1944

Southern Illinois University's Place in Higher Education

Southern Illinois University

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In the 1940s, Southern Illinois State Normal University was transitioning from a normal school into the university it is today. During this decade, university officials produced documentation to help justify this transformation to the Illinois General Assembly. This document portrays the university's place in the higher education landscape by discussing the university's organization, the Southern Illinois economic and social situation, the university's educational programs, and the university's relationship to other Illinois institutions of higher education.

Recommended Citation

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SOUTHERN ILLINOIS
NORMAL UNIVERSITY'S
PLACE IN
HIGHER EDUCATION

1944
SOUTHERN ILLINOIS NORMAL UNIVERSITY'S PLACE IN HIGHER EDUCATION

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1944
I. The Organization of the School

Southern Illinois Normal University was opened in 1874, seventy years ago. For many years it was a teacher training institution with very few students above high school level. As late as 1910, there was no differentiation between college and high school students. By 1920 the student body was divided into two groups; those above the eighth grade who were taking normal training to become teachers, and those above the high school who were expecting to take a two or four year college course and also to become teachers. In 1936 the college stopped granting two-year diplomas. In 1943 it initiated a graduate program leading to the Master's Degree. It was also authorized to set up a College of Vocations and a Liberal Arts and Sciences College in addition to the Teachers College. This reorganization has not yet been completed because of the unsettled administrative condition brought about by the death of President Pulliam.

At the present time, the college, with four other teachers colleges, is under the control of the State Teachers College Board. This is a very satisfactory arrangement. However, the institutions would be more efficient if they could have a greater fiscal flexibility.
II. The Economic and Social Situation in Southern Illinois

A. Southern Illinois has a distinct geographic environment which gives the area a clear-cut regional character. Southern Illinois differs from the rest of the state in climate, landforms, soil, water resources, vegetation, minerals, scenery, social origins, history, and problems of conservation and land utilization.

B. Southern Illinois has a diversified agriculture, as represented by orchards, stock raising, dairies, truck farming, cotton growing, and general farming. Through careful reforestation, its timbered areas could be made immensely valuable without reducing the amount of land available for agriculture.

C. Southern Illinois is rich in natural resources, such as oil, coal, silica, clay, lime, fluor spar, water. In addition to having Crab Orchard Lake, the largest body of water within the state, Southern Illinois lies between two great rivers, the Ohio and the Mississippi. Obviously, Southern Illinois is a region worth developing.

D. Southern Illinois contains a vast pool of semi-skilled laborers who came to our region in the first ten years of this century attracted by the mining prosperity of the region. At the height of this prosperity, the three leading coal producing counties boosted more than 100 active producing mines. Then came depression and mine abandonment. The number of shipping mines in Franklin, Williamson, and Saline counties declined from 103 in 1923 to 35 in 1939. In addition to mine abandonment, mechanization of the mines added to the unemployment problem. In 1917, twenty-five thousand miners were required to produce the same output that half that number could produce in 1941. Southern Illinois' leading industry has declined, but the people who worked in that industry remain as one of Southern Illinois' most valuable resources.

E. Something like one-half, probably more than half, of the acreage in the region is agriculturally unproductive because of soil erosion and exhaustion. The people are still here, nevertheless, planting the hilltops to fruit and the bottoms to grain and cotton. For many of them, marginal subsistence has become a way of life. This condition of agriculture is illustrated by examining the statistics on farm incomes.
The following table indicates the percentage of farmers in each county whose income, including the value of farm products consumed, fell below $250.00 per year:

<table>
<thead>
<tr>
<th>County</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Franklin</td>
<td>50.0</td>
</tr>
<tr>
<td>Johnson</td>
<td>50.0</td>
</tr>
<tr>
<td>Williamson</td>
<td>46.6</td>
</tr>
<tr>
<td>Saline</td>
<td>44.4</td>
</tr>
<tr>
<td>Jackson</td>
<td>26.4</td>
</tr>
<tr>
<td>Union</td>
<td>23.1</td>
</tr>
<tr>
<td>Perry</td>
<td>18.5</td>
</tr>
</tbody>
</table>

Although the soil is not so rich as that in central Illinois, skillful farming can make the region productive and prosperous. Erosion can be controlled, and soil fertility can be restored.

F. In addition to soil erosion, other conservation problems which are more acute in Southern than Northern Illinois, are reforestation, woodlot management, creation of pastur lands and haylands, water conservation, flood control, wildlife restoration, recreational development, and others.

G. Training in the arts and vocational training, so necessary to a depleted area, are as yet largely unobtainable within it. Training for skilled workers could not be provided by a school restricted to a bare two years of general education. The industrial and commercial possibilities of the area have never been fully explored and exploited for lack of enough trained men to survey and attack them.

H. Because the Southern Illinois Normal University is the only accredited four-year college in Southern Illinois, it is the only college in the area which can and has assumed the duties of regional research and regional leadership. In order that the school might better perform these duties, the Illinois Legislature in 1943 changed the status of this institution from a teachers college to one which may have several colleges. At the present time, three colleges, namely, the College of Education, College of Liberal Arts and Sciences, and College of Vocations, are offering work leading to the Bachelor's degree. A description of the educational program, both present and future, of these three colleges follows.
III. Plan of our educational programs, both present and future, in our three colleges.

A. Function of the Southern Illinois Normal University.

1. To maintain a first-class College of Education with the following primary objectives:

   a. To educate elementary and secondary school teachers and administrators (possibly junior college personnel) for the public schools of Southern Illinois

   b. To offer in the fields of elementary and secondary education graduate work (leading to the Master's degree), which is designed to increase the effectiveness of public school personnel rather than to emphasize the preparation of specialists in educational research.

   c. To lead the public schools of Southern Illinois to higher levels of achievement by:

      (I). Focusing educational research on regional problems and disseminating findings through radio discussions, publications, conferences, etc.

      (II). Developing the Campus Laboratory Schools as demonstration centers where public school personnel may see sound educational practices exemplified in every subject-matter area. The Campus Laboratory School building and the instructional supplies and equipment should also exemplify forward-looking educational planning.

      (III). Following up graduates of the college in the field and counselling with them concerning their problems.

      (IV). Offering consultative service.

      (V). Providing workshops and functional courses as needed.
2. To develop and maintain a strong College of Liberal Arts and Sciences with the following primary objectives:
   a. To offer subject matter courses for students in the Teachers College and Vocations College.
   b. To furnish pre- or semi-professional training.
   c. To provide a general and liberal education leading to the Bachelor of Arts or Bachelor of Science degree.
   d. To make available courses furnishing knowledge and techniques with which to search for and apply solutions to the regional problems in Southern Illinois.

3. To develop and maintain a College of Vocations (College of Applied Arts) with the following primary objectives:
   a. To help students develop vocational competence to enter and successfully advance in a chosen occupation by
      *(I). Offering four year curricula leading to the B. S. degree. These curricula would provide for a high degree of specialization in the chosen occupation. The remaining work would be in general education and related technical subjects.
      (II). Offering shorter curricula (granting no degree) which provide for greater specialization, less general education and fewer related technical subjects.
   b. To develop vocational leadership of high calibre for various occupations within this area.
   c. To provide expert help, advice and facilities to regional enterprises, in their efforts to train key men and women for important technical jobs or positions requiring exceptional skill.

4. To encourage and provide adult educational opportunities on our campus and in communities in Southern Illinois by
   a. Offering extension classes.
   b. Providing short courses.
   c. Sponsoring conferences, institutes, clinics, workshops, etc.

*This is exactly the same thing being done by larger universities in their colleges of fine and applied arts, commerce, agriculture, etc.
d. Providing speakers for lectures, platform and civic organizations.

e. Sponsor a well co-ordinated radio program.

5. To encourage and promote regional research by

a. Reduction of teaching loads for faculty members who have demonstrated their ability to do regional research.

b. Providing special library and laboratory facilities and building research collections.

c. Furnishing data and consultant service to those engaged in research in Southern Illinois.

d. Providing part-time facilities for state research agencies such as the Natural History Survey.

e. Sponsoring the publication of important faculty research.

f. Cooperating with organizations with interests allied to those of the college, such as the Southern Illinois Historical Society.

g. Sponsoring a board of representative citizens to serve in an advisory capacity both on the curriculum of the college and the study of regional problems of the college.

6. To establish and maintain bureaus of public service.

7. To cooperate with religious foundations by

a. Providing religious educational courses.

b. Counselling of students in religious matters.

c. Assisting them in the training of ministers.

d. Allowing students to earn a maximum of fifteen quarter hours of college credit in religious education.
B. Evidence that the Southern Illinois Normal University is fulfilling its functions as a

1. College of Education

a. The number of students graduating with the Bachelor of Education degree has increased from 4 in 1922 to 255 in 1940. Of course the present World War interrupted the increase.

b. "In spite of the fact that this college has been serving in part as a general liberal arts college for the area (without having been clearly authorized to do so), a large majority of the students who are graduated from college still enter teaching....Thus the record for the five year period 1935-39, shows the following per centages of the graduates of the 4 year course actually placed in teaching positions during the first year after graduation:

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1935</td>
<td>72.0%</td>
</tr>
<tr>
<td>1936</td>
<td>64.3%</td>
</tr>
<tr>
<td>1937</td>
<td>79.2%</td>
</tr>
<tr>
<td>1938</td>
<td>68.7%</td>
</tr>
<tr>
<td>1939</td>
<td>67.0%</td>
</tr>
</tbody>
</table>

In the five year period between 1935-1940, 923 beginning high school teachers were employed in Southern Illinois—the 35 southernmost counties of Illinois. Of these, 237 were graduates of Southern Illinois Normal University; 207 graduates of the University of Illinois; and 60 graduates of the Illinois State Normal University.

d. Most of the county superintendents of schools in our area received all or most of their undergraduate training at this institution. For example, in 1939 twenty-four of the thirty-two counties which our college serves had superintendents who were graduates of the Southern Illinois Normal University.


3. Final Report to Commission on Teacher Education, Vol. II.
e. The approximate distribution of our 1944 graduating class is as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>78</td>
</tr>
<tr>
<td>Attending higher institutions</td>
<td>14</td>
</tr>
<tr>
<td>Armed Forces</td>
<td>15</td>
</tr>
<tr>
<td>Married (do not want to teach)</td>
<td>3</td>
</tr>
<tr>
<td>Other work</td>
<td>13</td>
</tr>
<tr>
<td>Unreported</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>139</strong></td>
</tr>
</tbody>
</table>

f. In the Fall Term of 1944 seventy-nine per cent of our student body, or six hundred ninety-five students, were enrolled in the College of Education.

g. Although graduate work in the College of Education was only started in June 1944 twenty-one graduate students enrolled for the First Summer Term, 1944, and twenty-two graduate students have enrolled for the Fall Term 1944.

2. College of Liberal Arts and Sciences

Note—While examining the following evidence the reader should remember that this college was legally created only in the summer of 1943. However, the Southern Illinois Normal University had provided courses on general and liberal education without having been clearly authorized to do so.

a. In this College it is now possible to attain a Bachelor of Science or a Bachelor of Arts degree, majoring in art, or music, or in any academic field.

b. In 1944, sixteen graduates were granted the Bachelor of Science or the Bachelor of Arts degree.

c. One hundred seventy-three students were enrolled in this College during the Fall Term, 1943. At the present time one hundred eighty-nine students, or 21 per cent of the student body, are enrolled in the College of Arts and Sciences.

d. Fifty-eight faculty members hold doctorate degrees in the academic fields of this College (fifteen of these have leave of absence because of war work or military service.)
e. Seven pre or semi-professional curricula have been provided.

f. A large number of our graduates have always gone into other occupations than teaching.

g. Academic department heads report that an increasing number of recent graduates have completed graduate degrees in academic fields in the "big" state and endowed universities.

3. COLLEGE OF VOCATIONS

Note—While examining the following evidence the reader should remember that this college was legally created only in the summer of 1943.

a. Progress in the establishment of this college has been delayed because of:

1. The untimely sickness and death of our past president Mr. Pulliam, which prevented the creation of a functioning administrative organization.

2. The absence of young men and women from our campus due to the war.

3. The comparative newness of vocational work as far as this institution is concerned.

b. In spite of these conditions in the Fall of 1943, five students were enrolled and one received the Bachelor of Science degree in 1944. This fall term of 1944 there are fourteen students enrolled.

c. In the past this institution sponsored a National Youth Administration resident training program and a war production training program. Also, Southern Illinois Normal University furnished a supervision for similar programs throughout southern Illinois.

d. This institution conducted a Civilian Pilot Training program.

e. A short course (one week in length) for building custodians was held annually for seven or eight years prior to the present war.

f. The 1944-45 Catalogue lists courses of study leading to the B. S. degree for machinists, draftsmen, secretaries, accountants, dietitians, and managers.
4. Institution providing adult education

a. Increased opportunities have been given to people in our area to further their educational development. The following table indicates the increase in number of courses offered and the increase in the number of students taking advantage of these educational opportunities:

<table>
<thead>
<tr>
<th>Courses Offered</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term, 1935</td>
<td>5</td>
</tr>
<tr>
<td>Fall Term, 1937</td>
<td>8</td>
</tr>
<tr>
<td>Fall Term, 1938</td>
<td>10</td>
</tr>
<tr>
<td>Fall Term, 1939</td>
<td>10</td>
</tr>
<tr>
<td>Fall Term, 1940</td>
<td>16</td>
</tr>
</tbody>
</table>

b. Short courses have been given for accountants and bankers, city officials, electrical refrigerator dealers, social workers, adult educational leaders, etc.

c. Rural education workshops have been sponsored in several counties as well as on the campus.

d. Reading clinics are held on the campus.

e. Building custodian schools have been held on the campus.

f. Fruit growers conferences are held annually on the campus.

g. Musical clinics and conferences are held annually.

h. Reading Study Group is now meeting on the campus.

i. Other educational conferences of various kinds have been sponsored by this institution.

5. Institution encouraging regional research.

a. In drawing up the plans for a new university library, adequate facilities for research by students and faculty have been planned.

b. Recognition is given to departmental staff members engaged in experiments and research studies.
c. Faculty members have made extensive studies on population, labor, post-war employment, health, recreation, etc., in Southern Illinois; and these materials have been furnished to various area organizations and federal agencies.

d. An increasing number of published articles and books indicate that the faculty is utilizing the opportunities for research in Southern Illinois.

e. Financial aid is given to the University Museum to aid in the collection of research materials and promote research in the historical and biological fields.

f. Research collections of various kinds are being encouraged and recognized. For example, in the 1944 September issue of the Mississippi Valley Historical Review this college was singled out for favorable mention for its work in the field of area and state history. Its practices were recommended to other schools.

g. Faculty members are not only engaged in productive research, but also have guided students. Student articles have been published and several are in the press at the present time.

6. Institution providing bureaus of public service. The following services are now operating or have been temporarily interrupted by the present World War:

a. Child Guidance Clinic
b. Remedial Reading Clinic
c. Speech Clinic
d. Film Service
e. Museum Loan Service
f. Lecture Bureau
g. Information Service
h. Consultant service on Agricultural, Educational, and Household Problems
i. University-sponsored Radio Programs
j. Athletic conferences: Coaching Clinics and Recreational Institute
k. French Field Day
l. Placement Service
m. Campus Laboratory School
n. Public Conferences and Institutes
C. Immediate developments will include:
(Because of the new legal status of our institution,
immediate developments are organized in terms of the
three colleges)

1. COLLEGE OF VOCATIONS
   a. Establishment of an adequate administrative
      organization, which would include the appoint-
      ment of a Dean, a Vocational Co-ordinator, and
      an Assistant Co-ordinator.
   b. An increased staff, consisting of two types of
      personnel, namely, technicians and supervisors.
   c. Construction of shops, buildings; purchase of
      farm land and equipment for all phases of
      vocational work.

2. COLLEGE OF EDUCATION
   a. Development of a program of selective admission
      and retention to guarantee the public schools
      of Southern Illinois beginning teachers of good
      native ability.
   b. Better integration of practice and theory by
      (I). Increasing appropriate participation and
      observation experiences to illuminate
      content of educational courses.
      (II). Developing the Campus Laboratory Schools
      as demonstration centers.
      (III). Teaching methods courses concurrently
      with student teaching.
      (IV). Increasing opportunities for campus
      laboratory school faculty members to
      teach education courses; and providing
      opportunities for education and academic
      professors to teach in the campus labora-
      tory schools
      (V). Increasing opportunities for an intern-
      ship under college supervision to be
      followed by education seminars focused
      on problems in the field.
   c. Development of a better means for inducting
      better teachers into the profession by
      (I). Providing guided observation in the Campus
      Laboratory Schools in connection with a
      thorough course in introduction to educa-
      tion.
(II). Providing for early association with professional organizations such as the N.E.A., F.T.A., etc.

(III). Providing a follow-up service whereby graduates would be visited frequently by college staff members during their first few years of teaching.

(IV). Improving the student teaching facilities so as to give each student approximately 200 hours of directed teaching experience.

d. Development of required courses in curriculum construction so that prospective teachers would be able to develop courses of study for use in public schools of Southern Illinois focused upon regional problems.

3. COLLEGE OF LIBERAL ARTS AND SCIENCES

a. Improvement of general education program and courses.

b. Provision for adequate pre-professional training opportunities with an increased emphasis on guidance and cooperation with professional schools.

c. Reorganization of divisions based upon related interests and common problems.

d. Development of a planned adult education program (in no-credit courses) and regional research and services in arts and sciences.

e. Expansion of extra-class cultural contacts through the entertainment course, lecture series, concerts, exhibits, etc.

f. Acquisition of equipment and classroom and laboratory space so that instruction may be efficiently carried on.

g. Development of a system of admission and retention.
IV. The relationship of Southern Illinois Normal University to other institutions of higher learning in the state.

A. The question of the relationship of Southern Illinois Normal University to other institutions of higher learning in the state breaks down into two specific questions:

1. To what extent does S.I.N.U. compete with other similar institutions?
2. To what extent does it cooperate with other similar institutions?

1. Southern Illinois Normal University, being virtually alone in a large region, scarcely competes at all with the upstate institutions.

a. Southern Illinois is an area more populous than a number of whole states, each of which supports one or more universities.

b. There is in Southern Illinois no other fully accredited four-year college granting degrees in the arts, sciences, and vocations.

   (I). Northern Illinois has three great universities, twenty-eight accredited four-year liberal arts colleges, and five accredited four-year teachers colleges.

   (II). Southern Illinois has only one fully accredited four-year college (which, until July, 1943, was largely restricted to teacher training).

   c. The young people in Southern Illinois are less able, on the average, to afford the expense of traveling, high tuition, and living far from home than those upstate.

   (I). The rate of school attendance for college-age young men and women in Northern Illinois is one and one-third times as great as the rate in Southern Illinois.

   (II). If the rates were equal, at least 4,000 more college-age young people of Southern Illinois would be in school each year.

   (III). It is generally recognized that a majority of college-age young people attend college within a hundred miles of home or not at all.
IV. This is especially true of Southern Illinois young people, most of whom come from low-income families. For every $11.00 earned by the average farm in Northern Illinois, the average farm in Southern Illinois earns only $4.00 less than two-fifths as much.

d. Southern Illinois has a potential student population large enough to supply a college with a broad and flexible program without taking away a single student from other institutions. Since only a handful of these can afford to leave the region for their higher education, any marked increase in enrollment would come from those who cannot attend any university. Obviously, the state can educate them more cheaply in Southern Illinois than anywhere else.

Summary: Improved educational facilities for Southern Illinois could not injure the enrollment or prestige of other institutions of higher learning in the state. But the young people of Southern Illinois, surely as deserving as those elsewhere, cannot as yet obtain the broadly varied programs offered by the large number of upstate institutions.

2. Southern Illinois Normal University has always conceived of itself as a partner in a cooperating group of institutions of higher learning.

a. It does not oppose the expansion or improvement of any institution of higher learning up-state or out-of-the-state.

b. It has welcomed and will continue to welcome students from junior colleges in Southern Illinois and elsewhere. It recognizes the need for increasing emphasis on two-year programs for those who do not desire a four-year program, and believes that the field is large enough for the existence of such programs in both four-year and two-year colleges.

c. It has given many students two years of a general education and encouraged them to continue their training at the large universities upstate in special fields not available here.

d. It has avoided expensive duplication of highly specialized professional curricula already available upstate.
e. It has sent numerous graduates (many of them on earned scholarships) to the graduate and professional schools.

f. It has participated in numerous state-wide movements and organizations designed to improve education in Illinois, and it took the initiative in forming the Illinois Council for Higher Education.

g. It maintains the principle that all Illinois college-age young people should have a broad and flexible program of higher education, adjusted to their specific needs and permitting them a variety of choices. But it does not believe that this can be accomplished by unduly restricting its own program, or by allowing any monopoly in educational advantages needed by students who cannot leave Southern Illinois.

Summary: Southern Illinois Normal University holds that the standard of education in all Illinois would rise if its most neglected area, as well as richest areas, were adequately cared for.

B. The college's concept of its relationship to other teacher training institutions in the state and its position on graduate courses and specialized vocational course.

1. Southern Illinois Normal University feels that it should cooperate with the other teacher training institutions in bringing the training of teachers to as high a level as possible. However, we do not feel that there should be great differentiation of function in our institution because it is practically impossible for students of Southern Illinois to go great distances to attend other teacher training schools. (See also section V.)

2. Our position on graduate courses is stated in our graduate bulletin entitled "Southern's New Graduate Program." With the beginning of the Summer Session of 1944, the Southern Illinois Normal University inaugurated a program of graduate work for the teachers of Southern Illinois. This program is the outcome of several years of study of a five-year plan, and in January, 1944, it approved the setting up of the first courses in the fifth or graduate year.

This additional program at Southern should mean a great deal to the teachers and administrators of the region, for they will hereafter be able to secure the Master's degree in Education in their regional college
in two or three years, without interrupting their teaching. The graduate work is designed especially to be an in-service affair. Candidates for the degree may undertake full-time schedules in the summers, and part-time schedules in late afternoons and evenings, and on Saturdays during the regular year.

The Master's degree is awarded from the College of Education, and is obtainable in three fields: Educational Administration, Elementary Education, and Secondary Education.

3. The departments offering courses in the College of Vocations have already planned six specialized vocational curricula. It is their plan to develop others as soon as specific needs are recognized and staff is available.