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1960-1961 Southern Illinois University Bulletin Carbondale Campus (University Institutes)

Southern Illinois University Carbondale

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1960·1961

University Institutes

Carbondale Campus

Vol. 2 No. 6

August, 1960

Objectives of Southern Illinois University

TO EXALT BEAUTY

IN GOD,
IN NATURE,
AND IN ART,
TEACHING HOW TO LOVE THE BEST
BUT TO KEEP THE HUMAN TOUCH;

TO ADVANCE LEARNING

IN ALL LINES OF TRUTH
WHEREVER THEY MAY LEAD,
SHOWING HOW TO THINK
RATHER THAN WHAT TO THINK,
ASSISTING THE POWERS
OF THE MIND
IN THEIR SELF-DEVELOPMENT;

TO FORWARD IDEAS AND IDEALS

IN OUR DEMOCRACY,
INSPIRING RESPECT FOR OTHERS
AS FOR OURSELVES,
EVER PROMOTING FREEDOM
WITH RESPONSIBILITY;

TO BECOME A CENTER OF ORDER AND LIGHT

THAT KNOWLEDGE MAY LEAD
TO UNDERSTANDING
AND UNDERSTANDING
TO WISDOM.

University Institutes

Announcements for 1960-1961



SOUTHERN ILLINOIS UNIVERSITY BULLETIN
Volume 2 Number 6 August, 1960
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The following issues of the *Southern Illinois University Bulletin*
may be obtained without charge from General Publications,
Southern Illinois University, Carbondale, Illinois.

General Information
Summer Session
Schedule of Classes
Graduate School
College of Education
College of Liberal Arts and Sciences
School of Agriculture
School of Applied Science
School of Business
School of Communications
School of Fine Arts
School of Home Economics
University Institutes
Division of Technical and Adult Education

Board of Trustees

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Richard C. Franklin, Director, Community Development Institute	1956
John M. McDermott, Director, Labor Institute	1956
A. W. Bork, Director, Latin American Institute	1958
Guy A. Renzaglia, Director, Rehabilitation Institute	1955
R. Ralph Bedwell, Director, Small Business Institute	1954
Alexander R. MacMillan, Director, Transportation Institute	1959
Registrar Robert A. McGrath, Ph.D. (Iowa)	1949
Director of Admissions Willis E. Malone, Ph.D. (Ohio State)	1939

This Bulletin . . .

covers in detail questions concerning the Community Development Institute, the Labor Institute, the Latin American Institute, the Rehabilitation Institute, the Small Business Institute, and the Transportation Institute. It does not attempt to cover all questions concerning Southern Illinois University. Detailed information about the University appears in the General Information issue of the *Southern Illinois University Bulletin*, and specific information about the Vocational-Technical Institute appears in the Division of Technical and Adult Education issue.

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University Calendar, 1960-1961

SUMMER SESSION

Session Begins	Monday, June 20
Independence Day Holiday	Monday, July 4
Final Examinations	Wednesday–Thursday, August 10–11
Commencement	Friday, August 12

FALL QUARTER

New Student Week	Friday–Tuesday, September 16–20
Quarter Begins	Wednesday, September 21
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 23–28
Final Examinations	Monday–Saturday, December 12–17

WINTER QUARTER

Quarter Begins	Tuesday, January 3
Final Examinations	Monday–Saturday, March 13–18

SPRING QUARTER

Quarter Begins	Monday, March 27
Memorial Day Holiday	Tuesday, May 30
Final Examinations	Wednesday–Tuesday, June 7–13
Commencement	Wednesday, June 14

Summer classes will begin Tuesday, June 21. During a quarter, day classes will begin on the second day of the quarter. Evening classes (5:45 P.M. or later) will begin on the first day of the quarter.

University Calendar, 1961-1962

SUMMER SESSION*

Session Begins	Monday, June 19
Independence Day Holiday	Tuesday, July 4
Final Examinations	Wednesday–Thursday, August 9–10
Commencement	Friday, August 11

SUMMER QUARTER*

Quarter Begins	Monday, June 19
Independence Day Holiday	Tuesday, July 4
Quarter Ends	Friday, September 1

FALL QUARTER

New Student Week	Sunday–Tuesday, September 17–19
Quarter Begins	Wednesday, September 20
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 22–27
Final Examinations	Monday–Saturday, December 11–16

WINTER QUARTER

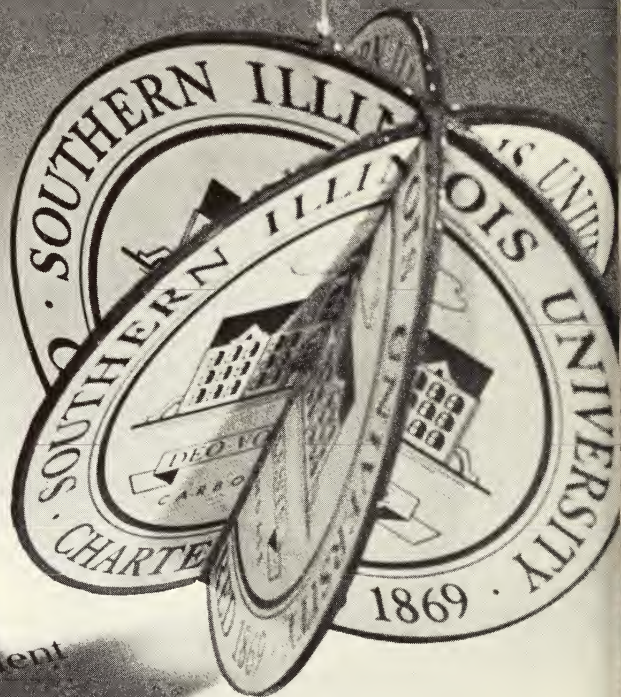
Quarter Begins	Tuesday, January 2
Final Examinations	Monday–Saturday, March 12–17

SPRING QUARTER

Quarter Begins	Monday, March 26
Memorial Day Holiday	Wednesday, May 30
Final Examinations	Wednesday–Tuesday, June 6–12
Commencement	Wednesday, June 13

Summer classes will begin on Tuesday, June 20. During the fall, winter, and spring quarters, day classes will begin on the second day of the quarter. Evening classes (5:45 P.M. or later) will begin on the first day of the quarter.

* Provision has been made for either an eight-week summer session or a regular summer quarter. The one to be followed will not be known until after the Illinois General Assembly acts on the University's budget during the 1961 legislative session.



Community Development

Labor

Latin American

Rehabilitation

Small Business

Transportation

The University

SOUTHERN ILLINOIS UNIVERSITY was established in 1869 as Southern Illinois Normal University. The shortened name became official in 1947 by action of the state legislature.

For some years after its establishment, Southern operated as a two-year normal school. In 1907 it became a four-year, degree-granting institution, though continuing its two-year course until 1936. In 1943 the state legislature changed the institution, which had been in theory exclusively a teacher-training school, into a university, thereby taking official recognition of the great demand in the area for diversified training.

The Graduate School, approved in 1943, at first granted only the Master of Science in Education degree. In 1948 it was authorized to grant also the Master of Arts and Master of Science degrees. In 1952 the Master of Fine Arts degree was added to this list, and in 1955 the Doctor of Philosophy degree was added. The Master of Music and the Master of Music Education degrees were authorized in 1956.

In 1949 the Belleville Residence Center was established and the Alton and East St. Louis residence centers in 1957. In 1958 the Southwestern Illinois Residence Office was created to co-ordinate and direct the University's educational activities in the Madison-St. Clair counties area. In 1959 its name was changed to the Southwestern Illinois Campus and the residence centers to the Alton Center and the East St. Louis Center.

LOCATION

The general administrative offices for the University's campuses at Carbondale, Southern Acres, and Little Grassy Lake are located at Carbondale. The Southwestern Illinois Campus, the administrative office for the Alton Center and the East St. Louis Center, is located at Edwardsville.

The facilities at Carbondale now include more than twenty-three hundred acres of land, thirty-six permanent buildings, and numerous temporary buildings. These buildings house classrooms, auditoriums, laboratories, libraries, offices, living quarters, cafeterias, and farm equipment and animals. The Little Grassy Lake and Southern Acres campuses are each about ten miles from Carbondale.

The Southwestern Illinois Campus at Edwardsville offers classes at the Alton and East St. Louis centers. The facilities of the former Shurtleff College have been leased by the University for the operation of the Alton Center. The East St. Louis Center is located at the former East St. Louis High School building.

SESSIONS

The academic year is divided into three quarters. Each quarter is approximately twelve weeks in length.

The fall quarter opens near the middle of September and closes just prior to the Christmas vacation period. The winter quarter begins early in January and ends about the middle of March. The spring quarter begins the latter part of March and ends about the second week in June. Definite dates for each quarter may be found in the University Calendar.

In addition to the three quarters, there is an eight-week summer session which begins immediately following the close of the spring quarter. The summer session consists of a comprehensive program of courses offered by the departments of the University. In addition to the courses which run the full eight weeks, there are workshops and short courses covering shorter periods of time.

REGULATIONS

The University and its various instructional units reserve the right to change the rules regulating admission, instruction, and graduation; to change courses and fees; and to change any other regulation affecting the student body. Such regulations shall go into force whenever the proper authorities so determine, and shall apply both to prospective students and to those who have enrolled in the University.

University Institutes

THE UNIVERSITY INSTITUTES are separate academic units and are not located within any college or school of the University. Their curricula, however, rely upon courses offered by the various departments within the University. In some cases these courses have been designed primarily for institute use, and staff members of the institute teach them.

ADMISSION TO AN INSTITUTE PROGRAM

Students to be considered for admission to an institute program must meet general university admission requirements. In addition, a particular institute may require additional admission qualifications.

COMPLETE DETAILS concerning admission, tuition, fees, housing, financial assistance, and student employment are given in the General Information bulletin. For a free copy write to General Publications, Southern Illinois University, Carbondale, Illinois.

TUITION AND FEES

At the present time legal residents of Illinois registered for more than eight hours pay a total of \$61.50 per quarter. This includes \$42.00 tuition, a \$5.00 book rental fee, a \$5.00 student union building fund fee, and a \$9.50 student activity fee. Out-of-state students pay an additional \$50.00 tuition, or a total of \$111.50. Students registered for eight hours or fewer pay one-half tuition, one-half book rental fee, and full student union building fund fee; they have the option of paying the student activity fee.

REQUIREMENTS FOR THE BACHELOR'S DEGREE

Each candidate for the degree must complete a minimum of 192 hours of credit in approved courses. At least 64 must be in senior college courses, of which 48 must be earned at Southern, 16 of which may be earned in extension from Southern. Each student must have a "C" average, and grades not lower than "C" in subjects aggregating at least three-fourths of the work. A "C" average is required in the major subject. These averages are required for the credit made at Southern as well as for the total record.

The *quarter hour* is the unit of credit used at Southern and throughout this bulletin. One quarter hour is two-thirds of a semester hour.

The following requirements should be met by all degree candidates of the University within the first two years of attendance.

REQUIREMENTS	HOURS	COURSES
Social Studies	20	Economics 205, Geography 100, Government 101, History 101, 102, 103, Sociology 101 (work in four of the five departments)
Humanities	18	
English	(9)	English 101, 102, 103
English	(6)	English 205, 206, 209, 211, 212
Art or Music	(3)	Art 120, Music 100
Biological Sciences	9	
Health Education	(4)	Health Education 100
Botany or Zoology	(5)	Botany 101, 202, Zoology 100
Mathematics and		
Physical Sciences	12	Chemistry, physics, and mathematics (work in two of the three departments)
Practical Arts and		
Crafts	3	Agriculture, business administration, home economics, industrial education (not required if the student has had any of this work in high school)
Physical Education	6	Activity courses
Air Science (Men only)	3	Air Science 110, 210, 220, six quarters of leadership laboratory, and three elective courses must be satisfactorily completed before this requirement is fulfilled.

Community Development Institute

Director Richard C. Franklin, Ed.D. (Columbia)

1956

The Community Development Institute is an outgrowth of the University's interest in assisting, through educational means and research, the improvement of the social, economic, and cultural dimensions of living in Southern Illinois.

After several years of experimental consultation with area communities by the University's Community Service, it became apparent that trained personnel were needed to engage in more productive work aimed at the development of communities—either as citizen leaders or as professional consultants. To help meet this need the institute's instructional program was inaugurated in 1958. Southern Illinois University is one of the first institutions in the United States to offer this type of program.

The institute also provides educational service to communities in the area and participates in research projects investigating the dynamics of community change and the impact of community involvement upon participating citizens. The instructional program, broadly conceived as interdisciplinary, combines classroom teaching with field training. Emphasis is given to designing a sequence of courses to fit the anticipated career of each student.

The aim of the program is to develop understanding in such matters as adult learning, group behavior, the nature and function of the modern community, communication, and the dynamics of change; and to help build competence in working with individuals and groups in the democratic processes of social problem-solving.

FACILITIES

The consultative work of the University's Community Service in many local communities provides an opportunity for field observation, experience, and research. Not only do the communities provide "action laboratories," but the University's general faculty and its staff of community consultants form a rich pool of professional resources for supervision and instruction. The close working relationship between the Community Development Institute, Community Service, and other units of the University makes this possible.

Community self-surveys and studies, as well as other useful materials, are available through the institute. In addition to these materials, a wide selection of books on community development and related subjects is available in Morris Library.

PROGRAMS OF INSTRUCTION

The Community Development Institute offers an undergraduate major leading to a Bachelor of Science degree and an undergraduate minor. A graduate program leading to the Master of Science degree is being prepared.

THE UNDERGRADUATE MAJOR IN COMMUNITY DEVELOPMENT

An undergraduate major in community development leads to a Bachelor of Science degree. In addition to satisfying the general requirements for the bachelor's degree, a student must complete a major of sixty-six hours. The majority of these hours are in courses taught by instructors in allied fields. Core courses in community development are taught by members of the staff of the Institute and Community Service.

Courses required for the major include Secondary Education 450, 493; Journalism 393; Psychology 307, 465; Sociology 333, 487, 488. No minor is required. The remaining hours to total sixty-six are taken in courses approved by the institute and from the offerings of the departments of Anthropology, Psychology, and Sociology. Exceptions are made when necessary to accommodate a student's special interest.

After satisfying general requirements for the bachelor's degree and requirements for the major, the student will have an opportunity to take several additional courses as electives. He should select these with care as

they provide a means for enriching his training within those areas of particular interest to him. The selection should be done in consultation with the institute's director.

THE UNDERGRADUATE MINOR IN COMMUNITY DEVELOPMENT

A minor in community development consists of twenty-four hours. Required courses include Sociology 333, 487, Psychology 465, plus twelve additional hours approved by the institute.

A student interested in the community development curriculum should consult the institute's director and plan his course of study early in his college program.

COURSE DESCRIPTIONS

The following courses are designed to meet the needs of students in community development.

ANTHROPOLOGY

451-4. SOCIAL ANTHROPOLOGY. Theory and method in community study; functional analysis, cultural themes and values in both primitive and modern cultures.

GEOGRAPHY

470-4. URBAN PLANNING. (Same as Government 470.) An interdepartmental course in the basic problems of planning in the urban community. The course includes the administrative and physical principles involved in the planning of urban land use. Emphasis upon research techniques, design principles, and governmental instrumentalities in the planning process. Prerequisite: consent of instructor.

JOURNALISM

393-3. PUBLICITY METHODS. Not open to journalism majors. Designed for students who do not plan careers in writing, but desire guidance and practice in writing for newspapers and magazines about their fields of specialization.

PSYCHOLOGY

307-4. SOCIAL PSYCHOLOGY. Introduction to the psychological approach to the field of social psychology. Prerequisite: 201.

461-4. ADVANCED SOCIAL PSYCHOLOGY I. Covers general principles of social psychology with major emphasis on development and functioning of social motives, social influences on behavior, language, and thought and an introduction to small group behavior.

- 465-4. GROUP DYNAMICS AND INDIVIDUAL BEHAVIOR. A study of the interpersonal and intrapersonal variables affecting the organization of individuals into working units called groups; the impact of such units upon individuals taking membership in them; and the impact of individuals upon such units. One-fourth to one-third of the class time will be spent in related laboratory situations. Prerequisite: 201.

SECONDARY EDUCATION

- 450-4 to 16. FIELD TRAINING IN COMMUNITY DEVELOPMENT METHODS.
493-3. ADULT EDUCATION: PRINCIPLES AND PRACTICES.

SOCIOLOGY

- 333-4. COMMUNITY ORGANIZATION. Factors involved in community organization; types, aims, and objectives; community diagnosis; individual case study of specific community. Prerequisite: 101.
486-1 to 5. INDEPENDENT STUDY IN COMMUNITY DEVELOPMENT. Individual study and projects designed to fit the needs of each student. Prerequisite: consent of instructor.
487-4. COMMUNITY DEVELOPMENT I. The concepts of community development and analysis of the social-psychological forces and processes involved in citizen study, planning, and action directed toward the fuller development of communities in a democratic society. Laboratory period for field trips. Prerequisite: four hours of sociology or equivalent.
488-3. COMMUNITY DEVELOPMENT II. Principles and procedures applicable to solving social problems in the context of a community development program. Laboratory period for field trips. Prerequisite: 487.

Labor Institute

Director John M. McDermott, M.S. (Southern Illinois)	1956
Assistant Director I. Marc Karson, Ph.D. (London School of Economics and Political Science)	1956

The Labor Institute originated with the assumption that labor is a recognized institution in American society. For many years universities have offered facilities, counsel, and services to farmers, business, and many other community groups. Southern Illinois University has recognized that labor needs and deserves similar attention in meeting and solving its problems within the framework of our economic, political, and social system.

The Labor Institute has three major objectives: to facilitate regular university instruction in the disciplines related to the labor field; to encourage research in the labor area; and to organize and promote programs of education in the labor field designed to serve workers, employers, and the public. In accomplishing these objectives, the institute co-operates with the other academic units of the University and draws upon their instructional staffs.

PROGRAMS OF INSTRUCTION

The Labor Institute does not offer degree-credit courses. Students interested in the labor field are invited, however, to consult the institute for curriculum information or advice. It is a responsibility of the institute to keep informed about all related academic courses and programs and to work co-operatively with the academic units concerned. Faculty members and student organizations may also consult the institute for assistance in bringing to the campus speakers or consultants who are labor experts from labor, government, or other universities.

The Labor Institute provides non-degree-credit classes and conferences in and for the labor field. These take the form of intensive short conferences of one to three days duration or more extended classes designed to meet the educational needs of particular labor groups. Such conferences and classes are held both on and off campus.

Noncredit courses are tailored to the needs of particular groups, and their content and structure are usually developed jointly by the institute and a committee drawn from the participating organization. Members of the faculty of the University, as well as specialists in the labor field, are called upon to fulfill teaching assignments.

OTHER SERVICES

The Labor Institute helps to provide speakers and assistance in the labor field on an informal basis to individuals or organizations who request such assistance. The institute also serves as an unofficial information center for people interested in labor matters.

Individuals or organizations interested in the Labor Institute and its services are invited to address their inquiries to the Director, Labor Institute, Southern Illinois University, Carbondale, Illinois.

Latin American Institute

Director A. W. Bork, Doctor en Letras (National University of Mexico)	1958
Assistant Director B. C. Hedrick, M.A. (Florida)	1959

Beginning with the school year 1958-59, Southern Illinois University has provided a special program of study for the student interested in Latin America. This program is carried out through the facilities of the Latin American Institute. The institute came into being after two years of careful planning and is a clearing house for matters pertinent to Latin America at Southern Illinois University.

Serving the institute in an advisory capacity during the formulative stage and since that time has been the Committee on Latin American Studies composed of the following individuals:

George W. Adams, History	Annemarie Krause, Geography
A. W. Bork, Latin American Institute	Ward M. Morton, Government
Boyd G. Carter, Foreign Languages	Vera L. Peacock, Foreign Languages
J. Cary Davis, Foreign Languages, <i>Chairman</i>	Carroll L. Riley, Anthropology
B. C. Hedrick, Latin American Institute	Walter W. Taylor, Anthropology
J. Charles Kelley, University Museum	G. Carl Wiegand, Economics

The teaching staff serving the institute includes members of the various departments and colleges engaged in teaching courses having Latin American content or application.

Assisting the institute in determining its policy and carrying out its various activities is a Faculty Advisory Committee, which consists of faculty members engaged in the teaching of courses relating to the area. Also available for counsel will be an Honorary Latin American Advisory Committee, made up of leading citizens of the United States and Latin America, chosen because of their interest and special qualifications in the Latin American area.

The Latin American Institute is an interdepartmental organization engaged in instruction, research, educational services, and student and professorial exchange in the area of Latin American studies. It performs

various functions such as: (1) promotion and attainment of a clear understanding of social and cultural conditions throughout Latin America; (2) assistance in the preparation of curricula and courses of Latin American study in which faculty members of the various colleges of the University impart instruction; (3) arrangement for participation of faculty and students in educational exchange programs and participation in programs pertinent to Latin America contracted for through various agencies; and (4) assistance in the securing of funds from various sources for furthering of research, scholarships, and other programs undertaken in relation to Latin America by the University, its faculty, or its students.

PROGRAMS OF INSTRUCTION

On the undergraduate level, the institute offers a major in Latin American studies leading to the Bachelor of Arts degree in the College of Liberal Arts and Sciences. No undergraduate minor is offered.

On the graduate level, the institute is preparing a program leading to the Master of Arts degree.

THE UNDERGRADUATE MAJOR IN LATIN AMERICAN STUDIES

This course of studies is designed to meet the need for increasing concern with Latin America and the growing interest in the field. It is planned to provide students with a wide general background in the history, geography, economics, languages, and literature of Hispanic America. Special emphasis is placed upon achievement of sufficient knowledge of, and skill in, the use of the Spanish language to make it an effective means of communication. This level of linguistic skill is essential to open the doors of cultural understanding and appreciation of Latin America to non-Spanish speaking students. Equal proficiency in Portuguese for those who wish to specialize in Brazilian studies will be sought.

The major in Latin American studies prepares students to participate intelligently and effectively in business or government activities in Latin America or dealing with Latin America or assists students to choose a field of specialization for advanced academic work.

At the undergraduate level the area studies course is necessarily somewhat strictly prescribed. Although some choice may be allowed and certain variances permitted, requirements generally will include the following:

SPANISH

Thirty-six hours above the first-year course, including the following:

151, 152, 153; 220, 6 hours; 311, 312, 313, 315, 333, or such other substitutes for the last two mentioned as may be suggested by the adviser. These courses include Spanish and Latin American literature surveys.

MATHEMATICS

Four hours: 220 or Economics 307. Statistics.

PHILOSOPHY

Twelve hours: 120, 121, 140, 160, 441. Logic, ethics, political thought.

ECONOMICS

Sixteen hours: 205, 206, 315, 328. Principles, money and banking, international economics. Latin American economic problems will be added later or included in readings.

GEOGRAPHY

Twelve hours: 100, 316, 413. World and Latin American geography.

HISTORY

Twenty-five hours: 201, 202, 352, 353, 354, 471, 472. United States and Latin American history and relations.

GOVERNMENT

Eighteen hours: 363, 392, 470, 475. Latin American government and politics, national and international.

ANTHROPOLOGY

Eighteen hours: 110 or 300, 308, 404, 426, 446, and/or such substitute courses as shall be prescribed, but at least one specialized course on Latin America.

PORTUGUESE

Five hours: 100. This course will be amplified to twelve hours.

Of the above specified courses, 24 hours are included within the requirements for the bachelor's degree. Of the 192 hours needed for graduation, there will be 52 hours unspecified which must include the remaining requirements for the bachelor's degree and what few electives may be desired. Students coming to Southern without any foreign language will be required to take the sequence 101-102-103, 101c-102c-103c in Spanish as prerequisites to the specified courses in the language. If their special interests demand, they should expect also to take such additional courses as desired in psychology, sociology, economics, or business administration. These

courses are described in the College of Liberal Arts and Sciences bulletin and the School of Business bulletin.

SPECIAL SUMMER COURSES

WORKSHOP IN THE GEOGRAPHY OF LATIN AMERICA

Sponsored by the Latin American Institute in co-operation with the Department of Geography of Southern Illinois University during the Summer Session, 1960, the workshop in the Geography of Latin America is designed especially for in-service geography and social studies teachers in the elementary and junior high schools. The workshop exists to create in the teacher a thorough understanding of, and identification with, Latin American environment and culture which can be transmitted to the students taught. The ultimate goal is to create in youth a clear understanding of social and cultural conditions extant in the countries to the south.

This geographical survey of Latin America will be augmented by lectures and demonstrations by members of the co-operating departments of Anthropology, Economics, Government, History, Foreign Languages, and the University Museum. The Latin American Institute provides the workshop participant with numerous supplementary teaching aids, and the Museum assists with displays and exhibits of arts and crafts. The student has the opportunity to work on lesson plans and projects suited to his teaching level. The course carries four hours of credit.

STUDY TOUR OF MEXICO

The institute encourages and co-operates in a biennial Summer Study Tour of Mexico sponsored by the Department of Foreign Languages of Southern Illinois University. The tour is of five weeks' duration and carries eight hours of credit in Spanish. The first two weeks are spent on the campus at Carbondale and consist of lectures on the history and customs, the art and culture of the country, as well as drill on useful phrases. The study group travels by car to Mexico City, which serves as headquarters for three weeks. There are various trips about the capital city with lectures by a competent guide and numerous visits to native villages, markets, and other points of interest. Those interested in the study tour should write to Dr. J. Cary Davis, Department of Foreign Languages, Southern Illinois University, Carbondale, Illinois.

SOUTH AMERICAN STUDY TOUR

In order to create closer personal ties and better mutual understanding between the people of North and South America, a biennial South American Study Tour has been organized under the aegis of the Latin American Institute. Arrangements have been made with six South Amer-

ican institutions of higher learning in Ecuador, Peru, Chile, Argentina, and Brazil to provide a series of twenty to twenty-five lectures and seminars in English on those topics which are of special interest in each country.

CO-OPERATIVE ACTIVITIES

Latin Americanist Directory. The institute maintains an active file of approximately three thousand names of individuals and organizations throughout the world interested and active in the Latin American area.

Visiting Delegations. A special activity of the Latin American Institute is the invitation and entertainment of distinguished visitors from the Latin American countries, including government officials, special lecturers, artists, musicians, and businessmen. From time to time, the institute also enjoys the presence of student or professional groups from the Americas.

Book Acquisition Program. In co-operation with the University Libraries, the institute carries on a concentrated acquisitions program in the Latin American area. The program is interdisciplinary in nature and aims to create a complete facility for graduate research and study in the Latin American field.

Radio Broadcasts and Television Programs. The institute has participated in various local radio and television programs which had Latin America as their theme. With the inauguration of the University's television station in the near future, the institute plans a sustained series of weekly programs of an educational and entertaining character.

Latin American Information Center. In the fall of 1959 a Latin American information center was created, with materials housed in the offices of the Institute. The materials contained in the center deal with all countries of Latin America, including the Caribbean area, and are of particular interest to persons interested in traveling to any Latin American nation. Certain statistical information is also available, but no attempt is made to create research facilities. Those interested in more extensive information are referred to the Latin American collection in Morris Library. The center is open to all students, faculty, and the general public.

Círculo Hispánico. The institute lends full support to the student organization known as the Círculo Hispánico. The purpose of the group is to disseminate information regarding the culture, customs, music, and arts of the Americas and to give students the opportunity to practice the Spanish language.

Aid to Business. The institute is happy to aid various commercial firms with translation or interpreting problems through the facilities of its personnel on an individual basis.

Latin American Commemorations and Festivals. The institute acts as co-ordinator at special commemorative programs, fiestas, and other events including Columbus Day and Pan American Week.

Pan American Festival. The Latin American Institute annually presents a Pan American Festival, a week-long observation devoted to the fostering of a closer understanding and appreciation among the countries of the Americas. The festival series was begun in 1954 with a program dedicated to Latin America as a whole. The 1955 program featured Mexico, while that of 1956 centered about Peru. In 1957 attention was given to the Spanish Borderlands, the entire coastline of the Gulf of Mexico from Brownsville to Key West (*Cayo Hueso*) and the Florida east coast. In 1958 the festival was given over to Venezuela, in 1959 to Brazil, and in 1960 to Ecuador. Some features of the festival are outstanding speakers in the Latin American field, museum exhibits, musical recitals, music listening-hours, movies, and art exhibits.

Association for Latin American Studies. The institute participates and co-operates closely with the Association for Latin American Studies in the promotion of Latin American studies in all fields of knowledge. The director of the institute was one of the charter members at the organizational meeting at Sagamore, New York, in August of 1959. This national body promotes Latin American studies, co-operates with other scholarly agencies in the Latin American field, and encourages and aids regional Latin American studies organizations.

University Museum. The institute, which is interested in bringing to the campus exhibits of special Latin American significance, co-operates closely with the University Museum, which has long served as a center for the Latin American emphasis, research, and exhibitions at Southern Illinois University.

The University Museum has the following Mesoamerican research and reference collections, which are available for study by qualified advanced students and professional research workers:

Zingg Collection of Archaeological Materials from the Tarahumara area in Chihuahua, Mexico.

Kelley Collection of Archaeological Materials from the Rio Conchos drainage, Chihuahua, Mexico.

Southern Illinois University archaeological collections from Durango, Mexico, including over 150,000 potsherds and 1,500 other artifacts from surface survey (representing some 100 sites) and major excavations at the Schroeder, Weicker, and La Manga sites, together with pertinent data. Also included in this collection are casts of pottery vessels and other specimens from the Schroeder and Howard collections of Durango, Mexico.

McNeish Collection from Tamaulipas, Mexico (1st season).

Delley Reference Collection of potsherds, figurines, and some other artifacts from various parts of Mexico.

Isabel Kelly Reference Collections of type potsherds from western Mexico.

University of California, Los Angeles, Reference Collection of type potsherds from Jalisco, Mexico.

University of Chicago General Reference Collection from Mexico.

Hobgood Collection from Valley of Mexico.

Mid-Western Council for Latin American Studies. In the formative stage is a mid-western council, with which the Latin American Institute is closely associated. The objective of this council will be similar to that of the National Association; i.e., the promotion of all Latin American studies in all fields of knowledge.

LIBRARY RESOURCES

The acquisition of selected collections, periodicals, and newspapers from or about Latin America has been considered a major responsibility of the Latin American Institute. A library plan operates in order to make possible the acquisition and cataloging of new materials. This plan is carried out with the assistance of specially trained Latin American students who work in the University Libraries under the supervision of the professional staff. After two years of operation, and with the co-operation of various departments of the University, the number of holdings pertaining to Latin America is currently approximately 5,000 volumes, in addition to periodical and newspaper holdings.

Important acquisitions have been made mainly in the divisions of humanities and social studies. Early and contemporary Latin American authors are widely represented in collections and anthologies printed in Spanish and Portuguese. Recent important collections include *Los Presentes*, Mexico; *Selección Semper Ortega de Literatura Colombiana*, Bogotá; and *Coleção Pedagógica Brasileira*, Rio de Janeiro. Southern Illinois University also is fortunate to have acquired a set of the important *Human Relations Area Files* (HRAF), which contains material on various Latin American cultures.

Collections of historical works on the Caribbean area, government archives, and collected documents have been added as sources of investigation for Latin American history.

An acquisition of incalculable value has been the fifty-volume set of the *Legislación Mexicana*, founded by Manuel Dublán and José María Lozano as early as 1876. This collection of Mexican laws constitutes a real treasure in that it is one of the few remaining editions.

In dealing with periodicals and newspapers the policy has been to fill in back numbers and place standing orders for current publications; thus, for example, *Revista Iberoamericana*, *Colección Revista de Revistas*, and *Cuadernos Americanos*, are complete and are received currently.

Presently under study is a program to increase the Latin American newspaper holdings in order to give students majoring in Latin American studies the opportunity to have a timely concept of current happenings and problems of the different countries.

Special attention also has been given to the incorporation of bibliographical material to facilitate research on any general or specific subject and to aid in locating essential publications.

In order to satisfy the growing interest in Spanish and Portuguese manuals, dictionaries, and textbooks, providing material for formal study on both languages, have been acquired.

The cultural contact that the institute keeps with literary centers and libraries throughout Latin America will undoubtedly result in a rapid increase in the holdings in the many areas of Latin American studies.

PROJECTS PLANNED FOR THE FUTURE

Mesoamerican Organized Research Program. Sponsored by the University Museum, under the direction of Dr. J. Charles Kelley, the Mesoamerican Organized Research Program when operational is to be interdisciplinary, involving the University Museum, the Latin American Institute, the Graduate Research Council, and various academic departments; especially the Department of Anthropology.

The program is to be a long-term investigation of the cultural history, ecology, and general anthropology of northern Mexico, centering in the zone of convergence of Durango, Zacatecas, and Jalisco. It is estimated that the project will last for ten years. It will include archaeological reconnaissance and excavation (at selected sites), studies of the surviving native people and of the modern occupation and language, plus studies of the geology, geography, zoology, botany, and history of the region in relation to the human occupation.

Graduate Work. A Latin American area study program leading to the Master of Arts degree is being developed to provide a broad understanding of Latin American Affairs.

Publications. The institute currently publishes various bulletins and brochures. An ultimate goal in the publications field is a scholarly series of conference proceedings and papers pertinent to Latin America by members of the Southern Illinois University staff. A monograph series pertinent to Latin America is contemplated.

Rehabilitation Institute

Director Guy A. Renzaglia, Ph.D. (Minnesota)	1955
Assistant Director Albert Jene Shafter, Ph.D. (Iowa State)	1957
Assistant Professor Ernest J. Doleys, Ph.D. (Missouri)	1959
Instructor Louis Viecele, M.S. in Ed. (Southern Illinois)	1958
Adjunct Professor E. C. Cline, Ph.D. (Cincinnati)	1957
Lecturer Nathan H. Azrin, Ph.D. (Harvard)	1958-60
Lecturer Thomas H. North, M.S. in Ed. (Southern Illinois)	1959
Lecturer Henry Tellerman, M.Ed. (Illinois)	1959-60
Lecturer Arthur Voorhees	1959-60
Lecturer William S. Wood, M.S. (Trinity)	1959-60
Assistant Instructor William E. Fife, B.A. (Illinois)	1959-60

During the fall of 1955 a rehabilitation counselor training program was established at Southern Illinois University under the direction of a co-ordinator. Then during the summer of 1956 the co-ordinator assumed supervision of the annual institute for rehabilitation personnel. Subsequently other programs relating to rehabilitation were placed under the co-ordinator's supervision. This multiplicity of programs led to the establishment of the Rehabilitation Institute in 1957 with the co-ordinator becoming its director.

OBJECTIVES

The objectives of the Rehabilitation Institute are (1) to co-ordinate and augment the training of college students and field workers interested in counseling with or providing services for the handicapped; (2) to facilitate and develop within these professional workers responsible standards of professional conduct and ethics; (3) to conduct (and encourage other departments and individuals to engage in) basic and applied re-

search related to both general counseling and the broad area of rehabilitation; (4) to provide counseling and consultative services to both community agencies and handicapped individuals; (5) to establish liaison with community agencies and individuals for mutual facilitation and harmonious interaction; and (6) to solicit and help organize public support and responsibility for the rehabilitation of handicapped individuals.

FACILITIES

The University has a number of programs and facilities which co-operate with the institute in providing practicum experience and instructional enrichment for rehabilitation personnel. These include the Co-operative Clinical Services, the Occupational Training Center, the Co-ordinated Services for Handicapped Students, the Little Grassy Lake Campus, and other clinics.

The institute also has co-operative arrangements with a number of off-campus agencies. These include the Anna State Hospital, the Illinois Division of Vocational Rehabilitation, and the Menard State Penitentiary. In addition, in its placement counselor training program for the blind, the institute has co-operative arrangements with over fifty plants, industries, and institutions where trainees may observe a variety of competitive occupations. During the summer, additional facilities at greater distance from the University are used for block field work assignments for rehabilitation counseling trainees.

INSTITUTE ACTIVITIES

The Rehabilitation Institute is engaged in instruction, co-ordination, research, and consultation within the rehabilitation field. Its instructional programs, which are described later in this bulletin, are designed for both the trainee and the professional rehabilitation worker.

The Rehabilitation Institute is responsible for co-ordinating requests by university departments for federal and/or state funds sought for either research or demonstration projects within the general area of rehabilitation. Assistance is provided to these departments in matters relating to sources and procedures for obtaining funds, and requests for grants are processed and transmitted through the proper university officials.

The staff of the institute also provides consultant services to private and public agencies concerned with rehabilitation activities. In certain research and service areas co-operative arrangements exist between the institute and various agencies. For example, the institute and the Anna State Hospital jointly sponsor an annual mental health seminar. Consultant services are provided to the Co-ordinated Services for Handicapped Stu-

dents, a campus agency responsible for co-ordinating university activities related to handicapped students.

The institute provides encouragement and consultation to persons and agencies conducting research in the rehabilitation area. The staff and students also conduct theoretical and applied research in rehabilitation and other closely related fields.

Finally, both general and vocational counseling is available for students and residents of the area.

STUDENT ORGANIZATIONS

Students in rehabilitation counseling are eligible for membership in the National Rehabilitation Association and the American Personnel and Guidance Association. Depending on area of emphasis, students are also eligible for membership in such professional organizations as the American Psychological Association and the American Sociological Association.

PROGRAMS OF INSTRUCTION

The Rehabilitation Institute's instructional program currently includes (1) a graduate program in rehabilitation counseling which leads to the Master of Arts or the Master of Science degree, (2) a six-week placement counselor training program (blind) offered three times a year for rehabilitation personnel engaged in placing blind persons in competitive occupations, and (3) workshops and institutes.

GRADUATE PROGRAM IN REHABILITATION COUNSELING

Surveys of current efforts in rehabilitation of the handicapped point to the increasing need for well-trained rehabilitation counselors. Impetus to meet this need was given by Public Law 565 (83rd Congress) which made funds available to training institutions for program expansion and for stipends to qualified trainees in rehabilitation counseling. Southern Illinois University has been selected to co-operate with the federal office of Vocational Rehabilitation in the training of such professional personnel.

The rehabilitation counselor is a professionally trained worker who plays a vital role in the vocational and personal adjustment of the physically, mentally, and emotionally handicapped person. The handicapped individual is helped by the rehabilitation counselor to make the most constructive use of his residual, or restored, physical and psychological resources for self-adjustment in both his vocational and personal-social relationships.

A counselor's contributions vary somewhat according to the setting in which he works—state agency, clinic, rehabilitation center, hospital, etc. Because of his professional training and specialized skills, the rehabilitation counselor may function in some settings as co-ordinator of a team composed of representatives from medicine, physical and occupational therapy, psychology, social work, speech and hearing therapy, vocational instruction, and other allied fields. In this role, he may see the handicapped person through the entire rehabilitation process—to include initial contact, referral to medical and related therapies, counseling and psychotherapy embodying data of the rehabilitation team, vocational exploration and training, and continued follow-up of the person to insure an ongoing adjustment and self-directedness. In other settings, the rehabilitation counselor may deal with specific groups of handicapped individuals such as the mentally retarded, the emotionally and mentally disordered, the aged, the blind, the tuberculous, and many others. In these agencies (private and special) he functions more often as a member of the rehabilitation team.

ADMISSION

Students interested in this program must be admitted as graduate students in the University. They should consult the Graduate School bulletin concerning admission procedures. At the same time they should contact the Rehabilitation Institute for forms to apply for acceptance as graduate students in rehabilitation counseling. In this acceptance of trainees the institute is assisted by a committee composed of university personnel and leaders in the rehabilitation field. This committee also advises the institute on all matters of policy. Students are selected on the basis of their undergraduate transcripts, previous work experience, personal characteristics, and test data. An undergraduate major in one of the social studies is particularly desirable for admission to the program, but students with concentrations in the biological sciences or education are also encouraged to apply.

After admission each trainee is continuously evaluated while in progress, and this information is shared with him in conferences designed to help him develop personally and professionally.

FINANCIAL ASSISTANCE

Traineeship grants for an academic year, amounting to \$1,800 for first-year students and \$2,000 for second-year students, are available. These stipends are granted on a year-to-year basis; a student may receive one for a maximum of two years. For further information on these stipends address inquiries to the Director, Rehabilitation Institute, Southern Illinois University, Carbondale, Illinois.

Students should also consult the Graduate School bulletin for information concerning graduate scholarships, fellowships, and assistantships.

THE CURRICULUM

The graduate program in rehabilitation counseling is a two-year program leading to a Master of Arts or Master of Science degree. A minimum of seventy-two hours is required for graduation, and the Master of Arts degree requires a thesis.

The curriculum is flexible so that it may be adapted to the trainee's previous training and experience and to his future occupational interests. The curriculum includes course work, practicum, and field work.

Course work includes required courses, required equivalents, and electives. Required courses must be taken in the departments designated to offer them. Required equivalents are courses that must be taken, but the trainee may select the department. For example, the required courses in methodology may be taken in guidance, psychology, sociology, or special education. Electives are selected on the basis of conferences with the trainee and his adviser. Course work is taken in the departments of Guidance, Physiology, Psychology, Sociology, Special Education, and Speech Correction. A central core of courses in counseling and rehabilitation integrates the offerings of these departments.

The program is oriented toward developing competency in eleven general areas. Suggested courses for satisfying the requirements in each area are listed below. Course titles and descriptions appear in the Graduate School bulletin.

Introduction and Legislative Aspects of Rehabilitation. Sociology 480; Government 438

Human Development and Behavior. Psychology 431, 440A, 451; Sociology 426

Medical Aspect of Rehabilitation. Physiology 455

Cultural and Psycho-Social Aspects of Disability. Special Education 410, 571, 572

Psychological Evaluation. Psychology 423, 541, 542, 543, 544, 545, 546; Guidance 422, 522, 535; Special Education 573

Counseling Theory and Practice. Guidance 537, 575A; Psychology 437, 537, 593N

Occupation and Education Information. Guidance 481, 541

Community Resources. Sociology 481, 482

Placement and Follow-up. Guidance 573; Psychology 573

Research and Statistics. Guidance 420, 520, 521; Mathematics 410, 411, 412; Psychology 420, 520, 521, 522; Sociology 511, 513, 514

Pre-counseling Experience. Guidance 574; Psychology 593M

An integral part of the training for rehabilitation counseling includes agency orientation, practicum, and field work experiences. Trainees receive concurrent assignments in these areas along with their course work throughout their two-year programs. In addition, each trainee receives a three-month training assignment in the field.

In general, first-year student activity is directed toward orientation and pre-counseling experiences, second-year activity toward practicum experiences in counseling. The general plan follows:

First Year

1. ORIENTATION. Leaders in rehabilitation are brought to the campus to present papers and confer with both students and staff. Efforts are made to have at least one consultant per month. In addition, trips are arranged to various rehabilitation settings to observe clients, staff, techniques, and physical facilities. These settings include medical rehabilitation centers, mental hospitals, schools for the retarded, and prisons.

2. PRE-COUNSELING. Prior to actual counseling work, students work under supervision in several different settings such as (1) participation in the annual interview of Division of Vocational Rehabilitation clients on campus, (2) assignments in the Co-ordinated Services for Handicapped Students, (3) a three-month period of orientation and field work with the Rehabilitation Department of Anna State Hospital, and (4) part-time practicum with the local Division of Vocational Rehabilitation office.

Second Year

1. COUNSELING. This includes an assigned case load of handicapped individuals who have sought counseling, or who are clients of the Co-operative Clinical Services Center, or at Anna State Hospital.

2. PRACTICUM. Experience is obtained by assuming direction of a portion of a specific program under the Co-ordinated Services for Handicapped Students, or by supervising a conditionally discharged person from a mental hospital, or by being assigned a client at the Occupational Training Center.

Summer Work

Each student is required to complete a training assignment in an approved rehabilitation setting under supervision. This may be done in a state mental hospital, a community agency for the blind, a tuberculosis sanitarium, a summer camp for handicapped persons, a state penitentiary, a local office of the Division of Vocational Rehabilitation, or a rehabilitation center.

PLACEMENT COUNSELOR TRAINING PROGRAM (BLIND)

This is a six-week short course offered three times a year during the fall, winter, and summer. It is designed to train rehabilitation personnel in

the attitudes and methods needed in their efforts to develop employment opportunities for the blind. Studies indicate that placement of the blind in competitive fields has lagged behind other services for them but that obstacles currently hindering placement are by no means insurmountable.

The program includes both course units and practicum units with a central core of practicum units integrating the offerings into skills development. Particular emphasis is given to practicum assignments in demonstration, observation, job analysis, and variations of role-playing and/or socio-drama. Approximately two-thirds of the sessions are devoted to such work.

The first two weeks are spent in Carbondale with emphasis on acquiring an understanding of principles of behavior, salesmanship, management, job analysis, and individual organization and operation. The various units are taught by instructional staff members of the University. Offered simultaneously with these instructional units are demonstrations of actual practice in competitive shop situations so there may be a blending of both the theoretical and practical aspects of competitive skills which blind persons can successfully develop.

The next two weeks are spent in the St. Louis metropolitan area observing the demands of competitive jobs of all types. Twenty to twenty-five plants, industries, and institutions are visited so that both blind and sighted persons may be studied while at work. This activity affords the trainees opportunity to develop the ability to determine whether a given occupation is feasible for a particular blind person.

The last two weeks are spent in Carbondale devoted to additional course work and practical experience. During this phase emphasis is placed upon relations with labor organizations and employees and upon the methods of approaching and developing community resources for more successful employment of blind persons. Practicum experience consists chiefly of transferring learned methods and skills to more rural occupational settings.

ADMISSION

This course, designed to train professional workers in particular skills, is open only to rehabilitation personnel currently concerned with employment opportunities for blind persons. Counselors, placement officers, coordinators, and similar rehabilitation personnel are invited to apply. Enrollment for each course is limited to fifteen.

Admission application may be made through regional offices of the federal Office of Vocational Rehabilitation or sent directly to the Coordinator, Placement Counselor Training Program (Blind), Rehabilitation Institute, Southern Illinois University, Carbondale, Illinois.

Application for the fall course should be made prior to September 15,

for the winter course prior to December 15, and for the summer course prior to April 15.

Trainees interested in college credit for this course may receive as much as six hours of graduate or undergraduate credit in guidance. Such trainees must meet the academic standards commensurate with the level of credit taken. It is also possible to audit the course without credit.

FINANCIAL ASSISTANCE

Financial assistance has been made available by a grant from the Office of Vocational Rehabilitation, Department of Health, Education, and Welfare. Traineeship stipends are \$50.00 per week for the four-week period in Carbondale and \$12.00 per diem for the period in the St. Louis metropolitan area. They also include first-class transportation costs to attend the program. Stipends are available to qualified applicants through the Rehabilitation Institute.

THE CURRICULUM

A description of the units of instruction in the curriculum is summarized below. Units, emphasis, or length of sequences may change as a result of the evaluation of preceeding programs.

Human Behavior (Two ninety-minute periods). Fundamentals of human behavior.

Salesmanship (Five ninety-minute periods). Basic principles of salesmanship.

Developing Employer Relations (Five ninety-minute periods). Methods of meeting employer objections to the employment of blind persons, ways of building acceptance of blind persons as capable workers, and methods of maintaining sound working relationship with employers to develop an employment program.

Job Analysis With Respect to Blindness (Five ninety-minute periods). Fundamentals of job analysis, methods of analyzing jobs considering techniques of performance without the use of sight, and ways of using job analysis for demonstration purposes.

Patterns of Management Organization and Operation (Five ninety-minute periods). Functions of top management, industrial relations departments, personnel departments, and production departments.

Counseling for Job Readiness (Five ninety-minute periods). Approaches to counseling with blind applicants who are desirous or ready for employment, with emphasis on assessment of job readiness and probable in-plant behavior.

Special Problems in Placement of Blind Persons (Four ninety-minute periods). A survey of the typical problems counselors meet in developing

employment opportunities for blind persons, along with likely methods of solution.

Relationship With Organized Labor (Three ninety-minute periods). A review of the structure of organized labor, methods of contract negotiations, grievances and how they are handled, developing co-operation with organized labor.

Developing Community Resources (One 210-minute period). Assessing and developing forces in various communities to encourage employment of blind persons.

Relationship with Community Agencies (One ninety-minute period). Methods of developing good working relationship with community agencies that might be of help in a rehabilitation program.

Shop Work (Ten three-hour periods including five two-hour practicum periods): Observation of tools and machines in a variety of shops, explanation of the use of these tools and their application to job operation in competitive employment, job demonstration by blind and sighted counselors.

Field Work (Twenty four-hour periods). Observation and assessment of the skills required by workers in a representative sample of occupations, observation and participation in agency's program for developing employment opportunities in competitive occupations.

WORKSHOPS AND INSTITUTES

The Rehabilitation Institute offers various workshops or institutes for rehabilitation personnel. They are usually interdisciplinary in nature, and college credit may be possible. An example of this type of program is the annual Institute for Rehabilitation Personnel offered during the summer. Each year approximately sixty persons attend a two-week session to observe demonstrations and to participate in discussions with leaders in rehabilitation fields. The institute serves as a valuable orientation for new workers and permits experienced personnel to remain familiar with current trends and practices. Specific information appears in the University's Summer Session bulletin.

Persons interested in developing similar programs may direct inquiries to the Director, Rehabilitation Institute, Southern Illinois University, Carbondale, Illinois.

Small Business Institute

Director R. Ralph Bedwell, M.S. (Syracuse)	1954
Assistant Director Robert M. Seepe, M.B.A. (Northwestern)	1958-60
Assistant Director Claude I. Shell, M.S. (Tennessee)	1960

The Small Business Institute was established in 1954 as a result of university studies which revealed that many small communities were failing to retain their young people after graduation from college due to the lack of business opportunities. The institute is one aspect of the University's program to help Southern Illinois students start small businesses and to discover other local business opportunities. It is also interested in assisting area businesses solve their problems.

OBJECTIVES

The Small Business Institute has as its goal the development of executives for small businesses, rather than the creation of specialists in a single field such as accounting, finance, or sales. Because the businessman plays a vital part in the civic functions of his community, efforts are made, through counseling and internship, to develop in the student additional skills for community leadership.

ADMISSION

A student who is eligible for admission to the University will be admitted to the Small Business Institute provided (1) he shows initiative, ability, and the other necessary traits for building a successful business and (2) he has decided to definitely prepare for a smaller business after graduation.

A student entering the University who has a small business objective in mind should follow usual university admission procedures. He should, however, consult with the director of the institute prior to filing his admission papers with the Admissions Office, because the institute restricts its program to students possessing the above qualifications. Unless this is done the institute reserves the right to deny the student continuance in its program.

PROGRAM OF INSTRUCTION

The Bachelor of Science degree with a major in small business management may be earned in the Small Business Institute.

Each small business major must designate the particular small business he plans to enter within the areas of manufacturing, distribution, and services by the end of his sophomore year. Courses are then selected from several departments of the University to provide specific knowledge about the designated business and to give a sound management background applicable to all business.

As the student completes his third year of study, much of his basic training is completed. Each student is then given the opportunity to *intern* in his chosen field. This practical experience may be obtained during summer sessions or regular quarters under the supervision of the institute's staff.

SUGGESTED CURRICULUM IN
THE SMALL BUSINESS INSTITUTE

In addition to the courses listed below, a student must pass an English qualifying examination. This examination should be taken by the student during his sophomore year.

	Hours
<i>General degree courses required</i>	
Air Science (Men only)	3
Art 120 or Music 100	3
Botany 101 or Zoology 100	5
Chemistry 101 or Physics 101	4
Economics 205, 206	9
English 101, 102, 103	9
English 205, 206, 209, 211, 212 (two of the five)	6
Geography 211	5
Government 101	5

Health Education 100	4
History 202 or Sociology 101	5
Mathematics 106b, 107b*	8
Physical Education activity courses	6
Speech 101	4
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* Higher mathematics courses may be taken depending upon placement test scores.

Each student majoring in small business management must complete the specified number of hours in the following core groups as well as a course in each subject listed:

	Hours
CORE I—Ownership, Management, and Economics	33
Introduction to Business	
Business Writing	
Accounting Fundamentals	
Income Tax for Individuals	
Business and Government Regulations (Economics 437, Management 473, Government 435)	
Corporation Finance	
Investments	
Business Law (Contract and Agency)	
Business Law (Real Property through Corporation)	
or	
Business Law (Negotiable Instruments—Suretyship)	
CORE II—Operational Finance	12
Credits and Collections	
Insurance	
Financial Analysis	
CORE III—Production	11
Production Management	
Time and Motion Study	
Personnel Management	
CORE IV—Distribution	10
Principles of Marketing	
Advertising	
Purchasing	

The remaining 47 hours will be allocated to internship and courses relating specifically to the student's business choice.

Transportation Institute

Director Alexander R. MacMillan, B.S. (U.S.M.A.)

1959

The Transportation Institute was established on July 1, 1960, to help meet the increasing need for specially educated men and women in the transportation industry. With all four major modes of transport experiencing revolutionary developments in operation and organization, the transportation industry, so vital to the economy and security of the nation, holds exceptional opportunities for career-minded students. To this end, the Transportation Institute, in co-operation with other agencies of the University, will arrange for special graduate, undergraduate, and adult education courses in transportation.

PROGRAMS OF INSTRUCTION

A Master of Science degree in transportation may be earned through the Transportation Institute and the School of Business. Courses will be selected from several departments of the University with consideration given to each student's needs and previous training. All students will be required to take prescribed graduate courses in the various modes of transportation and to satisfy the requirements for the master's degree.

The Bachelor of Science degree in business with specialization in transportation may be earned in the School of Business. Much of this program is being developed with courses which are already available.

A credit course in traffic management, offered by the Department of Marketing, is available to students interested in preparing themselves for positions as traffic managers with industrial corporations.

Non-credit courses to provide in-service and up-grading education will be offered in conjunction with the Division of Technical and Adult Education. These courses will be specially prepared to serve the needs of operating

and administrative personnel of the four major transportation modes in co-operation with the industries concerned and their respective educational advisory committees.

A program for the inland water carriers to provide classroom instruction on a workable schedule, and other such courses as will utilize the practical facilities of the University's Vocational-Technical Institute, is already in the process of preparation.

Special non-credit courses in safety, designed to support the transportation industry's programs, will be offered through the joint co-operation of the University's Safety Center and the Division of Technical and Adult Education.

OTHER SERVICES

The Transportation Institute is in unique position to conduct research in the interests of the entire industry. With the institute located at practically the center of the nation's transportation systems, its research capabilities are readily available and convenient to the industry, and have the complete support of the University's research facilities.

In keeping with its objectives, the Transportation Institute sponsors special conferences and workshops in the interests of transportation. These special meetings bring together educational and industrial personnel for the discussion of problems of mutual interest.

The Transportation Institute is co-operating with the industry on a program to develop greater interest in transportation education—wherever it may be offered—with a view to motivating more college-trained students for careers in the transportation field, and can assist with the placement of those who qualify.

Inquiries concerning the programs and services of the institute should be addressed to the Director, Transportation Institute, Southern Illinois University, Carbondale, Illinois.