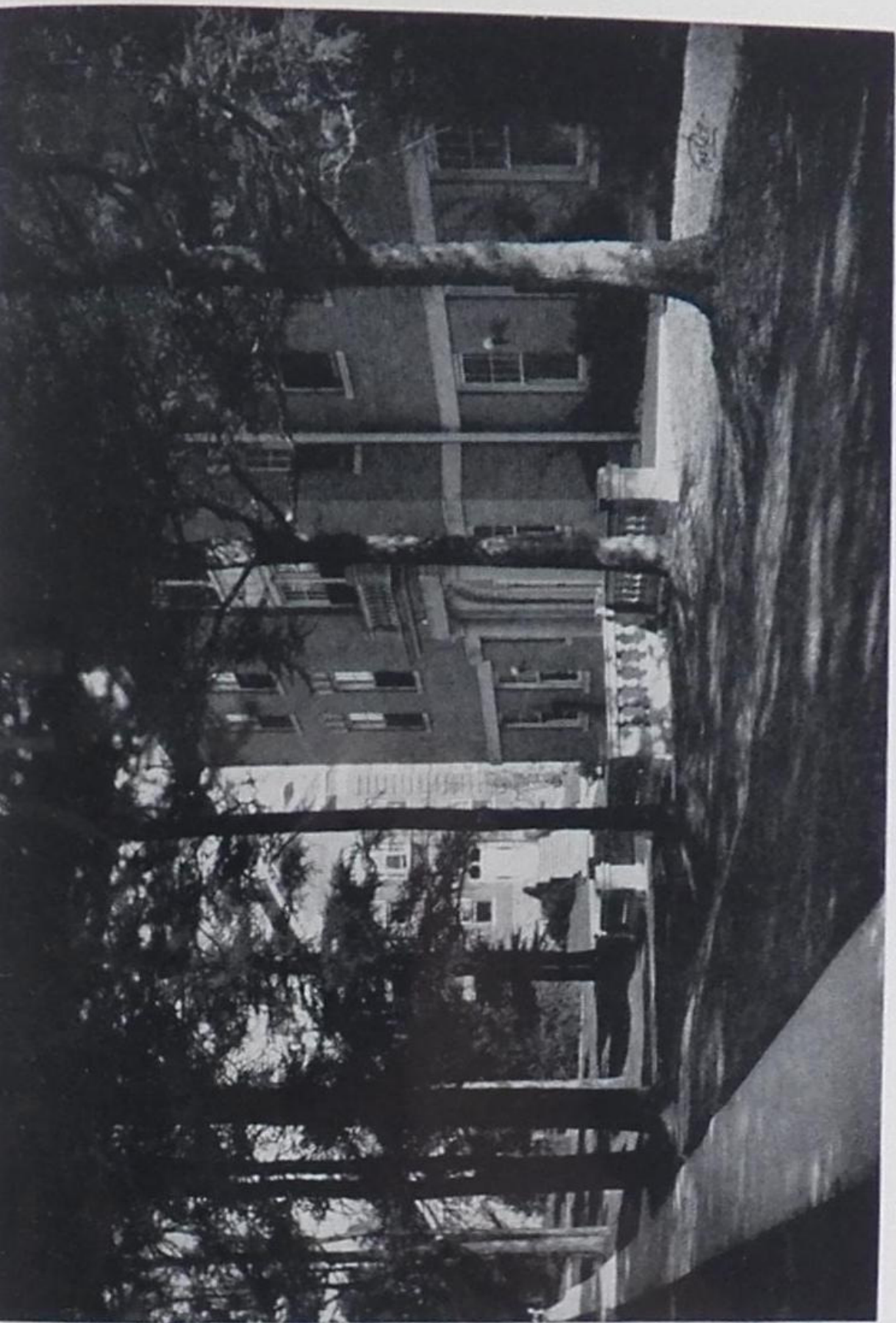
Metcalf Hall contains offices of administration, post office, bank, school bookstore, cloakrooms, class rooms, and auditorium. The auditorium is equipped with stage and curtain. The walls are adorned with pictures presented by various classes and individuals illustrating different periods of art and architecture. On the ground floor there is a sound and projection room, equipped with a Victor Animatograph, a Brunswick Pantatrope with radio, and a Bausch and Lomb stereopticon. The equipment is in constant use for educational moving pictures and for music and art appreciation classes.

POWER PLANT AND LAUNDRY

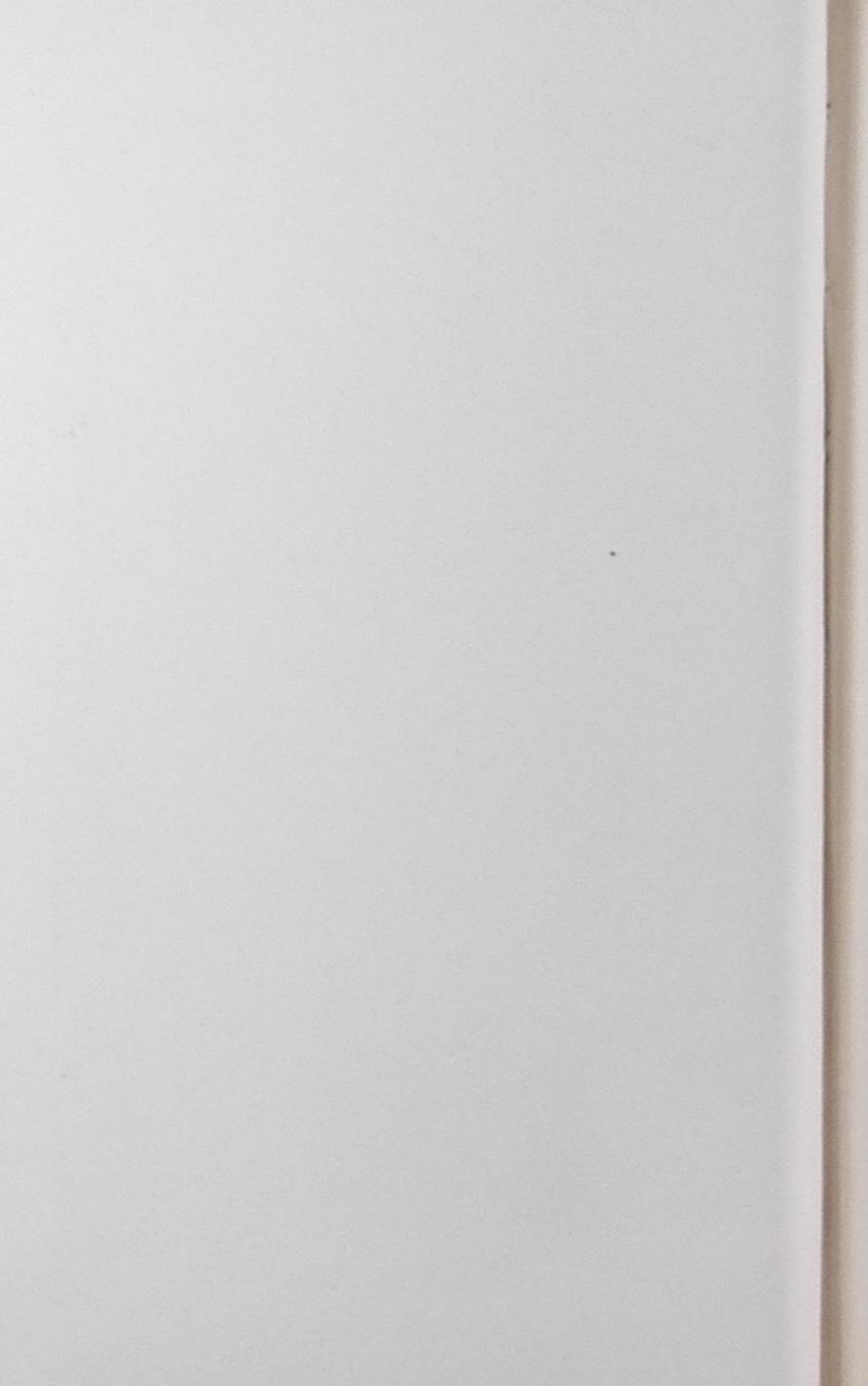
(1911)

In the steam plant, from which all buildings are heated, are installed two tubular boilers of 150 and 225 horsepower. These boilers are served by Jones' underfeed stokers. The plant maintains an even pressure of steam in the radiators in rooms and halls throughout the institution.

The laundry, which is also in the building, is equipped with modern laundry machinery.



BENNETT AND HATHAWAY HALLS



THE INFIRMARY (1913)

This building affords excellent equipment for the care of students in case of illness. The building contains a nurse's business office, two completely equipped, well-lighted and ventilated wards with a capacity of ten beds, bathrooms, two private rooms, and a kitchenette. A trained nurse is in constant residence.

SCIENCE HALL (1914)

Science Hall provides excellent facilities for the work in science. The first floor contains large, thoroughly equipped, modern laboratories for the work in domestic science. On the second floor are the physics, chemistry, and biology laboratories, with all necessary modern appliances, and a commodious, well-appointed room for mathematics.

WILLIAM PARKER McKEE HALL (1922)

William Parker McKee Hall, built by funds contributed by the Baptist Board of Education, of red pressed brick with stone trimmings, is four stories high. The ground floor contains the central dining-room which was entirely reconditioned and refurnished in 1938 through the generosity of Mr. and Mrs. W. E. Goodman, Chicago. The other floors have a parlor for the use of students, a suite of rooms for the Counselor of the Hall, a kitchenette, ample bathrooms, and rooms for fifty-six students and teachers. This building furnishes a home for college girls, and a dining-room for the entire college. This building is named for William Parker McKee in honor of the completion of twenty-five years of service as President.

CAMPBELL LIBRARY (1925)

Campbell Memorial Library was erected by funds furnished in part by Mr. George D. Campbell and Mr. S. J. Campbell of the Board of Trustees, and by Miss Jessie Campbell, '07. The College is also indebted to the late Senator William McKinley for a gift of \$5,000 for this building. It is named in honor of Mr. and Mrs. Robert Campbell, long friends of the institution. In 1937 Miss Jessie M. Campbell gave to the library one hundred selected volumes from her library. The reading-room occupies the entire first floor. The present library of 10,000 volumes, besides many bound magazines and useful bulletins, is well catalogued

and in charge of a trained librarian. The library is also adequately supplied with magazines and periodicals. There are over 3,000 mounted pictures in the art files. The Hazzen Memorial Collection consisting of over 1,000 volumes was contributed by the late Mrs. Isabel Dearborn Hazzen from the library of her husband, the late Henry Wilmarth Hazzen, long a teacher in the School. The Hazzen Endowment provides for the development of the collection. Another valuable addition of books received during 1925 was the collection given by Mrs. Winona Branch Sawyer, '71, of Lincoln, Nebraska. The upper floor of the library is occupied by the Dickerson Art Gallery. One room in this building is devoted to the collection gathered by the Frances Shimer Historical Commission.

WINONA BRANCH SAWYER HOUSE (1926)

Winona Branch Sawyer House, a commodious home for the president, was the gift of Mrs. Winona Branch Sawyer, of the Class of '71. It is built of brick in the Colonial style of architecture in harmony with the other buildings of the group.

GYMNASIUM AND SWIMMING POOL (1929)

The building contains on the first floor a tile-lined swimming pool, 60 x 25 feet, showers, dressing rooms, drying-room, lockers, toilets, and modern facilities for the refiltration and sterilization of the water in the pool.

On the upper floor are the gymnasium, the office of the Director of Physical Education, examination rooms, equipment and cloak rooms, with additional showers, dressing-rooms, and lockers. The main room, 87 x 52 feet, gives ample space for all indoor games and all types of gymnastic work. At the south end of the room is an elevated stage with curtain, cyclorama setting, and a well-appointed, modern system of lighting. Adequate provision is thus made for the work of the Department of Speech and Drama.

BENNETT HALL (1937)

In 1937 College Hall, which was built in 1909, was entirely reconditioned and refurnished through a generous gift of the children of Myrtie Stevens Bennett, Class of 1880, for whom the new dormitory has been named. The first floor contains two reception rooms, three suites accommodating four students each, a student kitchenette, and the Dean's apartment. Upper floors contain student rooms and baths for forty-four students.

STUDENT LIFE

RELIGIOUS

Abundant opportunity to participate in religious activities is open to students at Frances Shimer. The Christian Service League sponsors student religious movements and meetings of every kind. Discussion groups meet on the campus on Sunday mornings and there are services in the churches of the town.

Tuesday morning chapel services are given to worship. The Sunday evening vespers service brings to the college local and visiting clergymen or speakers on religious-cultural topics. Students are encouraged to attend the church of their own denomination on Sundays. The Christian Service League is inter-denominational; its aim is to promote the religious welfare of all students, and its activities and functions stress Christian ways of living and thought rather than denominational differences.

SOCIAL

The educational aims subscribed to by the College include recognition of the idea that the whole life of the student is a unit. Under these circumstances the extra-curricular activities become second in importance only to the program of the curriculum. Social training is a part of college education. Both residential house life and student organizations and activities offer valuable training in social co-operation and in creative use of leisure.

The social atmosphere of the College is wholesomely democratic. Every student is expected to use and develop for the whole group whatever social gifts she may possess. Appropriate dress, a pleasing manner, poise, graciousness, entertaining conversation, ability to appear at ease before an audience, are as much a part of the Shimer social ideal as are scholastic attainments.

With the assistance of class counselors the students give class parties, dances, bazaars, teas, lawn fêtes, concerts, and plays; they plan menus, arrange decorations, devise costumes and stage properties. A series of formal dinners sponsored by student organizations provides opportunity for each group to entertain the student body and faculty, and to introduce visitors and speakers. Three formal dances and two informal dances are given during the year. The College sponsors a program of week-end activities providing entertainment and social occasions throughout the academic year.

While students reside in halls according to their age and academic class, at table they sit with members of other classes and with faculty members. Table groups are disbanded and redistributed monthly, so that each Shimer student, in the course of the school year, forms a maximum number of pleasant social acquaintances with students and faculty members outside her immediate residential group.

Each residence hall provides social rooms and parlors in which the social life of the house group can be developed and can include the proper entertainment of guests. Thus every aspect of mature social life is reflected within the college community, and every student is enabled to share in the social experiences common to educated people.

CULTURAL

The College sponsors a program of concerts, lectures, recitals, and conferences throughout the academic year. These occasions bring to the College and the community outstanding figures in education, the arts, religion, and public life. Formal presentations in Metcalf Hall or the auditorium of the Gymnasium are followed by smaller informal group discussions in the student lounge of West Hall, or in other college rooms.

Frances Shimer is close to the larger cultural resources of Chicago. College-sponsored trips, under faculty supervision, enable students to visit Chicago's museums, see current plays, attend concerts by the Symphony Orchestra, or be present at events of interest to a specific group, such as the Horse Show, attended each year by members of Boots and Saddle, the riding club.

Frances Shimer has for many years, however, prided itself upon the creative activity within the college, denoting the cultural resourcefulness of its students. It has consistently encouraged the creative instinct in whatever direction the students chose to turn; the theater, music, painting and drawing, and creative writing have been liberally encouraged by the college administration, which in turn has been rewarded by the unusual quality of the students' response.

RECREATION AND PHYSICAL WELFARE

Few institutions are equipped to offer so complete a recreational program as Frances Shimer. In addition to the cultural resources for recreation already mentioned, the College maintains physical education equipment which is both modern and ideal.

The gymnasium is new and entirely adequate. It houses a full-sized playing floor with a standard basket-ball court adaptable to a variety of other indoor games such as volley ball, indoor baseball, badminton. It is used also by dancing classes, and for roller skating. It provides, in addition, the tile swimming pool, showers, drying, locker and dressing rooms. Shuffle board and table tennis have a special room in the basement of Hathaway Hall.

A nine hole golf course, the private property of the college, adjoins the south end of the quadrangle. A playing field along the east side of the gymnasium provides space for hockey and baseball. Tennis courts lie at the north-east corner of the quadrangle.

Campus conditions have been designed to safeguard the health of students. All students have physical examinations on entering; records of weight, posture, and other physical data are kept; and the work in physical education is planned for the individual student on the basis of these records.

The Resident Nurse in charge of the infirmary carries on an educational program in the maintenance of good health. She is on duty at all times in the fully equipped infirmary, and is available to students day and night. When the attentions of a physician are necessary, the student employs one.



STUDENT ORGANIZATIONS

Believing that direction may be given in the worthy use of leisure and that students should be given an opportunity to effect social contacts in groups voluntarily organized to pursue common interests, club life is encouraged. Membership, though not compulsory, is strongly urged.

STUDENT GOVERNMENT ORGANIZATION

The Student Government Organization to which every member of the Junior College belongs maintains self government in the Junior College residence halls. Effort is made to develop a feeling of responsibility by gradually giving the students opportunities for greater self-direction.

Regular meetings of the Association are held once each month. The executive committee meets once a week with the faculty counselor to discuss the plans and problems of the students.

CHRISTIAN SERVICE LEAGUE

This organization sponsors discussion groups, encourages social life among the students, takes charge of vespers and chapel services occasionally, and seeks in various ways to stimulate religious interest and interest in philanthropic work in the world.

FRANCES SHIMER PUBLISHING ASSOCIATION

Frances Shimer Record is a student publication issued four times a year. Its purpose is to give students experience in expressing themselves easily, clearly, and pleasingly in writing, and to afford opportunity for the publication of worth-while pieces of work in prose and poetry that may be produced. The management is in the hands of students, faculty advisors being appointed to counsel the officers in the task of editing and managing the publication.

ATHLETIC ASSOCIATION

The purpose is to arouse greater interest in physical education, stressing the enjoyment of sports and athletics, and the development of sportsmanship. The Athletic Association works in close cooperation with the Physical Education Department. It sponsors the inter-class hockey game on Thanksgiving Day; a class basket-ball tournament; the basket-ball banquet; a bob-ride; five- and ten-mile hikes; the May Fête; golf and tennis tournaments, and swimming meets.

ART CLUB

The Art Club has a two-fold purpose. It is organized to cooperate with the Commission of the Dickerson Art Gallery in the procuring and arranging of exhibits and in stimulating among students interest in the aims and activities of the gallery. In the monthly meetings of the club attention is directed by programs and informal talks to contemporary art. The club members are occasionally invited to the homes of art collectors or the studios of professional artists. Journeys to art centers within a one hundred and fifty mile radius are made annually. The Art Club takes direct responsibility for teas and coffees given at current art exhibits and for visiting artists. Valuable social training as well as artistic is thereby received.

The second purpose of the club is to develop skills which should be productive of joy in school life and give resources within, which enable the student to make worthy and happy use of leisure. The special club room maintained by the Art Club goes far in making possible the opportunity for any student to pursue a worthwhile craft or hobby. Equipment for printing, wood carving, modeling, and numerous other useful and beautiful crafts is available for student use in this room.

The club is open to students of Art History, Graphic Arts, and to a limited number of students interested in art but not enrolled in art courses.

DRAMATIC CLUB

The Green Curtain Dramatic Club is an organization open to all students. Try-outs are held early in the fall under the supervision of the dramatic director. The club gives two major productions during the year. Its members appear in the casts for the Christmas and Easter festivals as well. There is a general monthly business meeting followed by a program. The club in association with the classes in Art History sponsors a special trip to Chicago to visit the theatres and art centers. The club seeks to promote appreciation of the best in drama, and to offer an outlet for expression in the creative arts of the theatre.

INTERNATIONAL RELATIONS CLUB

This organization, which is open to all students enrolled in the junior college, has as its aims the development of an understanding of international affairs and an appreciation of the customs, achievements, and aspirations of the various peoples of the world. Its activities include regular monthly meetings, the operation of an international news bulletin board, the sponsorship of guest speakers, and attendance at international relations conferences held at other colleges.

TRAVEL CLUB

Students who have traveled or are particularly interested in traveling in foreign countries are invited to join the travel club. Talks by faculty members on foreign countries and the use of motion pictures make interesting and varied meetings.

BOOTS AND SADDLE CLUB

This club was organized for young women interested in better equitation. The club meets once a month for a study of types of saddle horses and nationally known horses of the show ring. Sleigh rides and hayrack parties are enjoyed when the weather permits.

Each year the Boots and Saddle Club sponsors two gymkhanas, two all night horseback trips to the rocky bluffs of the Mississippi, a formal banquet, and a trip to the International Livestock Exposition in Chicago.

CAMERA CLUB

The Camera Club is organized to afford a means of self-expression as well as entertainment, for interested students. Both the technical and artistic phases of photography are studied. The school dark-room is available to its members many of whom develop and print the pictures they snap. Throughout the year various contests are held to secure prints for the annual exhibit in the spring.

ARTS AND CRAFTS CLUB

This club was organized for those who enjoy doing handwork in their leisure time. Members have worked on various projects in bead work, leather tooling, knitting, and quilt making. A small hand loom is available for students who wish to experiment with weaving.

PRO MUSICA

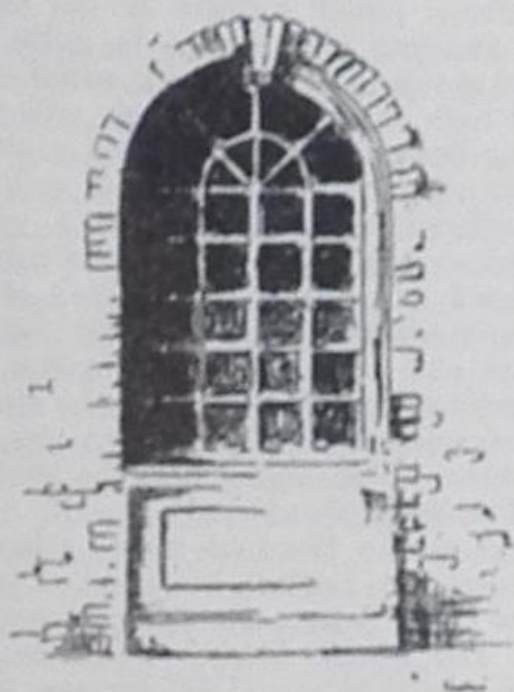
This club is composed of a limited group of talented music students who meet on the second Sunday afternoon of the month for a concert given by members, followed by a business meeting and social hour. The organization acts as host to visiting musicians and endeavors to foster the love of good music. Membership is by try-out under the supervision of the Dearborn faculty.

PHI THETA KAPPA

The Beta Sigma chapter of Phi Theta Kappa, Junior College Scholastic Honorary Society, was installed in 1932. Membership in this society is limited to the upper ten percent of the student body of the Upper Division.

DELTA PSI OMEGA

The National Honorary Dramatic Society, Delta Psi Omega, strives to uphold a high standard in both scholastic and dramatic endeavor by initiating into its membership only those girls who have done outstanding and efficient work in playwriting, acting, or production. The connection with other chapters of the national society inspires all dramatic club members to greater effort, and aids in the production of a higher type of play at Frances Shimer.



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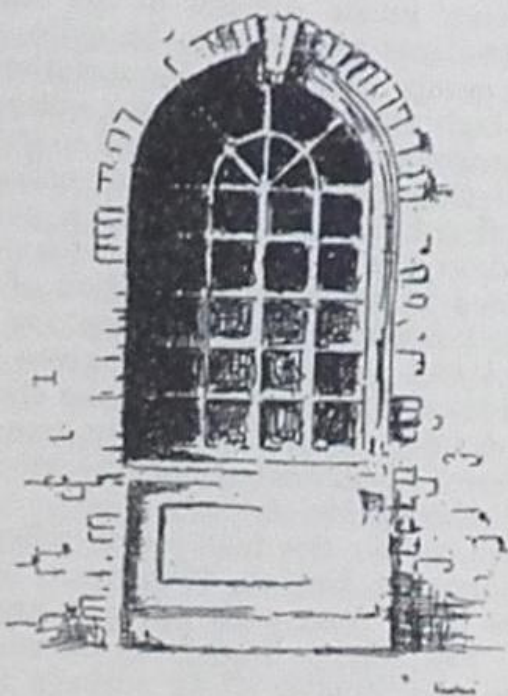
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THE JUNIOR COLLEGE

The Junior College has grown out of a need in the American educational plan for an institution which shall meet the intellectual and social needs of students who have completed their high school work. It has become increasingly apparent that these intellectual and social needs more nearly correspond to those of the older high school group than they do to those of the group who are engaged in the specialized courses of study being pursued in the upper division of college and university. During this junior college period must be cultivated social stability and ability to deal intelligently with the problems of modern life.

The four year junior college meets the needs of this enlarged group of the last two years of high school and the two years immediately following. The high school student is prepared for college in the presence of college facilities and the feeling of abrupt transition from high school atmosphere to that of the college is broken down. Similarly, the student in the college group avoids the pitfalls of mass education becoming increasingly evident in the larger institutions; she receives attention according to her individual needs, and consequently during the most formative years she lives in the presence of influences which will best develop her as a social and intellectual personality.

Frances Shimer entered the junior college field in 1907 when there were but fifteen junior colleges in the nation. For many years the college students were felt to be quite distinct from the preparatory school group. Since 1930 the social organization of the last two years of high school and the two college years has been perfected. The curriculum is now integrated so that there is offered a four year rather than a two year junior college course. Two curriculums are offered, an academic and a general curriculum. These are outlined on page 37. The specific courses in these curriculums are planned to eliminate duplication of instruction while preserving standard academic requirements for graduation from preparatory school and college. At any given point credits are transferable to institutions accredited by the standard accrediting agencies. By remaining through the four year course wasteful duplication of courses is eliminated and the student is enabled to advance into additional fields of study.

Thus in English within the four junior college years there are generally two courses in English literature. At Frances Shimer these two courses differ from each other in approach, scope and subject matter. The course English 21-22 emphasizes types of English literature and English 41-42 surveys the entire field of English literature. Throughout the Shimer curriculum this continuity of courses and lack of duplication will be seen.

The purpose of the junior college curriculum is two-fold. It

offers to those students who wish to continue their education in the upper division of a university along some special line of study the academic preparation needed. On the other hand those students whose interests and aptitudes are clearly defined in music, art, or speech are urged to enjoy the pursuit of these arts and at the same time acquire a cultural background that will be both interesting and useful to them. To such students the curriculum described on page 38 is recommended or one of the more strictly pre-professional courses.

Since the second year of the four year program is identical with the senior year of high school, particular care is taken at that point to satisfy standard entrance requirements of four year colleges and universities.

SUB-FRESHMAN CLASS

Students who have completed ninth grade, i.e., Junior High School, will be admitted to a sub-Freshman class and will be given tenth grade work required for entrance to the Junior College.

ADMISSION

Application for admission is made on a special application form which is included in this catalogue. When accompanied by a registration fee of twenty dollars for reservation of a room, the application is officially recorded. This amount is later credited to the semester fee.

Entrance examinations are not required, although certain psychological and placement tests are given at a time near the beginning of the academic year.

Students will be admitted to full junior college standing (eleventh grade) upon presentation of seven acceptable units completed in a high school accredited by the North Central Association of Colleges and Secondary Schools or by other recognized standardizing agencies. Students will be admitted to full standing in the junior year of the Junior College (equivalent to college freshman) upon presentation of sixteen units from a four-year high school or twelve units from a senior high school accredited by the above mentioned accrediting agencies. A unit in any subject represents the equivalent of five class meetings a week for a year of approximately thirty-six weeks. Classification will be accorded when the certified list of credits is presented. A candidate for admission also must furnish evidence of good moral character and honorable dismissal from the school last attended.

GRADING SYSTEM

The letters A to E are symbols used to indicate the degree of proficiency in any subject and may be interpreted as follows:

A—Superior

B—Above average

E—Failure

C—Average

D—Below average

The average or C group constitutes from 40 to 60 per cent of the students in each class according to the judgment of the instructor who is governed in the distribution of grades in classes enrolling ten or more students by certain elastic maximum and minimum percentage limits agreed upon by the faculty. The letter D represents the passing grade.

As a rule, condition grades are not assigned by the faculty. Where special conditions prevail, however, which are not the result of a student's inattention to her studies, incomplete work may be made up with the consent of the instructor. A student who receives a final examination grade of E in any subject may request a second examination, providing the average grade in that subject is not less than C. Such an examination, however, must be taken not later than four weeks after the beginning of the ensuing semester, and when taken may not result in a final semester grade higher than C.

Supplementing the marking system is the grade point system, which serves to set definite standards of achievement in terms of amount and quality of work. Grade points are assigned in the following manner:

- A grade of A earns 3 grade points for each semester hour of credit.
- A grade of B earns 2 grade points for each semester hour of credit.
- A grade of C earns 1 grade point for each semester hour of credit.
- A grade of D earns 0 grade points for each semester hour of credit.

Students in the lower division normally carry sixteen hours of work each semester and in the upper division fifteen hours.

Reports are sent to parents at the end of the first six weeks and at the close of the semester. Additional reports will be sent upon request to parents at any time.

DEFINITION OF TERMS

A semester hour is a credit granted for successful completion of a study pursued for one class hour per week throughout a semester of eighteen weeks. Two hours of laboratory work in general are counted as equivalent to one class hour if the instructor requires computations and write-ups of laboratory work to be done outside of laboratory hours. If such work is required to be done in the laboratory and under the supervision of the instructor, the laboratory equivalent of a class meeting for which preparation has been made is three hours.

Class hours are fifty minutes in length. A five-minute interval is allowed for passing from one class to another.

REQUIREMENTS FOR GRADUATION

JUNIOR COLLEGE DIPLOMA

The diploma of graduation from the Junior College is awarded to students who have completed a minimum residence of one year and a minimum of 60 semester hours of work in the upper division.

Six semester hours of English in the upper division are required of all candidates for the Junior College diploma. An additional minimum of 12 semester hours of work must be presented from the social science-science groups or from the social science-modern language groups. The remaining forty-two hours of the upper division may be selected to meet the requirements of the institution to which the student expects to transfer, or in work adapted to complete her junior college course. Physical Education is prescribed for all students.

RECOMMENDATION TO COLLEGE

For recommendation to college or university the student must have an average of C for the two years work in the upper division. Preferred recommendation is given to students who rank in the upper third of their class.

HIGH SCHOOL CERTIFICATE

In view of the fact that some students may wish to continue their education at another institution on finishing the work of the lower division a certificate is awarded at that point to students who have completed a minimum of one year of residence and a minimum of 64 semester hours or 8 high school units in the lower division, (or a total of 15 high school units).

The subject requirements for graduation are based on the four year high school curriculum, and are as follows: two subjects pursued for three years each and two subjects pursued for two years each, these subjects to be selected from the following five groups: English, Foreign Language, Mathematics, Science, and Social Studies.

The total number of high school units required for graduation is 15. Physical Education is required. Five of these units are elective. The work of each lower division student is planned to meet her special interests and needs, and her future college requirements.

SCHOLARSHIPS AND AWARDS

Scholarships for Daughters of Ministers

Scholarships having a value of one hundred dollars per year are granted to daughters of ministers in active service. Such students are required to maintain an average high C standing.

Scholarships for Students of Superior Ability

To recognize and reward high scholastic and personal achievement and to give assistance to worthy students of ability and determination who could not otherwise attend college, the Trustees have set aside a limited portion of the institution's annual income to be used for this purpose. The assistance takes the form of merit scholarships and service scholarships.

Merit scholarships are available to high school graduates who are included in the upper tenth of their graduating classes. A student will be expected to maintain an average grade of B. Failure to maintain this average grade results in forfeiture of the scholarship.

Various opportunities for self-help are available. The most remunerative and least time-consuming are those involving table service in the dining room, the compensation for which amounts to \$200.00 per year. There are assistantships in various departments such as music, library, infirmary, physical education, laboratory, Dean's office and President's office which provide from \$100.00 to \$200.00 per year. Various clerical tasks, often requiring typing skill, pay from \$100.00 to \$150.00 per year, depending on the amount of time expended.

Honor Scholarships

A senior scholarship amounting to one hundred and fifty dollars may be granted in recognition of outstanding mental and personal qualities to a Frances Shimer student who has completed the work of the junior year.

Two scholarships amounting to five hundred dollars each may be granted to new students entering the first year of college (junior high school year), payable one hundred dollars per year in the lower division and one hundred fifty dollars per year in the upper division.

On recommendation of the faculty, two honor scholarships amounting to three hundred dollars each, payable one hundred fifty dollars per year, may be granted to Frances Shimer students who have completed the work of the lower division.

The Honor Scholarships

The faculty awarded an Honor Scholarship in the lower division in June, 1939 to Grace Rogers. The Senior Honor Scholarship was not awarded in 1939.

The Chicago Alumnae Scholarship

The three chapters of the Chicago Alumnae Group each spring raise money for a scholarship which is awarded to a senior who has been outstanding in scholarship and in student activities. The award was given in 1938 to Patricia Ann Roche, Chicago, and in 1939 to Barbara Appleton, Logansport, Indiana.

The Jessie Miles Campbell Prize

The Jessie Miles Campbell Prize of ten dollars for excellence in Latin was awarded in 1939 to Audrey Jenkins.

The Ileen Bullis Campbell Prize

The Ileen Bullis Campbell Prize is an annual award for excellence in the field of history. This prize was awarded in 1939 to Mary Ann Gilster.

The James Spencer Dickerson Prize

The James Spencer Dickerson Prize to the student who shows the greatest amount of progress in Art was awarded in 1939 to Jeanette Moore.

The Dramatic Club Prizes

The Dramatic Club offers two annual awards of ten dollars each, one for excellence in acting, and one for excellence in stage production. The names of the recipients of these honors, as selected by a joint committee of faculty and Dramatic Club members, are engraved on the silver plaque which hangs in the speech room. In 1939 the prize in acting was awarded to Mary Bullis and the prize for production was awarded to Lorna Densmore.

The Martha Barnhart Hoffman Prize

The Martha Barnhart Hoffman prize is given to the student who does the most outstanding work in interpretive reading. It was awarded in 1939 to Constance Clough.

Pro Musica Awards

The honor of having her name engraved on the Pro Musica shield is given each year to the most outstanding member of the club from each of its three departments; Piano, Voice, and String. The honor in Piano was given in 1939 to Ellen Francke.

The Grace Reynolds Squires Prize

The Grace Reynolds Squires prize was awarded for the first time in June 1938 by Mrs. John Squires, Class of '02. It is given for excellence in concert singing and is awarded to the student who makes the best appearance in the annual commencement concert. It was awarded in 1938 to Janet Blumer. No award was made in 1939.

The Elizabeth Percy Konrad Trophy

The Elizabeth Percy Konrad Trophy for excellence in English was presented in 1926. The name of the student in the graduating class who does the best work in English for the year, as recommended by a committee appointed for the purpose, is engraved on a large silver cup. Carol Patrice Clough won the trophy in 1938.

The Record Prize

The Frances Shimer Record presents a prize to the student who has done the most outstanding work in creative writing. It was presented in 1939 to Lorna Densmore.

The Samuel James Campbell Athletic Trophy

The Samuel James Campbell Athletic Trophy is awarded to the outstanding athlete of the year. In June, 1938, it was awarded to Patricia Ann Roche.

The Golf Trophy

A golf trophy, a silver cup, bears the name of the winner of the annual tournament. Marjorie Fishbein won the cup in 1939.

The Tennis Trophy

A tennis trophy, a silver cup, bears the name of the winner of the annual tournament. Josephine Logan was the winner in 1939.

SUSAN C. COLVER LECTURESHIP FUND

The late Mrs. Susan E. Rosenberger, with her husband, Jesse L. Rosenberger, of Chicago, endowed the "Susan C. Colver Lectures" in honor of Mrs. Rosenberger's mother by giving certain securities to the College. The lecture of 1938-39 was given by Miss Agnes Jones.

EXPENSES FOR THE COLLEGE YEAR

There are no special fees of any kind for regularly elected courses described in the catalogue or for many other services provided by the College. All fields of study and all instructional facilities, therefore, are open to all students without special charge, irrespective of the kind of study undertaken.

Tuition and living for the scholastic year, \$790.

This single fee includes the charge for board, room, laundry, and all academic instruction, and in addition includes all special fees, such as class work and private lessons in music, art, and speech; gymnasium instruction, laboratory courses, all courses in home economics, graduation, and special lectures and entertainments provided by the school. No charge is made for extra studies taken in addition to the prescribed number. The facilities of the infirmary as well as the services of the nurse are available to students without charge. This includes common remedies appropriately dispensed by a nurse without a physician's prescription, the dressing and treatment of infections, bruises, and wounds, and infirmary service in cases of illness. Fees of local physicians called in for diagnosis and treatment are paid by the students. Certain courses in home economics and art involve a charge for the actual materials consumed or used.

A registration fee of twenty dollars is required when the application is submitted. The name of the applicant is then entered officially in the roster of new students. This amount is later credited to the semester fee. If for any reason withdrawal becomes necessary, the registration fee will be refunded, providing notification is received before August 1 and January 1 of the first and second semesters respectively.

Students living in the vicinity of Mount Carroll who do not wish to become residents of the College pay a fee of \$200 for the college year. This includes all special fees of whatever nature, except those of the infirmary.

Rooms are generally planned to accommodate two students. Single rooms, when available, may be assigned upon request. A charge of thirty dollars per semester is made for single or suite rooms in all dormitories. Double rooms may not be held as single rooms.

TERMS OF PAYMENT

All fees are payable strictly in advance. The receipt of the cashier on each class registration card is necessary before students are admitted to classes. All accounts, including those owed to the College Book Store, must be settled in full before permission is given to take the final semester examinations, January 30 and June 4, 1941. No reports, statements of scholastic standing, or diplomas are issued until all accounts of whatever character are settled in full. Students entering for the second semester only will pay at the rate of \$400 for the semester.

HOUSE STUDENTS

Due on or before September 18, 1940:	
For the first semester	\$430.00
The \$20 registration fee will be credited on this payment.	
Due January 1, 1941, and payable not later than February 4:	
For the second semester	\$360.00

DAY STUDENTS

Due on or before September 18, 1940.	
For the first semester	\$100.00
Due January 1, 1941, and payable not later than February 4:	
For the second semester	\$100.00

MISCELLANEOUS EXPENSES

The amalgamation of all fees into a single comprehensive fee was made for the purpose of informing all parents regarding their maximum liability to the College. Certain miscellaneous expenditures for the purchase of books and supplies are necessary. It is desirable that these be kept at a minimum and the co-operation of parents is sought in limiting the monthly allowance for the sake of a wise economy.

The College Book Store stocks a supply of all books, supplies, and stationery, and in addition keeps for sale toilet goods and articles commonly required by students. Students may pay cash or maintain a charge account, an itemized copy of which is sent periodically to parents and is due upon presentation. The store has for sale a very well arranged student's account book with perforated monthly expense summaries which may be detached and sent to parents. It is recommended that parents require the keeping of such an account and by this means encourage accurate justification of all expenditures.

STUDENT ACTIVITY FEE

While most incidental expenses are governed by purely personal inclinations, a few are incurred by all students. Class and club dues, subscription to the student publication, "The Record," admission to athletic events and dramatic productions put on by the students are all covered by a Student Activity fee. The amount of this fee varies according to the extent to which a student is likely to participate in school activities. The fee is \$15 for junior college students in residence and \$8 for day students. These fees are collected by the college and turned over to the manager of the Student Activity fund to be allotted to different student organizations.

A student bank is maintained in the Business Office. Deposits and withdrawals for personal expenses may be made at stated intervals.

WITHDRAWAL

Since all instructors are necessarily engaged for the year upon the basis of estimated needs, no part of the fee can be refunded due to withdrawal from school. Similarly, when a room is vacated no other student may be assigned to that room since registration has already ceased. All services and facilities are necessarily provided on the basis of a full scholastic year and economic administration forbids refunding of fees on account of withdrawal.

It is the practice, however, to make a concession when illness, as certified by a physician's written statement, requires withdrawal. The cost of food, service excluded, up to the time of withdrawal forms the basis of any refund made. Such refund, however, will not be made for withdrawal at or after the Christmas vacation in the first semester or during the last six weeks of the second semester.

No refund in any amount will be granted to students who withdraw voluntarily or upon request.

COURSES OF INSTRUCTION

The College offers four years of study in each of the standard academic subjects. These extend from the Junior College freshman year through the senior year without duplication of effort or subject-matter.

The courses of instruction are organized into seven groups representing seven fields of study, as follows:

- I. Language, Literature and Speech Arts: English, Latin, French, German, Library Science, Speech, Drama.
- II. Science and Mathematics: Biology, Physiology, Zoology, Physics, Chemistry, Algebra, Geometry, Trigonometry.
- III. Social Science: History, Economics, Sociology, Psychology, Education.
- IV. Fine Arts: Music, Graphic and Plastic Arts.
- V. Home Economics: Clothing, Foods, Home Planning and Furnishing, Home Management.
- VI. Secretarial Studies: Typewriting, Stenography.
- VII. Physical Education.

Description of these four-year groups appears at the head of each section in the pages following. The integration of these courses in the four-year Junior College plan does not disturb requirements for high school graduation in its normal place, nor requirements of four-year colleges for Junior standing. It is possible to pursue this curriculum to any given point without affecting transfer of credits to accredited institutions.

Students will find it both easy and profitable to learn the requirements of the four-year college they will attend upon graduation from Frances Shimer, and to plan their courses during the Junior College years so as to satisfy these requirements. In this respect the Junior College does not differ from the first two years of the four-year college, as all institutions have certain requirements for the fundamental years. The standardization of these courses in most institutions permits transfer without loss of credit, provided only that students are able to meet the grade-average requirements of the institution they are entering.

Courses are divided into two groups: upper division and lower division. The lower division comprises the first two years, eleventh and twelfth grades, and the upper division the second two years of the Junior College, (the freshman and sophomore college years).

First-year courses have numbers in the tens: English 11, French 11, etc. The second semester continuation of English 11 is English 12, etc. Similarly second-year courses have numbers in the twenties, third-year courses in the thirties, and fourth-year courses in the forties.

Two curriculums are suggested for the four-year Junior College course. These may be varied to meet the student's interests and needs. Students planning to transfer to a liberal arts course in a university should follow curriculum I.

CURRICULUM I

FRESHMAN YEAR
(11th Grade)

FIRST SEMESTER		SECOND SEMESTER	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
English 11	4	English 12	4
Biology 11	4	Biology 12	4
Modern History 11	4	Modern History 12	4
Foreign Language	4	Foreign Language	4
(French or Latin)		(French or Latin)	
Physical Education		Physical Education	
	—		—
	16		16

SOPHOMORE YEAR
(12th Grade)

FIRST SEMESTER		SECOND SEMESTER	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
English 21	4	English 22	4
Physics 21	4	Physics 22	4
U. S. History 21	4	U. S. History 22	4
Foreign Language	4	Foreign Language	4
(French or Latin)		(French or Latin)	
or Mathematics		or Mathematics	
(Advanced Algebra 13)		(Solid Geometry 22)	
Physical Education		Physical Education	
	—		—
	16		16

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
English Composition 31	3	English Composition 32	3
Introduction to the		Introduction to the	
Biological Sciences 31 or		Biological Sciences 32 or	
Introduction to the		Introduction to the	
Physical Sciences 31	4	Physical Sciences 32	4
History 31 or 33	3	History 32 or 34	3
Foreign Language		Foreign Language	
French or German	4	French or German	4
Speech 31	2	Speech 32 or 34	2
Physical Education		Physical Education	
	—		—
	16		16

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
English Literature 41	3	English Literature 42	3
Foreign Language, Continued ...	3	Foreign Language, Continued ...	3
Economics 41	3	Sociology 42	3
Zoology 41 or Chemistry 41	4	Physiology 42 or Chemistry 42 ..	4
Psychology 41	3	Elective	3
Physical Education		Physical Education	
	—		—
	16		16

For students who do not intend to carry their college work beyond the two years of the upper division the following curriculum is recommended which will give a broad cultural background in preparation for intelligent social living.

CURRICULUM II

FRESHMAN YEAR

FIRST SEMESTER

<i>Courses</i>	<i>Credits</i>
English 11.....	4
Biology 11.....	4
History 11.....	4
Elective.....	4
Community Problems 13 Typing 21,	
Art 11 or Music.....	2
Physical Education	—
	18

SECOND SEMESTER

<i>Courses</i>	<i>Credits</i>
English 12.....	4
Biology 12.....	4
History 12.....	4
Elective.....	4
Community Problems 14 Typing 22,	
Art 12 or Music.....	2
Physical Education	—
	18

SOPHOMORE YEAR

FIRST SEMESTER

<i>Courses</i>	<i>Credits</i>
English 21.....	4
History 21.....	4
Introduction to Home Making 21.	4
Elective.....	4
Typing 21 Music Art 11, 21	
Speech 21.....	2
Physical Education	—
	18

SECOND SEMESTER

<i>Courses</i>	<i>Credits</i>
English 22.....	4
History 22.....	4
Introduction to Home Making 22	4
Elective.....	4
Typing 21 Music Art 11, 21	
Speech 22.....	2
Physical Education	—
	18

JUNIOR YEAR

FIRST SEMESTER

<i>Courses</i>	<i>Credits</i>
English Composition 31.....	3
General Introduction to the Physical Sciences 31 or General Introduction to the Biological Sciences 31....	4
Music Appreciation 31.....	2
Speech 31.....	2
Electives.....	4
Physical Education	—
	15

SECOND SEMESTER

<i>Courses</i>	<i>Credits</i>
English Composition 32.....	3
General Introduction to the Physical Sciences 32 or General Introduction to the Biological Sciences 32..	4
Music Appreciation 32.....	2
Speech 32 or 34.....	2
Electives.....	4
Physical Education	—
	15

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
English Literature 41	3	English Literature 42	3
History 31 or 33	3	History 32 or 34	3
Psychology 41	3	Sociology 42	3
Art 37 or Art History 47	3	Art 38 or Art History 48	3
Electives	3	Electives	3
Physical Education		Physical Education	
	—		—
	15		15

SPECIAL COURSES

The curriculums in Art, Speech, Music, Home Economics, and Secretarial Studies are not meant to be terminal in their character. They are designed to meet the demands of students who desire to continue their general education in college and at the same time pursue an interest or increase a skill. These curriculums are described on pages 63, 46, 57, 67, and 69.

Special programs are arranged to give students the requirements of the first two years in the fields of journalism, nursing, medicine, law, and physical education.

THE COURSE IN EDUCATION

Students who desire at the end of two years of college work to obtain the Illinois Limited Elementary School Certificate should follow the curriculum outlined on Page 56. Students who have completed these requirements will be recommended for the appropriate certificate in other states also.

CHANGING AND DROPPING COURSES

Permission to change courses will be granted during the first two weeks of each semester. Application to the Registrar should be made for a Change of Course card upon which reasons for the change are required to be stated. Only reasons of an educational character will be considered.

After the expiration of the first two weeks of each semester no course may be dropped except for definite reasons of physical and mental health. Impending failure or fear of failure are not regarded as suitable reasons for dropping a course.

LANGUAGE, LITERATURE AND SPEECH ARTS

ENGLISH

Effort is made throughout the courses in English composition and literature to realize a two-fold aim: to enable the student to organize and express her thoughts with accuracy and effectiveness, and to cultivate an appreciative understanding of our rich literary heritage, and its relations to the problems of modern life. Organization of courses is planned to meet the requirements of the universities for foundation courses in composition and literature, as well as to meet the need of the individual student.

General Reading Course

The general reading program is available to students in both lower and upper divisions of the junior college. Separate reading lists are supplied, suggesting books designed to provide a maximum amount of pleasure, a source of information, a fund of appreciation and an ever-increasing breadth of interest.

No credit is offered for the course, but recognition is given at the end of the college year to those who have satisfactorily completed the reading.

11-12—AMERICAN LITERATURE. A study of American writing from the settlement of the colonies to the present time. There is much reading outside of class. In addition to the literature, there is continued work in grammar and composition, with emphasis on punctuation, spelling, sentence structure and précis writing.

Four hours per week, both semesters. Four credits each semester.

21-22—TYPES OF ENGLISH LITERATURE. English Literature from Beowulf to the present, with emphasis upon outstanding types—in prose the novel, the essay, the biography, the story, etc.; in poetry the narrative, the epic, the lyric, the song, the ballad, the drama, etc. Oral and written reports and compositions; a review of grammar and rhetoric.

Four hours per week, both semesters. Four credits each semester.

31-32—ENGLISH COMPOSITION. The purpose of the course is three-fold. It tries to teach the student to think logically, to write clearly and effectively, and to read intelligently.

The first aim is achieved through the discussion and analysis of certain literary works with an eye as to exactly what the author

means and whether he arrives at his conclusion logically and in a scientific manner; the second aim, that of writing, necessitates the study and practice of the simpler forms of exposition which lead gradually to analysis of longer expository essays, with opportunity to construct original compositions and to organize an investigative theme. The last aim, that of reading intelligently, is brought about by practice in the various types of reading necessary for college work and for life, rapid skimming, medium rate of reading for pleasure, and the slow type of reading necessary for text book analysis.

Six book reports are required. The student is given ample opportunity for individual conferences with the instructor. It is constantly borne in mind that what the student learns in this course should carry over and help her in all her college work.

Three hours per week, both semesters. Three credits each semester.

41-42—SURVEY OF ENGLISH LITERATURE. A survey of English Literature from the Anglo-Saxon period to the present day, following the outline of English history. Special attention is given to masterpieces in all fields, and through a series of outside assignments the student is encouraged to do a maximum of work in that particular field to which the student is attracted.

Three hours per week, both semesters. Three credits each semester.

45—ADVANCED COMPOSITION. A course in creative prose writing for seniors. Class criticism for student-written material; a survey of influences at work in American life, language, and literature; and a survey of one phase of creative writing today by each student. Students are free to write the essay, the story, the drama, the radio script, the poem of any type, or the news story or advertisement. Prerequisite English 31-32.

Two hours per week, first semester.

Two credits.

46—ADVANCED COMPOSITION. A continuation of English 45. More emphasis is put upon the revision and reconstruction of material after it is handed in and returned to the student.

Two hours per week, second semester.

Two credits.

47-48—RADIO SPEAKING AND WRITING. This course combines Advanced Composition 45-46 and Individual Speech 43-44. In Advanced Composition the student is coached in the writing of radio scripts, and in Individual Speech the student practices preparation for appearances in her scripts on the College's radio program given each week from Station WROK, Rockford. Open to seniors with special permission.

Four credits each semester.

LATIN

The teaching of Latin in the Junior College aims at an increased ability to read the language understandingly and with some ease. Regular concentrated grammar review allows ample time for collateral reading in literature and history. An attempt is made to develop literary appreciation in a foreign language.

11-12—CICERO. Reading from the *Orations of Catiline, Pompey, Archias*, excerpts from *Verres*, selected *Letters*. A study is made of Republican Rome, its social and political institutions, and Cicero as the product of this complex society. Writing of more difficult Latin with Cicero as a model.

Four hours per week, both semesters. Four credits each semester.

21-22—VIRGIL. Reading of *Aeneid I-VI*. Definite emphasis is placed upon the sympathetic reading of the great epic as well as upon an appreciation of the elements which constitute its greatness. Study of the Augustan Age at Rome. Mythology. Collateral reading in Homer and Dante.

Four hours per week, both semesters. Four credits each semester.

31-32—CICERO, LIVY, TERENCE. In the *De Senectute* Cicero appeals to the student in an entirely new and delightful field, informal philosophy. Livy furnishes an introduction to the poetical Augustan prose, and gives the student a naive and dramatic account of Rome's early history. Terence's comedy shows the lighter side of Roman literature and is a splendid example of polished colloquial style. This course will be offered providing there are sufficient registrations.

Three hours per week, both semesters. Three credits each semester.

MODERN LANGUAGES

The general aim of the courses in modern language is, through intensive study of the fundamentals of grammar and of correct pronunciation, to develop the ability to write and speak the simple idiomatic language, to understand it when heard, and to read graded material both intensively and for content. An endeavor is made in all classes to develop in the student an interest in, and a better understanding of, the real spirit, life, and ideals of the nation through its language. Courses 11-12, 21-22 in French satisfy minimum university entrance requirements in languages. Placement tests are given at the beginning of the year. On the basis of the results students are assigned to the classes where their ability places them.

FRENCH

11-12—BEGINNING FRENCH. Fundamentals of grammar. Oral work in dialogues, questionnaires, and short themes. Aural training through dictation and phonograph records. Graded reading, and testing in comprehension. Careful presentation of new material. Cultural information in English.

Five hours per week, both semesters. Four credits each semester.

21-22—INTERMEDIATE FRENCH. Grammar review, dictation, oral work, and short themes. Reports on some extensive rapid reading of simple material. Historical background and cultural information in English. Class reading of novel and play.

Five hours per week, both semesters. Four credits each semester.

23-24—OUTLINE OF FRENCH LITERATURE. Emphasis on seventeenth and eighteenth century readings in class. Outside readings and reports on 225-300 pages each semester. Grammar review and verb exercises. Prerequisite, French 11-12 and 21-22, or equivalent.

Four hours per week, both semesters. Four credits each semester.

31-32—ELEMENTARY FRENCH. An introductory course for advanced students who have not previously studied French, or who have not completed satisfactorily a two years' high school course. Phonetics, dictation, oral work. Fundamentals of grammar. Readings of French history and a nineteenth century play or short novel. Songs, dialogues and short compositions. Open only to students in the upper division.

Four hours per week, both semesters. Four credits each semester.

33-34—ADVANCED FRENCH. Grammar review, biographical sketches upon which compositions are based. Short stories on a variety of subjects. Vocabulary drills, simple conversations on classroom exercises. Reports on 225-300 pages of outside reading each semester. Prerequisite, French 31-32 or the equivalent. Assignment to class follows a standard test in French, which is given to all students in the department.

Three hours per week, both semesters. Three credits each semester.

41-42—FRENCH LITERATURE SURVEY. Readings in old poems and plays, selected plays of the seventeenth century, novels of the eighteenth century and at least one play of the nineteenth or twentieth century. Reports on outside readings in the same periods. Prerequisite French 33-34, or the equivalent. Registration in class depends on standing in the French test given to students in the department.

Three hours per week, both semesters. Three credits each semester.

GERMAN

31-32—ELEMENTARY GERMAN. A rapid course for advanced students who have not previously studied German. Study of the foundations of grammar, drill in pronunciation, practice in writing and speaking and reading of simple prose and poetry. About fifty pages of supplementary reading are required in the second semester. Systematic work in translation for comprehension is emphasized.

Four hours per week, both semesters. Four credits each semester.

33-34—ADVANCED GERMAN. A thorough review of grammar; practice in composition based on material previously studied in texts. Aural comprehension and aural practice; vocabulary and the more common idioms. Reading of modern stories and plays. Extensive reading objective, about 500 pages. Prerequisite, German 31-32, or equivalent.

Three hours per week, both semesters. Three credits each semester.

LIBRARY SCIENCE

Junior college students in the Upper Division who are interested in Librarianship as a profession are advised to select courses which will provide them with the necessary breadth of background. Most professional schools require four years in approved liberal arts colleges for entrance. The curriculum outlined on page 37 should be followed, emphasizing particularly English and American literature, both French and German, and the social sciences; an acquaintance with the sciences sufficient to enable the student to read intelligently in those subjects is very desirable.

A course in Lettering is of value in the preparation of library signs and posters; Art History and Music Appreciation would provide a good understanding of the arts. In special libraries and departmentalized public libraries there is opportunity for those who have specialized in music, art, and education. Ability to use the typewriter is essential.

Two introductory courses in library work are offered. A limited number of students who are particularly interested may secure experience by assisting in the library an hour a day during their senior year.

31—LIBRARY SCIENCE. An introductory course required of all Junior College students. Aim: to make students self-reliant and capable users of the resources of the library, for both leisure and required reading. The work consists of lectures on the arrangement of books and the function of the library, together with practical problems on the use of the card catalog, encyclopedia and general reference books (including periodical indexes), with some practice in bibliography.

One hour per week until proficient.

No credit.

32—LIBRARY SCIENCE. A library course intended primarily for those who wish to make librarianship a profession. Special work in library tools and methods.

One hour lecture, class problems, and two hours practice work per week.
Two credits.

SPEECH AND DRAMA

The aim of this department is fourfold: first, to develop an appreciation of the art of fine speaking; second, to aid the student of literature in oral expression; third, to give the student who expects to major in speech or dramatic work a foundation for university study; fourth, to foster the creative spirit through the medium of the theatre.

Those expecting to enter special schools of speech, or to major in speech or drama at any of the universities should arrange a conference with the instructor before planning a course of study in order to insure the right choice of studies.

Students of speech are urged to elect courses in dancing, free-hand drawing, design, music, and history of art. Exceptional opportunities are offered at Frances Shimer to study these arts which are so closely related to speech and drama.

Upon consultation with the instructor students with particular speech difficulties will receive individual attention in corrective speech. These students are urged to elect Speech 21 or Speech 31.

DRAMA

Frances Shimer offers opportunity to all students for artistic self-expression through the drama. Special festivals are given at Christmas and Easter. The Dramatic Club stages two productions. The Play Production students present one-act plays. Any student, including those registered in the lower division, may apply for admission to the Play Production Laboratory, conducted in connection with the course in Play Production. Not only in acting and stage management, but in design, costume, music, and dancing, the student receives practice in relating her art to an artistic whole. All departments of the college co-operate in producing a play. To maintain a high standard of artistry in performance is a constant aim. Among the plays given recently are: *Pride and Prejudice*, *Stage Door* and *Alice Sit-by-the-Fire*.

The Green Curtain Dramatic Club is an active organization holding monthly meetings. This Club gives two three-act plays as well as a vaudeville, which gives opportunity for all students in school who are talented in music, dancing, or characterization to perform. It has a membership of twenty-five chosen by try-outs during the first semester. All students are eligible for the try-outs.

In the fall and spring trips are made to Chicago. Visits to the theatre sometimes include journeys back-stage. Recently the Dramatic Club has seen Katherine Cornell in *No Time for Comedy*.

The honorary dramatic fraternity of Delta Psi Omega elects its membership each spring from those of the Junior and Senior classes who have done exceptional work in acting and production.

EQUIPMENT

Equipment includes a stage of professional size, a switchboard, a complete lighting setup and dressing rooms. There is a property room and a workshop where scenery is built and stored. The Dramatic Club owns its costumes. While the emphasis is on acting, the facilities are adequate for many types of production.

SUGGESTED COURSE IN SPEECH AND DRAMA

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English Composition 31	3	English Composition 32	3
Introduction to the Physical Sciences 31, or Introduction to the Biological Sciences 31	4	Introduction to the Physical Sciences 32 or Introduction to the Biological Sciences 32	4
Modern Language	3	Modern Language	4
Music Appreciation 33	2	Music Appreciation 34	2
Graphic Arts 31	2	Graphic Arts 32	2
Speech 31	2	Speech 32 or 34	2
Physical Education	—	Dancing	—
	16		16

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English Literature 41	3	English Literature 42	3
Modern Language	3	Modern Language	3
Art History 47	3	Art History 48	3
Speech 41	3	Speech 42	3
Speech 43	2	Speech 44	2
Electives	2	Electives	2
Physical Education	—	Physical Education	—
	16		16

21-22—SPEECH. A beginning course in the fundamentals of speech for students of the lower division. Voice and Pantomime. Oral Reading. Frequent opportunities to appear informally before an audience.

Two hours per week, both semesters. Two credits each semester.

31—FUNDAMENTALS OF SPEECH. A foundation course for public speaking, interpretation, and acting. Breathing, the phonetic approach to enunciation, elements of tone production, the relation of emotion to speech; posture; rhythm; oral exercises with student criticism. Five-minute speeches before the class; assigned reading; individual conferences. A prerequisite for all other courses in speech. Private instruction for those needing corrective speech.

Two hours per week, first semester.

Two credits.

32—LITERARY INTERPRETATION. A study of moods, emotions, and ideas as expressed by the poet, novelist, dramatist, with student's own creative work in monologues and plays. Some study in acting technique, and in radio technique. Lyric verse, dramatic monologues, short stories, scenes from plays and the student's own creations are the sources of material used. Prerequisite, Speech 31.

Two hours per week, second semester.

Two credits.

34—EXTEMPORANEOUS SPEAKING. The organizing of public opinion through speech. Study of the impulses governing human behavior. Organization of speech material. Assigned reading. Constant drill in speaking from the platform. Prerequisite, speech 31.

Two hours per week, second semester.

Two credits.

41-42—DRAMA. A lecture and laboratory course which provides both an orientation towards drama and stage production and an introduction to practical work in the theatre. First semester—The play: its elements, structure, techniques, types, forms. Directing: in lectures, demonstrations, and laboratory exercises the elements of play directing are analyzed. Each student directs a pantomime and cuttings from plays. Second semester—The dramatic and theme values of plays are analyzed with a view to their interpretation through visual direction. History of the theatre. A survey of the practical problems of scene design and construction, painting, lighting, costuming, and makeup. Each student directs a one-act play with preparation of a complete production book. Throughout the year members of the class are assigned responsible positions in public productions thus receiving practical training in management and in the technical phases of production. Open to juniors with the consent of the instructor.

Two lectures and one two-hour laboratory period per week, both semesters.

Three credits each semester.

43-44—INDIVIDUAL INSTRUCTION FOR ADVANCED STUDENTS. Private lessons, for seniors who expect to major in speech. Open to others by special permission. Advanced interpretation, characterization, preparation of recital material. Not more than a total of four credits will be granted for work in this course. Prerequisite, Speech 32.

Two half-hour lessons and a minimum of five hours per week spent in study and practice, either semester. Two credits each semester.

PLAY PRODUCTION LABORATORY: A group limited to twelve students who meet with the Drama Class for exercises in stage craft, and in acting and directing. This group participates in the Christmas and Easter Plays, as well as the student directed one acts. Any student may apply to the director for membership in this class.

One evening meeting per week.

No credit.



SCIENCE AND MATHEMATICS

BIOLOGICAL SCIENCES

The courses in biology are designed to give the students a clear conception of the underlying principles which govern living matter. The dominating objectives of the courses are: (1) to cultivate skill and habits of scientific thinking as are exemplified by biology, (2) to describe and interpret the machinery of the organic world, and (3) to contribute such practical information about biology as is desirable for citizens in the modern world.

The large well-lighted laboratory is equipped with compound microscopes, slides, charts, and models. A micro-projector, and the use of educational sound films add interest to the laboratory work.

11-12—ELEMENTARY BIOLOGY. A course for lower division students presenting a study of plants and animals, their lives, functions, environment, and economic importance. Field trips familiarize the student with local flowers, birds, and insects. Special emphasis is placed upon human biology and public health.

Three class meetings and two two-hour laboratory periods per week, both semesters.
Four credits each semester.

31-32—INTRODUCTION TO THE BIOLOGICAL SCIENCES. The subject matter includes the following four main divisions: I. Variety and relationships among living things: a brief study of the plant and animal kingdoms, including a study of man's probable ancestry. II. The dynamics of living organisms: an analysis of how the living machine works, with particular stress on the physiology and psychology of man in health and disease. III. Organic evolution, heredity, and eugenics. IV. Ecology: the relation of living organisms to their environment and to each other; the problems of social organization in lower organisms. Laboratory demonstrations and motion pictures are used.

Four lecture periods each week.

Four credits each semester.

41—GENERAL ZOOLOGY. The purpose of the course is to give the student an introduction to the principles which govern animal and human life. The aim is to give a comprehensive survey of the structures of the organism relative to digestion, respiration, excretion, and reproduction. Discussions of the philosophical phases of the subject, such as the nature and origin of life, spontaneous generation, the germ theory of disease, immunity, etc., are also included. Lectures, discussions, and laboratory work are planned to introduce the major divisions of animal biology, anatomy, physiology, ecology, classification, and geographic distribution.

Two lectures and two two-hour laboratory periods each week, first semester.
Four credits.

42—PHYSIOLOGY. The purpose of the course is to acquaint the student with scientific observation, experiments, and thinking; to furnish a basis for meeting successfully the varying physiological needs of life. The subject matter includes anatomy and cell structure, work of the heart, circulation and the internal environment, respiration, digestion and foods, action of muscle and nerve, mechanisms of correlation, and body defenses against disease.

*Two lectures and two two-hour laboratory periods each week,
second semester. Four credits.*

PHYSICAL SCIENCE

21-22—ELEMENTARY PHYSICS. A course aiming to offer to the student explanations of common phenomena in daily life, and an understanding of the laws which control these, and to acquaint the student with scientific method. Although the mathematical side of the subject is not neglected, emphasis is laid upon the applications of the principles of physics in modern environment. Prerequisite, two years of high school mathematics. Elective for freshmen and sophomores.

*Three class meetings and two two-hour laboratory periods per week,
Four credits each semester.*

31-32—INTRODUCTION TO THE PHYSICAL SCIENCES. This course is primarily designed to familiarize the student with the chief concepts and methods of the physical sciences and their principal contributions to modern life.

Lectures are given in the fields of Astronomy, Physics, Chemistry, and Geology, by instructors in these subjects. Many experimental demonstrations, as well as educational motion pictures illustrate the lectures. Readings from a series of textbooks designed for this course, group discussions, and oral reports on new science material are included. During the year, the group makes a trip to Chicago to visit the Planetarium, the Rosenwald Museum of Science and Industry, and the demonstration laboratory of Physics at the University of Chicago.

Four class meetings per week. Four credits each semester.

33-34 GENERAL COLLEGE PHYSICS. Mechanics, heat, electricity, sound, and light. Planned for home economics and physical education majors. Emphasis is put on the practical applications of physical principles.

Three class meetings and two two-hour laboratory periods per week. Four credit hours each semester.

41-42—GENERAL CHEMISTRY. A course in general inorganic chemistry with introductory qualitative analysis. Designed for those students who need chemistry as a prerequisite for home economics, medicine, nursing, or a major in science, as well as for those students who are interested in chemistry merely as a general liberal arts subject. Lectures precede or closely accompany the laboratory work. Emphasis is placed on understanding the fundamental laws of chemical action and modern theories about chemical phenomena. Continuous throughout the year. Prerequisite, Introduction to Physical Sciences 31-32 or high school chemistry.

Two lectures and three two-hour laboratory periods per week.

Four credit hours each semester.

MATHEMATICS

The courses in mathematics aim to prepare the student for advanced study in mathematics, for the teaching of mathematics in secondary schools, for more efficient work in the various fields of business, finance, statistics, science, art and engineering, and to develop a method of thinking and solving problems that will be useful in daily life.

11-12—PLANE GEOMETRY. A study of straight-line figures, parallels, perpendiculars, circles, similar polygons, areas of polygons and circles, regular polygons.

Five hours per week, both semesters. Four credits each semester.

14—MODERN BUSINESS PROCEDURES. The purpose of this course is to develop in the student the ability to understand and appreciate the use and value of mathematics in the business world and in daily life. Special topics considered are percentage and its applications; trade and commercial discounts; the work of the modern bank, including the clearing house; the practice of thrift; methods of investing money; the stock exchange; life insurance and annuities; taxes and revenues; and business relations with foreign countries. Open to freshmen and sophomores.

Four hours per week, second semester.

Four credits.

21—SECOND YEAR ALGEBRA. A review of first year algebra, the functional relation, graphs, variation, exponents, roots, radical, quadratic equations, radical equations, systems of quadratic equations, binomial theorem, logarithm, and the trigonometry of a right triangle. Work of the first semester covers required work for one-half credit. The whole year is recommended for College Board candidates.

Four hours per week, both semesters. Four credits each semester.

22—SOLID GEOMETRY. Lines, planes, and angles in space, a study of polyhedrons, cylinders, cones, and spheres with computation of their surfaces and volumes.

Four hours per week, second semester.

Four credits.

31—TRIGONOMETRY. Trigonometric functions of angles, reduction formulas, fundamental identities, radian measure, inverse functions, equations, and the solution of triangles.

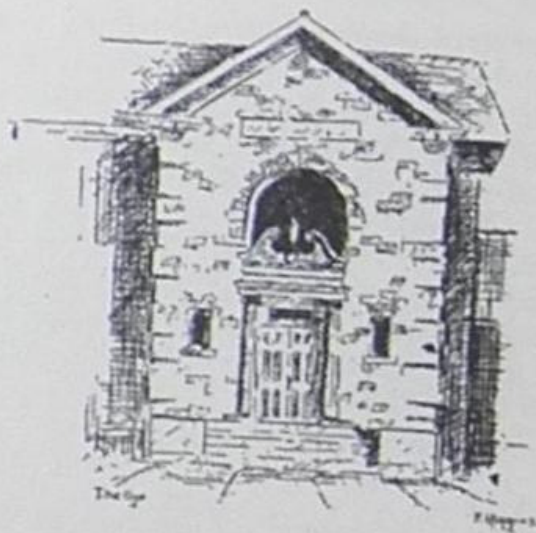
Three hours per week, first semester.

Three credits.

32—COLLEGE ALGEBRA. A study of variables, functions, theory of equations, binomial theorem, progressions, logarithms, permutations, combinations, partial fractions, determinants, and series.

Three hours per week, second semester.

Three credits.



SOCIAL SCIENCES

The aim of the social sciences is to give the student perspective and to prevent her submergence by the details of the knowledge of the world in which she lives. The background for an intelligent understanding of things as they are is to be found in the history of the past. Other courses are concerned primarily with the impact of forces generally known as the industrial revolution on economic, social and political institutions. Eventually it is hoped that the student will have an appreciation of the major social problems of the present day and not only will be eager to receive the rich heritage of the race but will also be enabled to contribute to its enrichment.

HISTORY

11-12—MODERN EUROPEAN HISTORY. An elementary course for lower division students. The first half is a study of Western Europe from the reign of Louis XIV to 1789. International relations as influenced by dynastic rivalries and revolutionary movements of the period are studied. The second part covers from 1789 to the present. Political and economic influences are traced in considerable detail as are also the international relations which culminated in the World War.

Four hours per week, both semesters. Four credits each semester.

21-22—AMERICAN HISTORY AND GOVERNMENT. The course includes a study of the history and political institutions of our country from the beginning to the present day, with particular stress on the more recent period. There are two reasons for teaching American History and Government as an integrated course: much of the material to be studied is the same; and a unified course of study will make possible a greater insight and understanding of the historical background of our federal and state governmental structure.

Four hours per week, both semesters. Four credits each semester.

31-32—MODERN EUROPEAN HISTORY. A study of the history of Europe from the sixteenth century to the present. Rivalry for colonial possessions; constitutionalism in England; the French Revolution; reconstruction and reaction in the first half of the nineteenth century; colonial development and expansion; imperialism and democracy; industrial revolution; modern European powers, their conflicting interests at home and abroad; the World War, the world settlement, and the disarmament conference. Collateral reading and special reports; map work. Either half of the course may be elected.

Three hours per week, both semesters. Three credits each semester.

33-34—ENGLISH HISTORY. A study of English history from the Roman occupation through the World War. Political, social, religious, and economic elements in the growth of the English people. England's colonial development and imperial problems; her advance as a world power; alliances and ententes; the World War and post-war problems. Parallel readings, individual research studies, map work. Either half of the course may be elected.

Three hours per week, both semesters. Three credits each semester.

35—HISTORY AND LITERATURE OF THE OLD TESTAMENT. An introduction to the history and literature of the Old Testament, with emphasis on the contribution of the prophets to the developing ideals of the Hebrew people.

Two hours per week, first semester.

Two credits.

36—HISTORY AND LITERATURE OF THE NEW TESTAMENT. A brief survey of the life and teachings of Jesus and the development of the Christian Church during the first and second centuries.

Two hours per week, second semester.

Two credits.

47-48—INTRODUCTION TO ART HISTORY. This course aims primarily to give a survey of the history of art from the earliest times to the present day as a foundation for subsequent period courses. It traces the development of style, emphasizing in the first semester sculpture and architecture and in the second semester painting. It deals also with general art principles and seeks to show the value of such knowledge in the development of taste and observation and in the evaluation of the art of the present day. Lectures are supplemented by collateral readings, term papers, and the study of numerous reproductions. Once a month the class meets with the Art Instructor in the Art Studio for a demonstration or for laboratory work. Either semester may be taken alone, but the entire course is recommended. A year of history in the upper division is recommended.

Three hours per week, both semesters. Three credits each semester.

ECONOMICS

41—GENERAL ECONOMICS. A course designed to orient the student in some of the fundamental economic principles and in the problems of modern economic society. Topics particularly stressed are the development of the present economic order and such characteristics of the present economic order as private property, reliance on free private enterprise and the profit motive, interdependence and specialization, prices, financial control, and world markets.

Three hours per week, first semester.

Three credits.

SOCIOLOGY

13-14—COMMUNITY PROBLEMS. The course presents various aspects of present-day American life and institutions. The relation of the home to the economic, social, educational, and civic problems of the commonwealth, and the responsibility of the homemaker to these problems are emphasized.

Four hours per week, both semesters. Four credits each semester.

42—INTRODUCTION TO SOCIOLOGY. This course is a study of the present social order in contrast to the social order which it is in process of displacing, i.e. the pre-industrial social order. It includes such topics as population, the technological base, man and his environment, man's social heritage, social groups and institutions in modern society, racial and cultural diversity, human nature, and the various problems arising from social change.

Three hours per week, second semester.

Three credits.

PSYCHOLOGY

41—GENERAL PSYCHOLOGY. This course is designed to give the student a solid foundation of elementary psychological principles and to help her attain a rich and healthy mental life.

Special attention is given to the problems of learning and the importance of habit formation in relation to the student's own studying, and with an eye to helping prospective teachers formulate effective study habits in others.

Opportunity for conferences is given when the student may discuss with the instructor any personal problems. Effort is made during these conferences to have the student as far as possible suggest solutions for her own problems in the light of her psychology.

Three hours per week, first semester.

Three credits.

EDUCATION

Students who complete the courses in education and fulfill other requirements will be recommended for the Illinois Limited Elementary School Certificate, which permits teaching in any of the first ten grades. Recommendation for the appropriate certificate in other states will be made also.

To obtain the certificate which is valid for four years of teaching or supervision, it is necessary to complete sixty semester hours of work in the upper division. The following course is recommended.

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English 31	3	English 32	3
Introduction to the Physical Sciences 31 or Introduction to the Biological Sciences 31	4	Introduction to the Physical Sciences 32 or Introduction to the Biological Sciences 32	4
History 31 or 33	3	History 32 or 34	3
Speech 31	2	Speech 32 or 34	2
Music Appreciation 31	2	Music Appreciation 32	2
Electives	2	Electives	2
	16		16

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
Psychology 41	3	Practice Teaching 44	5
Education 43	3	Public School Music 38	2
Art 37 or Art History 47	3	Art 38 or Art History 48	3
Economics 41	3	Sociology 42	3
Electives	4	Electives	3
	16		16

43—INTRODUCTION TO EDUCATION. A brief summary of the history of education in America followed by a study of the main phases of its development. In addition, attention is given to problems of instruction and school organization.

Three hours per week, first semester.

Three credits.

44—PRACTICE TEACHING. A course for students planning to enter elementary school teaching work. The course requires three hours a week for class meetings to study the theory and technique of observing and practice-teaching. Five hours a week are required for actual observation and practice-teaching work in the elementary schools of Carroll county. Each phase of the experience acquired through observation or practice-teaching is followed by a group discussion or a conference. Prerequisites: Psychology 41, Education 43.

Five hours per week second semester.

Five credits

THE FINE ARTS

MUSIC

Music in the junior college has a special function in that it continues and develops the interest aroused in secondary schools through participation in orchestra, chorus, and glee club. It aims as well to carry to a higher degree of proficiency the performing skills acquired elsewhere. For the junior college student, as well as for the older liberal arts college student, music acts as an emotional outlet, a refuge from the commonplace, an emotional and intellectual discipline, a vehicle for personality development, and finally as an avocation or vocation.

While the music courses are so organized as to prepare students for advanced work in music, they are also designed to meet the more general needs of the average student. The junior college offers exceptional opportunities for the completion of requirements before intensive application to exclusively professional study of music is undertaken. Participation in broadcasts and recitals is encouraged as an aid to poise. The student gains a wide acquaintance with music literature, periods and styles in her study of Music History and Appreciation. Private and group lessons in applied music stress the building of repertoire and the development of technical proficiency. Choral and ensemble classes demand musicianship and afford the pleasure of group activity.

Students electing courses in applied music must also pursue courses in History, Appreciation or Theory of Music. For students taking applied music on the Elementary I or II level, the fundamentals of music are included in the class. These students are advised to elect Music Appreciation as a supplementary course. Intermediate and advanced students must take as a parallel course either Music Appreciation, History of Music, Fundamentals of Music or Applied Harmony.

The following outline of courses applies to upper division students and represents a normal program of work:

COURSE IN MUSIC			
JUNIOR YEAR		SENIOR YEAR	
	<i>Credits</i>		<i>Credits</i>
English 31-32	6	English Literature 41-42	6
French or German	8	Harmony 43-44 or History of Music 41-42	6
History 31 or 33	6	History of Art	6
Music Appreciation	4	Applied Music	4
Applied Music	4	Glee Club	2
Glee Club	2	Electives	6
	<hr/>		<hr/>
	30		30

Advanced Piano, 41-42, and Voice, 41-42, are offered as preparatory courses for those who have considerable background and talent, as well as for prospective music majors in conservatory or university.

A placement test will be given in Piano, Voice, Violin and the theoretic subjects to those interested in registering for applied music. All programs are subject to the approval of the music faculty.

HISTORY AND APPRECIATION

31-32—MUSIC APPRECIATION. A layman's course in the appreciation of music designed primarily for liberal arts students. An intelligent understanding of the periods, forms, styles and techniques of music is stressed. Lectures, attendance at recitals, phonograph records and sound movies. Assigned readings and papers are required.

*Two hours and one listening period per week, both semesters.
Two credits each semester.*

41-42—HISTORY OF MUSIC. A study of the history of music from the dawn of civilization to the present day. Notebooks are kept throughout, containing class notes, pictures, and biographies of most noted musicians. The method of teaching is by class lectures, discussions, outside reading, themes, term papers and occasional music examples.

Three hours per week, both semesters. Three credits each semester.

THEORY OF MUSIC

11-12 & 33-34—FUNDAMENTALS OF MUSIC. Study of elementary music theory: sound, notation, rhythm, scales, intervals, chords, inversions, non-harmonic tones, ornaments, melodic construction, counterpoint, harmony, form, cadences, modulations, transposition. Rhythmic, melodic, interval and chord dictation as well as sight-singing are part of the course.

Two hours per week, both semesters. Two credits each semester.

38—PUBLIC SCHOOL MUSIC METHODS—A course for prospective elementary and intermediate teachers in the methods, materials, and problems of teaching public school music in the classroom. Opportunity for observation and individual projects will be given.

Two hours per week, second semester. Two credits.

43-44—APPLIED HARMONY. A four-fold approach to diatonic harmony, with emphasis on the coordination of ear, eye, hand and mind. Sight-singing and dictation of simple folk tunes. Dictation of familiar and unfamiliar four-part hymns, community songs and simple masterpieces for the piano. Analysis of form, cadences and non-harmonic tones in representative compositions for voice, piano or orchestra. Written harmonizations of folk songs and chorale material as well as simple keyboard harmonization and improvisation. Creative work, melody writing.

Three hours per week, both semesters.

Three hours credit each semester.

ENSEMBLE MUSIC

31-32—ORCHESTRA. Prerequisite, ability to play orchestral instruments and the approval of the instructor. Required of violin students. Two meetings for instruction and practice per week with additional rehearsals for public concerts. Credit is not given for one semester only.

Two hours per week, both semesters.

One credit each semester.

33-34—GLEE CLUB. An organization open to all voice students. Other students interested in ensemble singing are eligible after voice and music knowledge tests. Frequent public appearances afford opportunity for musical expression. Special rehearsals are required prior to all public appearances. Credit is not given for one semester only. The course may be dropped only with permission of the Dean and continuous attendance is required.

Two hours per week, both semesters.

One credit each semester.

35-36—CHAPEL SINGERS. Nine singers are selected annually by the instructor to lead the music in chapel services, sing occasionally in churches, broadcast, and give concerts in neighboring towns. Credit is not given for one semester.

One hour per week, both semesters. One-half credit each semester.

PIANO

The courses in piano include all grades of material required for the most systematic technical and musical development, and involve a special adaptation to the needs of each individual pupil. Particular attention is given to thoroughness in foundation work, and representative compositions are chosen throughout the course in order that the emotional and intellectual qualities may be developed in unison with the technical. Public student recitals are given at intervals during the year. Students may enter courses for which they

are found qualified by the placement test. Material of the approximate grades listed will be selected to suit individual needs.

Class lessons include fundamentals of music theory for Elementary I and II, and sight-reading and ensemble for all levels.

11-12—PIANO ELEMENTARY I. Piano fundamentals. Technique: Major scales, two notes to a beat, M.M. at 72, Major triads and inversions. Repertoire: Oxford, Piano Class Methods; Hughes, Master Series; Ginn, World of Music; Shorter pieces. Sight-reading and ensemble.

One hour class lesson, one half-hour private lesson, and five hours practice per week, both semesters. Two credits each semester.

21-22—PIANO, ELEMENTARY II

Technique: Major and minor scales two notes to a beat, M.M. at 72. Major and minor triads and inversions. Bugmuller Etudes, Hanon studies, Czerny, Op. 821. Repertoire: Mozart, Viennese Sonatinas; Thompson, Famous Classics; Miessner, Master Melodies; Oxford, Book III; shorter pieces. Sight-reading and ensemble.

One hour class lesson, one half-hour private lesson, and five hours practice per week, both semesters. Two credits each semester.

31-32—PIANO, INTERMEDIATE. Technique: Major and minor scales, two, three and four notes to a beat, M.M. at 100. Major and minor arpeggios (no inversions) in rhythms, M.M. at 66. Loeschhorn Studies, Op. 66; Heller, Op. 45; Czerny, Op. 821. Repertoire: Bach, Two-part Inventions; Easy Sonatas of Haydn and Mozart; easy Chopin Preludes; Mendelssohn, Songs Without Words; Schumann, Scenes from Childhood. Compositions of Debussy, Palmgren, Scriabin. Two-piano work and sight-reading.

One hour class lesson, one half-hour private lesson and five hours of practice a week, both semesters. Two credits each semester.

41-42—PIANO, ADVANCED. Technique: Major and minor and chromatic scales in rhythms, hands an octave, sixth and tenth apart, M.M. at 116. Major and minor arpeggios and their inversions in rhythms, M.M. at 100. Dominant seventh arpeggios, in rhythms, M.M. at 88. Cramer and Chopin Etudes. Bach, Three-part Inventions and Bk. 1, the Well-tempered Clavichord; Mozart and Beethoven Sonatas. Compositions of the Romantic, Impressionistic and Modern composers. Advanced two-piano work. Accompanying for those interested.

One hour class lesson (2 students) one half-hour private lesson and ten hours of practice a week or five hours each of practice and accompanying, both semesters. Three credits each semester.

VIOLIN

In addition to violin, instruction in all string instruments, as double bass, cello, and viola, is offered. The school lends to students a viola for practice, and only such students are encouraged to study this instrument as have at least an intermediate foundation in violin.

11-12—VIOLIN, ELEMENTARY I. Particular attention is given to position, the manner of holding the violin and bow, and to good intonation and tone quality. Loureux, Books I to IV; Michell, easy pieces; Wohlfahrt, Opus 45, Book I; Kayser, Opus 20, Book I; Pleyel duos; Auer, Book I; pieces of corresponding grade.

Two half-hour lessons and five hours practice per week, both semesters.
Two credits each semester.

21-22—VIOLIN, ELEMENTARY II. Wohlfahrt, Opus 45, Book II; Kayser, Opus 20, Book II; Auer, Book II; Dancla Airs Varies, Opus 89; selected pieces.

Two half-hour lessons and five hours practice per week, both semesters.
Two credits each semester.

31-32—VIOLIN, INTERMEDIATE. Flesch scales; Sevcik, Changes of Positions; Mazas, Opus 36, Book 1; Kreutzer, The Double Stop Etudes; Casorti, The technic of bowing; selected sonatas Mozart, Schubert, Hayden, and concertos; suitable pieces; ensemble work.

Two half-hour lessons and five hours practice per week, both semesters.
Two credits each semester.

41-42—VIOLIN, ADVANCED. Kreutzer Studies; Sevcik Double Stops, Part IV; Kreutzer doubled stops; Fiorillo; Rode, caprices; Rovelli; Dancla, Opus 100; more difficult concertos and sonatas, and pieces of corresponding grade. The successful candidate will be required to give a recital program.

Two half-hour lessons and five hours practice per week, both semesters.
Two credits each semester.

VOICE

Students in voice are given an initial test to determine development and natural ability, i.e., quality of voice, musicianship, rhythm, ability to sing on pitch and sight-reading.

A satisfactory minimum achievement as a result of such tests will place a student in either Elementary I or Elementary II, Intermediate or Advanced Division.

Students will receive one private lesson a week of half a period at which repertoire is studied as well as one class lesson of a whole period in which vocal technique is practised and vocal problems discussed. Not more than five students are in a class. Class voice eliminates fear of singing before others and permits the student to hear others at work on their particular problems while solving her own. Appropriate songs will be taught in the private lessons in all divisions.

Opportunities for singing on the radio and at clubs, recitals, glee club and church are open to those desiring such experience.

11-12—VOICE, ELEMENTARY I. For beginners with no previous training in both upper and lower divisions. Clippinger, Concone, Vaccai, vocal methods, elementary theory, unison songs and duets studied.

One half-hour private lesson, one hour class lesson and five hours practice per week, both semesters. Two credits each semester.

21-22—VOICE, ELEMENTARY II. For beginners with some knowledge of singing and musicianship in both lower and upper divisions. Clippinger, Sieber and Vaccai vocal methods, elementary theory, unison songs and duets studied.

One half-hour private lesson, one hour class lesson and five hours practice per week, both semesters. Two credits each semester.

31-32—VOICE, INTERMEDIATE. For students with previous training and some experience in performance. Clippinger, Concone vocalises, old Italian songs, studies.

One half-hour private lesson, one hour class lesson and five hours practice per week, both semesters. Two credits each semester.

41-42—VOICE, ADVANCED. For students with exceptional ability in voice and musicianship. Spicker masterpieces of vocalization, advanced Concone and Italian songs, and full repertoire studied.

One half-hour private lesson, one hour class lesson and five hours practice per week, both semesters. Two credits each semester.

A parallel course in either Theory, Harmony, Music Appreciation or Music History must be taken with 31-32 and 41-42 in order to validate the two voice credits offered.

GRAPHIC AND PLASTIC ARTS

The four-year junior college organization enables the student of art to begin her professional training two years in advance of what has been heretofore possible. The four years become an integrated unit accompanying the regular academic work which any significant college or art school demands. The student with this background will be prepared to make significant creative contributions to contemporary art and life whether it be in a university, an art school, a home, or a professional position.

Art Expression in School Activities

Competitions and contests conducted periodically and annually challenge the art students to an awareness of the practical need for art in every-day life. Monetary awards and prizes, publication of distinctive designs in the numerous printed programs, bulletins, and in *The Record* are some of the devices employed to give adequate recognition to outstanding art students. The official school seal, program-cover designs for musicals and plays, and illustrations for this catalogue were designed by art students as major departmental projects. Festivals, bazaars, pageants, concerts, and athletic events inspire students to create appropriate and suitable posters, unusual wall decorations and screens.

Dickerson Art Gallery

The activities of the Art Club are described under Student Organizations, page 23. The Dickerson Art Gallery plays an important part in the life of the School. Frances Shimer was one of the first institutions of its kind to have established an art gallery. Students have unlimited opportunity to study the permanent works of art both in organized class work and informal visits to the gallery.

COURSE IN GRAPHIC ARTS

The following outline of courses suggests the maximum amount of work which may be taken in Graphic Arts in the Junior and Senior years of the Junior College. The work of courses 31-32 and 41-42 is planned to give fundamental training in drawing, painting, and composition, and also to give special training along the line of the student's major interests and abilities.

JUNIOR YEAR		SENIOR YEAR	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
English Composition 31-32.....	6	English Literature 41-42.....	6
Introduction to the Biological Sciences 31-32.....	8	Art History 47-48.....	6
Drawing and Composition 31-32 .	4	Music Appreciation 31-32.....	4
Lettering 33.....	1	Drawing, Painting and Composition 41-42.....	6
History 31 or 33.....	6	Electives.....	8
Electives.....	5	Physical Education.....	
Physical Education.....			
	30		30

11-12—GRAPHIC ARTS. The purpose of this course is to give the generalized type of art training indispensable during the high school years. Drawing from life, imagination, and memory, and sculptural casts is stressed. Color is used intermittently as the need for it arises in illustration and composition. Commercial problems in design and lettering incorporating simple advertising lay-out techniques are given in accordance with group interest and ability. Abstract designs emphasizing harmonious relationships of line, and mass also play an important part in the year's program.

Principles of perspective are employed as they are needed in illustration, landscape sketching, and life drawing. Problems in crafts, costume design and theatrical design are developed to enrich all of the foundation work in drawing and illustration. Illustrated lectures on history of art from classic to renaissance times, one period each week. Note books and outside readings required.

One class meeting and four two-hour studio periods per week, both semesters.

Four credits each semester.

Or one class meeting and two two-hour studio periods per week, both semesters.

Two credits each semester.

21-22—GRAPHIC ARTS. The design structure and the color pattern of all types of art composition are emphasized in this course. Water color and tempera paintings are done in various techniques. The possibilities of color as a medium of art expression are stressed in painting from life and in painting from imagination. Color in abstract design problems is given a different significance and importance. History of art lectures from renaissance to modern times will lay particular emphasis upon the evolutionary development of the use of color in painting (from the time of the discovery of oil painting). Designs are related to applied arts and crafts on the occasions when the best combined educational results are to be achieved.

One class meeting and four two-hour studio periods per week, both semesters.

Four credits.

31-32—DRAWING AND COMPOSITION. A foundation course leading to specialization in any field of art. This course is designed to develop the student's power of graphic expression. Attention is given to plan and procedure in drawing, and to organization of form in composition. Qualities of good spacing and good proportion are also emphasized in the study of lettering and elementary design. Problems interrelating drawing and decorative lettering are carried out. Various subjects and mediums are used.

Three two-hour studio periods per week, both semesters. Two credits. Or three three-hour studio periods.

Three credits.

33—LETTERING. The objectives are to give to students the ability to design and execute fine lettering, and to increase the student's appreciation of the beauty of letters in form and arrangement. Roman and other fundamental alphabets are studied. Problems in relating lettering to advertising. Outside reading assignments.

One two-hour studio period per week, first semester. One credit.

37-38—INTRODUCTION TO THE ARTS. This course is designed for those students wishing some experience in art for their personal cultural development but not desiring to specialize in art. It is suggested for students of Education, Dramatic Arts, Home Economics, and Music. Problems are adapted to the field of interest of each student after general problems in drawing, composition, painting, design, lettering, and perspective are covered.

Two two-hour studio periods per week, both semesters. Two credits.

41—DRAWING, PAINTING, AND DESIGN. The specific purpose of this course is to develop the student's power of creative expression in drawing, painting, and design. An extensive study of color is made in acquiring the fundamentals of good painting. An appreciation of design in all fields of art is stressed. Creative problems from nature study and imagination are given which make use of the knowledge gained. Still life, landscape, portrait, and figure study will be emphasized. Prerequisite Art 31-32 or Art 37-38.

Three two-hour studio periods per week.

Three three-hour studio periods.

Two credits.

Three credits.

42—DRAWING, PAINTING, AND COMPOSITION. This course continues Graphic Art 41 and offers to those interested in the commercial field the opportunity to study problems in poster design, magazine and newspaper advertising, lettering, fashion drawing, and illustration.

Three two-hour studio periods per week.

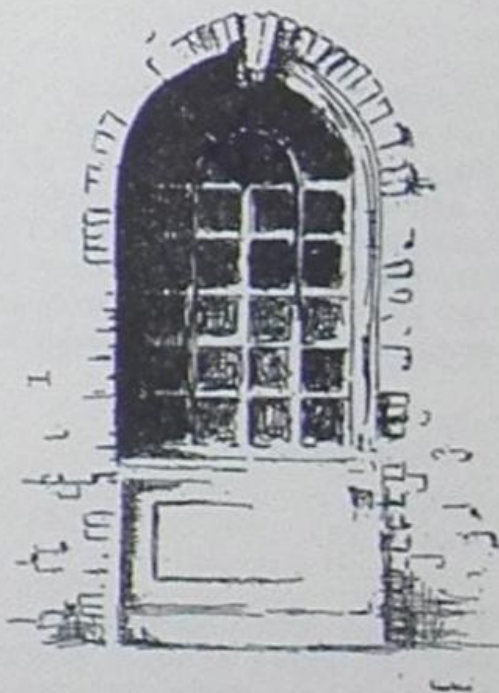
Three three-hour studio periods.

Two credits.

Three credits.

47-48—INTRODUCTION TO ART HISTORY. This course aims primarily to give a survey of the history of art from the earliest times to the present day as a foundation for subsequent period courses. It traces the development of style, emphasizing in the first semester sculpture and architecture and in the second semester painting. It deals also with general art principles and seeks to show the value of such knowledge in the development of taste and observation and in the evaluation of the art of the present day. Lectures are supplemented by collateral readings, term papers, and the study of numerous reproductions. Once a month the class meets with the art instructor in the art studio for a demonstration or for laboratory work. Either semester may be taken alone, but the entire course is recommended. A year of history in the upper division is recommended.

Three hours per week, both semesters. Three credits each semester.



HOME ECONOMICS

The courses offered in this department are planned for two classes of students in the upper division, those who expect to specialize later in home economics, and those who desire some fundamental knowledge of household problems. The course suggested below will meet the needs of the second group. Special programs will be made for students planning to major in home economics.

JUNIOR YEAR

FIRST SEMESTER

<i>Courses</i>	<i>Credits</i>
English Composition 31	3
Introduction to the Physical Sciences 31	4
Art 37	2
Clothing 31	3
Foods 35	2
Speech 31	2
	16

SECOND SEMESTER

<i>Courses</i>	<i>Credits</i>
English Composition 32	3
Introduction to the Physical Sciences 32	4
Art 38	2
Clothing 32	3
Foods 36	2
Speech 32	2
	16

SENIOR YEAR

FIRST SEMESTER

<i>Courses</i>	<i>Credits</i>
Psychology 41	3
Chemistry 41 or Physics 33	4
Foods 33	4
Economics 41	3
Elective	2
	16

SECOND SEMESTER

<i>Courses</i>	<i>Credits</i>
Art History 48	3
Chemistry 42 or Physics 34	4
Foods 34	4
Home Management 42 or Home Planning and Furnishing 38	3
Elective	2
	16

21-22—INTRODUCTION TO HOME MAKING. The aim of this course is to prepare the high school girl to meet the most common problems of housekeeping and homemaking. It is based on the theory that every girl should contribute her share toward the success of the family life in the home in which she lives. Some of the subjects discussed are: the development of the modern home; the selection, use and care of labor-saving devices; the use of time, money and leisure; the care and training of children; the selection, construction and care of clothing and household furnishings; food selection and preparation with special emphasis on nutritive values.

Four meetings a week.

Four credits each semester.

31-32—TEXTILES AND CLOTHING. This course is a study of problems of textiles and clothing which directly or indirectly affect the consumer. It involves a study of fibers, materials, ready-to-wear garments, accessories and house furnishings, with special emphasis on suitability, serviceability and care of each. A survey is made of the development of modern dress from historic costume. The construction problems are planned according to ability and need of the students. They include the fundamental principles of line, design and color, and the use and alteration of patterns which are necessary for each individual.

One lecture and two two-hour laboratory periods per week.

Three credits each semester.

33-34—FOODS. The scientific principles underlying food preparation are studied, and their application is illustrated in the laboratory. The nutrition principles essential to menu planning are considered; then on the basis of the foods which are essential, foods commonly used at breakfast, luncheon, and dinner are prepared. During the year each student has opportunity to plan and help serve meals to which guests are invited. Open to juniors or seniors. Prerequisite or concurrent, Chemistry 31-32.

Two class meetings and two three-hour laboratory periods per week.

Four credit hours each semester.

35-36—FOOD PREPARATION. Laboratory course in food preparation. This course is designed as an elective for those students who are interested in cooking, but do not wish to transfer credit for a Home Economics major. Continuous throughout the year.

Two three-hour laboratory periods per week.

Two credit hours each semester.

38—HOME PLANNING AND FURNISHING. A study is made of historic types of architecture and their influence upon present day styles. Floor plans are studied with particular attention given to convenience, economy and attractiveness of room arrangement. Consideration is given to the sanitation of the home: plumbing, lighting, heating and ventilation. The principles of design are applied in the selection and arrangement of furniture, draperies, rugs, pictures and decorative objects. Alternates with Home Management. Not given in 1940-41.

One lecture and two two-hour laboratory periods per week, second semester.

Three credit hours.

42—HOME MANAGEMENT. A study of household expenditures with approximate percentages at different income levels, investments and savings, clothing and food for the family, household equipment and its care, schedule of work, care of the house, and home laundering. If this course is to be transferred for credit, it must be preceded by, or be taken parallel with, Economics 41.

Three hours per week, second semester.

Three credits.

SECRETARIAL STUDIES

Secretarial training is an asset to any student. It may be a most useful entering wedge to a desired position or it may develop into a vocation itself, depending on the fundamental interests and abilities of the possessor.

Lower division students receive credit for shorthand and typing. For students who aim at secretarial proficiency courses Stenography 11-12 and Typing 21-22 should be taken at the same time.

Upper division students may register for the courses in typing and shorthand, and they will receive credit for the work. The course is considered a standard one and not an extra, and the requirements as to preparation, examinations, and grades will be rigidly maintained.

Upper division students who have had some training in typing and shorthand may take the advanced course, Typing and Stenography 41-42. This course offers opportunity to develop increasing ability in the use of the typewriter in office practice.

The following courses are suggested for upper division students, affording the cultural background necessary for a private secretary together with some experience in office practice.

SUGGESTED COURSE FOR UPPER DIVISION

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English Composition 31	3	English Composition 32	3
Foreign Language	3	Foreign Language	3
Science	4	Science	4
History 31, 33	3	History 32, 34	3
Typing and Stenography	4	Typing and Stenography	4

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English 41	3	English 42	3
Foreign Language	3	Foreign Language	3
Psychology 41	3	Art History 48	3
Economics 41	3	Sociology 42	3
Advanced Stenography and Typewriting 41	2	Advanced Stenography and Typewriting 42	2

11-12—ELEMENTARY STENOGRAPHY. This course embraces the fundamental principles of the Gregg system of shorthand, with special emphasis upon brief forms and construction, phrase-writing, accuracy tests, and letter-writing. Shorthand penmanship drills are given daily. No credit is given for this course unless taken concurrently with Typewriting 21-22. Practice work of a thoroughly graded type and aimed at individual needs and problems is assigned as a daily feature of the work. Additional practice and tests upon the basis of the assignment are introduced into the class work.

Four hours per week, both semesters. Four credits each semester.

21-22—ELEMENTARY TYPEWRITING. A course designed to instruct and drill the student in the technic of typewriting and the details of form and arrangement of transcript. Includes a study of the several parts of the machine; mastery of the keyboard by touch; tests and drills for speed and accuracy. The materials used are literary articles, business letters, telegrams, rough drafts, articles of agreement, certificates of incorporation, wills, and other legal forms.

Four class meetings and four one-hour practice periods per week, both semesters. Four credits each semester.

23-24—ADVANCED STENOGRAPHY AND TYPEWRITING. The object of this course is to increase speed in taking dictation and transcribing short-hand notes on the typewriter. A portion of the time is given to a study of secretarial duties and office practice. Assigned work consists of practice in phrasing in stenography, transcription of dictation, preparation of assigned letters, and other related features. Tests upon certain portions of the assigned work are frequently given and material prepared out of class is strictly graded.

Four hours per week. Four credits each semester.

31-32—BEGINNING STENOGRAPHY. An elementary course for college students.

Four hours per week, both semesters. Two credits each semester.

33-34—BEGINNING TYPEWRITING. An elementary course for college students.

Four class meetings and four one-hour practice periods per week, both semesters. Two credits each semester.

41-42—ADVANCED STENOGRAPHY AND TYPEWRITING. Similar to course 23-24 above.

Four hours per week. Two credits each semester.

PHYSICAL EDUCATION

PHYSICAL EDUCATION AND HEALTH

The department of physical education aims:

1. To provide activities to educate the student to be more efficient physically and to establish sound health habits.
2. To supply the student with the fundamental skills in recreational activities that will not only be satisfying during college years, but may be enjoyed in her leisure time in after-college life.
3. To promote social development and create high ideals of team cooperation.
4. To provide adequate individual remedial and corrective activities as indicated by the medical examination.

Each student on entrance presents, on blanks furnished by the college, a medical examination and vaccination certificate from her own physician, and a record of her health history. The choice of an activity is determined by the findings of this examination.

REQUIREMENTS FOR ALL STUDENTS

A minimum of four periods per week or equivalent is required of all lower division students and two periods per week for the upper division students. Credit for physical education may not be included in the 15 units required for a high school diploma nor in the total of 60 credits required in the upper division. It is nevertheless one of the requirements for graduation, and no student may be excused except on the written statement of a qualified physician. An average grade of C in physical education and of C in the course in hygiene is required.

ACTIVITIES

In order to select an activity in keeping with the objectives of the department the work has been grouped as follows:

1. Dancing
Modern dancing, ballet dancing, and tap dancing.
2. Individual work
Corrective work for postural and nutritional conditions.

3. Swimming
Elementary and advanced swimming, life saving, and diving.
4. Sports
Archery, badminton, golf, horseback riding, tennis, baseball, basketball, and hockey.
5. Individual activities
Roller skating, ice skating, skiing, tobogganning, hiking, and week-end trips.

THE FACILITIES FOR PHYSICAL EDUCATION

The equipment of the department consists of a beautiful gymnasium, a swimming pool, a hockey field, three tennis courts, and nine hole golf course. Instruction in equitation is provided by a riding stable a short distance from the College.

Inter-class and interscholastic competitive athletics are sponsored by the Athletic Association in cooperation with the Physical Education Department.

The required uniform for all classes may be purchased in the College book store.

COURSE IN PHYSICAL EDUCATION

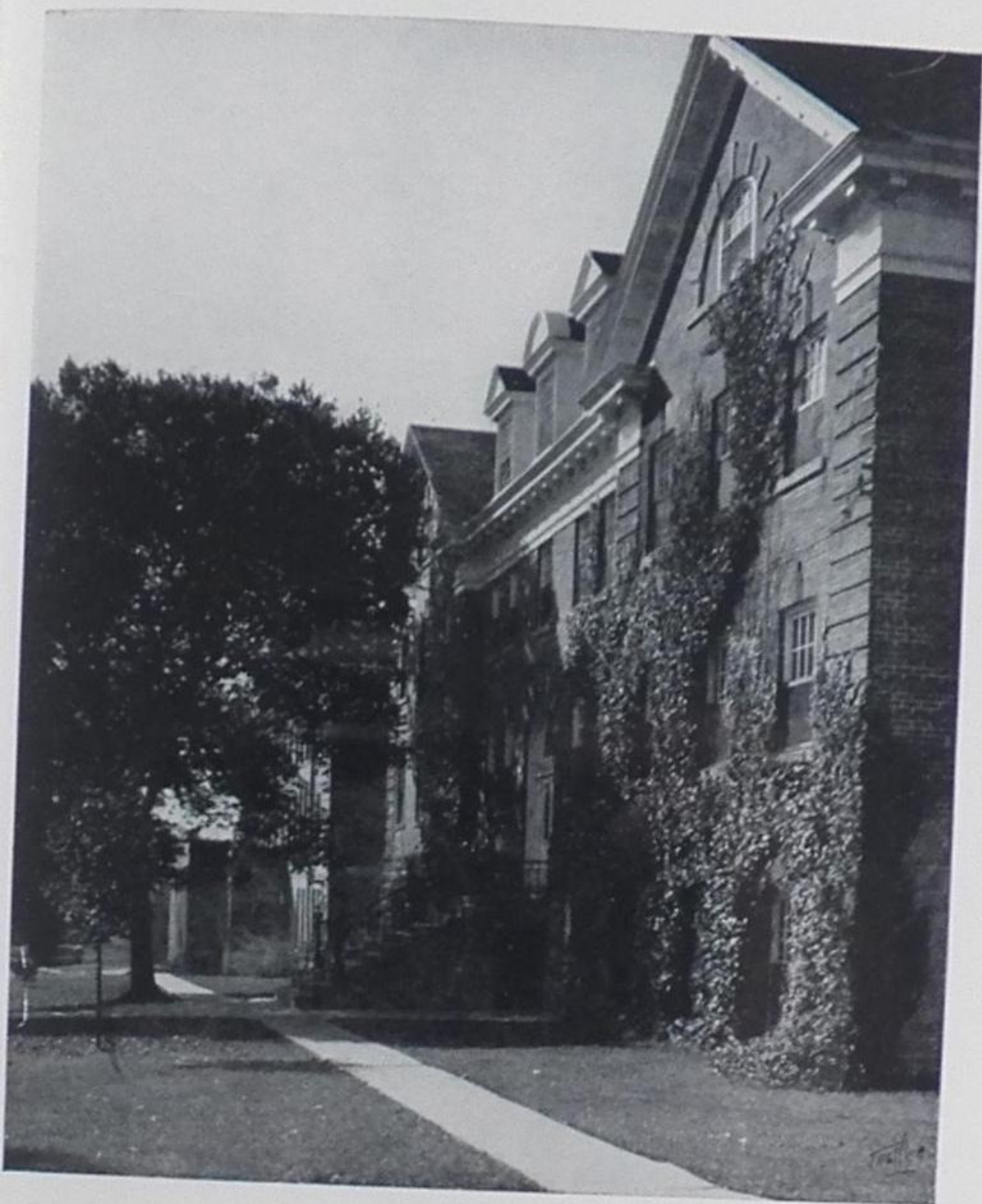
Junior College students of the upper division who desire to major in physical education are given the opportunity to take work covering the first two years of a four-year course.

The curriculum outlined on page 37 should be followed with such changes as need to be made because of previous high school work. Special programs are arranged to meet the needs of the student. Students register for the particular sports and activities in which they need special training and unusual opportunity is given to students interested in teaching physical education to assist with the sports program.

HYGIENE

31-32—HYGIENE. This course is integrated with the work in physical education and is required of all new students. The lectures are given by the physical education director, the school nurse, and other members of the faculty. The course deals with the everyday health problems of the students. The structure and the functions of the body are studied and the different systems of the body are analyzed in order to increase the understanding of the human mechanism. Problems of personal hygiene, including nutrition, reproduction, and mental hygiene as well as community health are stressed. Lectures, tests, and discussions.

One lecture period per week, both semesters. Required.



WEST HALL



STUDENT REGULATIONS

Residence halls—Students from out of town are required in all cases, unless residing with near relatives, to occupy rooms in the residence halls. Students living on the campus avoid many distractions, come into close contact with the life of the college, and are more likely to regard the school work as the one thing demanding their best efforts. They are led to cultivate a healthy spirit of self-reliance. Not infrequently the best and most lasting results of school life are derived from its associations.

The Student Handbook, issued by the Student Government Organization, provides each girl with the rules and customs of Frances Shimer Junior College. All resident students belong to this association, and most of the house regulations are administered by it, under the supervision of the dean and an executive committee of the faculty. In general such order and behavior as would be expected in a cultured home is maintained.

The rooms are designed to be occupied by two students. An extra charge of thirty dollars each semester is made for a single room or a suite room. All rooms are furnished with single beds (3 feet x 6 feet 3 inches), pillows (20 inches wide), chairs, study tables, chest of drawers, and window shades. The windows are six feet six inches by four feet; the tops of the chests of drawers 38 x 19 inches. Students furnish *rugs* (two feet by six is a convenient size) *bedding* including a *mattress pad*, *curtains*, *towels*, *six white napkins* (18 inches square) and *napkin ring*, *cup*, *fork*, and *spoon* (for use at *spreads and picnics*). It is also recommended that they provide themselves with a *hot-water bottle*, and *heavy walking shoes*.

Students are required to care for their own rooms. On days when classes are in session the rooms must be clean and in order by nine o'clock.

As a precaution against fire, the use of matches and electric devices is prohibited in students' rooms. Electric plates and irons are provided at convenient places.

Dress—Definite rules for dress are not prescribed, since dress is expressive of individuality. It is suggested, however, that in the selection of clothing and shoes two standards be observed: suitability and simplicity. Students are expected to come supplied with suits and dresses which meet the requirements for general wear, sports, and social functions. For school wear, sweaters and skirts, and one-piece frocks of material suited to the season have been found satisfactory.

A simple, but appropriate toilet for dinner is expected. Occasionally a semi-formal or dinner dress is needed; and for formal school functions, evening dress appropriate to the age of the student is essential. A white sports dress is needed at commencement time and for initiations into organizations. The same rule of simplicity and suitability applies to shoes. High heels are out of place on the campus except for evening. For every day and for walking, plain, well-made sports oxfords with low or medium heels are best.

Laundry—Clothing which is to be sent to the laundry should be plain and should be marked by means of name tapes bearing the full name, not the initials only. These may be ordered through the business office at any time and the cost charged to the student's book-store account. The name tapes will be sent directly to the student's home or to the school, as requested. Laundry rates are considerably below commercial charges. A weekly allowance of sixty cents is granted each student. An amount of laundry in excess of this will be charged to the student's book-store account.

Absences—Students are expected to attend all school exercises. Parents are requested not to ask that their daughters be excused before the work is entirely completed at vacations; such requests are rarely granted. The full work continues to the hour of closing, and full work begins at the hour of opening after winter and spring vacations.

No student may under any circumstances leave town without permission previously obtained from the Dean on definite request of the parent. Reasonable week-end absences are allowed. Such requests should be addressed directly to the Dean and in ample time for correspondence.

A detailed description of the week-end regulations is to be found in the Student Handbook. *Frequent absences interfere with the studies and health of the student concerned and also disturb the work of other students, seriously diminishing the efficiency of the instructors.*

Guests—Parents who come to inspect the College, or who bring their daughters, are particularly welcome. A moderate charge is made for meals and lodging. When notified in advance, arrangements will be made for the entertainment of friends of students in the village not to exceed three days at one time. *Students are not excused from any regular school duty on account of guests.*

Allowances—Extravagance in the use of money is discouraged. Parents are urged to give their daughters a reasonable monthly allowance. Banking facilities are furnished by the business office for the benefit of student depositors.

Telephones—Two pay telephones, one in West Hall and one in Hathaway Hall, are provided for the use of students. It is requested that calls to students be made, whenever possible, during recreation hours. Students will not be called from classes or other academic appointments to answer the telephone. Communications by telegraph are subject to the approval of the dean.

Express and telegrams—All express and telegrams should be sent in care of the College and should be prepaid to avoid delay.

Permissions—Special requests for permissions of any kind should come from the parent to the Dean direct, not through the student. Until written request has been made to the Dean and direct answer has been received, parents should not consent to requests by pupils, involving suspension of college regulations.

Secret Societies—All secret societies are forbidden.



NATIONAL ALUMNAE ASSOCIATION

The National Alumnae Association, with officers in cities throughout the nation, unites the thousands of Frances Shimer graduates and former students through the common bond of their interest in Alma Mater. Its aims are to promote alumnae activities, and to further the organization of local alumnae chapters in various parts of the country.

LITA DICKERSON President
Oregon, Illinois

PEGGIE PULLEN ROTHE Executive Vice-President
430 South Euclid Avenue, Oak Park, Illinois

JUNE HILL Corresponding Secretary
1416 Touhy Avenue, Chicago, Illinois

LAURA RUNYAN Recording Secretary
Savanna, Illinois

A. BETH HOSTETTER Treasurer
Mount Carroll, Illinois

MAXINE BLEDSOE OFFILL Historian
7727 Burnham Avenue, Chicago, Illinois

REGIONAL VICE-PRESIDENTS

RUTH RAMEY BARNES, 1006-3rd Avenue, Los Angeles, Calif.

GERTRUDE BEST, 2706 East Beverly Road, Milwaukee, Wis.

LOIS HIBBS BECK, 500 Polk Boulevard, Des Moines, Iowa

GEORGENE WILLIAMS BIGGS, 40 East 83rd Street, New York

ALUMNAE ASSOCIATION CHAPTERS

CARROLL COUNTY CHAPTER

VIOLET SPEALMAN FRANK	Mount Carroll, Illinois	President
HAZEL STOBER	Mount Carroll, Illinois	Vice President
ROSE DEMMON	Mount Carroll, Illinois	Secretary-Treasurer

DES MOINES CHAPTER

JEANETTE MEREDITH RYAN	1611 48th Street, Des Moines, Iowa	President
JANET ZERFASS VERVEER	647 49th Street, Des Moines, Iowa	Secretary and Treasurer
FAITH BUCK PARROTT	518 58th Street, Des Moines, Iowa	Publicity Chairman
LOIS HIBBS BECK	500 Polk Boulevard, Des Moines, Iowa	Social Chairman

MILWAUKEE CHAPTER

GERTRUDE BEST	2706 East Beverly Road, Shorewood, Wisconsin	President
ADELINE BEAVER WEBSTER	5341 North Berkely Avenue, Milwaukee, Wisconsin	Secretary
CATHERINE BEST	2706 East Beverly Road, Shorewood, Wisconsin	Recorder

NORTH SHORE CHAPTER

JUNE HILL	1416 Touhy Avenue, Chicago, Illinois	President
ANITA HURLEY RICHARDS	921 Hinman Avenue, Evanston, Illinois	Vice-President
ELIZABETH HULL BAUGHMAN	1727 Pleasant Avenue, Highland Park, Illinois	Treasurer
JANE O'BOYLE	618 Clark Street, Evanston, Illinois	Secretary

SOUTH SIDE CHAPTER

- DORINE GOLDBERG
11041 South Park Avenue, Chicago, Illinois President
- AUREL SPUEHLER
8134 Laffin Avenue, Chicago, Illinois Vice-President
- LOUISE KNAPP JOHNS
2708 East 77th Street, Chicago, Illinois Treasurer
- MILDRED APPLGATE PFAFF
1436 Thorndale Avenue, Chicago, Illinois Secretary

WEST SIDE CHAPTER

- PEGGY PULLEN ROTHE
430 South Euclid Avenue, Oak Park, Illinois President
- MILDRED JOHNSON WOLCOTT
111 South Scoville Avenue, Oak Park, Illinois Vice-President
- AVIS CARROLL MRACEK
738 South East Avenue, Oak Park, Illinois Secretary
- MARJORIE SHERMAN
238 South Elmwood Avenue, Oak Park, Illinois Treasurer
- LOUCILE CRIST STEWART
330 South Austin Boulevard, Oak Park, Illinois Social Chairman
- MYRTLE HALL BANCROFT
319 North Grove Avenue, Oak Park, Illinois Publicity Chairman

REGISTER OF STUDENTS

FOR THE YEAR 1939-40

GRADUATES, JUNE, 1939

Upper Division

Ann Abel	Evanston, Illinois
Mary Louise Birkett	Peoria, Illinois
Nancy Blount	Wheaton, Illinois
Marion J. Christensen	Saginaw, Michigan
Constance Crary Clough	Glencoe, Illinois
Carol Patrice Crary Clough	Glencoe, Illinois
Lorna Lou Densmore	Edgewood, Iowa
Marjorie Jane Dunkel	Logansport, Indiana
Marjorie Mantel Fishbein	Chicago, Illinois
Ellen Francke	Mount Carroll, Illinois
Jeanne Greison	Savanna, Illinois
Eloise Kivlan	Evanston, Illinois
Mildred Mercer	Corning, Iowa
Maxine L. Miller	Morrison, Illinois
Jeannette Moore	Mount Carroll, Illinois
Mary Catherine Nelson	Chicago, Illinois
Ruth Lydia Patterson	Detroit, Michigan
Virginia Lou Quade	Blue Island, Illinois
Patricia Ann Roche	Chicago, Illinois
Joyce Geraldine Sanders	Freeport, Illinois
Phyllis Marna Schaut	Mount Carroll, Illinois
Mary Elizabeth Stang	Eau Claire, Wisconsin
Maxine Stransenback	Streator, Illinois
Henrietta Weih	Bennett, Iowa
Mildred Irene Withhart	Savanna, Illinois

Lower Division

LuAnn Bloomberg	Battle Creek, Michigan
Marie Betty Boucher	Fort Wayne, Indiana
Doris Virginia Brison	Chicago, Illinois
Shirley Louise Bruns	River Forest, Illinois
Mary Ileen Bullis	Los Angeles, California
Babette Friedman	Minneapolis, Minnesota
Mildred Garrity	Chicago, Illinois
Roberta Andrews Hight	Decatur, Illinois
Jayne Frances Howard	Traverse City, Michigan
Aerene Iannelli	Park Ridge, Illinois
Marion Jane Johnson	Chicago, Illinois
Roberta Jean Keck	Fairbury, Illinois
Mary Barbara Kellogg	Chicago, Illinois
Winifred Miriam Kreitzer	Ellsworth, Illinois
Jay Logan	Chicago, Illinois
Marian McCarthy	Chicago, Illinois
Barbara Ruth Pace	Farmer City, Illinois
Margaret Plummer	Rochester, Minnesota
Virginia Blanche Rison	Louisville, Kentucky
Grace Rogers	Peoria, Illinois
Rita Trace	Chicago, Illinois
Ellen Waller	Montrose, Alabama
Silvia Berniese Wasserman	Toledo, Ohio
Mary Woolsey	Galesburg, Illinois
Jeanne Lucille Youkey	Omaha, Nebraska

JUNIOR COLLEGE, 1939-40

FIRST SEMESTER

SENIOR CLASS

Anderson, Jane Elizabeth	Oak Park, Illinois
Appleton, Barbara Mell	Logansport, Indiana
Beier, Jean Marie	Sterling, Illinois
Bergeman, Phyllis	Stockton, Illinois
Bone, Frances	Monticello, Iowa
Breed, Margaret	Chicago, Illinois
Cleff, Jeanne	River Forest, Illinois
Collins, E. Suzanne	Morrison, Illinois
Francke, Ellen	Mount Carroll, Illinois
Gavin, Jeanne A.	Kohler, Wisconsin
Hall, Mary Annette	Cedar Rapids, Iowa
Hassett, Elizabeth Jane	Moline, Illinois
Hunner, Marguerite Charlotte	Minneapolis, Minnesota
Kirchhoff, Elaine C.	Chicago, Illinois
Kness, Muriel	Chadwick, Illinois
Lafferty, Virginia	Alexis, Illinois
Lundy, Ellen	Savanna, Illinois
Miller, C. Maxine	Milledgeville, Illinois
Miller, Evelyn F.	Milledgeville, Illinois
Morgan, Harriette	Wheaton, Illinois
Newell, Jean	Shirland, Illinois
Peery, Virginia Lee	Decatur, Illinois
Price, Marion E.	La Grange, Illinois
Pulley, Jane	Warren, Indiana
Runyan, Gladys Mae	Savanna, Illinois
Schreiner, Jean	Chadwick, Illinois
Spencer, Maida Lee	Chadwick, Illinois

Sprecher, Charlotte	Mount Carroll, Illinois
Steele, Phyllis L.	Anamosa, Iowa
Stromback, Elizabeth	Chicago, Illinois
Swan, Jacqueline Grace	Independence, Iowa
Sweet, Virginia B.	Winnetka, Illinois
White, Elizabeth Bristol	Polo, Illinois
Wichman, Miriam Elise	Highland Park, Illinois

JUNIOR CLASS

Anderson, Barbara Jane	Clinton, Iowa
Anderson, Beth A.	Chadwick, Illinois
Andrews, Betty Anne	Chicago, Illinois
Arff, Janet	Lakewood, Ohio
Binder, Dorothy Jane	Whiting, Indiana
Bro, Alice	Mount Carroll, Illinois
Bull, Marjorie Elizabeth	Birmingham, Michigan
Cameron, Jane	Chicago, Illinois
Cameron, Martha	Chicago, Illinois
Campbell, Maurine	Aledo, Illinois
Carroll, Virginia	Madison, Wisconsin
Cary, Margaret Jean	Des Moines, Iowa
Clark, Margaret Fern	Stambaugh, Michigan
Collard, Elizabeth May	Chicago, Illinois
Darrow, Mary	Savanna, Illinois
Dean, Doris	Marshalltown, Iowa
Ellis, Margaret Ann	Chicago, Illinois
Emerson, Jo Anne	Norfolk, Nebraska
Ewald, Audrey Ruth	Chicago, Illinois
Ewing, Marcia	Merrill, Wisconsin
Faber, Joan Louise	Tyler, Texas

Faxon, Barbara	Winnetka, Illinois
Flaxman, Elaine	Chicago, Illinois
Floody, Shirley Jane	South Bend, Indiana
Freeman, E. Marilyn	Milledgeville, Illinois
Garrity, Mildred C.	Chicago, Illinois
Grim, Marjorie	Bluffton, Indiana
Grinde, Alice	Chicago, Illinois
Hanlon, Marion	Galva, Illinois
Homedew, Vernetta	Savanna, Illinois
Hopkins, Emily Hazel	Beaver Dam, Wisconsin
Isaak, Alice Estelle	Cedar Falls, Iowa
Jersild, Christie Carolyn	Neenah, Wisconsin
Kivlan, Betty	Evanston, Illinois
Knoess, Helen	Mount Carroll, Illinois
Koons, Virginia Ann	Britt, Iowa
Kreitzer, Winifred Miriam	Ellsworth, Illinois
Leatherman, Eleanor	Lanark, Illinois
Lysne, Martha	Batavia, Illinois
Marvin, Margaret Lucile	St. Paul, Minnesota
Morris, Modelle Irene	Woodstock, Illinois
Mummert, Marion Mae	Pearl City, Illinois
Olis, Jeanne	Chicago, Illinois
Owens, Mary Catherine	Logan, Iowa
Rawlins, Jean	Thomson, Illinois
Rogers, Grace	Peoria, Illinois
Roske, Maurine	Mount Carroll, Illinois
Rothe, Geraldine	Chicago, Illinois
Ruter, Frances	Shannon, Illinois
Sampson, Catherine	Savanna, Illinois
Seitner, Betty	Mount Carroll, Illinois

Seltzer, Marion L.	Glen Ellyn, Illinois
Shapiro, Ruth	Highland Park, Illinois
Shear, Mary Adell	Waterloo, Iowa
Shonka, Barbara Ann	Cedar Rapids, Iowa
Slott, Sybil	Chicago, Illinois
Switzer, Lucille	Mount Carroll, Illinois
Thomson, Jane Isabelle	Oak Park, Illinois
Trace, Rita S.	Chicago, Illinois
Turner, Becky	Maple City, Michigan
Ward, Patricia	Chicago, Illinois
Waring, Joan S.	Savanna, Illinois
Wasserman, Sylvia B.	Toledo, Ohio
Whittaker, Dorothy E.	Detroit, Michigan
Williamson, Virginia	Mount Carroll, Illinois
Wood, Kathryn	Adrian, Michigan
Wrightsman, Ruth Margaret	Chicago, Illinois

SOPHOMORE CLASS

Anderson, Helene Belle	Spokane, Washington
Bloomberg, Helen Janet	Battle Creek, Michigan
Burr, Barbara Richings	Rockford, Illinois
Castle, Louise K. (Special)	Hinsdale, Illinois
Garro, Cecelia Marie	Chicago, Illinois
Gilbert, Phyllis Meeji	Lincoln, Nebraska
Hoepfner, Frances	Eau Claire, Wisconsin
Jenkins, Audrey	Chicago, Illinois
Johnston, Martha	Knoxville, Iowa
Katz, Murylin Ardyath	Detroit, Michigan
Kiesselbach, Marion	Chicago, Illinois
Kneibler, Mary M.	Kenosha, Wisconsin

Lawyer, Lorraine A.	Ironwood, Michigan
McMillen, Elizabeth Jeanne	Van Wert, Ohio
Mathews, Marjorie Ann	Oak Park, Illinois
Osborn, Harriet T.	Sheboygan, Wisconsin
Severson, Josephine Frances	Rockford, Illinois
Sidle, Shirley Annah	Fort Wayne, Indiana
Smith, Dorothy Jane	Galesburg, Illinois
Sokolik, Regina	St. Louis, Missouri
Wagschal, Evelyn G.	Detroit, Michigan
Wetstein, Sally	Detroit, Michigan
White, Polly Anne	Moline, Illinois

FRESHMAN CLASS

Diefendorf, Barbara Jean	Toledo, Ohio
Erickson, Gloria F.	Chicago, Illinois
Ettinger, Charlotte Sena	Toledo, Ohio
Evans, Joan Florence	Chicago, Illinois
Heckenhauer, Anne	Muncie, Indiana
McKnight, Elizabeth Anne	Aurora, Illinois
Neiger, Joan H.	St. Paul, Minnesota
Olson, Janet Lorraine	River Forest, Illinois
Ritchie, Virginia L.	Lakewood, Ohio
Rogers, Phyllis	Oak Park, Illinois
Smith, Josephine Harriman	Chicago, Illinois
Stone, Suzanne	Chicago, Illinois
Thomson, Mary Ann	Battle Creek, Michigan
Tooze, Nancy McCullough	Evanston, Illinois
Welch, Patricia Jeanette	Chicago, Illinois
Weston, Grace	Wilmette, Illinois
Woodside, Gertrude C.	Portage, Wisconsin
Wright, Ann	Hinsdale, Illinois

SUB FRESHMEN

Armstrong, Mary Alice	Chicago, Illinois
Babcock, Patsy Louise	Chicago, Illinois
Carr, Catherine	Manitoba, Canada
Ewer, Marjorie	Fontana, Wisconsin
Fritze, Margaret L.	Peoria, Illinois
Jacobs, Dorothy Mae	Chicago, Illinois
Johnson, Katherine	Waterloo, Iowa
Meyer, Kathleen Virgene	Munster, Indiana
Selinger, Mildred Leah	Davenport, Iowa
Vack, Eleanor	Chicago, Illinois

SPECIAL STUDENTS

Kromer, Jo Ann	Mount Carroll, Illinois
Loeser, Jolene	Savanna, Illinois
Miles, Ann	Savanna, Illinois
Packard, Barbara	Lanark, Illinois
Phillips, Doris	Chadwick, Illinois
Turnbaugh, Emily	Mount Carroll, Illinois
Weed, Dorothy	Lanark, Illinois
Willey, Jean	Mount Carroll, Illinois
Wise, Alice Ann	Lanark, Illinois

SUMMARY OF ATTENDANCE

FIRST SEMESTER, 1939-40

JUNIOR COLLEGE—

Upper Division

Seniors	34
Juniors	67

Lower Division

Sophomores	23
Freshmen	18
Total in Junior College	<u>142</u>

SUB-FRESHMEN	10
Special Students	9
GRAND TOTAL	<u>161</u>

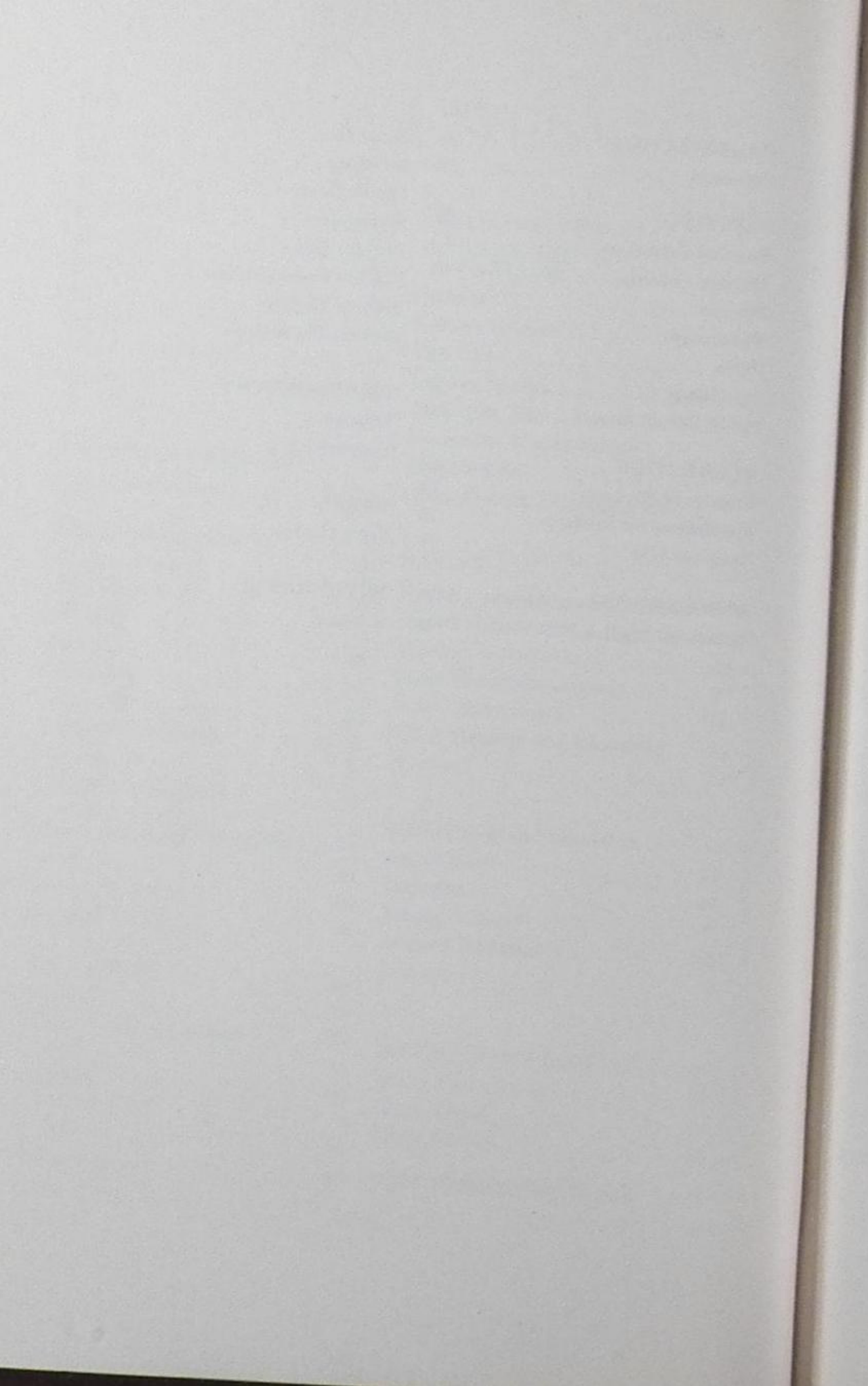
GEOGRAPHICAL DISTRIBUTION

Illinois	102
Iowa	15
Michigan	11
Wisconsin	10
Indiana	8
Ohio	6
Minnesota	3
Nebraska	2
Canada	1
Missouri	1
Texas	1
Washington	1
TOTAL	<u>161</u>

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ENDOWMENTS

Frances Shimer Junior College wishes to enlarge its educational scope and resources with the passing years. It appeals to friends to be mindful of the varied services which the College has rendered to the cause of the education of young women for a period now approaching a century.

Gifts and bequests for scholarships will aid worthy young women who are not wholly able financially to secure an education. A relatively small amount of money invested for such purposes makes returns far in excess of its market measure or value. The College welcomes the opportunity to become stewards of such funds, and to aid private individuals and friends to realize, in human satisfaction, the greatest rewards from their gifts.

FORM OF BEQUEST FOR ENDOWMENT

I give and bequeath to the Trustees of The Frances Shimer Academy of the University of Chicago, located at Mount Carroll, Carroll County, Illinois, the sum of \$..... to be invested for the permanent endowment of the Academy.

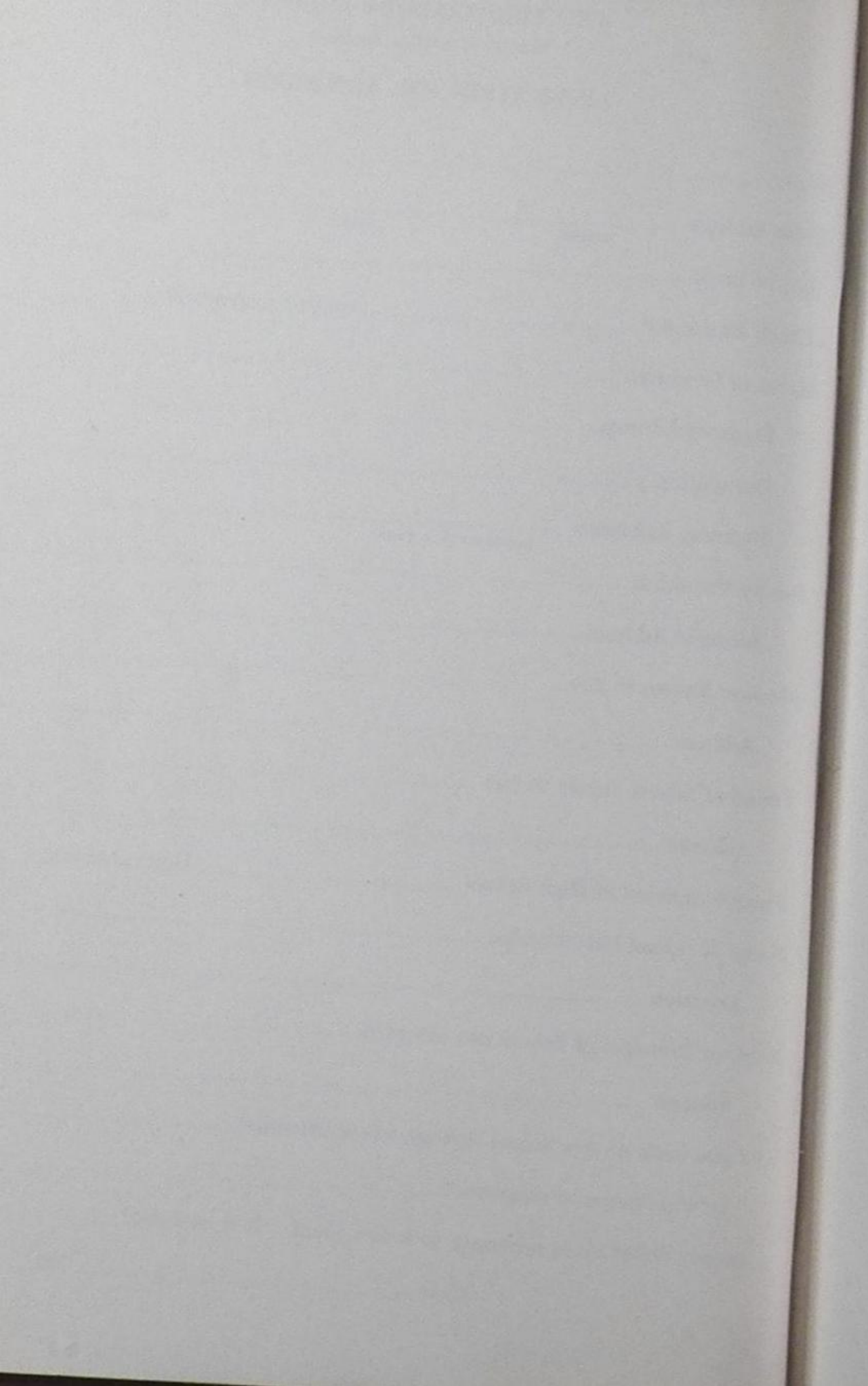
FORM OF BEQUEST FOR SCHOLARSHIP

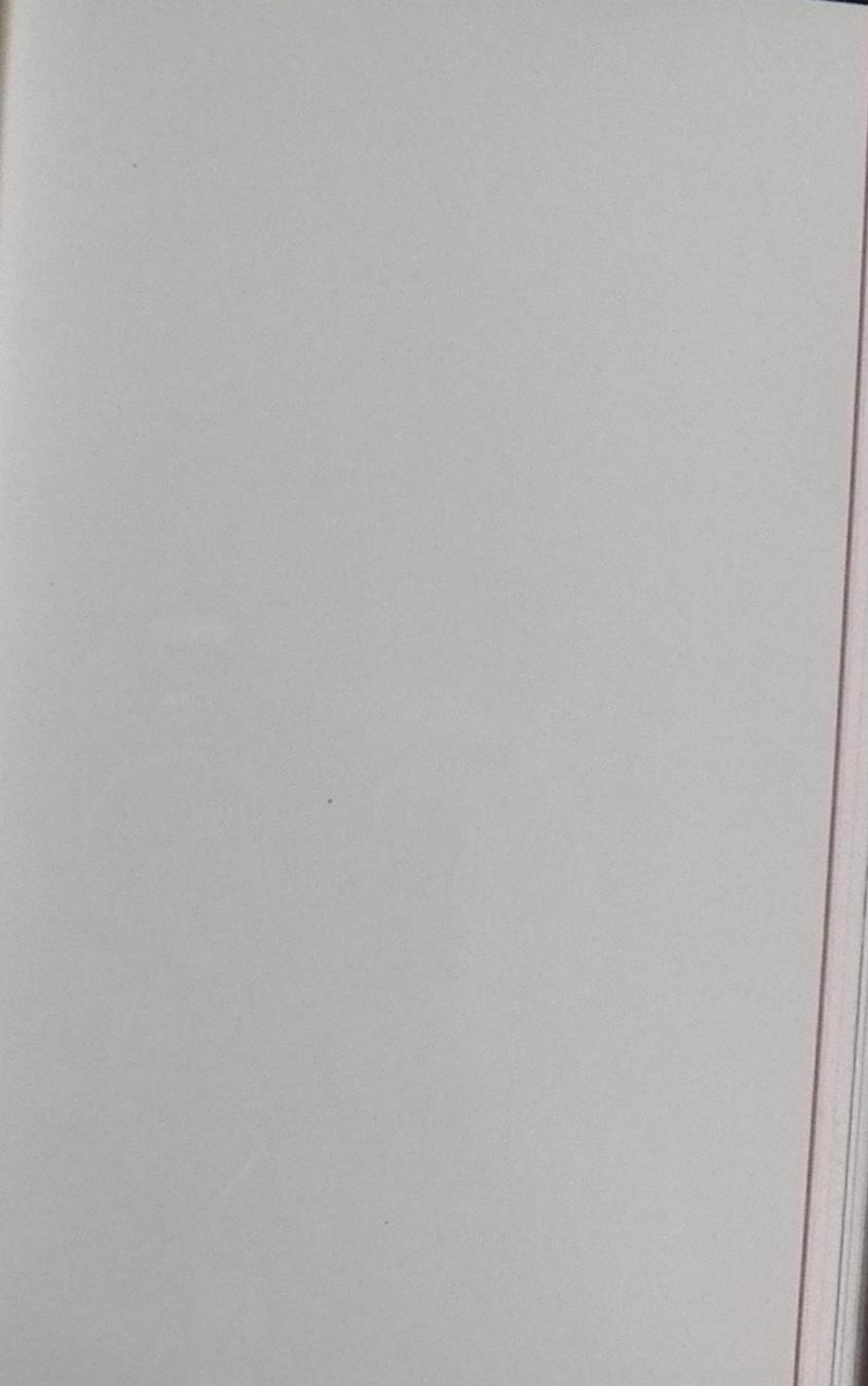
I give and bequeath to the Trustees of The Frances Shimer Academy of the University of Chicago, located at Mount Carroll, Carroll County, Illinois, the sum of \$..... to be invested and called the..... Scholarship.

FORM OF BEQUEST FOR GENERAL PURPOSES

I bequeath to my executors the sum of dollars, in trust, to pay over the same days after my decease, to the person who, when the sum is payable, shall act as Treasurer of Frances Shimer Academy of the University of Chicago, located in Mount Carroll, Illinois, to be applied to the uses and purposes of said Institution as directed by its Trustees.

(This form may be used for bequests for endowment and scholarship purposes also.)







Mr

Mrs

FRANCES SHIMER JUNIOR COLLEGE
MOUNT CARROLL, ILLINOIS

Joseph O'Connell

TuFFy