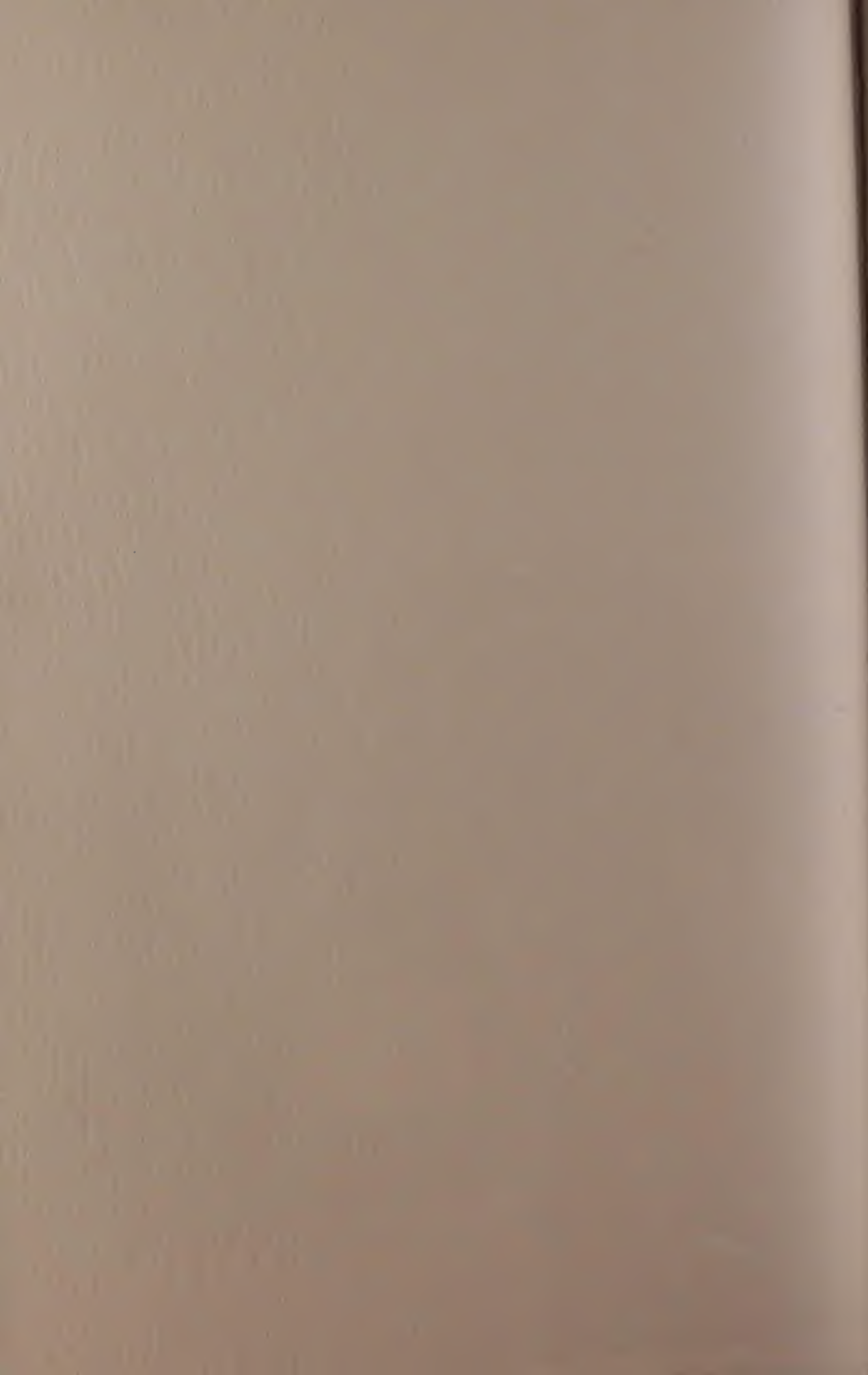


Handwritten

*Frances Shimer
College*

1944-1945

MOUNT CARROLL, ILLINOIS











FRANCES SHIMER COLLEGE

A FOUR YEAR JUNIOR COLLEGE
(GRADES XI TO XIV)

AND PREPARATORY SCHOOL
(GRADES IX AND X)

NINETY-SECOND YEAR
1944-45



*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 NINETY-SECOND ANNUAL
CATALOGUE FOR 1944 - 1945

VOLUME XXXV NUMBER 6

FRANCES SHIMER RECORD

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CALENDAR FOR 1944-1945

WITH ANNOUNCEMENTS FOR 1945-46

Registration and orientation of new students	Monday, September 18 to Wednesday, September 20
Registration of old students	Tuesday, September 19 and Wednesday, September 20
Opening assembly, all students	Wednesday, September 20
Classes begin at 8:00 A.M.	Thursday, September 21
Last day for changes in registration	Saturday, September 30
Thanksgiving day	Thursday, November 30
Christmas vacation begins 4:10 P.M.	Friday, December 15
Christmas vacation ends 8:00 A.M.	Wednesday, January 3
Final examinations begin	Thursday, February 1
First semester closes	Saturday, February 3
Second semester opens. Classes begin 8:00 A.M.	Tuesday, February 6
Last day for changes in registration	Tuesday, February 13
Washington's birthday	Thursday, February 22
Spring vacation begins 4:10 P.M.	Friday, March 23
Spring vacation ends 8:00 A.M.	Wednesday, April 4
Founder's Day	Friday, May 11
Annual May Fete	Saturday, May 26
Final examinations begin	Wednesday, June 6
Alumnae Day	Saturday, June 9
Baccalaureate service	Sunday, June 10
Ninety-second annual commencement	Sunday, June 10

1945-46

First semester opens	Monday, September 17
Opening assembly	Wednesday, September 19
Christmas vacation begins 4:10 P.M.	Friday, December 21
Second semester opens	Tuesday, February 5
Ninety-third annual commencement	Sunday, June 9

BOARD OF TRUSTEES

Officers

SAMUEL JAMES CAMPBELL, *President*
JOHN F. MOULDS, *Vice-President*
A. BETH HOSTETTER, *Secretary*
WILLIAM E. GOODMAN, *Treasurer*
N. C. PLIMPTON, *Assistant Treasurer*

Class of 1944

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MARTHA GREEN SAWYER,
Ann Arbor, Michigan
DONALD L. BREED Freeport
MRS. CHARLES S. CLARK . . Chicago

Class of 1945

JOHN F. MOULDS Chicago
WILLIAM E. GOODMAN . . . Chicago
NORRIS L. TIBBETTS . . . New York
NATHANIEL MILES . . . Mount Carroll
N. C. PLIMPTON Chicago

Class of 1946

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Mount Carroll
S. C. CAMPBELL Mount Carroll
MRS. EDWIN EWART AUBREY, Chicago
LILACE R. BARNES Chicago
MRS. CHARLES R. WALGREEN, Chicago

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J. H. MILES

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NATHANIEL MILES
N. C. PLIMPTON

Buildings and Grounds

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S. C. CAMPBELL
MRS. CHARLES R. WALGREEN

Instruction

A. J. BRUMBAUGH, Ch.
MRS. E. E. AUBREY
LILACE R. BARNES

Resources and Development

DONALD L. BREED, Ch.
MRS. CHARLES S. CLARK
WILLIAM E. GOODMAN

Dates of Board Meetings, 1944

April 15, 1944
Mount Carroll

July 15, 1944
Chicago

December 2, 1944
Chicago

FACULTY

ALBIN CARL BRO, A.B., Litt. D., President.

A.B. Northland College, 1917; College of Missions and Butler College, 1917-19; University of Chicago, 1925-27; Litt.D., Northland College, 1941; Principal, San Ruh Middle School, Hotei, Anhwei, China, 1921-25; Instructor, Northland College, 1927-28; field work, *ibid.*, 1928-29; Religious Education Association, 1929-31; University of Chicago Press, 1932-39. President, Frances Shimer 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 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—.

ESTELLA HITCHCOCK LANE, A.B., Dean of Students.

A.B., Mount Holyoke, 1918; work in Religious Education, Hartford School of Religion; Director of Religious Education, Plymouth Congregational Church, Des Moines, Iowa, 1934-40; Frances Shimer, 1943—.

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

A.B., MacMurray College 1919, Summer School, 1942; A.M., University of Illinois, 1927; Graduate work, University of Chicago, Summer, 1923 and 1939; Columbia University, Summer, 1931 and 1937; Instructor in Mathematics, Danville High School, 1920-23; Jacksonville High School, 1923-26; Frances Shimer College, 1927—.

EDNA THOREEN, 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, 1934; 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 College, 1925—.

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

Guildhall School of Music, London; Challet Vicq 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 Interstate 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 College, 1934—.

VIRGINIA WEIGEL, M.S., Biological Sciences.

A.B., University of Illinois, 1928; M.S., University of Michigan, 1935; Yosemite School of Field Natural History, Summer, 1929; University of Michigan, summers 1930, 1935, 1936, 1942. University of Michigan Biological Station, summer, 1932; Travel, Western National Parks, summer, 1934; Instructor in Biological Sciences, Edwardsville High School, 1928-36; Frances Shimer College, 1936—.

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; Joslyn 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 College, 1938—.

BLENDON A. KNEALE, Art.

Minneapolis School of Art, Minneapolis, Minnesota, 1927-31; Minneapolis Institute of Arts, 1929-31; Research artist and commercial designer with Buzza Company, art publishers; Techni-craft Company, Inc., lithographers; Process Displays, Inc.; Baron Collier, Inc. Art Instructor at Y.W.C.A., Milwaukee, Wisconsin, 1935-36; Frances Shimer College, 1940—.

MAURICE LOVEJOY, A.M., Physical Sciences.

B.S., Armour Institute of Technology, 1927; A.M., University of Chicago, 1940; Chemist, Western Electric Company, 1927-32, 1933-38; Instructor, Frances Shimer College, 1940—.

CLARENCE A. MILLSPAUGH, A.B., English.

A.B., Ball State Teachers College, 1931; Fellow in English, University of Chicago, 1938; Instructor in English, University College, University of Chicago, 1938-40; Graduate Service Scholar in English, University of Chicago, 1938-39; Frances Shimer College, 1940—.

LOTTIE B. SUMNER, Ph.B., Home Economics.

Ph.B., University of Chicago, 1935; Indiana University, Summer, 1917; Ball State Teachers College, Summers, 1921 and 1940; University of Wisconsin, Summer, 1928; Purdue University, Spring, 1940. Instruction: Home Economics, Milwaukee Vocational School, 1924-38; Frances Shimer College, 1940—.

MARY WEYER NUTT, M.A., History.

B.A., Hastings College, 1937; M.A., University of Nebraska, 1938; Teaching fellowship, University of Nebraska, 1938-39; European History scholar, University of Wisconsin, 1939-40; Summer, 1941. Frances Shimer College, 1940—.

JANE M. EBY, M.M., Piano.

B.S., Iowa State Teachers' College, Cedar Falls, Iowa, 1937; Summer School, Northwestern University, 1941; M.M. in Public School Music, *ibid.*, 1943; Music Supervisor at Edgewood, Iowa, 1937-39; Garwin, Iowa, 1939-41; Frances Shimer College, 1941—.

ALICE E. WHITCOMB, M.A., Spanish, French.

Junior Year in France; Cours d'ete, Universite de Nancy (diplome), Alliance Francaise, Paris, the Sorbonne (diplome), Paris, 1925-26; A.B., Western College, 1927; B.S. in Educ., Miami University, 1928; Middlebury College, French Summer Session, 1929; M.A., Miami University, 1934; Study and travel in Mexico, 1937; Graduate study, University of Chicago, 1936-37, 1938, 1939-41; Middlebury College, Spanish, summer session, 1942; Instructor, Hudson (N.Y.) High School, 1929-32; Lawrence College, 1937-39; Western College, 1929, 1934-35, 1940, 1941; Frances Shimer College, 1941—.

NADINE BORDEN, B.S., Secretarial Studies.

B.S., Iowa State Teachers' College, 1937; University of Cincinnati, and Conservatory of Cincinnati, Summers, 1939, 1940; Northwestern University, Summer, 1941. Instructor, Music and Commercial subjects, Dana, Iowa, 1937-38; Milan, Indiana, 1938-40; Gobles, Michigan, 1940-41; Versailles, Indiana, 1941-42; Frances Shimer College, 1942—.

SYBIL H. BOWER, M.A., Speech and Drama.

Wells College, 1936-39; B.S., Northwestern School of Speech, 1941; M.A., *ibid.*, Summer, 1942; Assistant in Interpretation, Northwestern School of Speech, 1941-42 and Summer, 1942; Frances Shimer College, 1942—.

MARY BOWLING, M.M., Piano.

A.B., University of Wichita, 1928; B.M., University of Wichita, 1929; Juilliard Graduate School, 1929-31; M.M., University of Washington, 1939; Private Study, James Friskin, Thurlow Lieurance, Ted Sowerby; Layman's Music Course (Teacher's Training), Olga Samaroff-Stokowski. Instructor: University of Wichita, 1928-29, Summers, 1932, 1933; State Normal School, Fredonia, New York, 1931-38; Hastings College, 1939-42; Frances Shimer College, 1942—.

MARJORIE MUFFLY, M.A., Physical Education.

B.S., University of Michigan, 1930; M.A., Columbia University, 1940-41; Science Lodge, University of Colorado, Summer, 1942; Instructor in Physical Education, Duluth State Teachers College, 1931; Arthur Hill High School, Saginaw, Michigan, 1931-34; Director of Physical Education, Napoleon Schools, Napoleon, Ohio, 1936-40; Instructor, Western Illinois State Teachers College, Macomb, Illinois, 1941-42; Frances Shimer College, 1942—.

H. MARGARET HARDIN, M.A., Librarian.

B.S. in L.S., University of Washington, 1932; B.A., *ibid.*, 1935; M.A., University of Chicago, 1941. Librarian, Herzl Junior College, Chicago, 1938-40; Monticello Junior College, Godfrey, Illinois, 1940-43; Frances Shimer College, 1943—.

DOROTHY MERSHON HUBER, B.A., Social Science.

B.A., University of Illinois, 1929. Fairdale Community High School, 1929-32; Case Worker for Illinois Emergency Relief Service, Chicago, 1932-35; Frances Shimer College, 1943—.

BERTHA R. LEAMAN, Ph.D., History.

B.A., Goshen College, 1921; M.A., University of Chicago, 1924; European Study, Sorbonne and University of Grenoble, 1927-28; Ph.D., University of Chicago, 1935. Experience, Manchester College, 1924-27; Monticello Junior College, 1928-29; State Teachers' College, Oshkosh, Wisconsin, 1930-31; Ball State Teachers' College, 1934; St. Xavier's College, 1937; Juniata College, Huntington, Pennsylvania, 1937-40; Ashland College, Ashland, Ohio, 1940-41; Gary College, 1941-42; Frances Shimer College, 1943—.

LULU M. MOORE, B.A., Latin and English.

B.A., University of Wisconsin, 1943. Frances Shimer College, 1943—.

LELIA BOETTSCHER WRIGHT, B. Mus., Violin.

Lawrence College and Conservatory, 1926-27; New England Conservatory of Music, Boston, Mass., 1927; B.Mus., Northwestern University, 1931; Advanced work in Violin, Ruth Ray, Chicago, 1934-43; Director of Music Association House, Chicago, 1931-32; Violinist in Woman's Symphony Orchestra, Chicago, for eleven seasons. Frances Shimer College, 1943—.

STANDING COMMITTEES OF THE FACULTY

1944-45

Art Commission—Miss Bell, Miss Hostetter, Mr. Kneale.

Assembly Programs—Madame Scott, Dr. Leaman, Miss Eby, Dean Lane.

Christian Service League Cabinet—Miss Weigel, Miss Bower, Mrs. Nutt, Miss Baxter, Miss Whitcomb.

Curriculum and Instruction—Miss Baxter, Miss Weigel, Miss Hostetter, Dean Lane, Miss Hardin.

Defense Committee—Miss Hostetter, Dean Lane, Mrs. Wilmot, Mr. Lovejoy, Miss Baxter, Mrs. Hines, Mr. Millspaugh, Miss Weigel.

Lectures and Entertainments—Mrs. Nutt, Miss Bower, Miss Bowling, Mrs. Wright.

Library—Miss Hardin, Dr. Leaman, Mr. Millspaugh.

Recreation and Clubs—Miss Muffly, Miss Eby, Miss Thoreen, Miss Borden, Miss Bower.

Social Activities—Mrs. Sumner, Miss Whitcomb, Miss Moore, Miss Bell.

Student Activity Fees—Miss Baxter, Dean Lane, Miss Weigel.

Student Faculty Council—Dean Lane, Miss Bowling, Mrs. Nutt, Miss Eby, Miss Muffly.

Vocational Guidance—Miss Baxter, Mrs. Hines, Mr. Lovejoy.

The President is ex-officio a member of all committees.

The chairman of the committee is the first person named in each case.

ADMINISTRATION

ALBIN C. BRO	President
A. BETH HOSTETTER	Vice-President, Registrar
RUBY BAXTER	Director of the Lower Division
MARGARET HARDIN	Librarian
N. C. PLIMPTON	Assistant Treasurer
MRS. EDITH BROCK	Head Housekeeper
MRS. RUTH HINES	Dietitian
MRS. ETHEL WILMOT	Director of Student Health Service
MRS. EDNA B. GIFFORD	Secretary to the President
MARGARET SUTHERLAND	Accountant
MRS. LAURA B. GRAY	Bookstore Manager
HUGH WILSON	Superintendent of Buildings and Grounds

STUDENT PERSONNEL

MRS. ESTELLA HITCHCOCK LANE	Dean of Students
MRS. CORA KIESELBACH	Counselor of West Hall
MRS. RUTH REYNOLDS HINES	Counselor of McKee Hall
MRS. EDITH BROCK	Counselor of Hathaway Hall
MRS. MABEL RANNELLS	Counselor of Bennett Hall
MRS. PERSIS J. SCOTT	Dining Room and Grill Hostess

DICKERSON ART COMMISSION

WILLIAM E. GOODMAN, <i>Chairman</i>	
EDITH BELL	BLENDON KNEALE
ILEEN B. CAMPBELL	JANET SHAW
A. BETH HOSTETTER	PATRICIA CONWAY
ELIZABETH MOELLER, <i>Honorary Member</i>	

COLLEGE REPRESENTATIVES

L. H. DIEKROEGER
7360 Dartmouth Ave., St. Louis, Mo.

A. L. KETTLER
Mount Carroll, Illinois

E. M. KEITHLEY
1738 E. Iron St., Milwaukee, Wis.

Chicago Office, 69 W. Washington St.
Telephone Central 6878

EDUCATIONAL ORGANIZATION AND AIMS

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 social stability and ability to deal intelligently with the problems of modern life must be cultivated.

The four year junior college meets the needs 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. The curriculum is constantly being integrated so that there is offered a four year rather than a two year junior college course. Two curricula are offered, an academic and a general curriculum. These are outlined on pages 37 and 38. 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.

The work of the ninth and tenth grades is a unit called the preparatory school. Some of the courses offered in these two grades will be open to eleventh grade students and in turn some of the eleventh grade subjects will be available in certain cases to students in the preparatory school.

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 the necessary academic preparation. 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.

Each student who seeks preparation beyond that of the public school must obviously have some hope, no matter how remote, that her specific intellectual needs will receive that individual attention which is an indivisible part of a true education. Every student cherishes, either secretly or openly, the ambition to satisfy herself and her personality through gaining satisfactory answers to the many why's of life.

That the institution of limited enrollment is ideally fitted to serve this purpose is plain. Here, where the constant comparisons based upon mere size are lacking, the student is encouraged to center her social, intellectual and emotional life in a group of modest size in which she can form true friendships. In this group teacher and student are not at remote poles socially, intellectually or emotionally; but are comrades sharing the daily experience of living.

The student's true growth cannot be measured in terms of the size of the institution she is attending, nor in terms of additions to plant and endowment and new buildings. These things, good and necessary as they are, are but superficial indications of an effort to furnish the best means for intellectual and spiritual growth of its students. Real progress can be measured only by the success and growth of the individual student.

Adequately provided with the physical equipment necessary to living comfortably and learning readily, Frances Shimer College prefers to speak in terms of the individual student's educational needs. The aim is to make education real and vital to each student; to keep classes of such modest size that the individual's demands, expressed or unexpressed, will be the teacher's first concern. Basically there is no other excuse for either teaching or education.

To this end Frances Shimer has provided a sound curriculum based upon the Liberal Arts ideal, with sufficient Fine Arts work to provide full outlets emotionally for self-expression. Thus the student is stimulated both intellectually and emotionally by being brought into contact daily with the world of knowledge and of the arts.

A well-rounded personality is the aim of the sensible student and teacher alike. Many elements enter into the achievement of that balance and discipline which mark the educated from the uneducated. Recognition of the importance of separate factors which round out young lives is the first step toward attainment of this goal; and at Frances Shimer attention is directed to the mutual importance of academic pursuits, social

cultivation, extra-curricular interests, emotional satisfaction, and spiritual growth.

Specifically, then, the educational objective at Frances Shimer is the cultivation of socially effective personalities. As the individual personality is the most important factor in the building of a better future, Frances Shimer regards its cultivation as the highest possible conception of education. To this end it bends its resources: physical, educational, cultural, and spiritual. It seeks to discover in its students, not cold intellectual genius alone, but those socially desirable intellectual traits and artistic abilities which, wholesomely nurtured, make lives happier through bringing them to greater usefulness, both to themselves and to those about them.

HISTORY

Ninety 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.

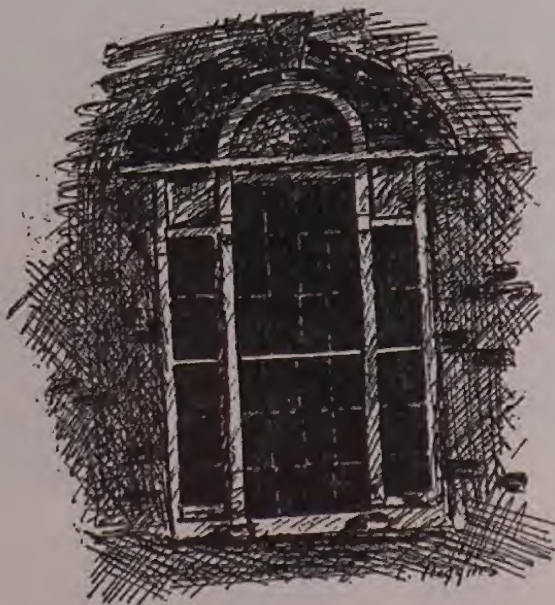
The chartered name of the institution became at this time The Frances Shimer Academy of the University of Chicago, and the friendly relationship with the University implied by this name, as well as the representation of the University on the Board of Trustees, remains to the present day.

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, 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, acted as president. In the fall of 1939, Albin C. Bro came to the presidency 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 College has the advantage of over ninety 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, 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.

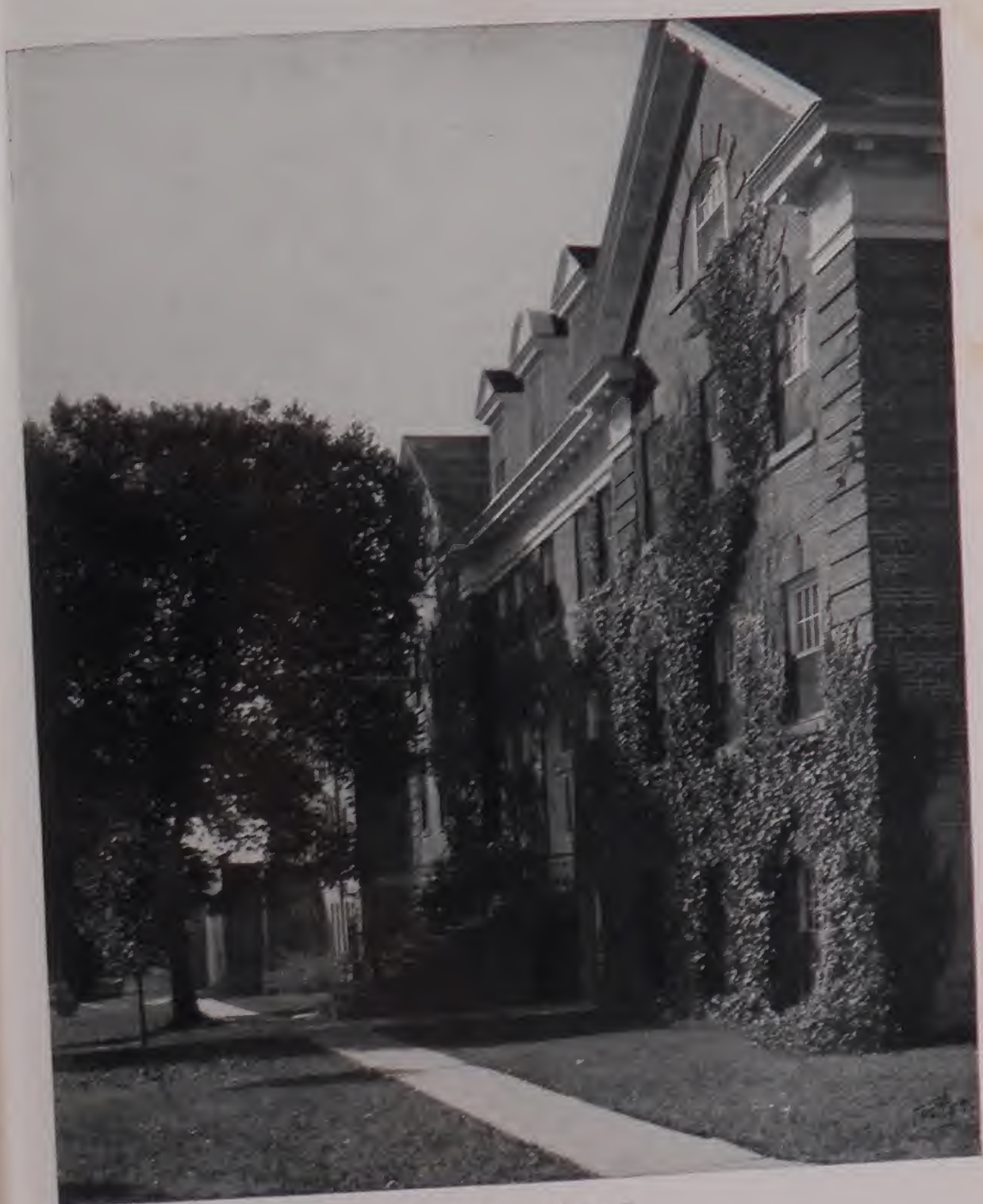
DEARBORN HALL (1903)

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 and a student lounge 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



MCKEE HALL

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. Andrew Carnegie contributed \$10,000 toward the erection of this building.

Metcalf Hall contains offices of administration, post office, bank, school bookstore, cloakrooms, class rooms, and auditorium.

POWER PLANT AND LAUNDRY (1911)

All buildings are heated from a central steam plant. Each building is provided with electrical temperature control equipment.

INFIRMARY (1913)

This building affords excellent equipment for the care of students in case of illness. It 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 nurse is in constant residence.

SCIENCE HALL (1914)

This provides excellent facilities for the work in science. The first floor contains large, thoroughly equipped, modern laboratories for the work in home economics. On the second floor are the physics, chemistry, and biology laboratories, and a well-appointed room for mathematics.

WILLIAM PARKER MCKEE HALL (1922)

William Parker McKee Hall was built by funds contributed by the Baptist Board of Education. 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 kitchenette, ample bathrooms, and rooms for fifty-six students and teachers. This building is

named for William Parker McKee in honor of the completion of twenty-five years of service as President.

CAMPBELL LIBRARY (1925)

The 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 M. Campbell, '07. The college is also indebted to 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 the Carnegie Corporation of New York made a grant of \$1,500 for the general reading collection of the library, purchases being made over a three-year period. The equipment of the main reading room, occupying the entire first floor, was increased in 1939 and 1940 by the gifts of Mr. and Mrs. S. J. Campbell.

In the south room on the second floor is the Heinze Music Room which contains the Carnegie Music set received in December, 1940. This set now is a collection of over 1,000 records of fine music and a specially designed Lyon and Healy phonograph. The records are fully indexed and filed in the listening room where they are available for student and faculty use. The center room on the second floor houses the Carnegie Art set which was received in 1941. This set includes 130 volumes on art and related subjects and 900 classified reproductions.

Open shelves in the main reading room and basement stacks care for the present collection of 11,000 volumes, files of magazines, pamphlets, government documents, and bulletins. The entire collection is well cataloged and through the services of the librarian and faculty, the resources of the library are strengthened and utilized to serve all phases of the college program.

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 college. 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. In 1937 Miss Jessie M. Campbell presented one hundred selected volumes from her library.

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 in the Colonial style of architecture in harmony with the other buildings of the campus.

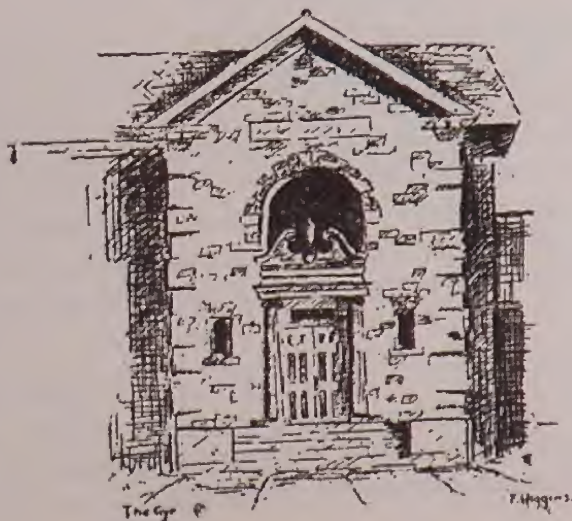
GYMNASIUM AND SWIMMING POOL (1929)

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 gymnasiums, 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 the 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's kitchenette, and the Dean's apartment. Upper floors contain rooms 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.

Friday morning chapel services are given to worship. The Sunday evening vesper service brings to the college local and visiting 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 leaders 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.

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.

A nine hole golf course, the private property of the college, adjoins the south end of the quadrangle. A playing field provides space for hockey and baseball. Three excellent concrete tennis courts were constructed in 1943.

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 and is available to students day and night. When the attentions of a physician are necessary appointments are made by the nurse and the student assumes the expense.



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-FACULTY COUNCIL

Students are governed by the Student-Faculty Council, a body of six students and three faculty members elected by vote of the students, with one faculty member appointed by the President. The group acts as a forum for debate of questions of policy and conduct of student affairs, and action taken by it is final in all student matters except those handled by the Dean.

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.

THE RECORD

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 advisers 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 co-operation 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 co-operate 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 sponsors special trips to Chicago and other nearby cities 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 per cent 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.

GENERAL REGULATIONS

ADMISSION

Application for admission is made on a special application form which is sent upon request. 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

C—Average
D—Below average

E—Failure

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.

CHANGING AND DROPPING COURSES

Students may not enter a course for credit after the date for changes in registration has passed. A course dropped because of failing grade at the end of the first six weeks or thereafter will be recorded as a failure on the final semester report.

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.

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 college is awarded to students who have completed a minimum residence of one year and a minimum of 64 semester hours of work in the upper division, four of which shall be in Physical Education.

Six semester hours of English and six semester hours in Social Science in the upper division are required of all candidates for the Junior

College diploma. An additional minimum of six semester hours of work must be presented from the science group or from the modern language group. 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. Hygiene is required for Physical Education credit in the upper division.

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.

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.

Student Service Positions

Various opportunities for self-help are available. The most remunerative and least time-consuming are those involving table service in the dining room and in the grill room, the compensation for which amounts to \$225.00 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. 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 Senior Honor Scholarship was awarded in 1943 to Marjorie Holbert.

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, in 1939 to Barbara Appleton, Logansport, Indiana; in 1940 to Helen Montague, Chicago; in 1941 to Eleanor Chrissinger, Chicago; in 1942 to Ruth Swift, Chicago; and in 1943 to Grace Bornhoeft, Park Ridge.

The Jessie Miles Campbell Prize

The Jessie Miles Campbell Prize was awarded in 1943 to Elizabeth Cooper for standing first in her class in the College Sophomore Testing Program.

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 1943 to Laura Molina.

The James Spencer Dickerson Prize

The James Spencer Dickerson Prize to the student who shows the greatest ability in Art was awarded in 1943 to Bernice Kirsten.

The Dramatic Club Prizes

The Dramatic Club offers two annual awards, 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 1943 the prize in acting was awarded to Joann Emmert and the prize for production was awarded to Jacqueline Kramer.

The Martha Barnhart Hoffman Prize

The Martha Barnhart Hoffman prize is given to the student who does the most outstanding work in interpretative reading. It was awarded in 1943 to Shurley Von Spach.

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 Voice was given in 1943 to Anne McKnight.

McKnight-Dearborn Scholarship

The McKnight-Dearborn scholarship was presented by Mr. and Mrs. W. A. McKnight of Aurora in 1943. This scholarship is awarded to an outstanding student in the Voice Department. The recipient of this honor in 1943 was Flora Ann Bowman.

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. Laura Molina won the trophy in 1943.

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 1943 to Ruth Swift.

The Samuel James Campbell Athletic Trophy

The Samuel James Campbell Athletic Trophy is awarded to the outstanding athlete of the year. In June, 1943, it was awarded to Jan Eaton.

The Golf Trophy

A golf trophy, a silver cup, bears the name of the winner of the annual tournament. This trophy was not awarded in 1943.

The Tennis Trophy

A tennis trophy, a silver cup, bears the name of the winner of the annual tournament. Lynn Lawrence was the winner in 1943.

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 1942-43 was given by Erika Mann, London, England.

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, \$890.

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 \$225 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.

A charge of \$5.00 is made when six weeks or final examinations are taken after or before the time scheduled.

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, February 1 and June 6, 1945. 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 \$450 for the semester. In exceptional cases an installment payment plan can be arranged.

HOUSE STUDENTS

Due on or before September 20, 1944:	
For the first semester	\$480.00
The \$20 registration fee will be credited on this payment.	
Due January 1, 1945, and payable not later than February 6:	
For the second semester	\$410.00

DAY STUDENTS

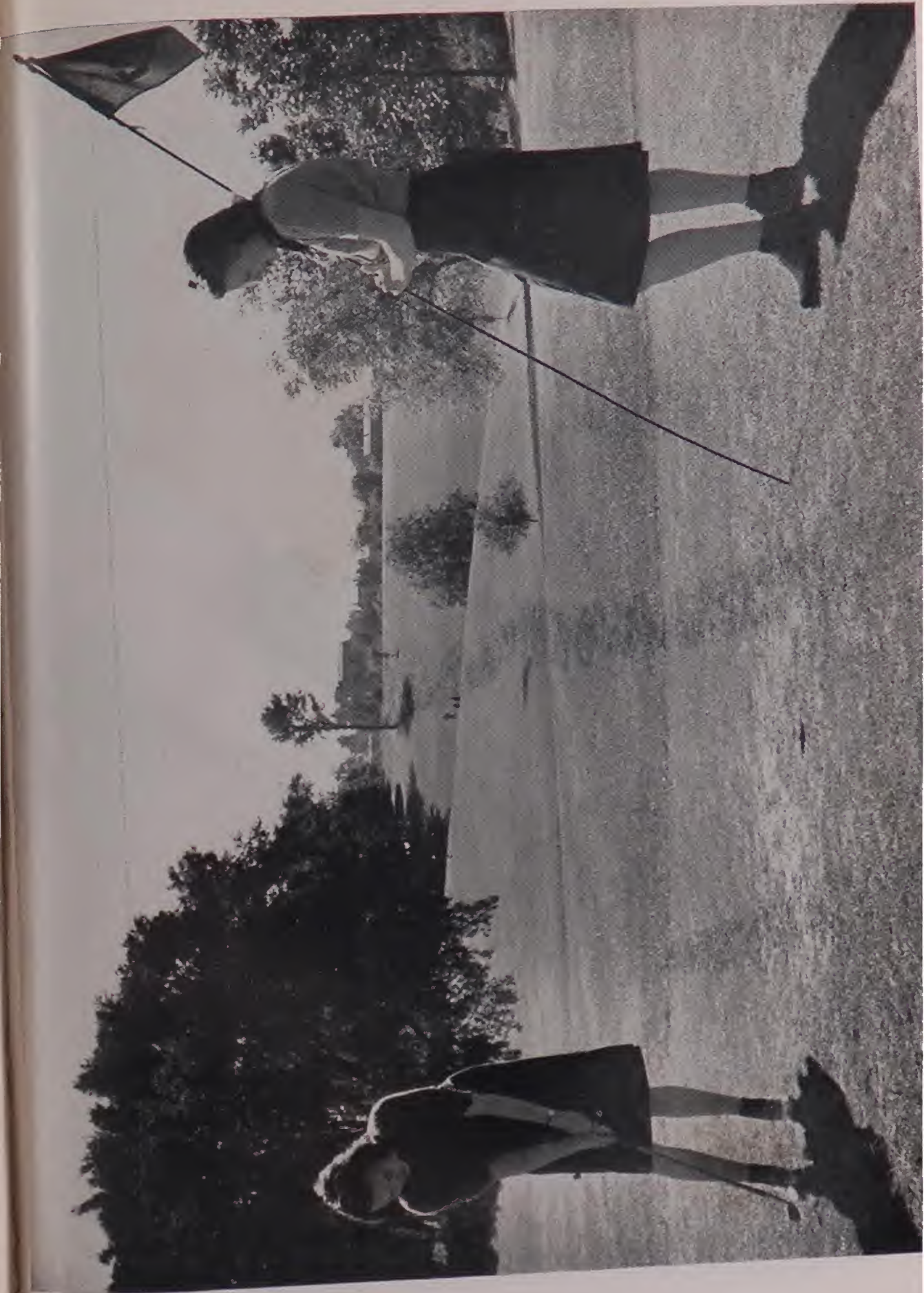
Due on or before September 20, 1944:	
For the first semester	\$112.50
Due January 1, 1945, and payable not later than February 6:	
For the second semester	\$112.50

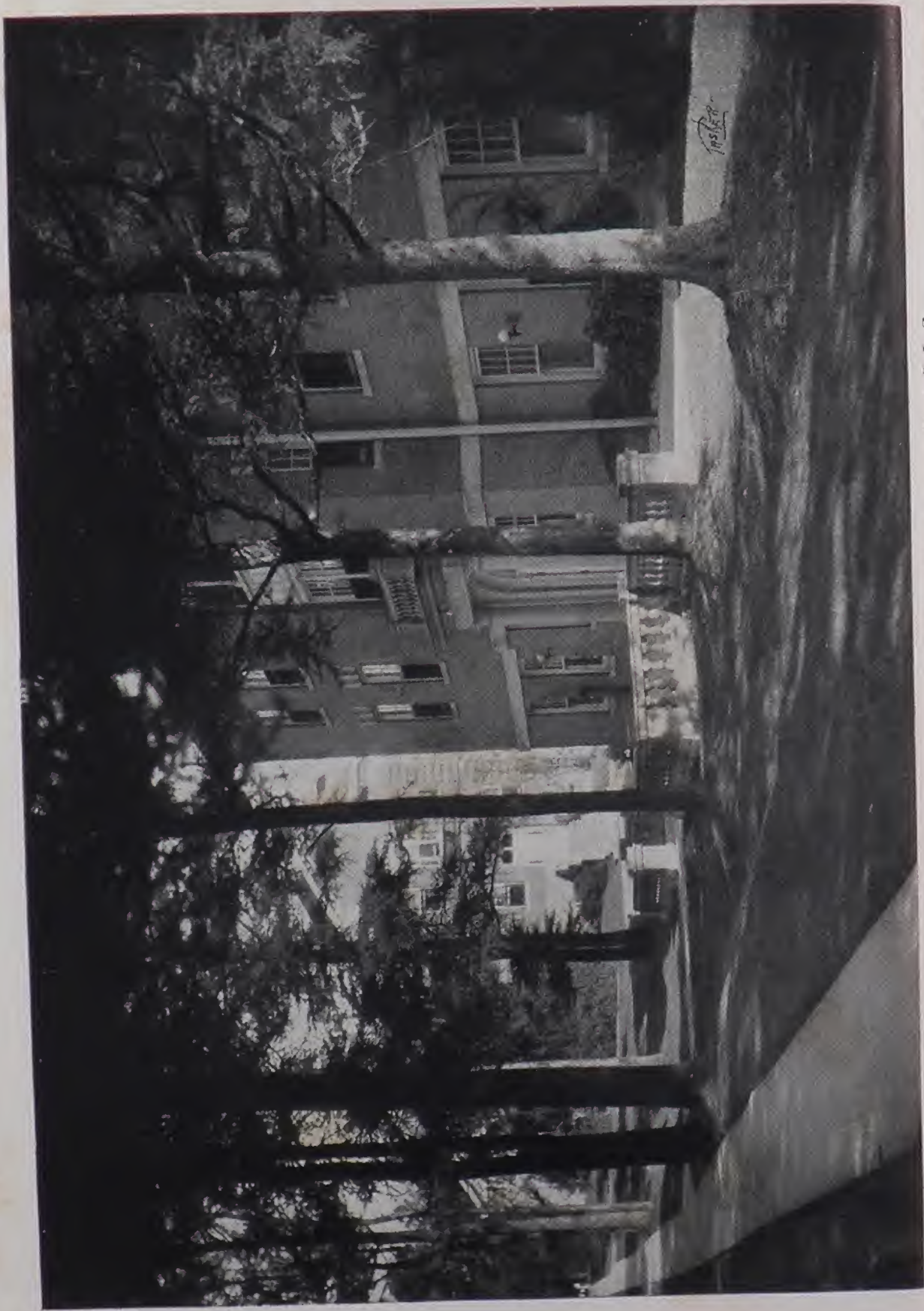
MISCELLANEOUS EXPENSES

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.

N THE
GOLF
COURSE





BENNETT AND HATHAWAY HALLS

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 \$18 for junior college students in residence and \$10 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 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.
- IV. Fine Arts: Music, Graphic and Plastic Arts.
- V. Home Economics: Clothing, Foods, Home Planning and Furnishing, Home Management.
- > VI. Secretarial Studies: Typewriting, Stenography, General Business, Secretarial Accounting.
- VII. Physical Education.

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.

Courses are divided into two groups: the preparatory school and the lower and upper divisions of the junior college. The Preparatory School covers the work of the ninth and tenth grades, the lower division of the college comprises the eleventh and twelfth grades and the upper division, the freshman and sophomore years of a four year college course.

Preparatory school courses are numbered from 1-9, odd numbers denoting first semester and even numbers, second semester courses; first year lower division courses are numbered in the tens: English 11-12, Art 13-14, etc.; second year lower division are numbered in the twenties: History 21-22, etc. Similarly third year courses of the junior college are numbered in the thirties and fourth year courses in the forties.

The Preparatory School accepts students who have completed the eighth grade and offers the work of the ninth and tenth grades, organized as follows:

NINTH GRADE

English 1-2
Algebra 1-2
General Science 1-2
Latin 1-2 or
Homemaking 11-12

TENTH GRADE

English 3-4
Geometry 11-12
Problems of Democracy 13-14
Latin 3-4 or
French 11-12

Two curricula 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 the liberal arts curriculum. *Students wishing preliminary training for essential war jobs should send to the registrar for special bulletins outlining such courses.*

LIBERAL ARTS CURRICULUM

FRESHMAN YEAR

(11th Grade)

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English 11	4	English 12	4
Biology 11	4	Biology 12	4
Modern History 11 or Problems of Democracy 13	4	Modern History 12 or Problems of Democracy 14	4
Foreign Language	4	Foreign Language	4
French or Spanish		French or Spanish	
Physical Education and Health		Physical Education and Health	
	—		—
	16		16

SOPHOMORE YEAR

(12th Grade)

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
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, Spanish or Mathematics		French, Spanish or Mathematics	
Physical Education and Health		Physical Education and Health	
	—		—
	16		16

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English Composition 31	3	English Composition 32	3
Biology 31 or Introduction to the Physical Sciences 31	4	Biology 32 or Introduction to the Physical Sciences 32	4
Introduction to the Humanities 31	4	Introduction to the Humanities 32	4
Foreign Language	4	Foreign Language	4
French or Spanish		French or Spanish	
Physical Education and Hygiene ..	1	Physical Education and Hygiene ..	1
	—		—
	16		16

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English 41 or 43	3	English 42 or 44	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	1	Physical Education	1
	—		—
	17		17

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.

GENERAL CURRICULUM

FRESHMAN YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English 11	4	English 12	4
Biology 11	4	Biology 12	4
History 11, or Introduction to Home Making 11	4	History 12, or Introduction to Home Making 12	4
Elective	4	Elective	4
Art 13		Art 14	
Music		Music	
Fine Arts Survey 11		Fine Arts Survey 12	
Physical Education and Health		Physical Education and Health	
	—		—
	16		16

SOPHOMORE YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English 21	4	English 22	4
History 21	4	History 22	4
Problems of Democracy 13	4	Problems of Democracy 14	4
Elective	4	Elective	4
Typing 21		Typing 22	
Music		Music	
Art 21		Art 22	
Speech 21		Speech 22	
Physical Education		Physical Education	
	—		—
	16		16

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 Biology 31	4	Introduction to the Physical Sciences 32, or Biology 32	4
Introduction to the Humanities 31	4	Introduction to the Humanities 32	4
Music Appreciation 31	2	Music Appreciation 32	2
Speech 31	2	Speech 32 or 34	2
Physical Education and Hygiene	1	Physical Education and Hygiene	1
	—		—
	16		16

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
English 41 or 43	3	English 42 or 44	3
History 41 or 43	3	History 42 or 44	3
Psychology 41	3	Sociology 42	3
Art 37, or Art History 47	2	Art 38, or Art History 48	2
Electives	4	Electives	4
Physical Education	1	Physical Education	1
	16		16

SPECIAL COURSES IN UPPER DIVISION

Students planning to major in special departments, such as literature, history, journalism, library, or medicine upon transferring from the junior college should follow curricula designed especially for them. Information concerning pre-professional curricula will be sent to students on request.

The curricula in Art, Home Economics, Music and Speech 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. The content of the courses is given under the proper departmental headings.

CURRICULUM IN GRAPHIC ARTS

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 Humanities 31.	4	Introduction to the Humanities 32.	4
Modern Language	3	Modern Language	3
French or Spanish		French or Spanish	
Drawing and Composition 31	2	Drawing and Composition 32	3
Lettering 33	1	Music Appreciation 32	2
Music Appreciation 31	2	Physical Education and Hygiene..	1
Physical Education and Hygiene..	1		
	16		16

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
English 41 or 43	3	English 42 or 44	3
History of Art 47	2	History of Art 48	2
Drawing, Painting and Composition 41	3	Drawing, Painting and Composition 42	3
Commercial Design 43	2	Commercial Design 44	2
Electives	5	Electives	5
Physical Education	1	Physical Education	1
	16		16

CURRICULUM IN HOME MAKING
(A general course)
JUNIOR YEAR

FIRST SEMESTER	Credits	SECOND SEMESTER	Credits
<i>Courses</i>		<i>Courses</i>	
English Composition 31	3	English Composition 32	3
Introduction to the Humanities 31.	4	Introduction to the Humanities 32.	4
Art 37 or 43	2	Art 38 or 44	2
Clothing 31	3	Clothing 32	3
Elective	3	Elective	3
Physical Education and Hygiene ..	1	Physical Education and Hygiene ..	1
	16		16

Suggested electives: French or Spanish, Music.

SENIOR YEAR

FIRST SEMESTER	Credits	SECOND SEMESTER	Credits
<i>Courses</i>		<i>Courses</i>	
English Literature 41 or 43	3	English Literature 42 or 44	3
Economics 41	3	Sociology 42	3
Foods 33	4	Foods 34	4
Home Management 41	3	Home Planning and Furnishing 42.	3
Elective	2	Elective	2
Physical Education	1	Physical Education	1
	16		16

Suggested electives for Senior year: Speech, Music History and Appreciation, Art History, Music or Art.

* * * *

Students planning to transfer to a university for professional work in home economics should follow one of the following curricula.

CURRICULUM IN HOME ECONOMICS
(Preparatory to Nutrition and Dietetics)

JUNIOR YEAR

FIRST SEMESTER	Credits	SECOND SEMESTER	Credits
<i>Courses</i>		<i>Courses</i>	
English Composition 31	3	English Composition 32	3
Introduction to the Humanities 31.	4	Introduction to the Humanities 32.	4
Biology 31	4	Biology 32	4
Physics 33 or Chemistry 31	4	Physics 34 or Chemistry 32	4
Physical Education and Hygiene ..	1	Physical Education and Hygiene ..	1
	16		16

SENIOR YEAR

FIRST SEMESTER	Credits	SECOND SEMESTER	Credits
<i>Courses</i>		<i>Courses</i>	
English Literature 41 or 43, or History 33 or 43	3	English Literature 42 or 44, or History 34 or 44	3
Foods 33	4	Foods 34	4
Zoology 41	4	Physiology 42	4
Home Management 41	3	Home Planning and Furnishing 42.	3
Speech 31, or Art 37	2	Speech 32 or 34, or Art 38	2
Physical Education	1	Physical Education	1
	17		17

CURRICULUM IN HOME ECONOMICS

(Preparatory to Clothing and Textiles, Fashion Design and Illustration,
Interior Decorating and Merchandising)

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English Composition 31	3	English Composition 32	3
Introduction to the Humanities 31	4	Introduction to the Humanities 32	4
Art 37 or 43	2	Art 38 or 44	2
Physical Science 31, or Chemistry 41	4	Physical Science 32, or Chemistry 42	4
Clothing and Textiles 31	3	Clothing and Textiles 32	3
Physical Education and Hygiene	1	Physical Education and Hygiene	1
	17		17

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English Literature 41 or 43	3	English Literature 42 or 44	3
Economics 41	3	Sociology 42	3
Art History 47	2	Art History 48	2
Art 43 or 45	2	Art 44 or 46	2
Home Management 41	3	Home Planning and Furnishing 42	3
Speech 31	2	Speech 32 or 34	2
Physical Education	1	Physical Education	1
	16		16

CURRICULUM IN MUSIC

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English Composition 31	3	English Composition 32	3
Modern Language	3	Modern Language	3
French or Spanish		French or Spanish	
Introduction to the Humanities 31	4	Introduction to the Humanities 32	4
Ear Training 33, or Elementary Harmony 35	2	Ear Training 34, or Elementary Harmony 36	2
Applied Music, Piano or Voice	2	Applied Music, Piano or Voice	2
Glee Club	1	Glee Club	1
Physical Education and Hygiene	1	Physical Education and Hygiene	1
	16		16

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English 41 or 43	3	English 42 or 44	3
Advanced Harmony 43	2	Advanced Harmony 44	2
History of Music 41	2	History of Music 42	2
Applied Music	3	Applied Music	3
Glee Club	1	Glee Club	1
Elective	4	Elective	4
Physical Education	1	Physical Education	1
	16		16

CURRICULUM 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 Humanities ...	4	Introduction to the Humanities ...	4
Modern Language	3	Modern Language	3
Music Appreciation 31, or Play Production 35	2	Music Appreciation 32, or Play Production 36	2
Graphic Arts 37	2	Graphic Arts 38	2
Speech 31	2	Speech 32 or 34	2
Physical Education and Hygiene ..	1	Physical Education and Hygiene ..	1
	17		17

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English 41 or 43	3	English 42 or 44	3
Modern Language	3	Modern Language	3
Art History 47	2	Art History 48	2
Speech 41	2	Speech 42	2
Speech 43	2	Speech 44	2
Electives	3	Electives	3
Physical Education	1	Physical Education	1
	16		16



LANGUAGE, LITERATURE AND SPEECH ARTS

ENGLISH

Mr. Millspaugh, Mrs. Nutt, Miss Moore

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

Broad reading to supply a richer background for the students chosen course of study, to provide a maximum amount of pleasure, and to lead to an ever-increasing breadth of interest is encouraged by both the instructional staff and the librarian.

Selected book lists are available for consultation or distribution, and the books themselves in special displays and on open shelves invite wide reading. Upon the satisfactory completion of eight major works during any given semester, one semester hour of credit is given. This credit is granted to Seniors only when the course is taken in conjunction with English 45—Advanced Composition.

Orientation Course

This is a service course in the techniques of study and research, required of all entering students in both the lower and the upper divisions. Weekly lectures and project assignments in note-taking, outlining, the art of reading, and the use of the library are designed to bring the student to an adequate competence in the preparation of classroom work, term papers, and research problems. Regular meetings one hour a week. Credit in English is dependent on successful completion of this course.

1-2—ENGLISH I. Emphasis is placed on the fundamentals of grammar and composition. Frequent themes are required. Opportunity is provided for wide reading of the novel, short story, biography, and other non-fiction types of literature.

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

3-4—ENGLISH II. The first semester is devoted to a sound review and a continued study of the principles of grammar. Weekly themes are required. During the second semester emphasis is placed on the reading and analysis of a literature text.

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

11-12—AMERICAN LITERATURE. A historical survey of American letters from colonial days to the present time. Emphasis is placed on the historical, biographical, and aesthetic forces which have been and are operative in our national literature. In addition to literary study, the student is required to continue her work in grammar and rhetoric. A weekly theme is required. Clarity, lucidity and forcefulness of written and spoken English compose the aim of this division of the course.

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

21-22—TYPES OF ENGLISH LITERATURE. A critical approach to English Literature through the study of the types and forms of written expression. Through lectures, class discussion, and extensive outside reading the student is assisted to an understanding of literature as an art form and as a vehicle of opinion. The most significant authors from Beowulf to the present are studied in terms of the novel, the essay, the short story, the narrative poem, the lyric, the song, the ballad, and the drama. Frequent themes are required, and grammar review is stressed.

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 standard and contemporary literary works, with the object of determining the character of the work in question. 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.

Weekly themes, term papers, six book reports, and individual conferences with the instructor. What the student learns in this course is standard practice in the preparation of written material. Much of the subject material is applicable to the entire college course.

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

34—BOOKS AND LIBRARIES. A course planned to develop an understanding of the functions and contributions of libraries; to provide instruction in the use of library resources; and, through a study of the aids to selection of books for vocational, general, cultural, and recreational reading, to help develop habits of self-directed reading which will carry over after college years.

Two hours per week, second semester.

Two credits.

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.

43—INTRODUCTION TO THE STUDY OF POETRY. Available only to students who have completed the *Introduction to the Humanities* (p. 55), this course has a three-fold approach to the study of the types of poetry: (1) the study of the technique of the chief forms of poetry; (2) the study of poetry as a creation of periods and schools; (3) the study of poetry as a creation of personalities. The student is expected to achieve a reasonable competence in the critical analysis of a poem as an aesthetic object, as an historical phenomenon, and as an expression of the poet's life and character. The principal emphasis is placed upon the aesthetic approach with the object of communicating to the student a cultivated appreciation of poetry as a fine art. Moreover, this course is designed to prepare the student for intensive and specialized literary study in the university or senior college.

Three hours per week, first semester.

Three credits.

44—INTRODUCTION TO SHAKESPEARE. Available only to students who have completed INTRODUCTION TO THE HUMANITIES. This course intends to acquaint the student with the work and life of William Shakespeare. Ten plays are intensively studied. They are: *Romeo and Juliet*, *A Midsummer Night's Dream*, *Henry IV Part I*, *Much Ado About Nothing*, *As You Like It*, *Othello*, *Hamlet*, *Lear*, *Macbeth*, *The Winter's Tale*.

Three hours per week, second semester.

Three credits.

45-46—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, both semesters. Two credits each semester.

LIBRARY SCIENCE

Miss Hardin

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. Emphasis should be put on English and American literature, on foreign languages, and on 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 and art. Ability to use the typewriter is essential.

One introductory course in library work is 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.

LATIN

Miss Moore

These courses are planned to develop in the student the mastery of forms and a concise method of attack which makes for the accurate translation and intelligent understanding of the classics.

The first two years are taken by many students who do not continue in the subject. For this reason Latin I and II are arranged so as to form a well-rounded unit in themselves. The aims are: first, to give the student a grasp of the principles of grammar and language structure which will be practical in all subsequent language study; second, to increase the student's ability to understand and appreciate her own language; third, to help the student gain a familiarity with the men, ideas, and ideals of one of the world's great civilizations. Courses 1-2, 3-4 satisfy minimum university entrance requirements in foreign languages.

A third and fourth year of Latin will be offered if there is sufficient demand for it.

1-2—ELEMENTARY LATIN. Thorough training on forms. Mastery of simple rules of syntax. Reading of a large amount of simple graded materials such as myths, plays, and stories of Roman life to give practice in applying grammatical principles. Writing of easy Latin.

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

3-4—CAESAR. Brief review of elementary forms of syntax. Thorough drill on subjunctives. Intensive reading of more difficult Latin preparatory to Caesar. Selection from Caesar's *Gallic Wars*. Writing of Latin based on text. Collateral reading and reports.

Five hours per week, both semesters. Four 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

Miss Thoreen

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.

SPANISH

Miss Whitcomb

11-12—BEGINNING SPANISH. Constant practice in oral work through dictation, reading, phonograph records. Aural training. Fundamentals of grammar. Graded reading, so treated as to train the student to grasp the idea directly from the language itself. Careful presentation of new material.

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

21-22—INTERMEDIATE SPANISH. A review and continuation of the first year's work, augmented by more detailed study. Simple composition and conversation. Intensive and extensive reading in modern literature and in Spanish history. Outside reading for the content, second semester. Prerequisite, Spanish 11-12 or equivalent.

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

31-32—ELEMENTARY SPANISH. A rapid course for advanced students who have not previously studied Spanish. Oral work; reading, dictation, simple conversation. Aural training. Elements of grammar. Simple yet idiomatic reading material.

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

33-34—ADVANCED SPANISH. Review and enlargement of the first year's work. Conversation, some composition, reading, mainly for content, in history and in contemporary literature. Outside reading, second semester. Prerequisite, Spanish 31-32 or equivalent.

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

SPEECH AND DRAMA

Miss Bower

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. 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: *Lady Precious Stream* and *Oedipus Rex*.

21-22—SPEECH. A beginning course in the fundamentals of speech for students of the lower division. Voice and pantomime, oral reading and creative dramatics. 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, elements of tone production, the relation of emotion to speech; posture; rhythm; oral exercises with student criticism. 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.

35-36—PLAY PRODUCTION. A lecture and laboratory course which surveys the practical problems of scene design and construction, painting, lighting, costuming and makeup, and directing. 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 lower division students with special permission.

Two hours per week and a minimum of thirty-six hours of crew work each semester.

Two credits each semester.

41-42—THEATRICAL BACKGROUNDS OF THE DRAMA. A course which provides both an orientation towards drama and stage production. The theory and technique of the drama, as influenced by theatre structure and production methods will be studied through examples of the masterpieces of the types of drama of each great period from the Greeks to the present day.

Two hours per week, both semesters.

Two 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, both semesters. Two credits each semester.





SCIENCE AND MATHEMATICS

BIOLOGICAL SCIENCES

Miss Weigel

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—GENERAL BIOLOGY. An introduction through plants and animals to fundamental biological facts. Typical forms are studied with reference to physiological processes, evolution, ecology, and economic importance. Prerequisite for Physiology 41.

Two class meetings and two two-hour periods each week, both semesters. 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, and immunity, 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 SCIENCES

Mr. Lovejoy

1-2—GENERAL SCIENCE. The aim of this course is to help the student to understand the world in which he finds himself. The work is organized as a series of important problems involving the student and his environment. The problems deal with such things as the nature of the world in which we live, how man protects himself and provides for his physical wants, and how man utilizes the various forms of energy. Experimental demonstrations form one means of helping the student achieve the desired understandings. For students in the first and second years of the high school.

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

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.

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. For students who have not had physics in high school.

*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.

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

MATHEMATICS

Miss Baxter

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.

1-2—ALGEBRA. The language and ideas of Algebra, the formula, the equation, graphs, signed numbers, the fundamental operations, factoring and problem solving including the solving of the quadratic equation.

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

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.

21-22—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.

24—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.

41—GENERAL BUSINESS. This course enables the student to understand and appreciate the use and value of mathematics in the business world and in daily life. Special topics considered are borrowing money, installment buying, life insurance, social security taxes, the use of credit, communication services, filing systems and the relation of business to society.

Three hours per week, first semester.

Three credits.

42—SECRETARIAL ACCOUNTING. The fundamental principles of accounting and the application of these principles in keeping the books of a professional enterprise on a cash basis. Other topics are the preparation of financial statements: profit and loss statements, and the balance sheet.

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

Dr. Leaman, Mrs. Nutt

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—INTRODUCTION TO THE HUMANITIES. Designed to promote an understanding of the forces contributing to our present culture, both in its intellectual and in its artistic aspects. The course serves as a necessary introduction to further study of the humanities, and is of value also in correlating knowledge already gained. In the first semester, ancient Mediterranean civilizations, the medieval world and the culture of the renaissance and the reformation form the object of study. The second semester deals with the period from the seventeenth to the twentieth century. Against an historical background, the contributions of various ages to literature, philosophy, music and art are presented. Diversity is added to what is primarily a lecture course by source readings, discussion sec-

tions, special reports by students, educational trips, and illustrative material in art and music. Required of all college freshmen; college sophomores admitted on the approval of the registrar.

Four hours per week.

Four credits each semester.

33-34—HISTORY OF EUROPE. A survey of the history of Europe from the period of the Roman Empire to the present day. In the first semester attention is paid to the development of medieval civilization upon the foundations left by the Romans and also to the renaissance, the reformation and the struggle between absolutism and constitutionalism. In the second semester the course includes a study of revolutionary movements in Europe in the 19th century, the growth of nationalism and imperialism, the first World War and its results. A lecture course supplemented by collateral reading, maps, and reports.

Three hours per week.

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.

43-44—RECENT AMERICAN HISTORY AND INSTITUTIONS. A study of the chief forces in the development of American society since the Civil War. Stress is placed upon the development of present-day American Institutions, upon economic and social questions, and upon the general subject of foreign relations. About one-fourth of this course will be devoted to the subject of Latin American relations. Prerequisite, a course in American History.

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

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. Either semester may be taken

alone, but the entire course is recommended.

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

ECONOMICS

Dr. Leaman

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

Dr. Leaman, Mrs. Huber

13-14—PROBLEMS OF DEMOCRACY. 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

Miss Baxter

41—GENERAL PSYCHOLOGY. An introduction to the principles of psychology which the student is able to observe in everyday life. A survey of the forces at work in mental life, and their control and application to the problems around us. The topics to which most time is devoted are: personality, individual differences, heredity, intelligence, motivation, emotion, learning, thought, and observation.

Personal conferences between student and instructor regarding psychological problems arising in connection with college work and social adjustment are an integral part of the course.

Three hours per week, first semester. Three 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. 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.

Lower division students electing courses in applied music may also pursue either the course in Ear Training and Sight Singing, or the Survey of the Fine Arts. Lower division students may also enroll in Elementary Harmony if their qualifications permit. For students taking music on the Elementary I or II level the fundamentals of music are included in the class work. Upper division students, intermediate or advanced, must take as a parallel course either History of Music, Ear Training and Sight Singing or Elementary Harmony. Those students who intend to do advanced study in music are encouraged to take the second year of harmony, thereby completing the basic two-year theoretical training required of freshman and sophomore music students at four-year colleges and universities.

HISTORY AND APPRECIATION

Mme. Scott, Miss Bowling

11-12—FINE ARTS SURVEY. This course is designed to supplement the courses in Art, Music and Speech. The purpose of the course is to give the student an understanding of the development of the arts through history and of man's effort to express himself through their means. Examples of the major and minor art forms are presented and commented on. The application of the material to the every-day life of the student is emphasized and attention called to the development of appreciation of the arts as a leisure time activity.

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

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, use of records from Carnegie Music Set. 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. Prerequisite, Humanities 31-32.

Two hours per week, both semesters.

Two credits each semester.

THEORY OF MUSIC

Miss Bowling, Miss Eby

33-34—EAR TRAINING AND SIGHT SINGING. Study of notation, rhythm, scales, keys, intervals, primary triads and musical terms. Practice in reading at sight, singing in correct pitch, detecting difference in rhythmic patterns. Practice in ear training by taking dictation of increasing difficulty in rhythms, intervals, melodies. Practice in two and three part sight reading.

Two hours per week, both semesters.

Two credits each semester.

35-36—ELEMENTARY HARMONY. Introduction to principles of chord structure, intervals, primary and secondary triads, dominant seventh and ninth chords, secondary seventh chords, modulations to closely related keys, written exercises based upon figured basses and given melodies, analysis of simple two and three part forms. The harmonization of original melodies is stressed.

Two hours per week, both semesters.

Two credits each semester.

43-44—ADVANCED HARMONY. The second year of harmony is designed to cover inversions of the secondary seventh chords, chromatic alterations, altered chords, modulations to far-related keys, appoggiaturas, suspensions, anticipations, melodic figuration, analysis of the Bach chorales, creative writing in small forms. A summary of modern harmonic trends is given during the latter part of the year to enable the student to recognize impressionistic and atonal devices.

Two hours per week, both semesters.

Two credits each semester.

ENSEMBLE MUSIC

Mme. Scott, Mrs. Wright

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

Miss Bowling, Miss Eby, Mrs. Wright

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: Couperin, First Lessons for Adult Beginners; Oxford, Piano Class Methods; Hanon studies; 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; Burgmuller Etudes; Hanon studies; Thompson, Famous Classics; Master Series for the Young; Sonatina Album; Diller-Quaile Books II and 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; 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, Grieg, MacDowell. Two-piano work and sight-reading.

One hour class lesson, one half-hour private lesson, and five hours practice per 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 Book 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, 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

Mrs. Wright

Instruction is offered in all string instruments, including violin, cello, viola and double bass. Students not only receive one private and one class lesson per week, but also are encouraged to join the various ensemble groups.

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. Maia Bang, Book I; Wohlfhart, Op. 45, Book I; Kayser Etudes, Op. 20, Book I; Gruenberg Progressive Studies, Vol. I, or other similar etudes; Pleyel duos; pieces of corresponding grade.

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

21-22—VIOLIN, ELEMENTARY II. Wohlfhart, Op. 45, Book II; fundamental technical exercises of Sevcik; scales and arpeggios in the lower three positions; Dancla Air Varies; Concertino, Hans Sitt; Seitz Concertos or similar works.

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

31-32—VIOLIN, INTERMEDIATE. Etudes by Mazas, Parts I and II; Dont, Op. 37; Sitt, Op. 20; Kruetzer, Double stop exercises; Fischel and Hermann; Accolay Concerto; Handel and Mozart sonatas; other standard works of medium difficulty.

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

41-42—VIOLIN, ADVANCED. Art of the Bow, Tartini; Flesh Scale Studies; Etudes of Rode, Dont, Op. 35, Fiorillo; Etudes Caprices, Wieniawski; Bach sonatas; concertos by Viotti, Nardini, Spohr, Bruch, Mendelssohn, Ialo, and others; and standard repertory compositions. The presentation of a recital is a requirement of the advanced student.

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

VOICE

Mme. Scott

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 practiced 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 in both upper and lower divisions. Clippinger, Concone 50 vocalises, Vaccai, vocal methods, elementary theory and easy songs 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 upper and lower divisions. Clippinger, Concone 50 vocalises, Vaccai, vocal methods and more advanced songs in Italian and English.

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, Spicker, Vaccai, songs in Italian, French, German and English.

One half-hour private lesson, one hour class lesson and a minimum of 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, Marthesi vocalises and full repertoire studied.

One half-hour private lesson, one hour class lesson and a minimum of 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

Miss Bell

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 25. The Dickerson Art Gallery plays an important part in the life of the college. 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.

The Carnegie Art set consisting of 900 reproductions and 130 volumes on art and related subjects is housed in the gallery and available for use whenever the library is open.

11-12—FINE ARTS SURVEY. This course is designed to supplement the courses in Art, Music and Speech. The purpose of the course is to give the student an understanding of the development of the arts through history and of man's effort to express himself through their means. Examples of the major and minor art forms are presented and commented on. The application of the material to the every-day life of the student is emphasized and attention called to the development of appreciation of the arts as a leisure time activity.

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

13-14—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.

Four two-hour studio periods per week, both semesters.

Four credits each semester.

Or 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. Designs are related to applied arts and crafts on the occasions when the best combined educational results are to be achieved.

Four two-hour studio periods per week, both semesters.

Four credits each semester.

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 each semester.

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 three-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 three-hour studio periods per week, both semesters.

Two credits each semester.

41-42—DRAWING, PAINTING, AND COMPOSITION. 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.

Two three-hour studio periods per week. Two credits each semester.
Three three-hour studio periods. Three credits each semester.

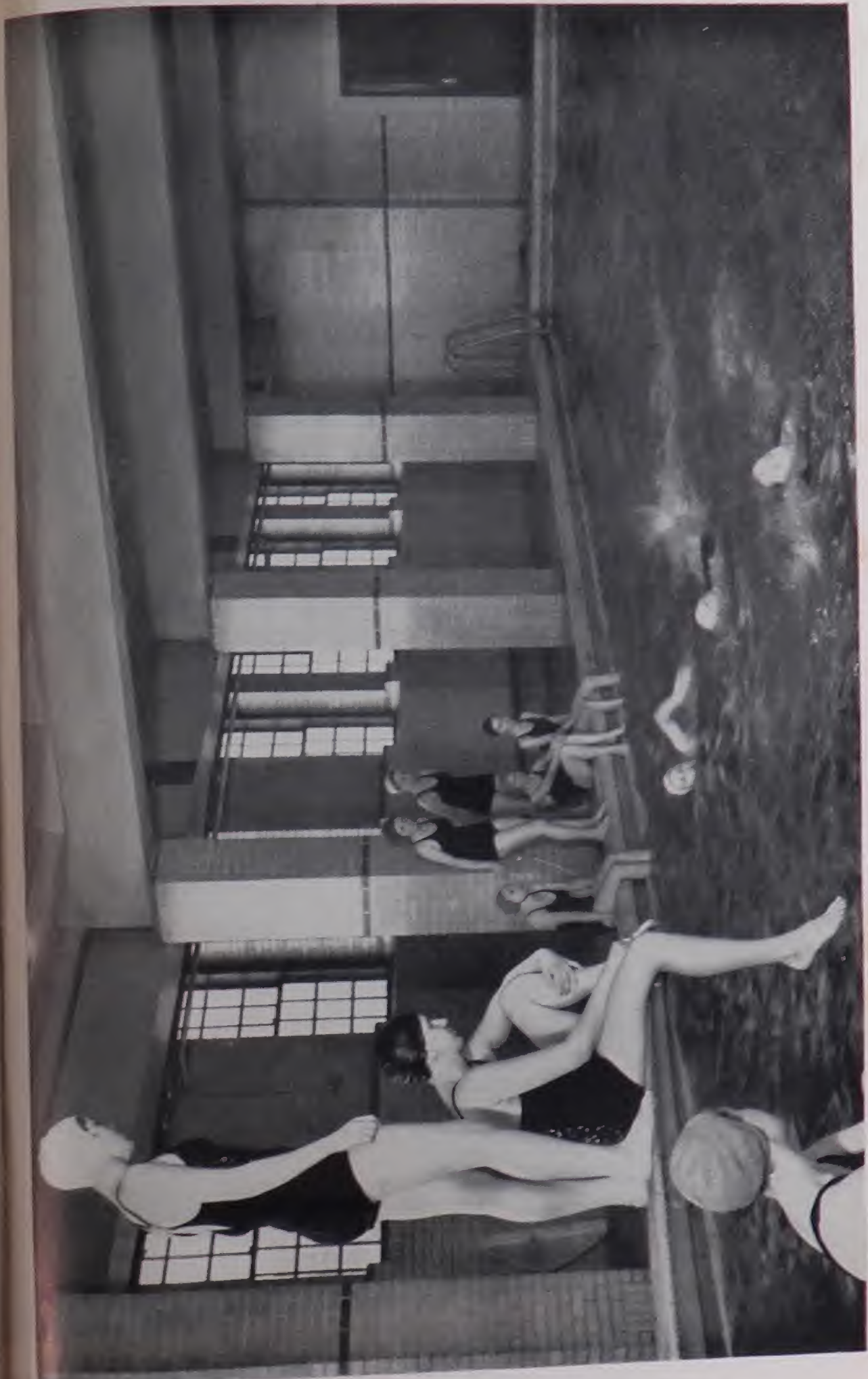
43-44—COMMERCIAL DESIGN. A course designed for advanced study of the fundamental principles of art as applied to the commercial field. For the student who wishes to specialize and prepare for the more technical requirements in commercial work or to develop a strong understanding of design, composition and color for practical application. The fundamental principles of advertising art are stressed: lettering, poster, fashion design and general layout in all mediums. This course lays a foundation for individual creative ability to be applied professionally or to be utilized in a cultural and practical way. Prerequisite, Art 31-32 and 33, or equivalent.

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

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. Either semester may be taken alone, but the entire course is recommended. Prerequisite, Humanities 31-32.

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





SWIMMING POOL



RIDING CLASS

HOME ECONOMICS

Mrs. Sumner

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 curricula outlined on page 40 are designed for those who wish to transfer for professional training. More general courses are planned for students who wish a terminal course.

11-12—INTRODUCTION TO HOMEMAKING. 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 use of time, money, and leisure; the care and training of children; the selection, use, and care of labor-saving devices; 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 principles essential to marketing and menu planning are considered; then on the basis of the foods which are essential to well balanced meals, 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.

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

Four credits 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 credits each semester.

41—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.

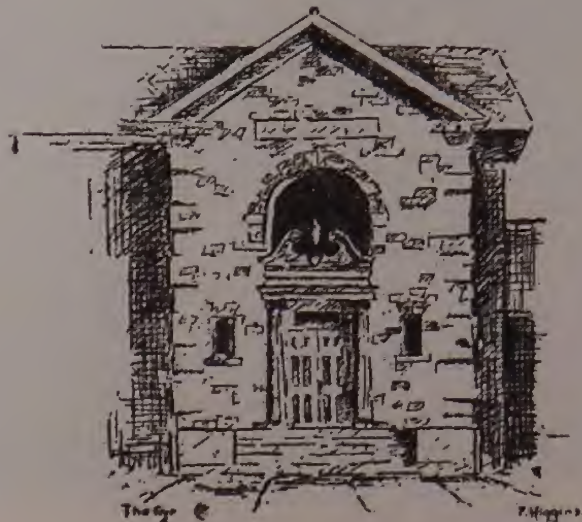
Three hours per week, first semester.

Three credits.

42—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.

Three hours per week, second semester.

Three credits.



SECRETARIAL STUDIES

Miss Borden

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

Lower division students who aim at secretarial proficiency should take both Shorthand 21-22 and Typing 11-12. Upper division students may register for the beginning courses in typing and shorthand. These courses are standard courses, 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, Advanced Stenography 41-42. This course offers opportunity to develop increasing ability in the use of the typewriter and other office machines. Students from this class may receive one semester hour of credit for three hours of office work per week.

11—ELEMENTARY TYPEWRITING. This course includes the mastery of the keyboard by touch and the care of the typewriter, with drills and tests for accuracy and speed. It also covers tabulation and arrangement of material, personal letters, and an introduction to business letters. A speed of 30 words a minute in a ten minute speed test is required for credit. Four hours of practice per week outside of class are required.

Four hours per week, first semester.

Four credits.

12—ADVANCED TYPEWRITING. This is a course in business typing, and only students planning to use it vocationally are encouraged to take it. The most common business papers are studied and their relation to actual business situations. A speed of 40 words per minute is required for credit. Four hours per week in practice are spent outside of class.

Four hours per week, second semester.

Four credits.

21-22—ELEMENTARY SHORTHAND. 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 11-12. Practice work of a thoroughly graded type and aimed at individual needs and problems is assigned as a daily feature of the work.

Four hours per week, both semesters.

Four credits each semester.

23-24—ADVANCED SHORTHAND. The object of this course is to increase speed in taking dictation and transcribing shorthand 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. Dictation speed of 120 words per minute is required for credit. Special work in advanced typing is required the second semester.

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

31-32—BEGINNING TYPEWRITING. An elementary course for college students similar to Typewriting 11-12.

Four hours per week. Two credits each semester.

33-34—BEGINNING SHORTHAND. An elementary course for college students, similar to Elementary Shorthand 21-22.

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

35-36—ADVANCED SHORTHAND AND TYPEWRITING. Similar to course 23-24 above.

Four hours per week. Two credits each semester.

42—SECRETARIAL ACCOUNTING. The fundamental principles of accounting and the application of these principles in keeping the books of a professional enterprise on a cash basis. Other topics are the preparation of financial statements: profit and loss statements, and the balance sheet.

Three hours per week, second semester. Three credits.



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. It is, however, one of the requirements for graduation from the lower division. No student is excused from physical education except on the written statement of a qualified physician. Credit for physical education is not given in the upper division unless accompanied by the course in hygiene. An average grade of C in physical education and of C in the course in hygiene is required for credit.

ACTIVITIES AND EQUIPMENT

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, tobogganing, hiking, and week-end trips.

The equipment of the department consists of a beautiful gymnasium, a swimming pool, a hockey field, three tennis courts, and nine hole golf course. The college owns a modern riding stable three miles west of town on the Glengarry Farms, a tract of 240 acres of wooded country where there are laid out ten miles of bridle paths.

Instruction in equitation is given by Mr. William H. Scofield, formerly instructor at the Andrebrook School, Tarrytown-on-the-Hudson, and in the Gentleman's Riding Club, New York City. Miss Mildred Jaynes, for thirteen years instructor in physical education at the college, is Director of Equitation.

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.

COURSES

Miss Muffly

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. Students register for the particular sports and activities in which they need special training and unusual opportunity is given to those interested in teaching physical education to assist with the sports program.

The course in Hygiene is required of all college juniors. Red Cross courses in home nursing and first aid are offered and stressed.

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.

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-Faculty Council, provides each girl with the rules and customs of Frances Shimer College. All students belong to this association, and most of the house regulations are administered by it, under the supervision of the dean. 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, a 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. Students whose housekeeping habits are unsatisfactory may be asked to employ the hall assistant to render additional help and instruction.

As a precaution against fire, the use of matches and electric devices is prohibited in students' rooms. Electric plate 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. White laundry bags should be used.

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.

ROBERTA LELAND RAYNER	5155 Morse Avenue, Skokie, Illinois	President
GRACE REYNOLDS WATSON	Mount Carroll, Illinois	Vice-President
HELENE O'BOYLE	909 Forest Avenue, Evanston, Illinois	Secretary
A. BETH HOSTETTER	Mount Carroll, Illinois	Treasurer

ALUMNAE ASSOCIATION CHAPTERS

CARROLL COUNTY CHAPTER

GRACE REYNOLDS SQUIRES	Mount Carroll, Illinois	President
MARY MILES	Mount Carroll, Illinois	Vice-President
ROSE DEMMON	Mount Carroll, Illinois	Secretary-Treasurer

CHICAGO CHAPTERS

NORTH SHORE

DORIS SMITH JOHNSON	7714 Haskins Avenue, Chicago, Illinois	President
MARGARET JONES McALLISTER	1620 Asbury Avenue, Evanston, Illinois	Vice-President
DOROTHY BARBER ROTHENBERGER	4438 North Ashland Avenue, Chicago, Illinois	Secretary-Treasurer
HELENE O'BOYLE	909 Forest Avenue, Evanston, Illinois	Social Chairman — Publicity

SOUTH SHORE

AUREL SPUEHLER PLOSHAY	9213 South Laflin Avenue, Chicago, Illinois	President
JULIA DEERE YELTON	7753 Yates Boulevard, Chicago, Illinois	Vice-President
ANN ORVIS CUBBON	5140 South Kenwood Avenue, Chicago, Illinois	Secretary
DOROTHY AUSTIN	10021 South Hoyne Avenue, Chicago, Illinois	Treasurer

WEST SUBURBAN

HELEN GARLAND CAMERON	President
7425 Berkshire Avenue, River Forest, Illinois	
FARILYN CROOKER STONE	Vice-President
640 South Lombard Avenue, Oak Park, Illinois	
MARY ELIZABETH WARING	Secretary
1111 Holleycourt, Oak Park, Illinois	
BETTY LOVELESS	Treasurer
193 Herrick Road, Riverside, Illinois	

CALIFORNIA CHAPTER

JULIA C. SWORD	President
12627 Hortense Street, North Hollywood, California	
IZELLE EMERY WORLEY	Secretary-Treasurer
215 Heartwell Building, Long Beach, California	

REGISTER OF STUDENTS

FOR THE YEAR 1943-44

GRADUATES, JUNE, 1943

Upper Division

Andrews, Mary Chilton	Sterling, Illinois
Breeze, Alice Jane	Pittsburgh, Pennsylvania
Brower, Renee Claire	Chicago, Illinois
Bull, Dorothy E.	Birmingham, Michigan
Chafa, Alice M.	Keithsburg, Illinois
Cooper, Elizabeth	LaPorte City, Iowa
Crossman, Martha	Niles, Michigan
Dawson, Mary	Riverside, Illinois
Elder, Janet E.	Savanna, Illinois
Frank, Genevieve	Maquoketa, Iowa
Gage, La Verne	Winnetka, Illinois
Gebert, June L.	Merrill, Wisconsin
Geister, Barbara Ann	Elgin, Illinois
Green, Carol	Merrill, Wisconsin
King, Virginia	Prairie View, Illinois
Kirchoff, LaVerne G.	Chicago, Illinois
Kramer, Jacqueline O.	Flint, Michigan
McKnight, Elizabeth Anne	Aurora, Illinois
Maskrey, Lynn	Chicago, Illinois
Molina, Laura	Mexico City, Mexico
Morrison, Marian	Kansas City, Missouri
Ritenour, Judith	Mount Carroll, Illinois
Schlaefli, Audrea	Milwaukee, Wisconsin
Stinson, Margie J.	Coral Gables, Florida
Swift, Ruth	Chicago, Illinois
Tatum, Janice	Nora Springs, Iowa
Turner, Rebecca	St. Louis, Missouri

Lower Division

Abrams, Sally Ray	Chicago, Illinois
Brainard, Anne	Battle Creek, Michigan
Bruns, Madalyn	River Forest, Illinois
Buckstaff, Betty Anne	Eau Claire, Wisconsin
Bunnell, Connie	Dixon, Illinois
Countryman, Jacquelyn	Rochelle, Illinois
Cutler, Elizabeth	Williams Bay, Wisconsin
Eaton, Jan	Mount Carroll, Illinois
Gordon, Virginia	LaGrange, Illinois
Green, Janice	LaGrange, Illinois

Gustafson, Ethel	Mount Carroll, Illinois
Hanson, Muriel Elaine	Wilmette, Illinois
Hawk, Colleen	Bryan, Ohio
Hearn, Margaret E.	Cedar Rapids, Iowa
Heinze, Myrtie Stevens	Chicago, Illinois
Heller, Barbara	Montpelier, Ohio
*Holbert, Marjorie	Manchester, Iowa
Holm, La Verne	Chicago, Illinois
Horowitz, Janet	Oak Park, Illinois
Howarth, Elsie Rose	Detroit, Michigan
Kadesky, Gloria	Peoria, Illinois
Lipman, Joyce	Wauwatosa, Wisconsin
Loots, Jeanne	Clinton, Iowa
Nedry, Adele M.	Chicago, Illinois
Ranke, Joanne	Detroit, Michigan
*Reed, Rosalind N.	San Jose, Costa Rica
Smith, Mary Caroline	Rockford, Illinois
Taylor, Betty Ann	Sparta, Wisconsin
Van Winkle, Marjorie	Cedar Rapids, Iowa
Von Spach, Shurley Heath	Wauwatosa, Wisconsin
Weinberg, Maxine	Detroit, Michigan
Wilson, Sally	Cleveland, Ohio
* Special Diplomas	

JUNIOR COLLEGE, 1943-44

FIRST SEMESTER

SENIOR CLASS

Beechler, Patricia	Charlotte, Michigan
Bornhoeft, Grace	Park Ridge, Illinois
Campbell, Patricia	Mount Carroll, Illinois
Converse, Margaret	Merrill, Wisconsin
Davis, Jean	Sterling, Illinois
Farrar, Barbara	Rock Island, Illinois
Guhl, June	Freeport, Illinois
Hansen, Ruth	Wauwatosa, Wisconsin
Kleinheksel, Gretchen	Flint, Michigan
Lynn, Almamae	Elgin, Illinois
Miller, Shirley	Park Ridge, Illinois
Page, Adele	Rock Island, Illinois
Patterson, Mary Ellen	Mason City, Iowa
Phillips, Wanda	Mount Carroll, Illinois
Quade, Beverly	Blue Island, Illinois
Shaw, Janet	Detroit, Michigan
Stock, Dorothy	Shorewood, Wisconsin
Stoughton, Barbara	Anamosa, Iowa
Wilmot, Catherine	Glendale, California

JUNIOR CLASS

Anderson, Marguerite	Chicago, Illinois
Berry, Lois	Chicago, Illinois
Beutner, Joan	Buffalo, Minnesota
Bisdorf, Betty	Bellevue, Iowa
Bissikumer, Virginia	Mount Carroll, Illinois
Boston, Betty Jean	Council Bluffs, Iowa
Bowman, Flora Ann	Oneida, Illinois
Brandl, Frances	Oak Park, Illinois
Clark, Bonnie Jean	Chicago, Illinois
Clark, Mary Ann	Oneida, Illinois
Cole, Julia	Battle Creek, Michigan
Coolman, Patricia	Grosse Pointe, Michigan
Cutler, Elizabeth	Chicago, Illinois
Drennan, Patricia	Beaver Dam, Wisconsin
Fifer, Elnora	Beloit, Wisconsin
Fisher, Betty June	Glidden, Iowa
Gage, Georganne	Oak Park, Illinois
Gill, Margaret	Strawberry Point, Iowa
Goldstine, Susan	Flint, Michigan
Grimes, Rebecca	Monticello, Iowa
Harrington, Pauline	Lyndon, Illinois
Harris, Lois	Peoria, Illinois
Hartlep, Jeanne	Oak Park, Illinois
Hostetter, Beth	Mount Carroll, Illinois
Illk, Ruth	Owatonna, Minnesota
Jesiek, Lois	Holland, Michigan
Long, Shirley	Flint, Michigan
Longman, Shirley	Amboy, Illinois
Martin, Barbara	Oak Park, Illinois
Martin, June	Lanark, Illinois
Mason, Janet	Elgin, Illinois
Nance, Florence	Chicago, Illinois
Ritter, Jane	Highland Park, Illinois
Roberts, Sally	Beaver Dam, Wisconsin
Roddy, Virginia	Chicago, Illinois
Rodee, Rita	Prophetstown, Illinois
Rodrick, Lois	Chicago, Illinois
Seger, Virginia	Madison, Wisconsin
Steiner, Elaine	Chicago, Illinois
Stermer, Elaine	Lincolnwood, Illinois
Stoll, Janet	Chicago, Illinois
Vale, Mary	Davenport, Iowa
Wells, Martha	Aurora, Illinois

SOPHOMORE CLASS

Alkire, Nancy	Chicago, Illinois
Avery, Suzanne Edith	Chicago, Illinois
Bender, Alcarla	Mokena, Illinois
Becker, Barbara	Mount Carroll, Illinois
Bennett, Orpah Ann	Wauwatosa, Wisconsin
Bogue, Mona	Rochelle, Illinois
Brady, Joan Patricia	Chicago, Illinois
Briese, Jaunita Helene	Oak Park, Illinois
Brown, Nancy V. Brown	Chicago, Illinois
Cadle, Frances Marian	Miami, Florida
Chandler, Susanne Margah	Highland Park, Michigan
Clark, Janet McCullough	Detroit, Michigan
Conway, Marie Patricia	Oak Park, Illinois
Emmert, Joann	Omaha, Nebraska
Fields, Mary Dix	Elkhart, Indiana
Fisher, Alice Grace	Oak Park, Illinois
Fritz, Janet E.	Dubuque, Iowa
Garlough, Mary Janet	Rocky River, Ohio
Goodenough, Nancy Jane	Morrison, Illinois
Greenberg, Ilene	Chicago, Illinois
Hecktman, Beverly	Chicago, Illinois
Heiss, Betty Faye	Aurora, Illinois
Hirschberg, Sylvia	Gary, Indiana
Hollingsworth, Mary Elizabeth	Flushing, Michigan
Howard, Shirll Lee	Oak Park, Illinois
Jolly, Dorothy A.	Owatonna, Minnesota
Jonas, Emily	Chicago, Illinois
Koch, Caroline	Dundee, Illinois
Kositchek, Lois J.	Chicago, Illinois
Kuhlman, Marge	LaGrange, Illinois
Langwish, Jean	Marion, Ohio
MacKinnon, Ellen L.	Oshkosh, Wisconsin
Melgard, Margaret M.	Sparta, Wisconsin
Miller, Norma J.	Wichita, Kansas
Morris, Joyce	Rockford, Illinois
Parsons, Carol	Battle Creek, Michigan
Phelps, Margaret	Chicago, Illinois
Powell, Royce L.	Creve Coeur, Missouri
Rohrbacher, Bette Jeanne	Iowa City, Iowa
Rosenthal, Barbara C.	Ft. Leonard Wood, Missouri
Rosenthal, Jean	Chicago, Illinois
Rust, Mary Lou	Bloomington, Illinois
Sayre, Margaret H.	Grand Forks, North Dakota
Schwalbe, LaRae	Wauwatosa, Wisconsin
Schwarz, Janet M.	Fort Custer, Michigan

Shapiro, Doris	Milwaukee, Wisconsin
Stine, Roumelle	Evanston, Illinois
Stone, Roberta	Evanston, Illinois
Swift, Barbara P.	Sparta, Wisconsin
Thanhardt, Eleanore	La Porte, Indiana
Travers, Anne	Salida, Colorado
Treat, Mary	Detroit, Michigan
Vollrath, Patricia Ann	Sheboygan, Wisconsin

FRESHMAN CLASS

Brummer, Joyce	Holland, Michigan
Castle, Joanne	Evanston, Illinois
Clarke, Anne	Springfield, Ohio
Ehrhardt, Jeanne Elizabeth	Wilmette, Illinois
Grove, Madeline Woodward	Riverside, Illinois
Harmon, Jean Helen	Hammond, Indiana
Heft, Avis Eileen Emert	Atlanta, Illinois
Horne, Phyllis Jo	St. Cloud, Minnesota
Johnson, Dorothy Jean	Madison, Wisconsin
Johnson, Edythe Mae	Maywood, Illinois
Karasik, Laurel	Chicago, Illinois
Kinney, Mary Agnes	Fremont, Iowa
Lawrence, Patricia Lynn	Rock Falls, Illinois
Lindgren, Patricia Belle	Batavia, Illinois
Mills, Marilyn Virginia	St. Charles, Illinois
Myers, Bobbie Jane	Akron, Ohio
Ramsay, Barbara Jean	Grosse Pointe Farms, Michigan
Rogers, Maxine Anne	Detroit, Michigan
Rosen, Patricia	Chicago, Illinois
Russell, Catherine Ann	Medford, Wisconsin
Sargent, Teddy	Evanston, Illinois
Schwalm, Bette Van	Galesburg, Illinois
Sedgwick, Wilda	Lemont, Illinois
Smook, Anita Gloria	Chicago, Illinois
Spuehler, Florence A.	Chicago, Illinois
Styles, Ellen Isabelle	Detroit, Michigan
Wilson, Nancy	Chicago, Illinois
Young, Helen E.	Urbana, Illinois

PREPARATORY SCHOOL, 1943-44

SECOND YEAR

Aubin, Barbara	Chicago, Illinois
Bangs, Patricia	Oak Park, Illinois
Bernstein, Sandra	Chicago, Illinois
Bickenheuser, Martha	Bedford, Indiana
Breck, Eleanor	Chicago, Illinois
Dickson, Marjorie	Battle Creek, Michigan
Edmonds, Anne	Winnetka, Illinois
Emmons, Carol	Chicago, Illinois
Frosch, Pat	Joliet, Illinois
Hale, Pat	Fort Scott, Kansas
Recht, Barbara	Rockford, Illinois
Shibuya, Manabu	New Providence, Iowa
Stoddard, Patricia	Ringwood, Illinois
Tyner, Joan	Crystal Lake, Illinois
Williams, Patricia Ann	Evanston, Illinois

FIRST YEAR

Greer, Jo' Mae	Lancaster, Wisconsin
Gross, Jeanne	Minneapolis, Minnesota
Lane, Mary Dana	Mere Point, Maine
McMillan, Jean	Chicago, Illinois
Mertz, Vivian	Bannockburn, Illinois
Mervis, Natalie	Barrington, Illinois
Nehls, Margaret	Chicago, Illinois
Queeney, Dare	Naperville, Illinois
Smith, Donna Jean	East Chicago, Indiana
Spiering, Carol	Oshkosh, Wisconsin
Wagner, Joan	Mason City, Iowa
Walther, Barbara Jean	Wilmette, Illinois
Yeomans, Barbara Ann	St. Joseph, Michigan
Zurndorfer, Dorothy	Chicago, Illinois

CALENDAR OF EVENTS

SEPTEMBER

- 13, Monday Placement tests and orientation of all new students.
14, Tuesday
15, Wednesday Opening Assembly—Speaker, President Bro. Service League Tea for new students.
18, Saturday Who's Who Party and reception for new faculty and students, sponsored by Christian Service League.
19, Sunday Navy Choir under the direction of The Reverend Harmon Bro, Chicago.
25, Saturday Picnic and Sun Night, sponsored by Student-Faculty Council.
26, Sunday Installation of officers for Christian Service League.

OCTOBER

- 2, Saturday Organization of clubs.
3, Sunday Charles Gilbert on "Gilbert and Sullivan Operas."
9, Saturday Informal Dance.
10, Sunday Lecture—Prof. Maynard Kreuger, University of Chicago.
24, Sunday Fall art exhibit, Dickerson Art Gallery.
Vesper speaker, Miss Marie Blanke, Chicago.
30, Saturday Hallowe'en Party, hostesses Junior College Freshmen.
31, Sunday Vesper speaker, Mrs. Carl Winters, Oak Park, Illinois.

NOVEMBER

- 7, Sunday The Chicago Round Table Conference, director James M. Yard.
21, Saturday Service League Bazaar.
22, Sunday Voice Recital, Mme. Gilderoy Scott.
25, Thursday Thanksgiving Day: Hockey Game between College and Academy teams; Dramatic Club Play, "Letters to Lucerne."
27, Saturday Thanksgiving Formal Prom, hostesses the Junior College Juniors.
28, Sunday Violin Recital, William A. Dougherty, Chicago.

DECEMBER

- 5, Sunday Student Conservatory Recital.
12, Sunday Christmas Pageant.
14, Tuesday Christmas dinner and old English Christmas Party.

JANUARY

- 9, Sunday Poetry Recital, Clarence A. Millspaugh.
16, Sunday Student Speech Recital.
23, Sunday Speech Recital, Miss Sybil Bower.

Second semester subject to change

FEBRUARY

- 6, Sunday Piano Recital, Miss Mary Bowling.
 13, Sunday Lecturer, Dr. Y. C. Yang, under the direction of the Association of American Colleges.
 to
 15, Tuesday
 19, Saturday Formal Prom, hostesses Junior College Sophomores.
 20, Sunday Vesper Speaker, Margueritte Harmon Bro.

MARCH

- 4, Saturday Dramatic Club Play.
 5, Sunday Speech Recital, Miss Alvina Krause.
 11, Saturday Basketball Finals.
 12, Sunday Dance Recital, Sybil Shearer.
 13, Monday Athletic Club banquet.
 18, Saturday Spring Swimming Meet.
 19, Sunday Conservatory Faculty Recital.

APRIL

- 9, Sunday Easter Pageant.
 16, Sunday Violin Recital, Mrs. Lelia Wright.
 30, Sunday Piano Recital, Ralph Robbins.

MAY

- 6, Saturday Spring Formal Prom, hostesses Junior College Seniors.
 11, Thursday Founder's Day.
 14, Sunday Glee Club concert.
 20, Saturday May Fete.
 21, Sunday Annual Horse Show, Glengarry Stables.
 28, Sunday Student Speech Recital.

JUNE

- 2, Friday Informal Dance.
 3, Saturday Class Day, Alumnae Reunion, Art Exhibit, Conservatory Recital, Library Sing.
 4, Sunday Baccalaureate Service and Commencement Exercises.

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ENDOWMENTS

Frances Shimer 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.)

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FRANCES SHIMER COLLEGE

MOUNT CARROLL, ILLINOIS

APPLICATION FOR ADMISSION

Name.....

Home address..... (Street) (City) (State)

Date of birth.....

Church preference..... Are you a member?.....

Parent or guardian.....

Which parents living?..... Same address?.....

If different, state mother's present name and address.....

Name and address of father's business firm.....

His occupation, or position in firm.....

Business reference..... (Preferably a Bank)

Send bills to..... (Name and Address)

Send reports to..... (Name and Address)

Family physician.....

Business address.....

Friend of school known to you.....

Years completed in high school..... Units obtained.....

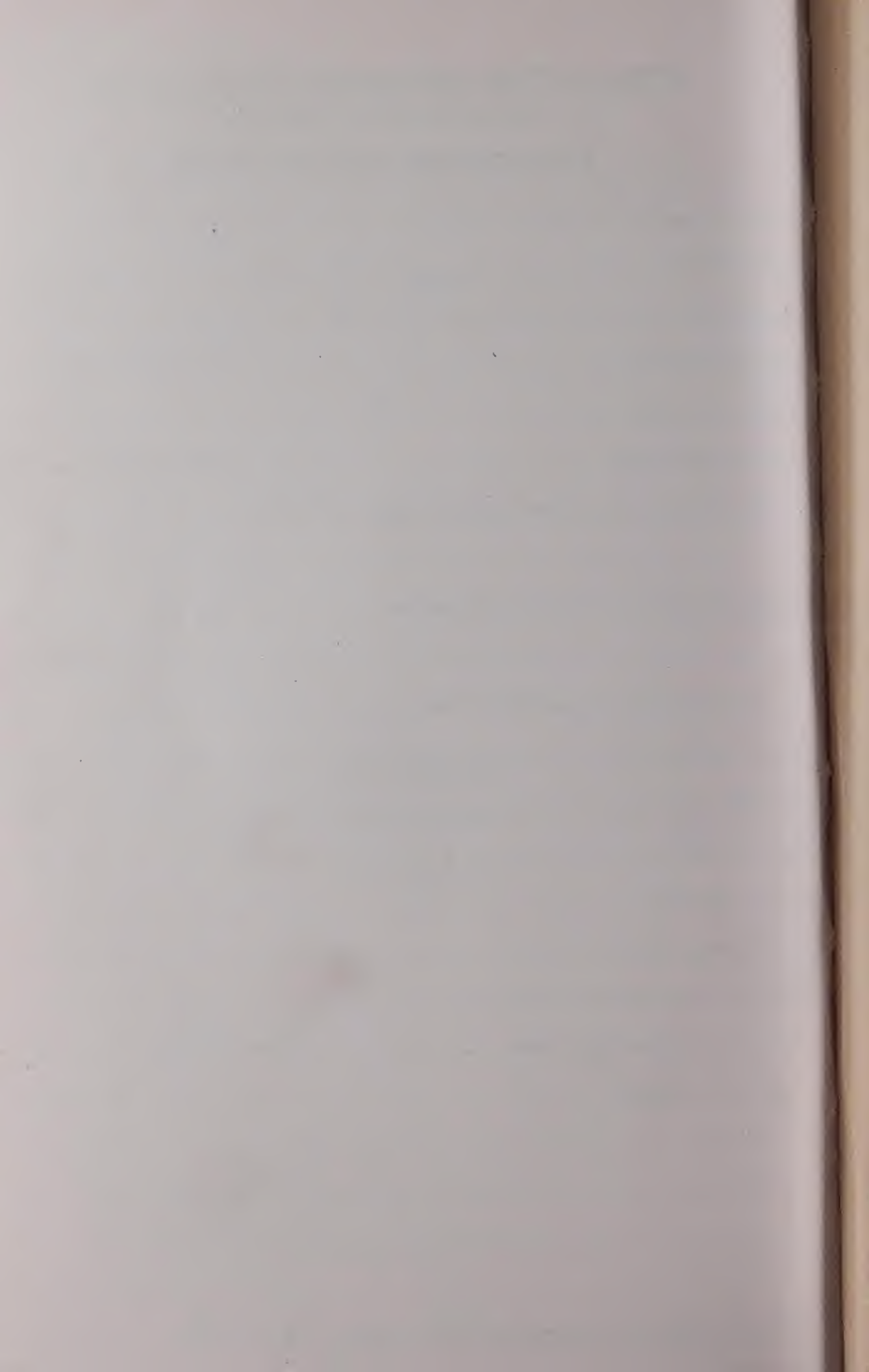
School last attended.....

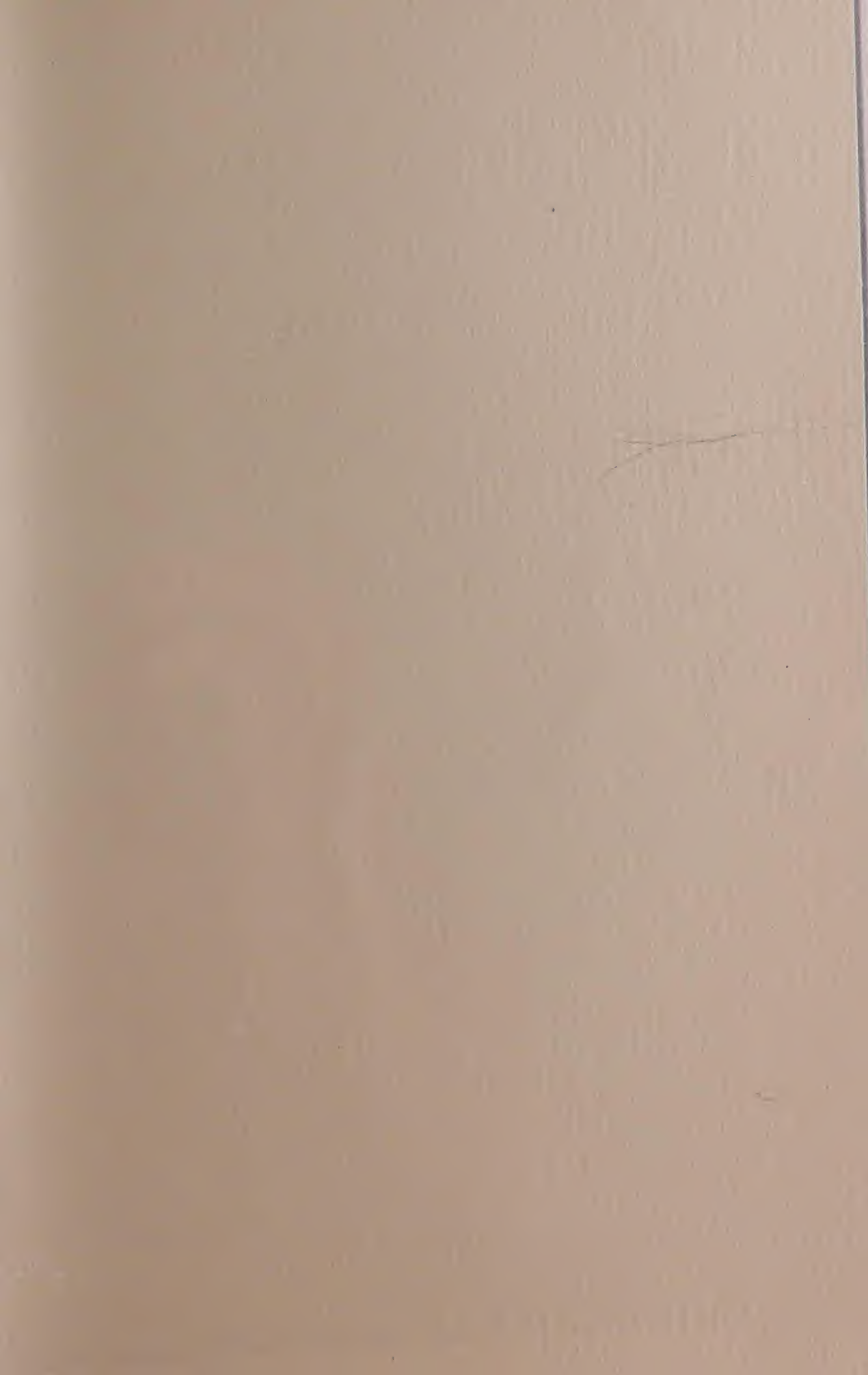
Location.....

Principal.....

A twenty-dollar fee is necessary to hold a room. Is it enclosed?.....

Date..... 194.....





FRANCES SHIMER COLLEGE

MOUNT CARROLL, ILLINOIS