

1961

1961-1963 Southern Illinois University Bulletin Carbondale Campus (University Institutes)

Southern Illinois University Carbondale

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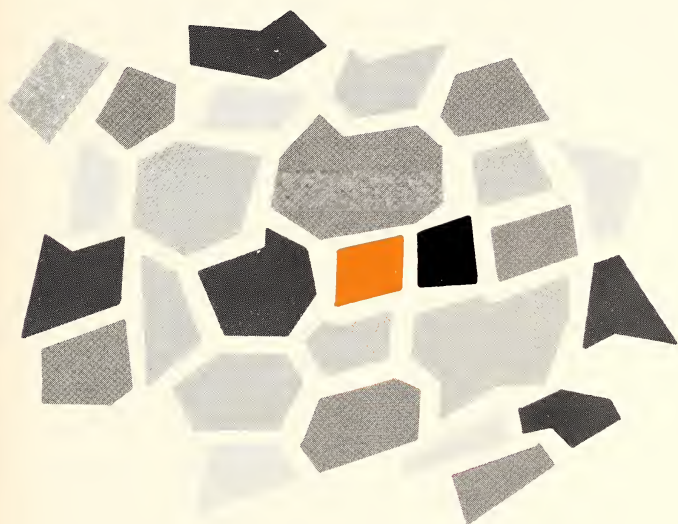
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Southern Illinois University

Bulletin



University Institutes

CARBONDALE CAMPUS 1961-63

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 1961-1963



SOUTHERN ILLINOIS UNIVERSITY BULLETIN

Volume 3 Number 5 July, 1961

Second-class postage paid at Carbondale, Illinois.

Published monthly except in April and May by
Southern Illinois University.

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

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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 and Director of Admissions Robert A. McGrath, Ph.D. (Iowa)	1949
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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, 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.

University Calendar, 1962-1963

SUMMER SESSION*

Session Begins	Monday, June 18
Independence Day Holiday	Wednesday, July 4
Final Examinations	Wednesday–Thursday, August 8–9
Commencement	Friday, August 10

SUMMER QUARTER*

Quarter Begins	Monday, June 18
Independence Day Holiday	Wednesday, July 4
Quarter Ends	Friday, August 31

FALL QUARTER

New Student Week	Friday–Sunday, September 21–23
Quarter Begins	Monday, September 24
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 21–26
Final Examinations	Wednesday–Tuesday, December 12–18

WINTER QUARTER

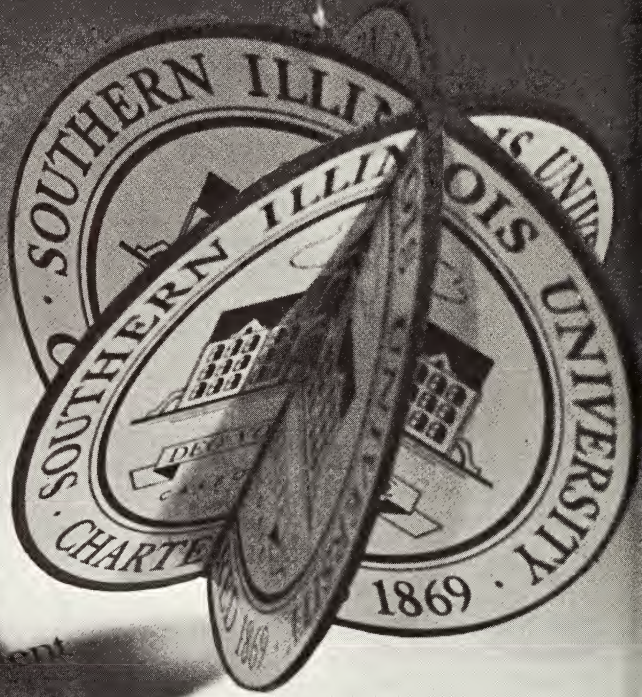
Quarter Begins	Wednesday, January 2
Final Examinations	Wednesday–Tuesday, March 13–19

SPRING QUARTER

Quarter Begins	Wednesday, March 27
Memorial Day Holiday	Thursday, May 30
Final Examinations	Thursday–Wednesday, June 6–12
Commencement	Thursday, June 13

Summer classes will begin on Tuesday, June 19. 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.

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, which is the administrative office for the Alton and East St. Louis campuses, is located at Edwardsville.

The facilities at Carbondale now include more than twenty-five 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 facilities of the former Shurtleff College have been leased by the University for the operation of the Alton campus. The East St. Louis campus 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.

Each student must assume responsibility for his progress by keeping an up-to-date record of the courses he has taken and by checking periodically with his adviser and the Registrar's Office. Responsibility for errors in program or in interpretation of regulations of the University rests entirely upon the student. Advice is always available on request.

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, 300, Government 101, History 101, 102, 103, 201, 202, 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, 102, 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.
TOTAL	71	

Community Development Institute

Director Richard C. Franklin, Ed.D. (Columbia)	1956
Assistant Professor Frank A. Kirk, M.A. (Chicago)	1957-61
Assistant Professor George M. Stabler, Ph.D. (Michigan State)	1960
<hr/>	
Visiting Professor Dorothy Jones Mial, M.A. (Southern Methodist)	1960-61
Visiting Professor Henry Curtis Mial, M.A. (Syracuse)	1960-61

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 Community Development 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 community leaders 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 aims of the program are 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 Community Development 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 Development 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 the Bachelor of Science degree, an undergraduate minor, and a graduate major leading to the Master of Science degree.

THE UNDERGRADUATE MAJOR IN
COMMUNITY DEVELOPMENT

<i>General Degree Requirements</i> (See page 4.)	71
<i>Requirements for the Major in Community Development</i>	61
Anthropology 400 or 405 or 409	4
Journalism 331 or 393	3
Psychology 201, 307, 465	12
Secondary Education 450	4-16
Sociology 101 (Counts for General Degree Requirements.) (5)	
Sociology 333, 487, 488	11
Electives in anthropology, education, psychology, sociology (These must be approved by the institute.)	15-27
	<hr/> 61
<i>Electives</i>	60
<i>Total</i>	<hr/> 192

The majority of the courses which are required for the major are taught by instructors in allied fields. Core courses in community development are taught by members of the Community Development Institute and Community Development Service. No minor is required.

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.

THE GRADUATE MAJOR IN COMMUNITY DEVELOPMENT

The graduate curriculum, like the undergraduate curriculum, is interdisciplinary in nature. A candidate for a Master of Science degree in community development will take a portion of his work in related academic fields. Depending on his professional plans, it will be possible for him to minor in a field such as agriculture, anthropology, economics, education, geography, government, history, psychology, sociology. Undergraduate work in more than one of these fields is a desirable background for graduate study in community development. Students with inadequate backgrounds may be required to take certain courses to strengthen their backgrounds.

The period of study and training is planned to encompass one and one-half years. Included must be a minimum of 48 hours of graduate credit, plus a six-month internship in a local community-development program in southern Illinois. Only a limited number of interns can be enrolled in any one year.

The requirements for the Master of Science degree in community development include the following:

1. Twenty-eight to 32 hours in courses specifically designed or approved by the Community Development Institute, to include thesis or research paper.
2. Sixteen to 20 hours of work in one or more allied fields, such as anthropology, education, psychology, sociology.
3. Six months of noncredit graduate internship. (This may be reduced or waived for exceptional students with one or more years of acceptable professional experience in community development work.)
4. Fulfillment of the requirements of the Graduate School.

COURSE DESCRIPTIONS

The following courses are designed to meet the needs of students in community development. Several of these courses are open as electives to students desiring to prepare for more effective community leadership. Courses on the 500 level are for graduate students only.

ANTHROPOLOGY

- 400-4. MAN AND CULTURE. The nature of culture and cultural process. Relationships of culture and man as an individual and as a group. Emphasis on "the anthropological point of view."
- 405-4. SOCIAL ANTHROPOLOGY. A comparative approach to the organizational features of human groups. Functional aspects and distributions of kinship, political, religious, and economic systems.
- 409-4. ANTHROPOLOGY AND MODERN LIFE. The applications of anthropological principles to the solution of the problems of the modern world. Contributions of anthropology to the work of the educator, social worker, administrator, businessman, government official, and other specialists dealing with man of the Western and non-Western cultures.
- 475-3. CULTURAL BACKGROUND OF EDUCATION. How societies pass on their cultural patterns. Comparative study of educational processes over the world. Our own methods and goals in helping non-Western peoples adapt themselves to Western culture.

EDUCATIONAL ADMINISTRATION AND SUPERVISION

- 355-4. PHILOSOPHY OF EDUCATION. The philosophical principles of education and the educational theories and agencies involved in the work of the schools.
- 500-4. RESEARCH METHODS. Practical training in research and writing techniques in the field of education. Bibliographical materials, footnotes, use of the library. Recommended that students have Guidance 420, 421, 422.
- 503-4. SEMINAR IN PHILOSOPHY OF EDUCATION. An interpretation of modern educational problems and trends in the light of basic philosophical viewpoints. Excerpts from leading writings will be used.

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

- 331-3. PUBLIC RELATIONS. Study of current methods of planning and executing public relations policies; evaluations of media; preparation of campaigns.

- 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

- 201-4. **INTRODUCTORY PSYCHOLOGY.** Introduction to the problems and methods of the science of behavior.
- 307-4. **SOCIAL PSYCHOLOGY.** Introduction to the study of the individual's interaction with his social environment. Considers problems of social learning, communication, social influence processes, and group behavior. Prerequisite: 201.
- 461-4. **ADVANCED SOCIAL PSYCHOLOGY.** Examines current areas of interest in the study of social behavior: language behavior, communication, social influence, attitude change, interpersonal perception, etc. Emphasis on the individual in the social context. Prerequisite: 307 or consent of instructor.
- 465-4. **GROUP DYNAMICS AND INDIVIDUAL BEHAVIOR.** Examination of research and theory in the area of small group interaction. Examines such topics as group structure and function, group problem-solving, and leadership. Prerequisite: 307 or consent of instructor.
- 564-4. **COMMUNICATION AND GROUP BEHAVIOR.** Emphasis on language behavior and the psychological study of the communication process. Examines theories, methods, and research in these areas. Prerequisite: 461 or consent of instructor.

SECONDARY EDUCATION

- 450-4 to 16. **FIELD TRAINING IN COMMUNITY DEVELOPMENT METHODS.** Field observation and experience in community development. The student will study in a community where a development program is in progress, under the supervision of professional consultants. Prerequisite: Sociology 487.
- 586-3. **THE CHANGE AGENT IN PLANNED CHANGE.** (Same as Sociology 586.) An intensive diagnosis of the dynamics involved in planned change in a social system—using actual situations for study—and the consultant's relationship to this process. Prerequisite: Sociology 333 or consent of instructor.
- 589-2. **SEMINAR IN COMMUNITY DEVELOPMENT.** Theoretical ideas and research from other disciplines will be related to community development professional practices. Faculty from allied fields invited to participate. Prerequisite: major or minor in community development.

SOCIOLOGY

- 320-4. **RACE AND MINORITY GROUP RELATIONS.** Racial and cultural contacts and conflicts, causes of prejudice; status and participation of minority groups; national and international aspects of minority problems. Prerequisite: 101.
- 333-4. **COMMUNITY ORGANIZATION.** Factors involved in community organization; types, aims, and objectives; community diagnosis; individual case study of specific community. Prerequisite: 101.

- 406-3. **SOCIAL CHANGE.** Processes of social change in the modern world; cultural lag and conflict of norms; individual and social problems arising from conflicting system of social values and cultural norms. Prerequisite: eight hours of sociology.
- 486-1 to 5. **INDEPENDENT STUDY IN COMMUNITY DEVELOPMENT.** Supervised individual study of the literature in community development. Prerequisite: consent of Community Development Institute director.
- 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.
- 533-4. **ECOLOGY OF HUMAN COMMUNITIES.** Spatial and temporal organization of populations and institutions with special reference to the organization of rural and urban communities. Emphasis on basic research methods and current sources of data in respect to type, structure, and growth of communities. Prerequisite: 15 hours of sociology or consent of instructor.

NON-CURRICULAR ACTIVITIES

In addition to the instructional program, the institute is engaged in a variety of related activities, such as:

1. Working with other universities and organizations in the professionalization of community development. Two avenues through which this is done are the Divisions of Community Development of the National University Extension Association and the Adult Education Association of the U.S.A.
2. Co-ordinating short-term training programs for visitors from other nations where community development has been initiated. Agencies through which these visits are arranged include the Community Development Division of the International Co-operation Administration and the Governmental Affairs Institute.
3. Encouraging research and co-operating with other units of the University which are undertaking community-oriented studies.
4. Conducting workshops, conferences, and other training activities aimed at increasing the knowledge and competence of community leaders.
5. Fostering the publication of new material in the community development field through such media as the Institute-Service joint CD Publication series.

Labor Institute

Director John M. McDermott, M.S. (Southern Illinois)

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.

The Latin American Institute is an interdepartmental agency established for the following purposes:

1. To stimulate interest in Latin America, and to promote and co-ordinate a program of inter-American studies at Southern Illinois University.
2. To encourage the development of students trained to travel, study, or work in Latin America or in institutions or businesses dealing with Latin America, and to aid in their employment in these areas.
3. To enlarge the opportunities for students from Latin America to attend Southern Illinois University.

4. To encourage grants to Southern Illinois University of funds or materials for the study of Latin America.
5. To co-ordinate all available information concerning fellowships, scholarships, grants, and other opportunities for study and travel of Latin Americans in the United States.

PROGRAMS OF INSTRUCTION

On the undergraduate level, the institute offers a major in inter-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 offers a major in inter-American studies leading to the Master of Arts degree.

THE UNDERGRADUATE MAJOR IN INTER-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 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-native speakers. Equal proficiency in Portuguese for those who wish to specialize in Brazilian studies will be sought.

The major in inter-American studies prepares the student to participate intelligently and effectively in business or government activities in Latin America or relating to Latin America or assists students to choose a field of specialization for research and teaching.

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:

<i>General Degree Requirements</i> (See page 4.)	71
<i>Requirements for the Major in Inter-American Studies</i>	118
Foreign Languages	36
Spanish 151, 152, 220-4, 311, 312, 313, 333	28
Spanish 315 or 351 or 415	3
Portuguese 100	5
Anthropology 110 or 300 or 400, 307, 421, 422	14

<i>Requirements for the Major in Inter-American Studies</i>		(Continued)
Economics (205) ¹ , 206, 315, 328		12
Geography (100) ¹ , 316, 413		8
Government 363, 370, 371, 392, 471 or 472 or 475		17
History		20
(201) ¹ , 202, 352, 353, 354	14	
470, 471, 472, 473 (two of the four)	6	
Philosophy 120, 121, 170, 441		11
<i>Electives</i>		3
<i>Total</i>		<u>192</u>

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.

COURSE DESCRIPTIONS

ANTHROPOLOGY

- 110-4. THE WAYS OF MANKIND. A survey of human origins and of human customs throughout the world, from earliest times to the present day. Development of Man as a biological and cultural being. Relationships and comparisons of Western and non-Western cultures. For freshmen and sophomores only.
- 300-4. MAN'S PLACE IN NATURE. Man as a biological being, his relationships to other living things. Human origins and development. Concept of race and the races of mankind. Human genetics and normal human variation.
- 307-4. PEOPLES AND CULTURES OF THE NEW WORLD. The biological and cultural history of the American Indian and the Eskimo from the earliest known times to the present day.
- 400-4. MAN AND CULTURE. The nature of culture and cultural process. Relationships of culture and man as an individual and as a group. Emphasis on "the anthropological point of view."
- 421-3. INDIANS OF MESO-AMERICA. A survey of the native peoples of Mexico and Central America, their history and their contributions to modern mestizo culture.
- 422-3. INDIANS OF SOUTH AMERICA. A survey of the native peoples of

¹ These courses are required for the major, and they satisfy part of the general degree requirements in social studies. Credit for these courses is counted in the above totals under *General Degree Requirements* but not in the totals under *Requirements for the Major*.

South America and the West Indies, their history and their contributions to the life of modern nations.

ECONOMICS

- 206-4. ECONOMIC PRINCIPLES AND PROBLEMS. Prerequisite: 205.
 315-4. MONEY AND BANKING I. Prerequisites: 205 and 206.
 328-4. INTERNATIONAL ECONOMICS I. Prerequisites: 205 and 206.

GEOGRAPHY

- 100-5. GEOGRAPHY OF MAN. A world regional survey in which significant differences from place to place are observed and analyzed. Basic factors of population distribution are core of the course. Tracing of development of man's working connections with the land and its resources.
 316-4. GEOGRAPHY OF SOUTH AMERICA. A study of the regions and resources of the South American countries as they relate to national and international problems. Prerequisite: 100 or consent of instructor.
 413-3 to 4. GEOGRAPHY OF THE CARIBBEAN LANDS. A regional approach to the study of the lands bordering the Caribbean. Appraisal of the natural-resource base of the various countries. Prerequisite: 100.

GOVERNMENT

- 363-3. UNITED STATES-LATIN AMERICAN RELATIONS. A study of the governmental relations between the United States and the various nations of Latin America. Prerequisite: 231 or 233.
 370-3. INTERNATIONAL RELATIONS. A study of world politics—the causes of international conflict and the conditions of peace. Prerequisite: 101.
 371-4. PROBLEMS OF AMERICAN FOREIGN POLICY. An analysis of selected problems in the field of American Foreign Policy. Prerequisite: 231 or 243.
 392-3. COMPARATIVE GOVERNMENT (LATIN AMERICAN). A comparative study of the political systems of Latin American republics, with special attention given to Mexico and Argentina. Prerequisite: 101 or 231.
 471-4. THE ORGANIZATION AND ADMINISTRATION OF AMERICAN FOREIGN POLICY. An advanced course dealing with the organizational and administrative aspects of American foreign policy. Prerequisite: 243 or 371.
 472-4. INTERNATIONAL GOVERNMENT. Development and organization of international governmental and administrative systems, with emphasis on the United Nations. Prerequisite: 370.
 475-4. INTERNATIONAL LAW. Rules and practices governing the nations in their relations in peace and war. Prerequisite: 370.

HISTORY

- 201-5. HISTORY OF THE UNITED STATES TO 1865. Courses 201 and 202 designed to provide a general survey of the political, social, and economic development of the United States. Course 201 includes national and state constitutional principles as required by Illinois law. Prerequisite: sophomore standing.
 202-5. HISTORY OF THE UNITED STATES SINCE 1865. A continuation of 201. Either 201 or 202 to count toward graduation requirements in the College of Education.

- 352-3. COLONIAL LATIN AMERICA. With a preliminary view of the major Indian cultures and the era of discovery and exploration, this survey emphasizes the political, economic, social, and cultural aspects of Latin-American life through the wars of independence.
- 353-3. INDEPENDENT LATIN AMERICA. A survey of historical patterns and problems in the national life of twenty American countries, from independence to the present.
- 354-3. LATIN AMERICA IN WORLD AFFAIRS. A survey of the international role of Latin America with emphasis on the economic, diplomatic, and military record from the Treaty of Tordesillas to membership in the United Nations.
- 470-3. ARGENTINA, BRAZIL, AND CHILE. A narrative and comparative study of the independent era of the history of the three leading states of South America.
- 471-3. MEXICO IN THE NINETEENTH CENTURY. Significant aspects of Mexican life from independence to the decline of the Diaz Era.
- 472-3. MEXICO IN THE TWENTIETH CENTURY. An analysis of the political, economic, diplomatic, social, and cultural forces in modern Mexican life.
- 473-3. THE CARIBBEAN AREA IN THE TWENTIETH CENTURY. An inquiry into the changing role of the political, economic, strategic, and cultural nature of this Mediterranean of the New World.

PHILOSOPHY

- 120-2. PRACTICAL LOGIC I. Introduction to accurate thinking, and the proper use of the resources of language, covering such topics as signs and symbols, definition, metaphor, fallacies, propaganda analysis, implication, and syllogism.
- 121-2. PRACTICAL LOGIC II. Popular but inadequate ways of gathering and summing up information in contrast with the more reliable procedures of common sense and science.
- 170-3. VALUES IN THE MODERN WORLD. A critical examination of basic moral, religious, aesthetic, and intellectual values of western civilization as these are expressed in selected works of art, music, literature, and philosophy. Attention will be given to alternative value systems and other forces which challenge these values today.
- 441-4. PHILOSOPHY OF POLITICS. Some of the central problems of modern political life, such as sovereignty, world government, authority and consent, the relations of economics and social studies to political theory. Prerequisite: 140 or 340 or consent of instructor.

PORTUGUESE

- 100-5. INTRODUCTORY COURSE. Especially for Spanish majors and minors. Prerequisite: Spanish 153 or consent of instructor.

SPANISH

- 101-3, 102-3, 103-3. ELEMENTARY COURSE. 101 open to students who have had no previous work in Spanish. Prerequisite for 102: 101 or one year of high school Spanish.
- 101c-1, 102c-1, 103c-1. SPANISH CONVERSATION. Courses in conversation and oral drill to be taken with 101, 102, or 103 by students who wish

- additional oral training; elected only by students enrolled in the corresponding beginning sections.
- 151-3, 152-3, 153-3. INTERMEDIATE COMPOSITION AND READING. Grammar review, composition, oral practice, rapid reading of modern authors. Prerequisite: 103 or two years of high school Spanish.
- 220-2 to 6. SPANISH CONVERSATION. Conversation based on topics of current interest. Extensive use of records for comparison and imitation.
- 311-4, 312-4, 313-4. SURVEY OF SPANISH LITERATURE. A survey, continuing to the present day. Lectures and reading of representative authors. Composition one day a week. This series should follow immediately after 153.
- 315-3. ARTE Y CULTURA. Conducted in Spanish. Informal class discussion of reports of students on present-day topics relating to the life and interests of Latin America and Spain; extensive use of films. Prerequisite: 220 or consent of instructor.
- 333-3. SPANISH AMERICAN LITERATURE. Survey of Spanish literature in America from the conquest to modern times. Required of Spanish majors.
- 351-3. ADVANCED COMPOSITION. Daily themes based on Spanish models, with free composition once a week. Class discussions.
- 360-8. STUDY-TOUR OF MEXICO. Two weeks of lectures and intensive conversational drill on campus; four weeks in Mexico. Series of lectures by Mexican teachers during residence in Mexico City and on excursions in the country. Final week on campus for completion of individual projects and reports. Prerequisite: advanced standing in Spanish.
- 415-3. SPANISH PHONETICS. Analysis of the sounds of Spanish and their manner of production; special drill in connected passages of prose and poetry.

GRADUATE MAJOR IN INTER-AMERICAN STUDIES

The purpose of this program is to give the student a broad understanding of inter-American affairs. With this objective in mind, a graduate supervisory committee counsels on the selection of courses for the individual student.

Course work in the inter-American studies program is offered by the departments of Anthropology, Economics, Foreign Languages, Geography, Government, and History.

Prerequisites for the Master of Arts degree include a command of the Spanish language adequate to meet the student's needs for research and communication within the area of his program. The director of the Latin American Institute and the supervisory committee will determine the student's linguistic competence on registration and, where necessary, specify what the student must do to improve his proficiency in Spanish. Whenever the student's program involves the need for Portuguese or French, he will also need to demonstrate or attain satisfactory proficiency in that language. In addition, a satisfactory basic preparation in inter-American studies is required.

Requirements for the Master of Arts degree include

1. The completion of an area of concentration of at least thirty hours of courses acceptable for graduate credit, in one of the above listed departments.
2. The completion of a minimum of eighteen hours of related studies approved by the student's supervisory committee which will meet the requirement for a minor in the Latin American Institute. A maximum of three areas is permitted in the minor field of concentration.
3. The completion of a satisfactory thesis on a Latin American topic in the area of concentration for which five to nine hours of credit are given.

A minor in inter-American studies for those students with a major in a department outside of the institute will consist of a minimum of eighteen hours to be taken in two of the participating departments. Specific course programs will be worked out by the director of the institute, in consultation with the chairmen of the departments involved.

In every case the student's final program must be approved by the graduate supervisory committee, acting under policies established by the Latin American Institute and the Graduate School. Courses and staff employed in the program will be those already approved by the Graduate Council.

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, the workshop in the Geography of Latin America is designed 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.

SUMMER STUDY ABROAD PROGRAM

An annual summer study program at Guanajuato, Mexico, is sponsored by Southern Illinois University's Latin American Institute and carried out in co-operation with the University of Guanajuato. The program is directed and co-ordinated by personnel who have lived in Mexico, and the study group is accompanied by a man-and-wife team. Direct inquiries to the Latin American Institute.

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 American 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 is host to student or professional groups from the Americas.

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 programs of an educational and entertaining character.

Latin American Information Center. In the fall of 1959 a Latin Amer-

ican 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.

Latin American Organization. The institute lends full support to the student organization known as the *Latin American Organization*. The purpose of this group is to disseminate information regarding 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 co-operate with business in whatever way possible in connection with Latin American activities.

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. Subsequent programs have featured Mexico, Peru, the Spanish Borderlands, Venezuela, Brazil, and Ecuador. The 1961 program was dedicated to Colombia. 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.

Mid-Western Council for Latin American Studies. The Latin American Institute is closely associated with the Mid-Western Council for Latin American Studies. The objective of this council is similar to that of the national association, with which it co-operates.

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.

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 three 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 15,000 volumes, in addition to periodical and newspaper holdings.

Among other additions, the important library of Dr. Jose Mogrovejo Carrión of Cuenca, Ecuador, has been acquired by the University. This collection, rich in Ecuadorean materials, is also extensive in items from other South American nations.

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 will include archaeological reconnaissance and excavation (at selected sites), studies of the surviving native people and of the modern occupance and language, plus studies of the geology, geography, zoology, botany, and history of the region in relation to the human occupance.

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 Viececi, M.S. in Ed. (Southern Illinois)	1958
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Adjunct Professor E. C. Cline, Ph.D. (Cincinnati)	1957
Lecturer Nathan H. Azrin, Ph.D. (Harvard)	1958-61
Lecturer Donald B. Meier, A.B. (Drury)	1960-61
Lecturer Thomas H. North, M.S. in Ed. (Southern Illinois)	1959
Lecturer Henry Tellerman, M.Ed. (Illinois)	1959-61
Lecturer Arthur Voorhees	1959-61
Lecturer William S. Wood, M.S. (Trinity)	1959-61

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.

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 research 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, the Menard State Penitentiary, and the Southern Illinois Mental Health Clinic. 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 Students, 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 graduate program in rehabilitation administration which leads to the Master of Science degree, (3) 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 (4) 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 rehabilita-

tion 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, 440, 451; Sociology 426

Medical Aspect of Rehabilitation. Physiology 455

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

Psychological Evaluation. Psychology 421, 541, 542, 543, 544, 545, 546; Guidance 422, 522, 535; Special Education 573

Counseling Theory and Practice. Guidance 537, 575A; Psychology 536, 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 in-

cludes 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

COUNSELING. This includes an assigned and supervised case load of individuals who have sought counseling or who are clients of the Co-operative Clinical Services Center.

Summer Work

Each student is required to complete a training assignment in an approved rehabilitation setting under supervision. This may be done in such facilities as 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.

GRADUATE PROGRAM IN REHABILITATION ADMINISTRATION

Recent experience with rehabilitation agencies has confirmed a need for a graduate program which trains individuals who have only moderate counseling skills, but who have received considerable training in the administrative co-ordination phase of rehabilitation. As the rehabilitation process grows increasingly complex and specialized, there is an apparent need for the generalist who can relate to and work with the various professional disciplines within the general field of rehabilitation. Such a person

may obtain employment as a program or placement specialist working directly with the physically or mentally disabled or as a promotional or public relations official with welfare agencies, although his ultimate goal is often that of either administrator or co-ordinator of varied rehabilitation programs. The administrator must be capable of working with medical and paramedical personnel in order to utilize their skills to effect the restoration of the disabled individual to his fullest capacity.

ADMISSION

Admission procedures are similar to those described in the Rehabilitation Counseling Program. In addition, it should be noted that preference is given to admitting those persons who have had previous satisfactory employment with a rehabilitation or welfare agency.

THE CURRICULUM

The graduate program in rehabilitation administration is a 48-hour program leading to the Master of Science degree. In general, the curriculum is a modification of the rehabilitation counseling program with less emphasis on counseling and testing. Departments offering courses which are utilized include guidance, physiology, psychology, sociology, special education, and speech correction. Since the program is directed toward persons who have had practical experience in the field, those courses listed in the rehabilitation counseling program will serve as a guide in preparing a final selection of course work for each student. Moreover, equivalent courses may be substituted. In addition to the suggested core courses, students may be encouraged to take work in journalism, secretarial and business education, or speech. In every case, the following requirements apply:

1. The completion of 48 graduate hours. Academic work shall lead toward a general knowledge of medical and paramedical terminology and practice, fundamentals in counseling, community resources and organization, allied professions, occupational information, methodology, administration and supervision, and current concepts relating to rehabilitation theory and practice.
2. A thesis, or a research paper of equivalent standard.
3. Three to six months of satisfactory, supervised experience in an approved rehabilitation setting may be required after the major portion of the course work has been completed. Satisfactory, supervised experience is defined as employment in a rehabilitation setting under the direction of a person of competent and certified experience.

In every case, the student's program will be based on previous experience and occupational goals. Programs will be approved by a graduate supervisory committee, acting under policies established by the Rehabilitation Institute and the Graduate School.

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 preceding 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 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.

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.

FACILITIES

Businesses and business leaders throughout Illinois and certain areas of neighboring states have co-operated in the training offered through the institute. This has been especially true regarding the internship part of the student's program, which is carefully designed to give the student an exposure to all aspects of business management in his chosen field. Under joint supervision of company management and institute staff, the student studies the business in which he interns and submits an extensive written report on his analysis and recommendations.

In addition, these businesses provide speakers and leaders for campus programs, which help to acquaint the student with actual business situations throughout his academic program.

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.

<i>General Degree Requirements</i> (See page 4.)	71
<i>Business Courses Required for the Major in</i>	
<i>Small Business Management</i>	67-78
Accounting 250	4
Economics (205) ¹ , 206, 307	8
Management 170, 320, 327, 360, 364, 371, 372, 373, 421, 472	42-53
Marketing 250, 333, 337	13
<i>Related Requirements for the Major</i>	4
Speech 101	4
Mathematics (106b) ¹ , (107b) ¹	(8)
<i>Electives</i>	39-50
Some of the courses selected as electives should relate directly to the student's special area.	
<i>Total</i>	192

In addition to the courses listed above, a student must pass an English qualifying examination, taken during his sophomore year.

¹ These courses are required for the major, and they satisfy part of the general degree requirements in social studies and mathematics. Credit for these courses is included in the above totals under *General Degree Requirements* but not in the totals under *Related Requirements for the Major*. Higher mathematics courses may be taken depending on placement test scores.

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.

OTHER SERVICES

The institute provides various services for area businessmen, both institute graduates and others.

Management training courses and seminars for businesses are conducted, both on campus and in other parts of southern Illinois. These are designed to keep the businessman up to date on current problem areas and offer academic assistance where practical.

In co-operation with the School of Business and other academic units of the University, the institute offers consulting services to businessmen on individual operational problems. Businessmen are free to visit the campus for these services at no cost to them, and by special arrangement the staff will come to the business location, analyze the situation and problem areas, and make recommendations.

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 (airway, highway, railway, and waterway) 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

GRADUATE AND UNDERGRADUATE

In the Bachelor of Science degree programs of the School of Business, transportation courses are available to students planning to enter the transportation or traffic management fields. The election of these courses is particularly recommended for those expecting to seek the Master of Science degree in transportation.

A Master of Science degree in transportation is being offered in co-operation with the School of Business. Courses will be selected from several departments of the University with consideration given to the graduate student's specialized interest and education. All students will be required to take certain courses in transportation and traffic management to satisfy the requirements for this degree.

IN-SERVICE AND ADULT EDUCATION

Certificate courses to provide in-service and upgrading education are offered in co-operation with the Division of Technical and Adult Education. These courses are specially prepared to serve the needs of operating and administrative personnel in the broad fields of transportation and traffic management in co-operation with the industries concerned and their respective educational advisory committees.

THE TRAFFIC MANAGEMENT PROGRAM

1. New in-service courses designed to qualify candidates for certification by the American Society of Traffic and Transportation, as part of the Industrial and Technical Program.
2. An adult education course in the use of electronic computers as an aid to the control of materials flow and in solving distribution problems.

THE WATERWAYS PROGRAM

1. Marine Financing, Liability and Regulatory Control in the Barge and Towing Industry.
2. Techniques of Loading and Unloading Barges for Terminal Operation Supervisors.
3. For the several categories of towboat crew personnel interested in preparing for U.S. Coast Guard license examinations and career advancements.

THE MOTOR CARRIER PROGRAM

1. Rates and Tariffs, Financing, Liability and Regulatory Control.
2. Terminal Management, Claims Prevention and Accident Reporting.
3. Effective Fleet Operations.

THE AIR SERVICES PROGRAM

1. Effective County and Community Airport Operations, Rules and Regulations.
2. Airport Terminal Management, Air Freight and Air Express Handling and Forwarding Procedures.
3. Public Relations, Sales, Reservations and other Services.

THE RAILROAD PROGRAM

1. Rates and Tariffs, Claims Prevention and Tracing.
2. Freight and Passenger Station Operation.
3. Public Relations, Sales and Reservations.

Special certificate courses in safety, designed to support the transportation industry's programs, are also offered through the co-operation of the University's Safety Center and the Division of Technical and Adult Education.

OTHER SERVICES

The Transportation Institute is in the unique position to conduct studies and research in the interest of the entire industry. With the institute located at practically the center of the nation's transportation system, its research capabilities are readily available and convenient to the industry.

In keeping with its objectives, the Transportation Institute sponsors special conferences and workshops in the interest of the transportation industry and the field of traffic management. These special meetings bring together educational and industrial personnel for study and recommendations concerning matters 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 to assist with the placement of those who qualify.

Those courses mentioned as being prepared or planned are expected to be available during the 1961-62 academic year.

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



Southern Illinois University Foundation

The Southern Illinois University Foundation is a nonprofit corporation chartered by the state and authorized by the Board of Trustees to receive gifts for the benefit of the University, to buy and sell property, and otherwise to serve the University.

It respectfully asks alumni and other citizens of Southern Illinois to consider making gifts and bequests to benefit the University. Such gifts should be conveyed to the Foundation, with proper stipulation as to their uses. The Foundation, through its officers and members, will be glad to confer with intending donors regarding suitable clauses to insert in wills and suitable forms of gifts and memorials, including bequests by means of life insurance. Large or small gifts to the library will be appreciated; likewise, gifts for special equipment, buildings, endowment of professorships in particular subjects, gifts to student loan funds and scholarship funds, gifts for the use of foreign students, and endowments for particular sorts of research. Any gifts or bequests can be given suitable memorial names.

The staff members of the Foundation are

- Mr. Kenneth R. Miller, *Executive Director*, Carbondale, Illinois
- Mrs. Lois H. Nelson, *Secretary*, Carbondale, Illinois
- Mr. Robert L. Gallegly, *Treasurer*, Carbondale, Illinois
- Mr. C. Eugene Peebles, *Assistant Treasurer*, Edwardsville, Illinois
- Mr. C. Richard Gruny, *Legal Counsel*, Carbondale, Illinois
- Mr. James L. Struif, *Assistant Legal Counsel*, Edwardsville, Illinois
- Mr. Donald Leavitt, *Patent Counsel*, St. Louis, Missouri
- Mr. Warren Stookey, *Field Representative*, Edwardsville, Illinois.