



SHIMER COLLEGE

Catalog/1977-1978

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THE UNIVERSITY OF CHICAGO LIBRARY
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GENERAL INTRODUCTION

Basic Assumptions

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- (1) The major problems of man are rooted in his systems of value, in the intellectual and spiritual stances he takes. The individual process of arriving at these stances is the most basic concern of education.
 - (2) Basic human questions have no permanent answers. Therefore, while it is necessary and important to seek solutions, it is equally important to seek to understand the nature of the questions. The best that man has thought and felt about these questions, the great intellectual and spiritual heritage of mankind, is found in the original works of great thinkers. It follows that the intellectual part of an education is best begun by studying these original works.
 - (3) Intellectual endeavor alone does not constitute an education: learning is a dynamic process between theory and action. Therefore it is necessary to integrate real life situations with book learning. Practical actions, personal experience, and interaction within the community should be included in our educational concerns.
 - (4) A primary quality of an educated person is an appreciation of the interrelationships of all disciplines. However, an integrative outlook goes beyond this. The wholly educated person understands how man's fundamental questions integrate the spiritual, intellectual, and practical aspects of life. In achieving this understanding, the process of intensive grappling with such questions both in and out of the classroom is of primary value. This grappling, though it may lead to no easily measurable results, is nevertheless the way to get at the unity of things which seem on the surface to be unconnected.

Aims

The aims of the College are two, one of tangible accomplishment and another less tangible. The first is for every student to acquire certain skills: analytical reading, logical thinking, articulate speaking, perceptive listening, and clear writing. The second is for every learner, teacher and student, to gain a better personal awareness of the eternal human questions. The education is the outcome of the second of these aims, but the accomplishment of the first is necessary for meaningful involvement in the second.

The First Feature of the Program: The Great Books

The academic program is built around original writings of great authors, both classic and modern. This does not mean textbooks and secondary material are banned. These are used when they are helpful to achieve the first of the two aims, but the second can best be achieved by using original sources.

For it is in the original works that the great problems of man come to life, not in predigested, second hand presentations. The originators of the significant ideas remain the best teachers of these ideas, though their texts may seem difficult and strange.

Moreover the learner, student or teacher, must acquire the habit of going to the original sources, not only to safeguard against errors and misinterpretations, but also for another, deeper reason. A primary source presents the author's idea in all its clarity and innocence. The idea has tremendous potential; that is why it is great. One can use it to open new paths for creative thought, and it is this opportunity for the generation of new ideas that is the most important part of reading. It is like finding all the material necessary to build a house. The act of building itself is of creative value; what kind of house results is of secondary importance. This is how the original sources are used in liberal education. In contrast, the scholarly approach values the outcome most; it must be a well built and elegant house; the builder most often has to hire experts for different parts. And in the usual textbook approach you need do very little building yourself.

The Second Feature of the Program: The Discussion Class

Engagement in the curriculum is secured and enhanced mainly through the discussion method of learning. A genuine discussion is one that is not permanently nor frequently dominated by any one of the discussants, including the teacher. Of course, this is not sufficient for a good discussion, but it is necessary.

A genuine discussion is likely to be untidy. It may confuse more than illuminate, infuriate more than delight, frustrate more than satisfy, obscure more than clarify, mislead more than guide in the true path of knowledge. It is a miniature of the real world, with its frustrations as well as its triumphs.

There is value in a frustrating discussion, as there is in living through a painful experience. Accepted in the proper spirit, the confusion and aimlessness become potent forces of maturity. In a discussion they initiate a creative effort to make order out of chaos. They start the ferment that often precedes insight. They impress on the individual the necessity of compassionate listening and of clear thinking and expression. They develop the courage to expose one's true thoughts and feelings and the integrity to accept criticism.

In the face of failure a participant may be tempted to decide that the discussion is worthless and drop out. But the success of a genuine discussion must be equally the responsibility of every participant. It is essential to have faith in its value and importance, for like an act of love it defeats itself as soon as you begin to feel you are not getting your proper due out of it.

On the other extreme, an exaggerated sense of responsibility can be equally destructive. Soon after the start of a discussion one might begin to think it is not going "right," that there are misconceptions and unfair judgments concerning the material. The teacher, especially, may feel a great desire to

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step in and set the group straight. He/she knows the subject matter better than the students and may therefore feel a strong sense of obligation to guide them. But a necessary assumption of a genuine discussion is that while everyone feels obliged to set it straight, no one has the right to impose his/her own order on it. The perceptive and experienced teacher knows that once he/she exercises this authority there is no longer any discussion. The expert takes over and instructs.

And instruction is necessary. Some class meetings, either wholly or in part, are allotted to it as needed. The mode of instruction, whether by lecture, guided inquiry, demonstration, etc., depends on the teacher, class, and the nature of the material. This is the time for the teacher to correct misconceptions, emphasize important points, explain difficult material, bring in new material to establish the unity and coherence of the course, and expound his/her own insights and submit them to the critical examination of his/her students and colleagues.

ACADEMIC PROCEDURES

The Semester Paper ✓

The realization of the unity of knowledge is frustrated by a structure in which each course is "an island unto itself," with its own major papers and major examinations. The student becomes primarily concerned with doing well in these: the most efficient way for him/her to use time may be to cram prior to each major assignment. His/her other courses suffer as a result. The following policy has been devised in a conscious effort to correct this situation. The procedure described below applies to all the general courses and those concentration courses which are conducted in this way. The other concentrations (including foreign language courses) are conducted in the conventional way.

For one week in the second half of every semester all classes (except those for concentrations studied in the conventional manner) are suspended and every student writes a major paper seeking to integrate the courses taken until that time, especially those taken that semester and the preceding one. By "integrate" it is not meant bringing in tidbits from each of the courses, but applying the general methods and insights of each course to a real life situation. Every course studied in this way deals with a few fundamental questions which are summarized in one or two pages in the course calendar. The assumption of an integrated curriculum is that these fundamental questions in the different courses are all intimately connected, and it is the purpose of the semester paper to reveal this connectedness as well as understand its relevance to real life experience outside the purely intellectual realm.

Early in the semester (the second or third week) each student starts to meet individually with each of his/her instructors to discuss and plan the semester paper. As the subject and form of the paper emerge, every instructor suggests how his/her specific course may be utilized. These meetings occur regularly

appreciate and welcome such effort when it is made? Do all the students prepare adequately, or do they depend too much on the teacher and the class for their engagement with the material? Does the instructor have a specific method for conducting the class? Are his/her expectations and method of evaluation clear? Is the volume of reading unreasonably large, or too skimpy? Is there no well-written introduction in the course calendar, thus making it difficult or impossible to use the course in the semester paper? These and similar questions are bases for constructive criticism.

NONACADEMIC PROCEDURES

The idea of responsibility to the group rather than to a superior in a hierarchical structure is carried over to all aspects of life on campus. Thus the decision making body is the House, whose membership is open to every member of the community (faculty, students, staff) who commits him/herself to such membership by regular attendance of House Meetings and participation in House activities. The Board of Trustees has delegated authority and responsibility to the House, which then elects administrators. The primary administrative officers are elected by the House from among faculty teaching in the general curriculum and they serve in these capacities on a one-third time basis.

Much of the work in maintenance, the library, bookstore, business office, admissions office, and development office is done by students, faculty members, and other community members on a volunteer basis or for nominal compensation. Work activities, as well as those of the House, are an integral part of the Shimer program. It is here that the student (and every community member is to some extent a student) comes face to face with the hard and concrete problems of real life. Without such confrontation, the education remains theoretical and irrelevant. On the other hand, during the time the semester is in session the academic must take first precedence; every activity that seriously hampers involvement in the courses and classes must be diminished or given up altogether by the person affected.

COURSES

A Shimer course meets three times a week for eighty minutes a period. It is equivalent to five semester credit hours. A normal load is three courses per semester; this is the same for teachers as for students.

General Courses

The heart of the curriculum is the following sixteen general courses. Each is offered every semester, except that one or two of Humanities 4, Natural Science 4, and Social Science 4 is not offered in the Fall semester and one or two of Humanities 3, Natural Science 3, and Social Science 3 is not offered in the Spring semester. It may also happen that Integrative Studies 3 is not offered

in the Fall or Integrative Studies 2 is not offered in the Spring, but this is rare.

Unless there are compelling reasons to the contrary, every student takes Humanities 2 and Mathematics 1 during his or her first year at Shimer. These two courses are concerned with important skills of writing and analytical reasoning which are necessary for better engagement in the other courses.

HUMANITIES

Humanities 1 - Art and Music.

Major Concepts of Art and Music are explored, using works of art and pieces of music as "original sources." Emphasis is placed on discussion of artistic perception through the development of audio and visual skills. Critical works of aesthetic theory are used to supplement this primary aim.

Humanities 2 - Imaginative Literature.

Humanities 2 is an introduction to various literary forms: poetry (lyric, narrative, and epic), drama, the short story, and the novel. Major literary pieces that present the student with provocative inquiries into the nature of man are analyzed, discussed, and interpreted. In the course of the term the student is required to write frequent analytical and interpretative essays and original literary pieces. The purpose of the written work is to increase comprehension and broaden outlook at the same time that it affords practice in writing clearly. Tutors deal personally and intensively with the writing problems of the student.

Humanities 3 - Intellectual Literature.

This course is an introduction to the principal types of humanistic intellectual literature: philosophy, history, rhetoric, and religious writing. It is in no sense a survey of any of these types; rather, concentrating on a few highly important works of each kind, the course endeavors to isolate the distinctive purposes, problems, methods, and forms characterizing each genre, and to develop the analytical skills proper to understanding each. (*Prerequisite: Humanities 2*).

Humanities 4 - The Unity of the Humanities.

This course brings together in a close relationship and within a definite historical period the different disciplines studied in Humanities 1, 2, and 3. The purpose is to provide a perspective and an insight into the interactions of these human activities and also a way of understanding the nature of a cultural epoch, its origins, development, and significance. The cultural era chosen - e.g., the Middle Ages, or the Romantic period, or the formative period of the Twentieth Century - will vary from year to year. (*Prerequisite: Humanities 1, 2, and 3*).

NATURAL SCIENCES

Mathematics 1 - The Nature and Creation of Mathematics.

Mathematics 1 is intended to increase the student's understanding and appreciation of mathematics, not by attempting a survey of the field or by

concentrating on mechanical skills, but by leading the student to do some simple yet significant and interesting mathematics. In doing mathematics the student learns accuracy in the use of terms, rigor in reasoning, and precision in expression. The development of these basic intellectual skills is another principal aim of the course. The course deals with fundamental mathematics and introduces the student to concepts that are useful for understanding and appreciating other branches of knowledge. Logic and axiomatic systems are studied within the contexts of finite, Euclidean, and non-Euclidean geometries. An application of mathematics to the world of experience is normally included through a consideration of geometric aspects of Einstein's special theory of relativity. Other topics - such as analytic geometry and inductive reasoning; arithmetic, number, and paradox; and symbolic logic - are included. The works of such men as Euclid, Descartes, Lobachevski, and Einstein are studied.

Natural Sciences 1 - Laws and Models in Chemistry.

This course is concerned with two major problems in the physical sciences: (a) the rules governing large aggregates of matter; and (b) atomic theory. Each of these major problems is approached from both an historical and a logical viewpoint. Emphasis is placed upon developing in the student the ability to understand not only the conclusions reached by scientists but also the methods used in reaching those conclusions. Readings in the course include selections from the original writings of scientists who have contributed to the solution of problems under study as well as selected textbook material. Laboratory investigation is used to supplement classroom discussion.

Natural Sciences 2 - The Nature of Living Organisms.

The study of the organism is approached from different levels; the molecular, the organism itself, the species, the population, and the community. Emphasis is placed upon the synthesis of biological theories and the methods investigators have used in confronting problems on each of these levels. In class discussion, selected papers by various biologists are analyzed. The students are guided to an understanding of the basic nature of complexity in biological systems.

Natural Sciences 3 - Physical Bases for Explanation.

Galileo and Newton are studied to solidify the mechanical framework (time, mass, and energy) of Natural Sciences 1. These notions are then applied to a systematic investigation of optical phenomena and theory as developed by Newton, Huygens, Young, and Fresnel. When the question of the nature of light is seen to be dependent upon the ultimate structure of matter, the study of electricity, magnetism, and Maxwell's electrodynamics is undertaken. This leads to the concept of the field (Maxwell and Einstein), the climax of the course. (*Prerequisite: Natural Sciences 1 and Mathematics 1*).

Natural Sciences 4 - Scientific Explanation of Life.

The problem of the course is a contemporary one: the relation that exists between the biological and physical sciences. The implications of enzyme theory, quantum theory, and gene theory for this relationship are considered. The authors read include Schrodinger, Heisenberg, Dobzhansky, Crick, and others. As far as present expert opinion is concerned, there are competing

conceptions of this relationship and the problem is unresolved. Hence, criticism is involved and becomes one of the central aims of the course. The judgments of success or failure for each of the authors involve the critical examination of almost all the kinds of arguments a scientist advances to secure support for a position. The philosophical assumptions that underlie these varied scientific arguments are discussed in depth.
(Prerequisite: Natural Sciences 2 and 3).

SOCIAL SCIENCES

Social Sciences 1 - Culture and Personality.

The first course in the Social Sciences is concerned with socialization - the knowledge of the ways the human being becomes a person in a particular culture. This inquiry is directed to man's ways of relating to man, child to adult, male to female, generation to generation. The study of the individual in a culture is designed to equip the student with knowledge, understanding, and insights for viewing himself as a person in Western industrial society. Materials are selected from original investigations of preliterate cultures, studies of socialization, psychoanalytic theories, studies of small groups, and sociological reports of industrialization and contemporary American social character.

Social Sciences 2 - The American Political Tradition.

This course examines both normative and empirical political theory from Aristotle to Dahl with special emphasis on concepts and structures which shape the American political system. Major documents of Western Europe and the United States (Magna Carta, the U.S. Constitution, Federalist Papers) are read as a further means of evaluating our political tradition. Emphasis is placed on understanding current political events in the context of the Western liberal tradition.

Social Sciences 3 - Industrial and Post Industrial Society.

This course explores the parameters of the modern world through an examination of major normative and empirical social scientific works from Marx to Marcuse. Emphasis is placed on the nature of bureaucracy, technology, alienation, social and economic structure, mass society and political revolt drawing on the disciplines of sociology, political philosophy, social history, and economics. The course aims toward a further understanding of the methodology and conceptual framework of the various disciplines of the Social Sciences employed in an effort to make sense of social reality.
(Prerequisite: Social Sciences 1 and 2).

Social Sciences 4 - Dimensions of Social Change

This last course in the sequence focuses on either a particular historical period or social concept to be explored from various received scientific perspectives. The course attempts the integration of the social sciences area through this specific focus. Emphasis is placed on an analysis of social change in terms of both structural and cultural dimensions.
(Prerequisite: Social Sciences 3).

INTEGRATIVE STUDIES

This sequence is designed to give the student a general understanding of the history and philosophy of Western civilization from the ancient world to the present age. The study is deliberately integrative, to see the political, social, economic, the artistic, and the scientific and ideological aspects of an age in their interrelations. Throughout this sequence, questions about the nature of man arise. These questions are subject to critical investigation in class discussions and in written work. The student will be encouraged to explore, criticize, and develop his or her own assumptions, beliefs and values. *Prerequisite: Two of the following - Humanities 4, Natural Sciences 4, Social Sciences 4.*

Integrative Studies 1 - The Ancient Near East.

The Greeks, Romans and Early Christianity - materials from prehistorical times to about 400 A.D.

Integrative Studies 2 - Western Civilization from 400 A.D. through the Renaissance

Integrative Studies 3 - The Reformation Period down to the 20th century.

Concentration Courses

The following courses are offered regularly, i.e. at least once every three years.

HUMANITIES

Linguistics 11 - Topics in Linguistics.

Problems in the nature and function of language. (*Prerequisite: Foreign Language and Humanities 2*).

Literature 11 - Classical Literature.

A selective study of Greek and Roman literature of the classical period. (*Prerequisite: Humanities 3*).

Literature 23 - Nineteenth Century Literature.

A selective study of British, Continental, and American literature of the nineteenth century. Examples: The Romantic Era, the Fiction of Henry James, Victorian Prose and Poetry, Ibsen and Strindberg, The Nineteenth Century French Novel. (*Prerequisite: Humanities 3*).

Literature 24 - Twentieth Century Literature.

A selective study of modern literature. Examples: Modern British and American Poetry, The Age of Yeats; Thomas Mann; Twentieth Century Black Writers of the United States, Africa, and the Caribbean; Selected Fiction and Drama; "Rebellion and Anger"; Modern British and American Poetry. (*Prerequisite: Humanities 3*).

Literature 25 - Myth, Poetry, and Symbol.

A study of psychological, religious and anthropological aspects of myth and symbol; relationships between myths of various cultures; the nature of

"mythic consciousness" (Cassirer); symbols in myths and symbols in poetry; the works of modern poets who have built their versions of "myth"; the nature of symbols; the nature of fantasy; the relationships between myth, symbol, and fantasy. (*Prerequisite: Integrative Studies 1 or consent of instructor*).

Literature 29 - Problems in Literature.

The study of figures or movements which do not fit within the above frameworks. Examples: The Idea of Tragedy; The Novel as Form; The Comic Mode. (*Prerequisite: Humanities 3*).

Literature 31 - Shakespeare.

The works of Shakespeare are selectively studied in depth. The specific approach is to be determined by the instructor. (*Prerequisite: Humanities 3*).

Music 1 - Piano.

A series of 15 individual hour lessons, the last of which will include an examination. One hour of academic credit. Repeatable, subject to a limit of eight hours of practical music. (*Prerequisite: consent of instructor*).

Music 2 - Chorus.

The Shimer Chorus will explore the repertory of choral music from Palestrina and the Renaissance to Benjamin Britten and other contemporaries. Instruction in choral singing and actual performances are comprised. A student may join the chorus without fee or credit, or he/she may obtain one hour of credit a semester, subject to a limit of eight hours of practical music. (*Prerequisite: consent of instructor if for credit*).

Music 10 - Theory, Composition.

Ear training, keyboard harmony and music writing skills are developed in proportion to the student's ability and facility.

Philosophy 11 - Logic.

Logic (both deductive and inductive) and deduction (both traditional and symbolic) will be canvassed. Conventional textbooks will provide completeness of exposition and practice exercises. In addition, a number of major original treatises in the philosophy of logic will be studied, e.g., Aristotle's Categories and Posterior Analytics, J.S. Mill's System of Logic, Boole's Laws of Thought, together with shorter pieces by medieval, idealist and contemporary logicians. (*Prerequisite: Mathematics 1 and Humanities 3*).

Philosophy 16 - The Philosophy of Science.

This course is a deeper investigation of problems in the philosophy of science that arise in the Natural Sciences general courses and Mathematics 1. Different variations are offered, each focusing on one area such as the physical sciences, the biological sciences, science and human values. (*Prerequisite for biological science variant: Natural Sciences 2. Prerequisite for physical science variant: Natural Sciences 3*).

Philosophy 21 - Individual Philosophers.

Studies of single philosophers or groups of philosophers are carried out in depth with particular emphasis upon their internal structure and significance. (Prerequisite: Humanities 3).

Theater 11 - Introduction to the Theater Arts.

The history and aesthetics of the theater and the fundamentals of play production.

NATURAL SCIENCES

Biology 11 - General and Systematic Biology.

This course introduces the student to the laboratory practice of modern biology with emphasis on the structure, function, and classification of plants and animals. (Prerequisite: high school biology or Natural Sciences 1).

Chemistry 11 - General and Introductory Analytical Chemistry.

In this course the student learns to interpret a range of chemical phenomena in terms of atomic and molecular structures and the laws of thermodynamics. The laboratory work consists of a series of volumetric and gravimetric quantitative analyses and quantitative cation analysis using a student-designed scheme. (Prerequisite: high school chemistry or Natural Sciences 1).

Mathematics 10 - Pre-Calculus Mathematics.

An introduction to the mathematics necessary for the study of differential and integral calculus. This is an applied, problem solving technique course, devoted primarily to algebra, trigonometry, and the concept of functions. Elective credit only.

Mathematics 11 - Calculus I.

Differentiation and integration of functions of one variable with applications. (Prerequisite: Mathematics 10 or consent of instructor).

Mathematics 12 - Calculus II.

The calculus of functions of two or more variables, with simple applications. (Prerequisite: Mathematics 11).

Natural Sciences 33 A - Astronomy.

A survey of the essential materials of descriptive and historical astronomy from its Egyptian and Babylonian phases, down through the Greek period, the Middle Ages, and then to modern times. Emphasis will be on models, mathematical description, the development of our ideas about celestial bodies, instrumentation, techniques, evolutionary notions and spectral data.

Natural Sciences 33 B - Cosmology.

This course develops the theoretical and observational foundations for the study of the universe as a whole with stress on the relations between

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cosmology and other physical sciences. The history of recently discovered objects such as quasars and pulsars which relate to cosmology and General Relativity are discussed. (Prerequisite: knowledge of calculus and Natural Sciences 3 and 4. Nat. Sci. 4 may be taken concurrently).

Physics 15 - Matrices, Relativity, and Quantum Mechanics.

Matrix Methods are developed and used for the study of relativity and quantum mechanics. Discussions of relativistic paradoxes and of interpretations of quantum mechanics are included. (Prerequisite: Natural Sciences 3 and consent of instructor).

Psychology 11 - Principles of Psychology.

See Social Sciences Concentrations, below.

Psychology 13 - Experimental Psychology.

See Social Sciences Concentrations, below.

Statistics 11 - Statistical Analysis.

See Social Sciences Concentrations, below.

SOCIAL SCIENCES

Government 13 - Comparative Politics.

Comparative methods of political analysis will be used in selective studies of political institutions and processes in either democratic, communist, or undeveloped countries. (Prerequisite: Social Sciences 4).

Government 14 - Political Behavior.

Selective studies in political psychology, political sociology, and political anthropology will be utilized to enhance the student's understanding of the determinants of political behavior. (Prerequisite: Social Sciences 2).

Government 22 - Tutorial in Systematic Political Theory.

Advanced students will read both widely and systematically in the classics of political thought and relate them to attempts to develop and test generalizations suggested by the behavioral and other contemporary studies of political processes. (Prerequisite: Social Sciences 2).

Psychology 11 - Principles of Psychology.

This course is an introduction to the scientific study of problems, methods, and research findings concerned with some of the critical areas of behavior and experience. Textbook materials and original writings lead to the discovery and examination of fundamental principles of behavior relevant to all higher organisms. (Prerequisite: Social Science 1, Mathematics 1, and Natural Sciences 2).

Psychology 12 - Psychology of Human Development.

This course deals with factors underlying human behavior with emphasis on learning and the effects of experience. Findings from research on developmental and comparative psychology are considered. Individual differences

in intelligence and personality attributes are studied to determine conditions encouraging optimal human development. (Prerequisite: Social Sciences 3).

Psychology 13 - Experimental Psychology.

It is the purpose of this course to provide the student with a systematic introduction to the relationship between fact and theory in the field of psychology. Students are given a series of laboratory problems designed to acquaint them with the experimental study of behavior. (Prerequisite: Psychology 11).

Psychology 14 - Language Structure and Function.

The course is directed toward a basic understanding of what language is and how people use it from the viewpoint of current linguistics, psychology, and philosophy. It considers how language structure may be described as a set of relations between sound and meaning and how speakers of a language function in understanding and producing language. (Prerequisite: Humanities 2, Social Sciences 2 and Foreign Language).

Psychology 17 - Social Psychology.

This course deals with the interaction between individuals and their social environment. Topics may include the emergence of self as a social product; communication, and the effects of common and uncommon institutions (e.g., marriage and intentional communities) on individual and group behavior. (Prerequisite: Social Science 3).

Psychology 18 - Personality and Individual Differences.

The course emphasizes systematic description of the structure, dynamics, and origins of human functioning in terms of one or more theories of personality. Consideration is given to verification of statements about personality including measurement and interrelating of individual differences. (Prerequisite: as announced for the topic).

Sociology 11 - Sociological Theory and Methodology.

A range of theories and techniques for testing sociological theory and methodology are examined through the works of major sociologists. Study of the elements of group structure in the areas of family, work, politics, and religion leads to a methodical treatment of the problems of social control, prediction, and change. (Corequisite: Social Sciences 3).

Statistics 11 - Statistical Analysis.

The fundamental concepts of probability and statistical inference are applied to the more common problems of experimental design and analysis of data as found in economics, education, psychology, and sociology. Practice and analysis with problems from the disciplines cited are an integral part of the course. (Prerequisite: Mathematics 1. Mathematics 11 suggested).

Social Sciences 35 - Social Ethics.

A half-course dealing with moral principles and moral decisions in public life; major theories and current problems. (Prerequisite: Social Sciences 3).

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Additional concentration courses in different disciplines, including foreign language courses, are offered contingent upon student demand and faculty availability. The titles, numbers, descriptions, and prerequisites for such courses are given at preregistration or registration. Some of these, as well as some of the regularly offered courses listed above, may be given as tutorials to one or two students.

Students in off-campus programs have a wide variety of courses and tutorials available to them at the respective site.

OFF-CAMPUS PROGRAMS

Shimer-in-Oxford

Shimer College has, for many years, maintained a foreign study program in Oxford, England. This program is a branch of Shimer College, not a part of the University, although many of the tutors in the program are members of the University. Certain of the required general courses in Shimer's curriculum are offered each semester, taught by Shimer faculty in residence at Oxford. A diverse array of concentration courses is available, taught by Oxford tutors employed by the College. These are taught in the typical Oxford style - a tutor meeting weekly with one or perhaps two students for discussion of the student's readings and papers written by the student. Tutorial titles and grades are entered on the student's permanent record as is the case for other Shimer courses.

The Oxford program is open to all third and fourth year students who have maintained a grade point average of at least 2.5 and are in good standing. It is also open to some second year students who are judged ready for it. In all cases, the applicants must have the appropriate prerequisites for the Oxford work and must be able to fit the work abroad into a coherent educational plan. The experience in Oxford, one of the great educational centers of the world, is, of course, invaluable. Full advantage is taken of the opportunity to exploit the many advantages which residence and travel in England and on the Continent allow.

Tuition for Shimer-in-Oxford is the regular Shimer tuition. A living-expense fee is charged at the beginning of each semester which is then redistributed to the participants at regular intervals to insure adequate support during the academic year. Students typically live in "digs," i.e., in rented lodgings which they pay for out of this living-expense allowance. Transportation to and from England is not included in these fees, and students arrange for their own transportation.

Study in Chicago and Elsewhere

Arrangements may be made by individual students to take general courses from qualified former Shimer faculty members who are in Chicago or elsewhere. Concurrently, approved concentration courses may be taken at other institutions

...the same time as the Oxford tutorial. At the present time (Fall, 1977), there are sixteen (16) students in the Oxford program, three in Chicago, and one in Oxford.

EARLY ENTRANCE

In 1950, Shimer College, with support from the Ford Foundation, enrolled its first Early Entrants in an experiment to determine whether such students could successfully undertake a full college program after completing only two or three years of high school. Shimer has found this experiment to be highly successful in general. Early Entrant students respond to the new privileges of maturity by performing at a high academic level, and they have shown also that they are able to meet the social responsibilities of college life.

The student who demonstrates the capability of doing college-level work is admitted to the regular undergraduate program. The Shimer Early Entrance plan includes no high school courses. Placement tests may be taken by Early Entrants during their first week on campus. These tests determine the level at which each student begins college study. The small classes, the discussion method of teaching, the curriculum shared by all students, and the experience of living together in a small community of scholars combine to make an ideal environment for the young student.

It is the task of the Shimer College Admissions Committee, composed of members of the faculty, administration, and students, to determine whether an Early Entrant applicant is capable of working successfully at the college level at Shimer. Because each applicant is considered individually, no rigid standards are imposed on the program. Instead, the College prefers to read the application of any student who finds himself/herself intrigued with the idea of starting college at the end of his/her sophomore or junior year of high school. Shimer considers a student's sincere interest and desire to be one of the major contributing factors to his/her success.

Shimer College is authorized by the Office of the Superintendent of Public Instruction of the State of Illinois to grant the twelfth-grade certificate. Early Entrants who wish to receive a twelfth-grade certificate, equivalent to a high school diploma, should apply to the Registrar of the College during the first semester of residence and satisfactorily meet the state requirements for high school certification. These requirements comprise two semesters of residence, several of the regular College courses, a physical education requirement, successful completion of the Illinois Constitution Test, the United States Constitution Test and a test on consumer education.

PLACEMENTS AND TRANSFERS

Advanced Placement Program: An entering student may choose to take a battery of Shimer placement tests. Any (general) course on which he/she receives

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...highly high ... need not be taken as a regular course, but must be taken in compliance with the auditing requirements stipulated below.

A student who has registered at another degree-granting institution may request to transfer credit toward a Shimer degree after submitting transcripts of the work to be transferred. Such transfers are determined on an individual basis by the faculty.

Transferring or placing out of a general course is not complete until the student has audited the course, and used it in writing a semester paper. Auditing means attending at least half of the course meetings and having the teacher included in the final conference. An auditor is not expected to submit any assignments that might be given. Only one course may be audited per semester; exceptions may be made in unusual cases by special arrangement. Courses for which a student is credited by placement or transfer do not receive grades and do not enter into calculation of grade-point averages.

GRADUATION REQUIREMENTS ✓

Currently, the requirements of a Shimer B.A. Degree are as follows:

- (1) The sixteen (16) general courses.
- (2) Eight concentration courses. An area "major" is indicated on the degree if at least six of the eight concentrations are in that area. Two area majors are indicated if at least six concentration courses in each area have been completed.
- (3) A cumulative grade point average of C (2.00) or higher.
- (4) Twenty of the final thirty hours must be taken in residence. Registration in the Shimer-in-Oxford and in Off-Campus Study in Chicago or elsewhere is considered residence. Also, at least twenty concentration semester hours must be taken in residence.
- (5) The recommendation of the Faculty and its acceptance by the Board of Trustees

FEEs (1977-78)

The college will endeavor to keep all fees as low as possible but it reserves the right to make changes when necessary without notice.

	Semester	Year
TUITION.....	\$1250.00	\$2500.00
This charge is for a normal program of 15 hours.		
ROOM AND BOARD.....	\$ 750.00	\$1500.00

This charge is for the use of a room as well as for board in the college dining hall while the college is in session. (Single room charges are higher).

In the interest of health, safety, and the protection of property the college reserves the right to regulate the use of rooms and the right of inspection at times it deems appropriate.

	Semester	Year
FEES.....	\$ 100.00	\$ 200.00
Inclusive Community & Health Service Fee.		
This charge is for special events, the concert and lecture series, the theater group, and intramural and intercollegiate athletics.		
TOTAL TUITION, ROOM AND BOARD, AND ACTIVITIES FEES.....	\$2100.00	\$4200.00
TOTAL DAY STUDENT TUITION AND FEES.....	\$1350.00	\$2700.00
Exclusive of Room and Board Fee.		

FINANCIAL AID

No student accepted for enrollment and consequently enrolled in the college will be denied attendance on the basis of demonstrated inability to pay from personal or family resources, full tuition, fees, room, board and book expenses.

Shimer College utilizes the analysis procedures of the following three services:

- FAS - Financial Aid Service - an independent agency
- FAF - Financial Aid Form - a service of the College Entrance Examination Board (CEEB)
- FNA - Financial Need Analysis - a service of American College Testing (ACT)

Applicants seeking financial assistance will find one of the above mentioned forms available from most high school guidance officers or from Shimer College. It is necessary to file only one of these forms. The findings of any of these services will have direct but not exclusive bearing upon the amount of Shimer administered aid to which the student is entitled.

Work Assignment

The college offers work assignments to students who have demonstrated need. A full assignment entails an average of ten hours of work per week.

Federal Programs

Both the Supplemental Educational Opportunity Grant (SEOG) program and the National Direct Student Loan (NDSL) program are administered by Shimer College. These federal funds, in conjunction with the Basic Educational Opportunity Grant (BEOG), are available to those students who apply and who can demonstrate need. BEOG applications are available from your high school guidance office or the Shimer College Admissions Office.

State Programs

Shimer applicants are expected to have applied for state scholarships. All states, moreover, participate in some form of state or federal loan program. For more information the applicant should apply to the Student Loan Office of his/her local bank.

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Participation in College Governance

Shimer College aims at begin a closely integrated community. Part of its collegiality is formal participation by students in the government of the institution. Students select representatives (as the faculty do) to serve on the Board of Trustees. On the campus itself, any student, faculty member, or staff member may become a voting member of the House (the decision-making body of the college), and/or any of its committees.

Athletics

Participation in athletic events is available to all students. A variety of intramural sports are scheduled throughout the year, from football and soccer in the fall, through volleyball and basketball in the winter, to softball, golf, tennis, soccer, and other sports in the spring. The College has a large indoor pool, with both classes and free swimming periods scheduled. A cluster of College canoes are kept available on the Mississippi nearby.

Outdoor Life

Large, uncultivated hilly areas around Mount Carroll, with many streams (including Mount Carroll's own Waukarusa River), the Mississippi River, state park-woods, and meadows are ideal for picnics, hiking, camping, canoeing, and fishing. Skiing facilities are available at the Lake Carroll ski slope ten miles north of campus and near Galena.

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Cultural Life

Theater is conspicuous in the life of the College. Formal dramatic presentation in the Karyn Kupcinet Playhouse run through the year - both those which are part of the theater-arts program and extracurricular productions put on by interested students. Experimental theater and readers' theater groups give occasional productions. The season of Timber Lake Playhouse, three miles from campus, run from the beginning of June until early September.

A film series operates through the year on one night a week on campus. Occasional concerts and lectures are presented in a College-sponsored series, and other lectures are offered by the academic areas and by interested groups. Poetry readings in particular have for years been presented by numerous currently publishing poets.

Student-organized evenings of entertainment, known as the "Orange Horse Coffee House," are set up from time to time in The Green Room of the theater.

Informal dances, dubbed "bops" are frequent.

Shimer's Open Campus Program brings an interesting variety of groups to the

FACILITIES

Mount Carroll is a rural community of approximately 2,500 persons. It is situated in northwestern Illinois, one of the most scenic areas of the state. The nearby countryside is part of one of the state's three unglaciated areas and boasts a terrain of hills and valleys filled with streams and small lakes.

The Shimer College campus occupies a wooded and hilly area at the south end of Mount Carroll. The main buildings are basically of Georgian or modified Georgian architecture situated around a wooded quad.

The campus consists of 6 classroom, administration, and laboratory buildings (Dearborn, Hathaway, Hostetter, Metcalf, McKee, and Tolman Halls); 4 residence halls (Bennett, Dezendorf, Howe, and New Residence Hall); a theater building (Karyn Kupcinet Playhouse); a library building (Campbell Memorial Library); an art studio and a gymnasium. Some of the buildings (Dearborn, Hathaway, Metcalf, and the New Residence Hall) are closed during the winter months.

THE FACULTY (1977-78)

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Regular Faculty

Elizabeth A. Behnke, Ph.D. (candidate), 1978.

Oberlin Conservatory, B.M. (Violin) 1969; Ohio University, M.F.A. (Violin) 1970; Ph.D. candidate (Comparative Arts).

Eileen Buchanan, M.A., 1969.

Northwestern University, B.S. (Speech) 1961; M.A. (Theater) 1962.

James Jerry Clark, M.A., 1977.

Shimer College, B.A. (Social Sciences) 1975; University of Chicago, M.A. (Political Science) 1977.

William Howard Cohen, Ph.D., 1977.

University of Florida, B.A. (English, Philosophy, Humanities) 1950, M.A. (English) 1954; Southern Illinois University, Ph.D. (Philosophy, Asian Studies) 1970.

Vincent C. Kavaloski, Ph.D., 1976.

St. Thomas College, B.A. (Philosophy) 1968; University of Chicago, M.A. (Philosophy), 1969, Ph.D. (Philosophy) 1974.

Diana Marder, Ph.D., 1976.

University of Chicago, B.A. (Philosophical Psychology) 1970; Harvard University, Ph.D. (Personality Theory) 1976.

Don P. Moon, M.N.E., B.D., 1967.

Cornell University B.E.P. (Natural Science) 1957; New York University, M.N.E. (Natural Science) 1958; Nashotah House, B.D., 1965.

James B. Marston, M.A., 1977.
Illinois State University, B.S. (Music Education); University of Illinois,
M.A. (Choral Conducting).

James W. Tenenborg, Ph.D. (Formal Logic), 1977.
Michigan State University, B.A. (Philosophy) 1970; New School for Social
Research, M.A. (Philosophy) 1976, Ph.D. candidate (Philosophy).

Margaret A. Vennersberg, M.A., 1977.
New School for Social Research, B.A. (Humanities and Social Sciences) 1970;
M.A. (Philosophy) 1973; Ph.D. candidate (Philosophy).

Michael Vlasoff, M.A., 1967.
American University of Beirut, B.A. (Physics) 1954; University of Iowa; Uni-
versity of California, Berkeley, M.A. (Physics) 1959.

Frank S. Overstreet, M.F.A., 1977.
Oklahoma State University, B.A. (Humanities) 1968; M.A. (English) 1971; Uni-
versity of Iowa, M.F.A. (Creative Writing) 1975.

David Winer, M.A., 1977.
Temple University, B.A. (Philosophy) 1973; M.A. (Philosophy) 1975.

William Paul Thompson, Ph.D., 1977.
Baylor University, B.A. (Physics) 1944; Union Theological Seminary, B.D.
(1948); Columbia University, M.A. (Mathematics) 1955; Stanford University
(Physics); Indiana University (History and Philosophy of Science, Lunar
Theory); State University of New York at Buffalo, Ph.D. (Science Education)
1976.

David W. Weiser, Ph.D., 1957, 1977 (on leave, spring, 1978)
University of Chicago, Ph.D. (Chemistry).

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Dennis R. Wickman, M.A., 1967. Freie Universitaet (Berlin);
Reed College, B.A. (German and English) 1963; Cornell University, M.A. (German Literature) 1966.

Part Time Faculty (teaching one regular course)

Andrew F. H. Armstrong, M.A., 1959, 1977.
Rutgers University; Parsons School of Design; University of Chicago, A.B.,
1958; Mexico City College; University of Chicago, M.A., 1959.

Wilbur A. Hass, Ph.D., 1969.
University of Nebraska, B.A. (Psychology) 1959; University of Michigan, Ph.D.
(Psychology) 1965.

Faculty Teaching Tutorials

Gary A. Haldeman, M.A., 1971, 1977 (off campus)
University of Oklahoma, B.A. (Spanish Literature) 1968; University of Oklahoma,
University of Utah, B.A. (Spanish Literature) 1968; University of Wisconsin;
M.A. (Spanish) 1970; University of Oregon.

University of Chicago, B.A., B.S., 1958; Loyola University, M.S., 1961; Ph.D. (Chemistry) 1966.

Lois D. Richter, M.S.E., 1968.

Shimer College A.A. 1948; B.A. (Social Science) 1962; Northern Illinois University, M.S.E. (Education) 1970; Northern Illinois University.

HISTORY OF THE COLLEGE

Founded in 1853 by Frances Ann Wood, who later became Mrs. Frances Wood Shimer, the College began as the Mount Carroll Seminary, enrolling both men and women students in its first years. At the close of the Civil War, however, enrollment was limited to women students.

In 1896, Mrs. Shimer transferred control of the school to a self-perpetuating Board of Trustees, representing at that time The University of Chicago, the alumnae of the seminary, and the citizens of Mount Carroll. The institution was chartered as the Frances Shimer Academy of The University of Chicago.

In 1950, the College modeled its curriculum in general education on that of the College of the University of Chicago and at the same time became coeducational. Admitting qualified students after high school graduation as well as after two or three years of high school work, Shimer also began registering each student at his own particular level of competence determined by a series of placement tests.

In 1955-1956, the general-education program was augmented by the addition of courses of concentration in the humanities, the natural sciences, the social sciences, and mathematics. By 1958, the College had established its bachelor's degree programs and legally changed its name to Shimer College, the name by which it had been known since 1950. In 1959, the College was fully accredited by the North Central Association of Colleges and Secondary Schools.

During the year 1976-77 the college was beset with considerable financial difficulties, which had developed over a period of years and become endemic as in so many private colleges. It became impossible to pay bills on time, and faculty salaries in full. The faculty agreed to finish the year without any breach of their obligations to the students despite nonpayment of about half their salaries.

Toward the end of the Spring semester the college was ready to close, and a vote to this effect was taken by the Board of Trustees. Then on May 22 the Board reversed its decision and voted to allow a plan that had been drawn by the faculty and students to be put into effect. The plan stipulates a considerably cut budget to be effected by volunteer work and more effective use of the physical plant. It also provides for the administrative work to be done by faculty members on a part time basis, and changes the governance structure from the traditional hierarchical to a lateral one described elsewhere.

Over the summer an average of about twenty students and five faculty members stayed on to conduct the summer operations and plan for opening in the Fall. They maintained the campus (which was rented during certain periods of time), recruited new students and faculty and kept in touch with old ones, raised funds and overhauled the academic program to introduce the semester paper and to give greater emphasis on discussion.

On July 7, 1977, the college filed for a formal arrangement with creditors under the supervision of the federal courts (Chapter XI) under which all debts accrued prior to that date are frozen and a plan is worked out for their resolution. Such a plan was drawn over the summer and fall and was accepted by a majority of the creditors, but not of dollars owed.

The college opened in the fall with about 90 students, 70 on campus and 20 in off-campus programs (16 in Oxford). Of these, 16 are new students. In addition to the six faculty members remaining from last year (five in Mount Carroll and one in Oxford) David Weiser, Dean of the Faculty in the late fifties and early sixties and chief architect of the college's program, returned to teach at Shimer during the fall semester. Seven new full time faculty members were added and one part time. Also, five old time faculty members are teaching regular courses or tutorials on a part time basis.

Obviously, the financial situation of the college is precarious, and everyone involved in its operation - faculty, students, staff - has taken and is still taking a risk. There is a chance that we will have to close in the middle of or at the end of a semester, but we do not believe this is likely. We have finished the first semester not only at minimal survival but with a surplus of funds. The new academic and governance plans have made a good deal of difference in the quality of both the learning and social life. It is now a demonstrated fact that operation expenses can be cut considerably; the budget has been reduced from 1.3 million dollars in 1976-77 to 0.6 million this year. Finally, an alumna has bequeathed to the college more than \$100,000, which it will receive early in 1978.

Let nothing in this world be certain. But we regard failure, as well as success, as an educational experience not obtainable from any books, lectures, or class discussions. For education as we conceive of it means getting to know real life, its disasters as well as its triumphs.

The present Shimer endeavor demands dedication, hard work, and the strength to accept possible disappointment with equanimity. These are the qualities necessary for success.

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COURSES OFFERED (1978)

Spring, 1978

(1) All of the general courses except Natural Sciences 3. (See pages 7-11 for descriptions).

(2) The following concentration courses: (Name of course, Teacher & Description)

Humanities 39 - Creative Writing.

Overstreet & Cohen. *Prerequisite: Humanities 3.*

Literature 24 - Modern Novel.

Overstreet, page 11. *Prerequisite: Humanities 3.*

Literature 25 - Myth, Poetry, & Symbol. OR

Kavaloski, page 11. *Pre: IS1 or consent of instructor.*

Philosophy 14 - Values & Standards

Kavaloski. *Pre: Humanities 3*

Literature 29 - Oriental Literature.

Cohen, page 12. *Prerequisite: Humanities 3.*

Literature 31 - Shakespeare.

Armstrong, page 12. *Prerequisite: Humanities 3.*

Theater 11 - Introduction to the Theater Arts.

Buchanan, page 13.

Psychology 39 - Gender, Sex Roles & Personality.

Marder.

Math 12 - Calculus II.

Thompson, page 13. *Prerequisite: Mathematics 11.*

Math 10 - Pre-Calculus Mathematics.

Thompson, page 13.

Natural Sciences 33 A - Astronomy.

Thompson, page 13.

Arabic 1.

Nicola.

Embodied Man: Theory & Practice.

This course integrates theoretical study of human embodiment with concrete body work (e.g., movement awareness, relaxation, etc.). Readings are concerned with the historical background of the mind-body split, as well as with the emergence of a more holistic approach in the 20th century. Topics to be considered include body schemata, sensory awareness, somatic aspects of stress, body alignment and centering, primacy of perception, cultural context of embodiment, movement as world dimension, and others chosen by

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the class. Reading, writing, and class
throughout the course by actual body work, led at first by the instructor
and eventually by each student. The aim of the course is not only to
become more in touch with one's own corporeality, but also to understand
its significance in a broader philosophical context.

Music 12 - Introduction to Jazz.
Lindman and Moritz, one-half course.

Fall, 1978

- (1) All of the general courses, but see pages 7 - 8 for possible exceptions.
- (2) About ten concentration courses, mainly from those described on pages 11-16. They will most probably include Math 11, Biology 11, two literature courses and two psychology courses.
- (3) Additional courses may be offered as tutorials each semester by special arrangements with individual instructors.

CALENDAR (1978)

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Spring Semester, 1978

Sunday, February 5
Wednesday, February 8
Sunday, February 12
Monday, February 13
Six Weeks of Classes
Friday, March 24

Three Weeks of Classes
Monday, April 17 - Friday, April 21
Four Weeks of Classes
Friday, May 19
Saturday, May 20 - Friday, May 26
Sunday, May 28

New Students Arrive
Placement Examinations
Registration
Classes Start

Good Friday (no classes) Missed
classes meet on Wednesday, March

Writing Break

Last Day of Classes
Final Conferences
Commencement

Fall Semester, 1978

Sunday, August 27
Wednesday, August 30
Sunday, September 3
Monday, September 4
Nine Weeks of Classes
November 6 through November 10
one and a-half Weeks of Classes

Wednesday, November 22
Monday, November 27
Two and a-half Weeks of Classes
Thursday, December 14 - Thursday, December 21

New Students Arrive
Placement Examinations
Registration
Classes Begin

Writing Break

Start of Thanksgiving Break
Classes Resume

Final Conferences



SHIMER COLLEGE

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