



*Ninety-three years...
...speak out!*

FRANCES SHIMER COLLEGE DEVELOPMENT PROGRAM

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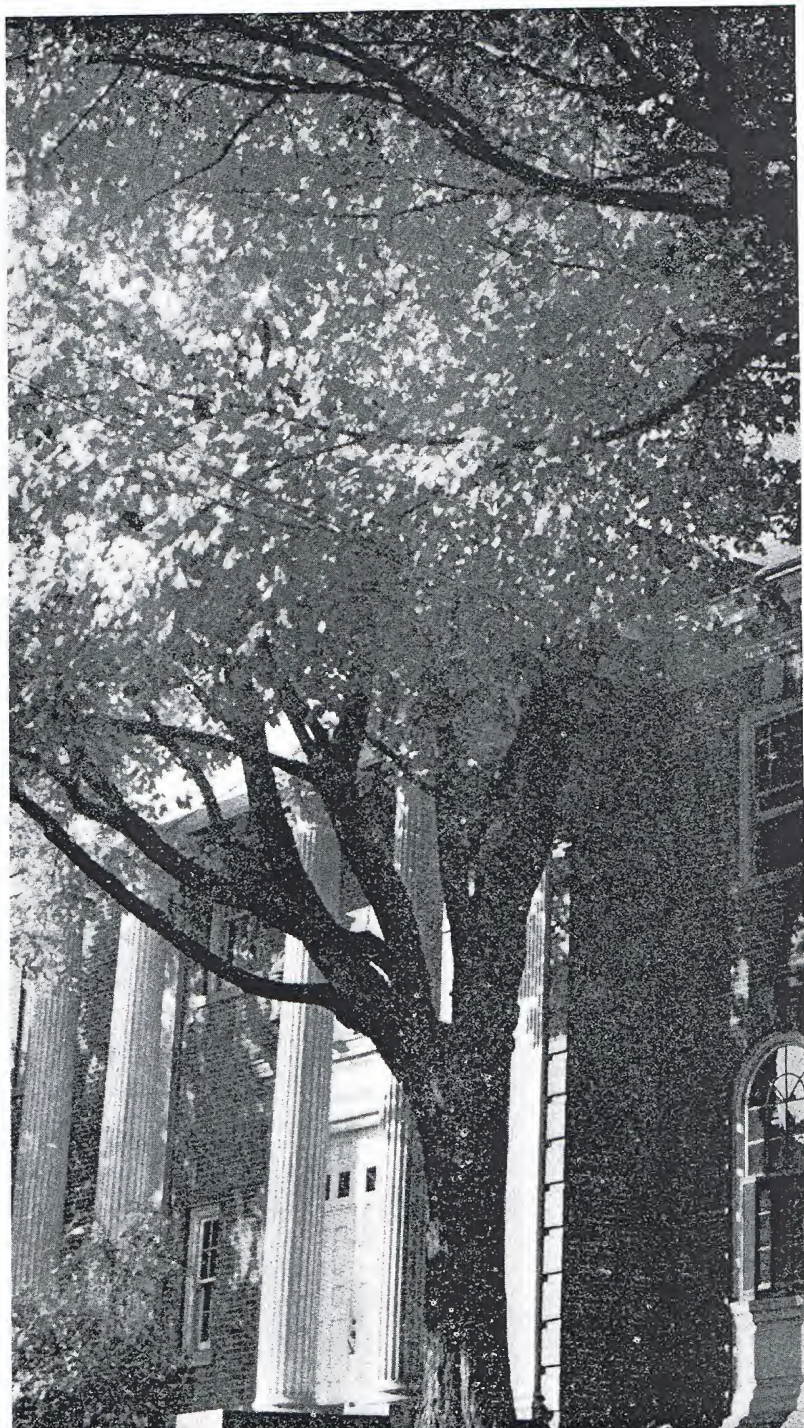
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Frances Shimer College

The Development Program

A lot of colleges are after money these days.

Why?

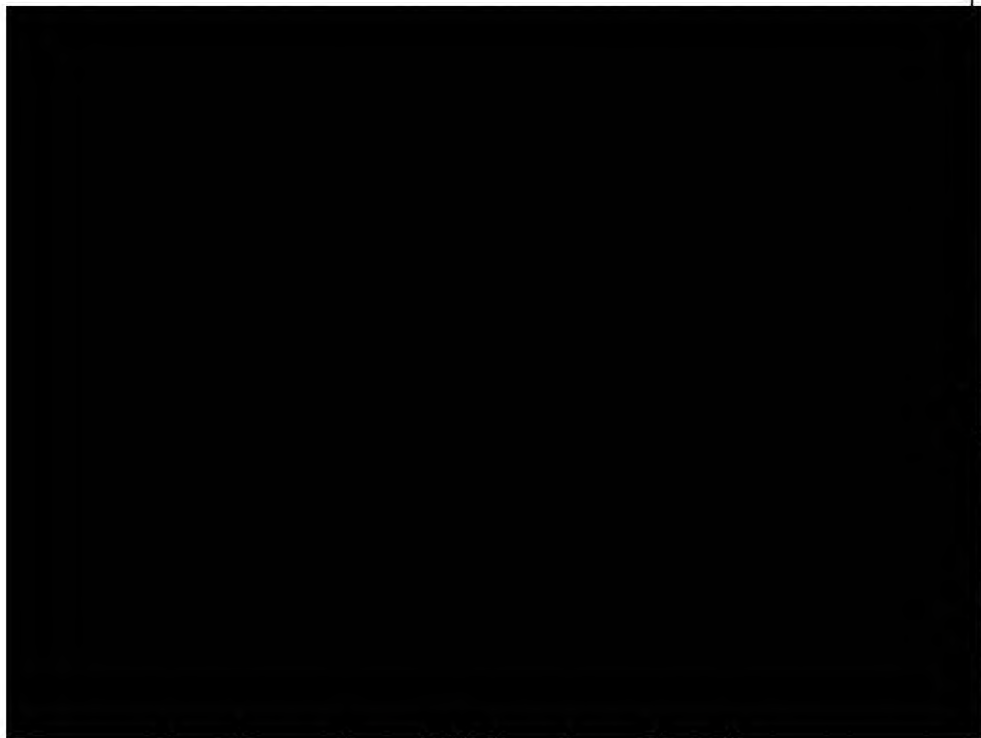
One immediate reason is that these are good days to get money for philanthropic purposes. Income taxes are still high and money taken off the income tax costs the owner less than it ever has before or may again. Men and women of means want to support the constructive institutions of society and they realize the timeliness of the present opportunity.

But there is a more urgent reason why colleges want money these days. They feel that education has an answer, maybe the only answer, to the question marks spattered across the international skies by the atomic bomb. What is the future of human society on this earth? Can men live together in peace? Is it possible for mutual understanding ever to replace suspicion and distrust? What are the

values men and women live for? How do we arrive at values? And then make them concrete in daily life? Is there a religious basis to life? Can it be found? Can it be followed? Are we facing a long dark night or walking toward a sunrise? Where—and from whom—shall we get our bearings?

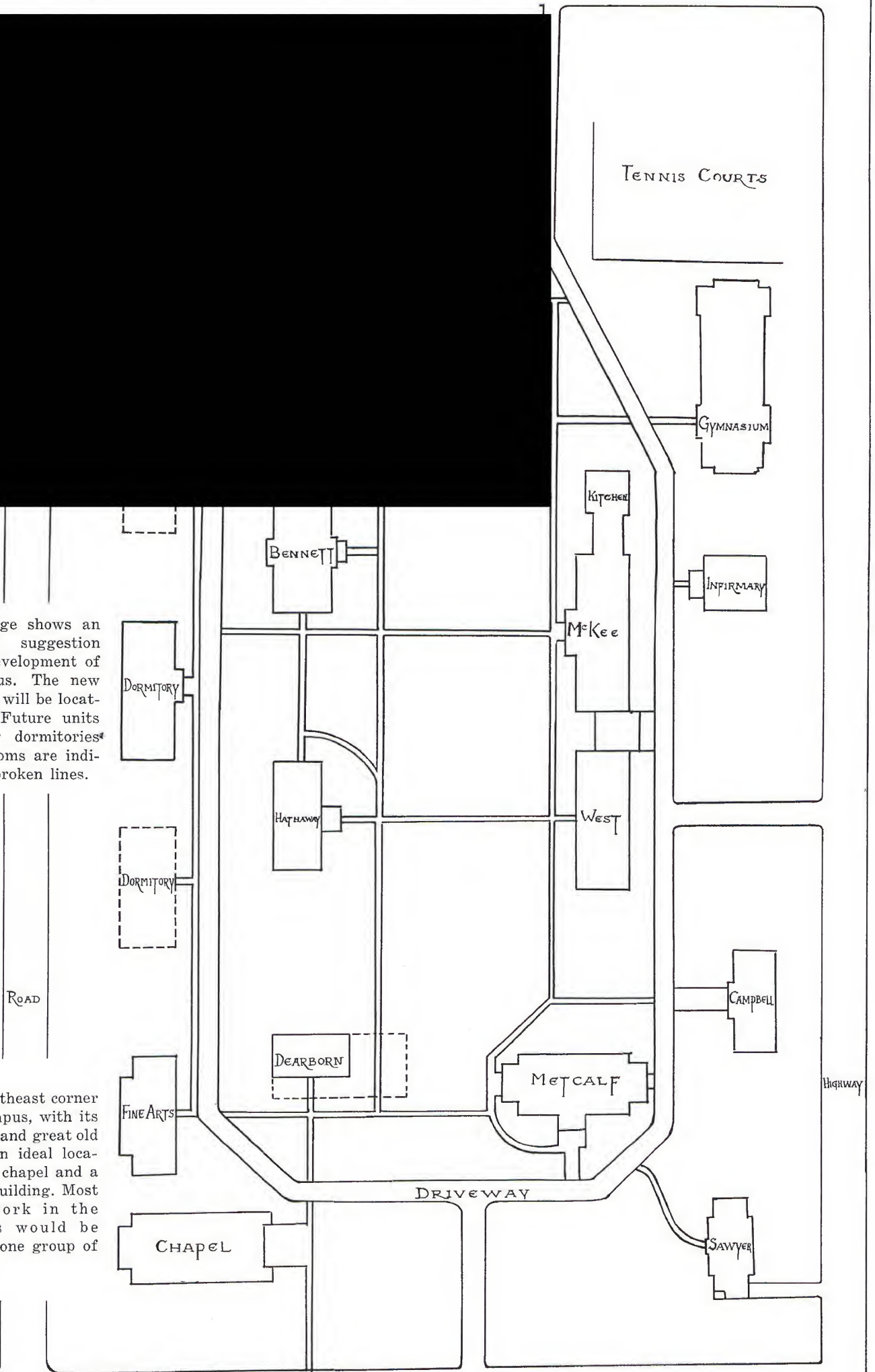
If education can provide the answers, it has to be specific education in individual colleges made up of students and faculties bound together by a common purpose in a common spirit. Colleges have to be housed and equipped. In one sense financial undergirding of colleges is their least need. And yet without this undergirding they cannot go on as free institutions.

Frances Shimer College is one such institution. Its ninety-three years of history speak out. Its present program speaks out. Its plans for tomorrow speak out. You are invited to look critically at the facts presented on the following pages.



This page shows an architect's suggestion for the development of the campus. The new dormitory will be located here. Future units for either dormitories or classrooms are indicated by broken lines.

This northeast corner of the campus, with its wide lawn and great old trees, is an ideal location for a chapel and a fine arts building. Most of the work in the humanities would be housed in one group of buildings.





In 1852 a young woman named Frances Wood came to Mount Carroll, Illinois, from upper New York State. She came in response to a letter sent to her brother asking if he knew of any virtuous young woman with sufficient spirit and education to undertake the task of starting a seminary in a pioneer community that wanted to maintain its cultural interests. Frances had the enterprise and the learning; she also had what her doctors called consumption. With her friend, Cinderella Gregory, these two unmarried women in their mid-twenties came to the new West, travelling most of the way by stage over deeply rutted roads.

On May 11, 1853, Mount Carroll Seminary started classes in the basement of a church. By the next autumn land had been purchased on a wooded hill at the edge of town; a building had been erected; a board of trustees elected; twenty-five boarding students and fifty day students, both boys and girls, had been admitted. Five years later the Seminary received a gift of five additional acres. And Miss Wood acquired a husband, Dr. Henry Shimer, who came as lecturer in natural history and remained to the end of his days as advisor, teacher, physician to the school.

By the end of the Civil War the student body had outgrown the several buildings. Mrs. Shimer had to make a difficult decision as to who should be admitted. She decided to turn the school exclusively toward the education of girls. This step was another pioneering venture, for in 1870 there were in these United States only a few schools devoted to the education of women. Mrs. Shimer then

supervised the curriculum herself, as she did the development of the gardens, the orchard, the stables and everything else connected with her Seminary. She wanted the best of everything; no substitutes. She was willing to pay and quick to demand.

Mrs. Shimer had a life-time watchword: *responsibility*. She believed that young women should choose their responsibilities intelligently, carry them valiantly and expect lots from life. She had character; she taught character. She felt that an educated woman had a certain *noblesse oblige* to her generation. Moreover, Mrs. Shimer always had a good time.

In 1896, tuberculosis again threatened Mrs. Shimer. She was past seventy. After much thought she turned the control of the school to its board of trustees, and the institution was chartered as the Frances Shimer Academy of the University of Chicago.

Dr. William Rainey Harper, first president of the University of Chicago, had a keen interest in this pioneering school for girls. He became chairman of its board of trustees. In 1897 he selected William Parker McKee as president, a position that Mr. McKee held for thirty-three fruitful years.

In 1901 Mrs. Shimer died. By that time education for women was no longer a pioneer undertaking, but the school had to continue to fight for its high standards. In 1906 the campus buildings were entirely destroyed by fire. There were dark days and nights when prayer and determination were the school's chief resources.



Gradually new buildings were erected, all Georgian Colonial in style of architecture. A grounds plan was adhered to, the many fine old trees were conserved—white pines, maples, elms, oaks, a ginkgo tree, redbud, horse chestnut, apple, cherry, black walnut. No Shimer girl forgets the tall locusts white in the moonlight of late May. Abloom in spring, aflame in autumn; pines against the snow in winter—the campus is a beautiful place.

In 1907 the school became a junior college—one of the first in the country. It is now a four-year junior college incorporating the last two years of high school and the first two years of college. Its courses cover the field of general education preceding university specialization. In this set-up the college was again a pioneer institution, for in 1909, when the first class was graduated, there were four junior colleges. In 1945 there are 584.

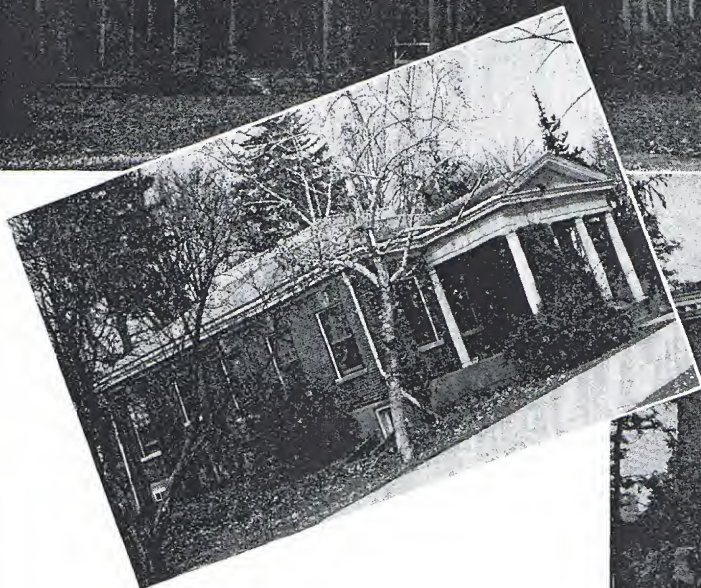
After Mr. McKee's able, determined leadership, two other presidents served the college for shorter terms, Floyd Cleveland Wilcox and Raymond Benjamin Culver, with two ad interim periods under the direction of A. Beth Hostetter, the present vice president. In 1939, Albin C. Bro became president.

Frances Shimer College now needs a new dormitory. This need is the theme of this book.

But why should you help to build a new dormitory at Shimer? Or a new fine arts building, or a chapel or faculty housing units? And maybe, after that, another dormitory and a small chapel for meditation and a wing on the music building? Looking toward our centennial in 1953 we are off on a Development Program. Why should you care?

The reason is simple: because education at Shimer is not ordinary. It is the kind of education—we believe—which today's young women must have access to if they are to mother tomorrow. You will find more about this education on succeeding pages. But first, here is a sketch of our present physical equipment.

There are twelve buildings. The main building is Metcalf Hall, containing the assembly hall, administration offices, some faculty offices and class rooms. Ever since the building was erected it has been the privilege of the graduates on Commencement Day to ring the bell in the tower, one ring for each year of a student's stay at Shimer. The assembly hall takes care of all chapel assemblies and program entertainments except the school plays and commencement exercises, but the student body now fills the hall so that attendance of townspeople at concerts is restricted. Offices are too few and too crowded. Class room too small and in constant use.



Science Hall is adequate for the laboratory teaching of the physical and biological sciences and for the home economics department. Its present crowding is due to other classes having to meet in science class rooms.

The gymnasium building contains the swimming pool and regulation gymnasium with the usual auxiliary facilities. Because Metcalf assembly hall is too small the gymnasium is used for plays, large concerts and public gatherings with the consequent confusion of moving chairs in and moving chairs out.

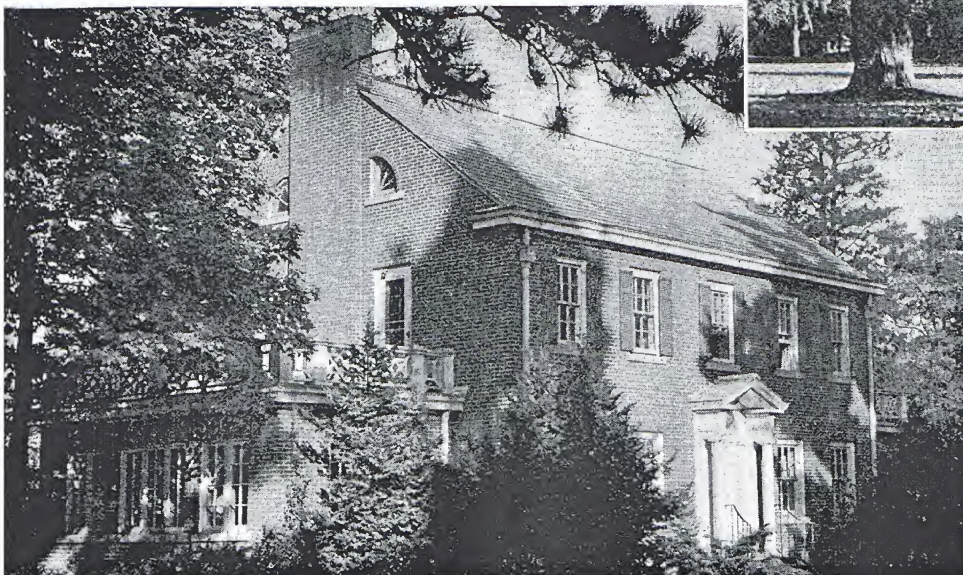
The infirmary has two wards accommodating nine beds, a room for student assistants, a room for the supervising nurse, and a kitchen. An addition for a contagious ward is needed.

Campbell Library houses 11,350 volumes, plus the current magazines and magazine files. The main reading room is sunny, convenient, but no longer ample. Below the main reading room there is still room for expansion of the reference stacks. Above the main room are three large rooms, two of which are used as an art gallery and one as a music room. In the Heinze music room is a collection of 1,200 records, including many complete symphonies and operas. The music room is open for student listening groups most of the day and evening. The Jane Peterson Art Set, consisting of 1,000 reproductions of the world's great paintings and a specialized library on art, is housed in the art galleries. An exhibit of paintings

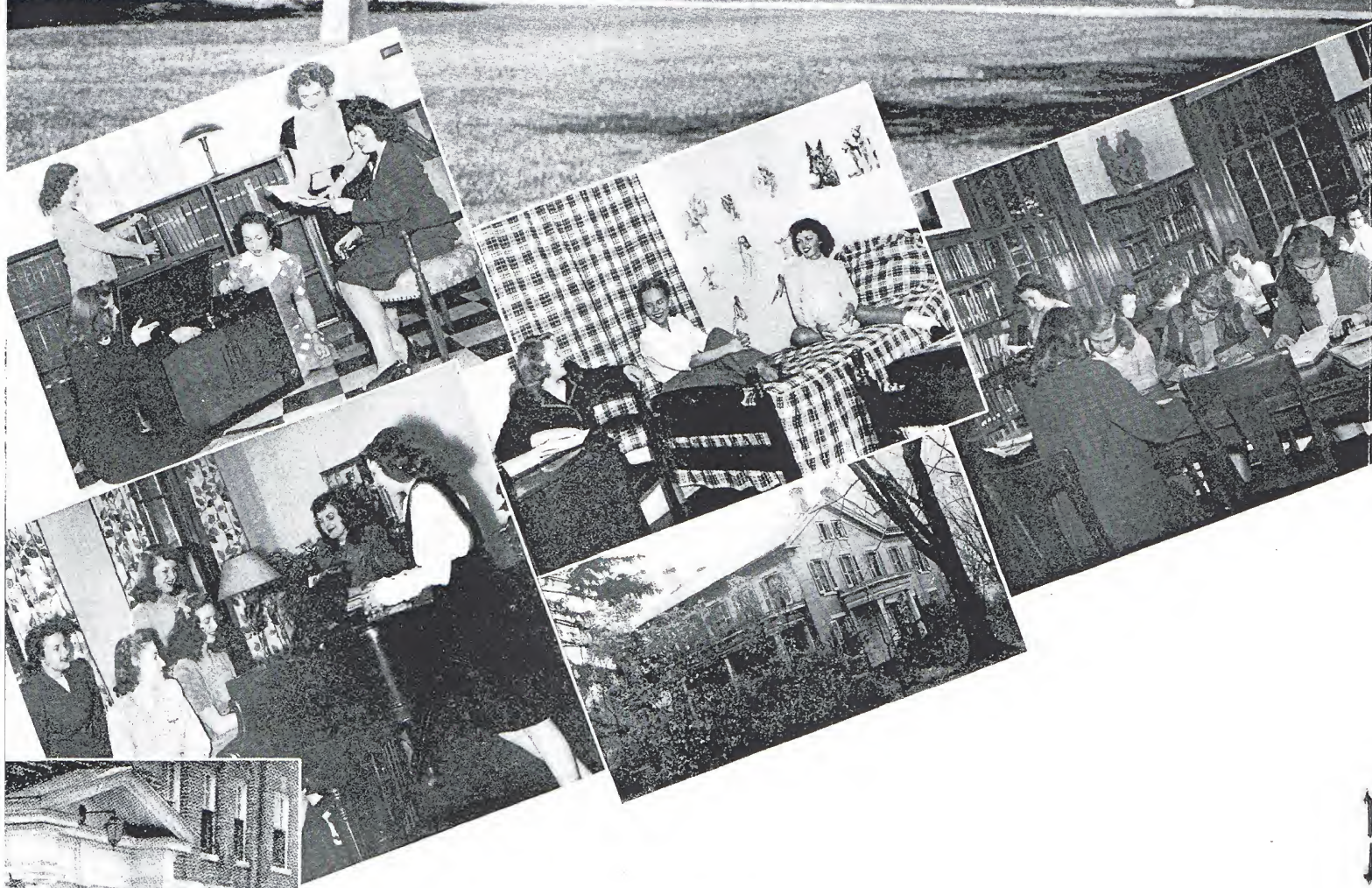
is presented every month. This year classes are also meeting in the art galleries. All of this second floor will soon be needed by the library.

Dearborn Hall, the music building, contains twelve practice rooms and three teachers' studios. The building needs an additional number of practice rooms.

The art studios are housed in Rinewalt House, a converted residence near the campus. It is highly desirable that these studios and class rooms be brought back onto the campus.



Sawyer House, the president's home, is adequate and comfortable. The college owns no additional faculty housing and the meeting of this housing shortage is one of the immediate aims of the Development Program.



Why Does Frances Shimer College Need a New Dormitory?

These days no one has a right to ask for money — with half the world hungry — unless that money serves a common need. To be sure, education is a social responsibility and a nation depends for leadership upon its trained young people. But even in our privileged land there are many young people needing the simple necessities of education. Why should Shimer ask for preferment?

Frances Shimer is a small college operating in the black. It has always been a small college and it has always operated in the black with two brief and brave exceptions. Then why, unless its present facilities are falling to pieces, should a going concern of a college need a new dormitory? Do not all of the present students at Shimer live some place and fairly comfortably? They do. After all that has been said about the advantages of small colleges, do we not intend that Shimer shall remain a small college? We do.

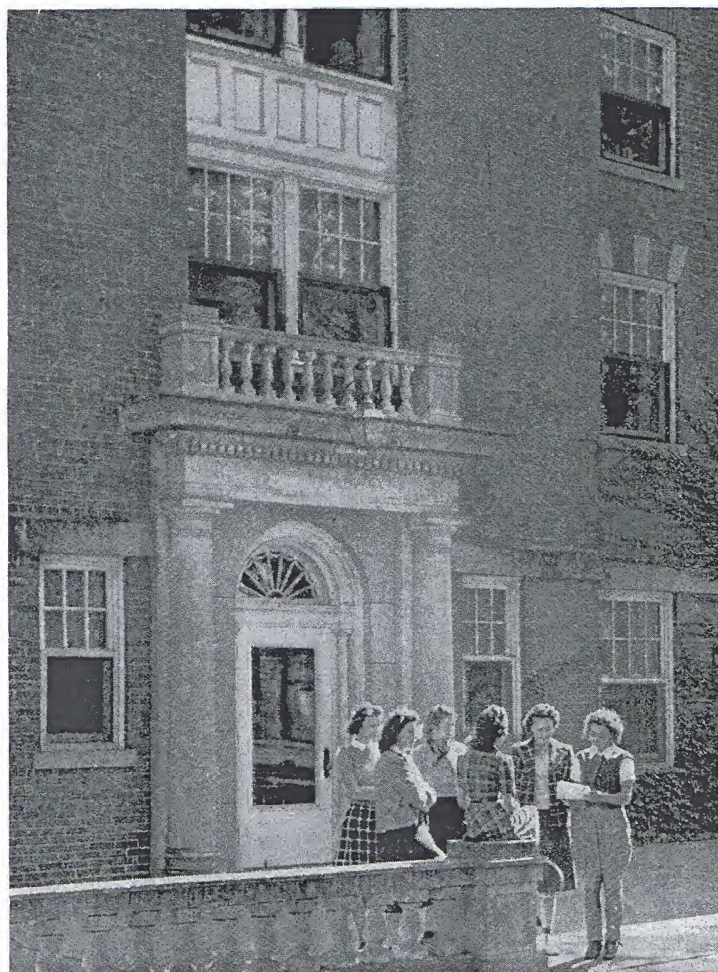
But on this business of smallness there is a point of diminishing returns. In the spring of 1944 the Department of Education of the University of Chicago made an exhaustive survey of the resources and possibilities of Frances Shimer College. One of their interesting disclosures was the fact that Shimer, with 200 students, gets thirty-five cents worth of education for its educational dollar. With 300 students the college would realize seventy cents worth of education for every dollar. To reach maximum financial efficiency the college would need an enrollment of 850 students.

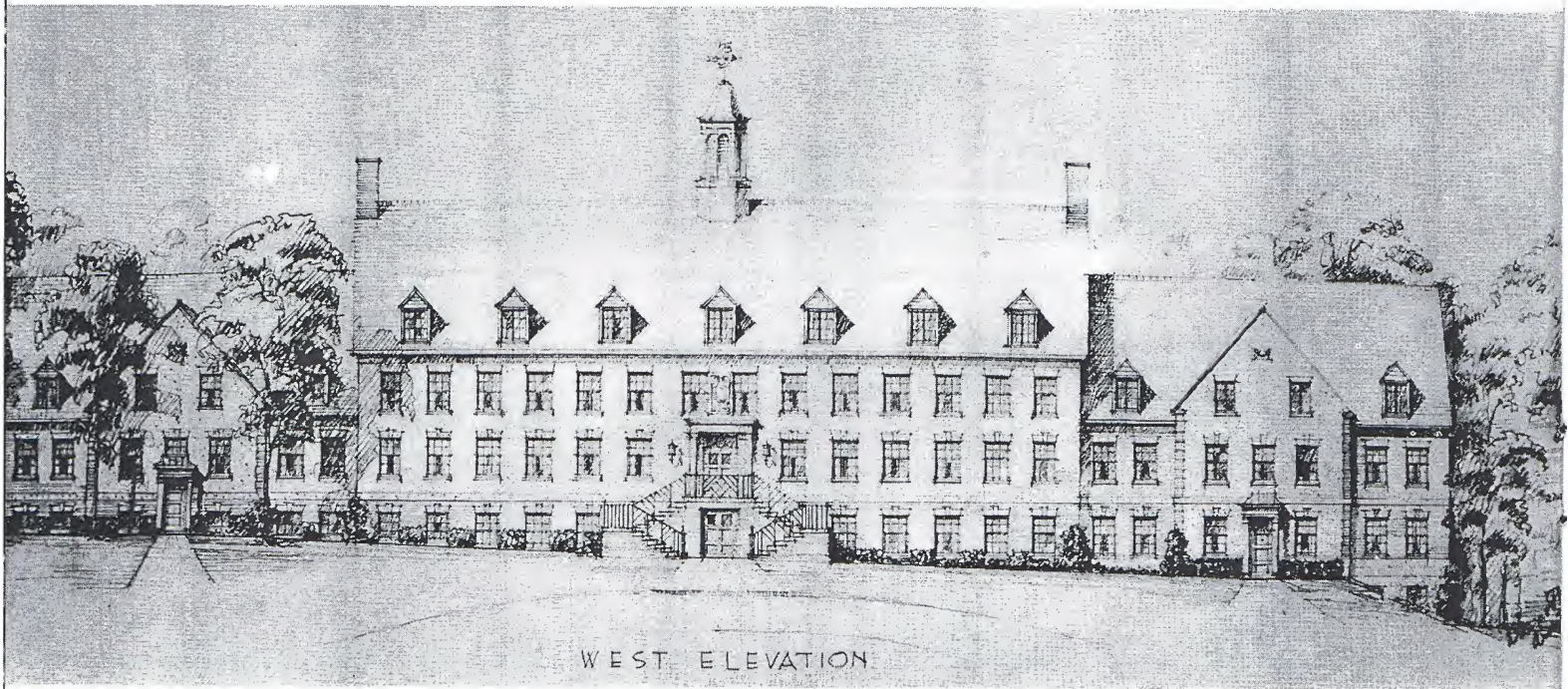
But a school of 300 students remains a small school in which faculty members know all of the students and students know each other. For 300 students such basic equipment as heating plant and dining room facilities do not need to be enlarged. The faculty requires few additional teachers because at present the faculty-student ratio is one to ten.

Although the faculty and the basic equipment are adequate for the proposed enrollment increase, the dormitories are not. At present, Shimer's 225 students are housed in four dormitories — Bennett, Hathaway, McKee and West, with an overflow of eleven students in Demmon Hall, a large residence just off the campus. For the past three years the enrollment has increased at the rate of 25 students each year. This sort of steady increase makes for better assimilation than a sudden increase of a new dormitory full of students. It also indicates the ease with which a new dormitory could be filled.

But persistent increase without adequate additional space makes for crowding. If we had a new dormitory there would be less congestion in our present dormitories and more space could be devoted to other home facilities. In Hathaway, for instance, there is an attractive parlor but no place for a small heating unit on which the girls may boil water for tea, pop corn or make fudge for their overseas boxes. The ironing board is installed in a bathroom. On the second and third floors there is no adequate place for cleaning equipment. We are embarrassed by these deficiencies. Also at present the recreation rooms are housed in the basement of Hathaway but the space is not sound-proofed — nor odor-proofed — and the whole affair is a cheerful makeshift of which we are both proud and ashamed. If pioneer living conditions were necessary, we would adapt to them but in this day and at this place we do not believe they are profitable in furtherance of the good life.

There is a further reason that we need a new dormitory. If we had it we could provide Shimer's kind of education for more girls.





Architect's Sketch of the Dormitory

Walter O. Kruse, Architect

This sketch is the architect's suggestion for the answer to our need. The building will be situated between Hathaway and Bennett but east of those buildings. The total capacity of the building will be 108 students, 58 in the central unit, the others in the wings. The building will also provide ample suites for the Head of Hall and her assistants; and the English basement, which is really a first floor, will provide space for the student grill and recreation rooms.

The cost of the new dormitory, including furnishings, will be approximately \$220,000. The central unit can be built for \$140,000 and the wings may be added later although this kind of installment building is more expensive than constructing the entire unit at once.

Obviously, one great gift—perhaps a memorial gift—would take care of the entire cost

of the building and afford the donor an opportunity to name the hall. Or several large gifts would build the hall. Or a great many smaller gifts. Or a combination of all of these gifts rolling in from many directions, contributed by many persons who want to have a part in Shimer's Development Program.

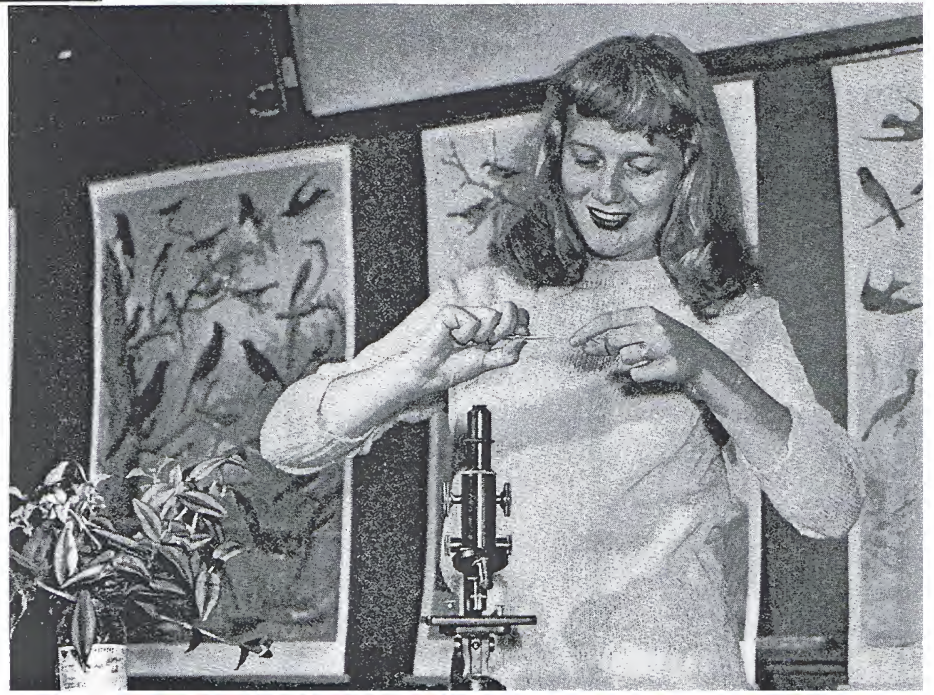
A dormitory is a student's home throughout some of the most impressionable and creative years of her life. Her home should be comfortable and efficiently planned. It should also be beautiful. Not elaborate, never cluttered even with period furniture and art treasures. It should be livable, cheerful, sunny — well, anybody knows the kind of home girls thrive in. What we want for Shimer girls we want for all girls everywhere. We believe that Shimer graduates, growing up on this campus, will help to make the kind of world in which all girls, growing into womanhood, will have a better chance.

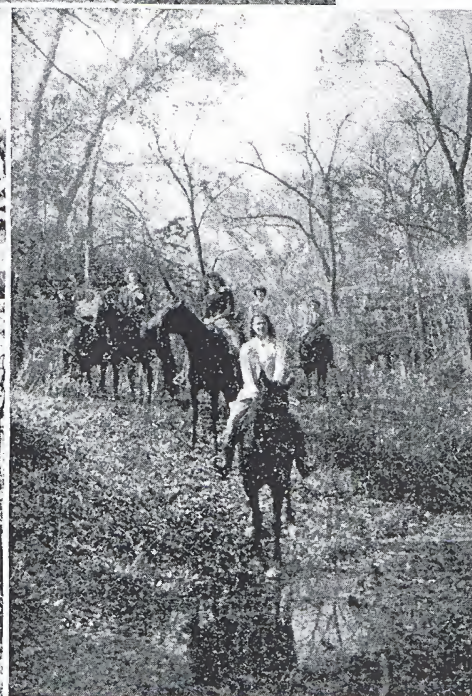
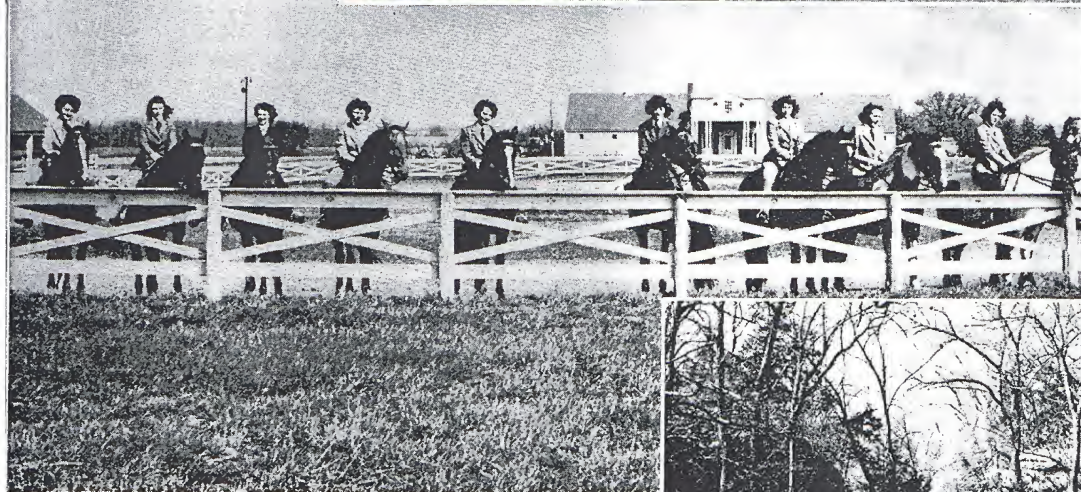
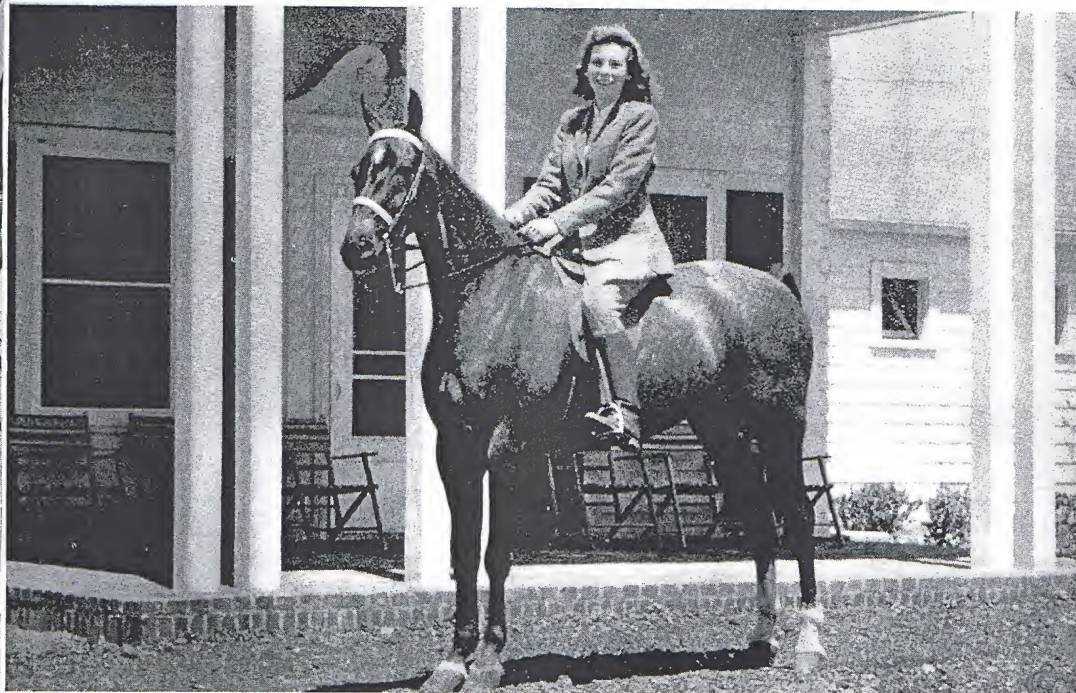
A student spends an average of ten hours a day in her room—some twenty-five hundred hours in a school year. During a four-year college course the time spent in her own room is the equivalent of one and one-third years. That room matters.



Into their dormitory home girls bring all those elements we call a college education. In a recent address President Bro enumerated some of them. "Roommates, friendships, classrooms and exams, bells between classes, mail boxes, week ends, vacations, spreads, boy-friends, long-distance calls, telegrams, infirmary, vespers, library; eating, riding, hiking, swimming, dancing, painting, singing—all of this and laughter, smiles, tears, heartache—yells and coughs and shrieks and mysterious whispers—all this mosaic of living that goes on in this exciting and beautiful spot. And something else, as one alumna pointed out, something that grows inside the heart. It brings tears to the eyes at the time of parting. It is something that will never be forgotten. It has no name, but it is Shimer."

If it is true, as the psychologists tell us, that one learns to swim in winter and to skate in summer during those apparently inactive times when the mind is digesting what it has been taught — then it is also true that some of the best teaching is done in the quiet of a dormitory room where a girl has a chance to collect her thoughts and to invite her spirit. Her room matters.





Riding at Shimer is a part of our educational program. To be sure, equitation does not contribute to academic rating nor to proficiency in the arts and sciences. But riding day after day under competent instruction, learning teamwork with horses and riding mates, exploring trails through the countryside — these experiences contribute toward three of Shimer's definite objectives:— health for abundant living, democratic participation in group life and emotional maturity, poise and self-control.



Health is basic to happiness. Thorough physical examinations are given at the opening of the fall term, followed by chest x-rays and a posture clinic. A diet table lends its aid. Each girl is encouraged to be active in at least one sport—swimming, riding, tennis, golf, hockey, basket ball or something which keeps her active out of doors.



Home economics may be training for a profession, a vocation or a hobby. Almost any woman finds it an advantage to be a skilled cook and a quick, efficient manager. While learning, the girls have fun entertaining their friends in the home-ec dining room.



A kindergarten under the direction of one of the pioneers in British pre-school education is conducted for faculty and town children and for the purpose of giving those college girls who assist some training in actual work with children.

Music has always held a large place in Shimer life. For one thing, the inclusive fee makes it possible for students to study music without additional cost so that a girl who hankers for voice lessons but is not sure she has a voice may make a try if she desires. The recent survey of the college plant and curriculum disclosed an interesting situation in the fact that Shimer has an unprecedented percentage of students studying some form of music.



The inclusive fee also makes it possible for students to try out their skills in various forms of art. They are encouraged to participate in the creative activities; not merely to read about but to do.

Exhibits of student work make the art galleries a popular meeting place. Also monthly exhibits by well known painters add zest to the young artists' efforts.

The Student Grill is the scene of informal good times every day in the year. Especially on a cold winter evening, after a skating party or a bobsled ride, the music, dancing and laughter draw a lively crowd.

Student government is under the direction of a student-faculty council augmented by hall councils.

When rules are democratically made and administered, fewer rules are required. Also students enjoy their trusteeship and learn the meaning of personal discipline as well as social control.

A well organized counseling program is worked out by the dean's council consisting of the deans of faculty and students, the heads of each residence hall, the nurse, the dietician, the housekeeper. Faculty members cooperate on specific needs.



No school rises above its aims and purposes. These aims have to be written into the thought and schedules of faculty and student body as well as written into the catalogue.



Anyone now living on campus knows that the key word of education at Shimer is *values*. Young women, if they are to make their lives meaningful and live their days with joy and distinction, have to learn to recognize basic values and to experiment in every-day situations with experiences which make those values concrete and demonstrable.

Information about the natural world contributes to the development of values. Likewise knowledge about the nature of men and women and their social relationships; understanding and appreciation of achievements in literature, art, music, philosophy, religion. Competence in expression, skill in analytical thinking and critical evaluations, ability to think creatively, ample health, planning for vocational and home life, participation in democratic group life, commitment to a religious attitude toward life, personal integrity, emotional maturity—these are all related to quality in living.

The Shimer curriculum offers four introductory courses planned to introduce the student to the entire range of human thought. Not to acquaint the student with all the outreaches of human achievement to date—this being a four-year junior college—but to give her related and connected understanding of the movement of history in manifold expressions, to make her feel today's rootage in the past and today's thrust into the future.

An introductory course in the humanities, taught by five professors from related fields, presents the story of philosophy, art, music, literature and religion concurrently.

In much the same way introductory courses to the social sciences and to the physical and biological sciences acquaint the student with the range and materials of scientific thought.

Shimer's need for a new dormitory is the insistent need of growth. Just as the human body supports the creative spirit so does the physical equipment of a college support its intellectual and spiritual achievement. You are invited to participate in that achievement.





To me Shimer is girls — all kinds of girls from all kinds of places. They are the hope and glory of the school. We want to have room here for more girls who need work and scholarships as well as for girls of means. We want more girls from foreign countries. In the past some of our foreign students have added immeasurably to the cosmopolitan attitude of the school and to the understanding of the entire student group. We want to experience our one world through the eyes of our friends.

Every gift to the school should help us toward our goal—which is not equipment for the sake of a fine physical plant but a fine physical plant for the sake of achieving a quality of living for Shimer girls.

Ninety-three years of service speak out with confidence. You who read this book are the guarantors of Shimer's tomorrow.

ALBIN C. BRO
President