6-1946

Southern Progress: A Report on the State of Southern Illinois Normal University

Southern Illinois State Normal 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 report provides an overview on how the university was expanding and coping with the post-war enrollment boom which was a catalyst for its rapid growth in the 1940s and 1950s.

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Southern Progress

A REPORT ON

THE STATE OF

Southern Illinois Normal University

Carbondale, June 1946
FOREWORD

It is our conviction here at Southern that the University belongs to the people, and that periodic accounts of our stewardship should be made to those for whom the institution exists—its students . . . its alumni . . . the parents of University students, former students and students-to-be . . . the business leaders of this area . . . the farmers . . . the church people . . . the school men and women—in fact, to all the people of this great region whence Southern springs.

Southern has performed a splendid service to Southern Illinois during its 72 years as a teachers college. Its leadership and instruction has been both capable and inspiring.

Our job now is to build on that sound foundation a great university that will serve this area in even broader fields of education, making use of the fine resources we already have and adding to them as rapidly as we can.

This report, then, is an account of our stewardship for the past year and a half. We hope that it will give you—to whom Southern belongs—a feeling of pride in your University, and that it will unite us all to build a greater and better university on the strong foundations of the past.

Chester F. Lay, President.

June 15, 1946.
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1. Southern Faces Forward

Southern Illinois Normal University is taking its post-war reconversion problems in its stride, and is facing up squarely to the challenge of developing a program that will meet its obligations in a changing world.

Handicapped at the war's end by an overcrowded physical plant and a short-staffed faculty, the University has, figuratively speaking, rolled up its sleeves and plunged into the task of making room for a throng of returning veterans.

In January, 1945, a new president came to Southern—Dr. Chester F. Lay, a native of Southern Illinois and an educator trained and experienced in many of the country's top-ranking universities. During the spring of 1945, Southern through the active and energetic support of its alumni and friends and the generous interest of legislators secured the largest appropriation for expansion allocated to any of the colleges or normal universities in the State teachers college system,* as well as the largest operating budget.

With the opening of the new fiscal year on July 1, 1945, Southern moved into high gear to convert itself from a teachers college into a university, offering degrees in liberal arts and sciences, and vocations and professions in addition to education; to expand its new graduate program; to replenish its faculty; to build administrative personnel and procedure adequate for a university; to restore war-slashed course offerings; to find housing for new students; to launch its physical plant expansion program.

This is a report to Southern's friends of just what has been accomplished in these directions by the summer of 1946.

2. Enrollment Booming

Southern's enrollment has more than doubled in the last year.

<table>
<thead>
<tr>
<th></th>
<th>1945</th>
<th>1946</th>
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<tbody>
<tr>
<td>Spring</td>
<td>750</td>
<td>1,531</td>
</tr>
<tr>
<td>Summer</td>
<td>741</td>
<td>1,573</td>
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* Appropriations for expansion during the 1945-47 biennium:

<p>| | |</p>
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<tbody>
<tr>
<td>Southern</td>
<td>$4,623,373</td>
</tr>
<tr>
<td>Eastern</td>
<td>2,995,748</td>
</tr>
<tr>
<td>Normal</td>
<td>2,138,268</td>
</tr>
<tr>
<td>Western</td>
<td>2,129,466</td>
</tr>
<tr>
<td>Northern</td>
<td>2,044,988</td>
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</table>
If sufficient housing were available, there is little doubt that registration would be back to the pre-war level of close to 2,000 students; and if this problem can satisfactorily be met, it is anticipated that this figure will be reached by fall.

In the Post-War Planning Commission's forecast of building needs for the institutions in the State teachers college system, it was predicted that Southern would have 3,000 students "within three or four years" and 4,000 "within a decade," while the next largest of these five institutions was given to expect an enrollment of 2,500.*

Perhaps the most noticeable trend in Southern's enrollment has been the shift of students into the new colleges of Liberal Arts and Sciences and of Vocations and Professions. Comparison of enrollment by colleges graphically shows this shift:

<table>
<thead>
<tr>
<th></th>
<th>1945</th>
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<tbody>
<tr>
<td></td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td>College of Education</td>
<td>577</td>
<td>505</td>
</tr>
<tr>
<td>College of Liberal Arts and Sciences</td>
<td>147</td>
<td>86</td>
</tr>
<tr>
<td>College of Vocations and Professions</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Graduate School</td>
<td>11</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>749</td>
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Return of veterans, too, has shifted the balance from the war-time "girls' school" to co-education, with men students again predominating in numbers. In the spring of 1945, there were 581 women students enrolled as compared with 169 men students; by the spring of 1946, men students out-numbered women students 862 to 669.

3. Veteran Students Flocking In

Veterans now comprise almost half the student body—683 out of 1,531 in the spring term; 675 out of 1,573 this summer.**

Southern has an exceptionally high proportion of veteran students—44.6 per cent during the spring term, as compared to the national average of 36 per cent.

* Recommended by the Post-War Planning Commission for a 25-year expansion program to care for anticipated enrollment:

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<tr>
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<th>1945</th>
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<tr>
<td></td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td>Southern</td>
<td>$21,997,885</td>
<td></td>
</tr>
<tr>
<td>Normal</td>
<td>13,964,445</td>
<td></td>
</tr>
<tr>
<td>Eastern</td>
<td>8,804,682</td>
<td></td>
</tr>
<tr>
<td>Northern</td>
<td>6,424,956</td>
<td></td>
</tr>
<tr>
<td>Western</td>
<td>5,833,721</td>
<td></td>
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** Spring term enrollment of veterans:

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<tbody>
<tr>
<td>Southern</td>
<td>683</td>
</tr>
<tr>
<td>Normal</td>
<td>366</td>
</tr>
<tr>
<td>Eastern</td>
<td>287</td>
</tr>
<tr>
<td>Northern</td>
<td>261</td>
</tr>
<tr>
<td>Western</td>
<td>195</td>
</tr>
</tbody>
</table>
These student veterans are having the opportunity at Southern that they so often have expressed a desire to have—that of becoming civilians again and of being treated, without discrimination or favor, just as other students. They take the same courses, they receive the same individual attention from the administration and the faculty, they meet the same scholarship standards (which, however, are liberal enough to allow them one quarter to become adjusted to study again), they have the same opportunities for participation in student affairs.

At the same time, Southern is alert to the changing tenor of vocational goals which the student veterans desire, and is developing as rapidly as possible a wide variety of training programs, particularly in the trade and industrial fields, which will give the student veteran the chance to spend as much or as little time as he chooses in training for a particular job.

4. Faculty Enlarged and Strengthened

One of the first tasks, as Southern embarked on its expansion program, was not only to restore its faculty to pre-war strength but also to expand it to provide instruction on a three-college scale.

In January, 1945, Southern had a faculty of 108 active members, many of its staff being on military or other leave. In the last year and a half 17 of these former members have been brought back.

By the spring quarter of 1946, 14 new faculty members had been secured; two more were added at the beginning of the summer term, and four others have been appointed to start their duties in the fall.* Thirteen visiting teachers were brought in for the summer only.

In addition to regular faculty members, those newly appointed and those returning after leave of absence, 20 faculty assistants have been appointed during the past year and a half. Some of these are performing full-time teaching duties, others part-time.

As the University has expanded, administrative functions have also become heavier, and five full-time administrators have also been secured (several administrative officials teach part-time).

Counting faculty members, faculty assistants, and administrative officials, a total of 75 new appointments or re-appointments of former staff members have been made in the last year and a half.

Meanwhile, of course, Southern has lost some faculty and staff members. Four have retired, 14 others have gone to teaching positions elsewhere, to private business.

* A total of 20—four full professors, six associate professors, five assistant professors, and five instructors.
or industry, to engage in research and study. Two or three others have resigned effective this fall.

Resignations at Southern during the past year and a half have not been out of proportion to the size of the faculty, as gauged by normal shifts in the educational world. And these times are not normal. It should be pointed out that at no time in history has there been such competition among colleges and universities for teaching talent as now exists. **Teachers for the first time are in a position to bargain, and to command high salaries.** State-supported colleges and universities, such as Southern, whose appropriations are fixed by legislation each two years, are naturally at a disadvantage in this competition against private and endowed schools whose salary scales are more flexible.

Yet in spite of this disadvantage, Southern has been able to bring back to its faculty 17 former faculty members who have been away on military, government, or other leave, and has been able to secure 20 new teachers—a total of 37 regular faculty members*—plus 13 visiting faculty members for the summer, 20 faculty assistants, and five full-time administrators.

Southern's faculty is still not up to adequate strength. A number of departments still lack sufficient teachers. A sound start has been made in re-building the teaching personnel, however, and it is hoped that by fall most of the vacancies still existing can be filled. Certainly these positions could already have been filled, for there have been as many as two dozen applicants for some of them, but Southern's administration has exercised the greatest care to insure that new faculty members appointed shall meet or surpass the high standards of scholarly training and capabilities which have long prevailed at this institution. Southern is proud of the caliber of the faculty it has maintained through the years, and it is proud of its new faculty members, many of whom bring exceptional training and experience to their new duties here.

**5. Instructional Program Broadened**

Base of the instructional program at Southern has been broadened materially. Expansion from a teachers college to a university was authorized by the General Assembly in 1943. At the same legislative session, Southern was authorized to offer graduate work. The first graduate courses were offered in the summer of 1944, and the three-college plan was activated in the fall of 1945.

Enlargement of the faculty has made it possible to restore most of the courses which had been dropped during the war years. Other new courses have been installed as faculty members have been added who are authorities in certain fields. For example, Southern was the second higher educational institution in Illinois to offer courses in

* A net gain (considering retirements and resignations) of 13.8 per cent since January 1, 1945.
the Russian language. Pottery and ceramics, and sculpture have been restored to the art curriculum. A course in commercial law is being conducted by a member of the Illinois bar. This summer a course in Latin-American history is being given by an outstanding authority in this field.* A poet-in-residence joined the faculty for four weeks this summer to give added vitality to courses in the writing and appreciation of poetry.

In all, the University offered 278 courses during the spring term of 1946, an increase of 21 per cent over the number offered in the spring of 1945. The number of classes scheduled has increased 34 per cent in one year.

Southern is now offering instruction in agriculture, botany, business and commerce, chemistry, economics, education, English, fine and applied arts, French, German, Latin, Portuguese, Russian, Spanish, geography, government, history, home economics, industrial education, mathematics, music, physical education, physics, physiology and health education, religious education (taught by the two religious foundations adjacent to the campus, the Student Christian Foundation and the Baptist Student Foundation), sociology, speech, and zoology.

6. Three-College Plan Activated

The three-college plan became effective during the fall of 1945, when the administrative framework for the three colleges was completed.

For almost three quarters of a century Southern has been engaged in educating young men and young women to become teachers. During this period it has trained more than 8,000 teachers, at first in two-year normal school programs, and in recent years under full four-year degree plans. With Southern’s expansion into university status, its teacher-education program became the College of Education when Dr. E. R. Fair from Mankato (Minn.) Teachers College was named as dean in June, 1945. Deans for the other two colleges were secured in the fall—Dr. T. W. Abbott, professor of chemistry and director of extension at Southern for many years, to head the College of Liberal Arts and Sciences, and Dr. Henry J. Rehn from Temple University, Philadelphia, to direct the College of Vocations and Professions.

As reorganization took shape, most of the existing arts and sciences courses were, for administrative purposes, placed under the dean of the College of Liberal Arts and Sciences, and courses of a technical or professional or trade nature were placed under the dean of the College of Vocations and Professions.

* In support of Southern’s interest in inter-American affairs, District 149 of Rotary International has established a scholarship fund to bring foreign students to Southern, this fund to be financed by contributions of $1 per member from all Rotary Clubs of Southern Illinois.

The Illinois Congress of Parents and Teachers has also established a $200 scholarship at Southern, announced recently.
Each of the three colleges is developing its own well-rounded program of instructional opportunities, but the programs are dove-tailed rather than isolated. Students may take courses in all three colleges, but each student works toward a degree in the college which offers his major subject. Many of the faculty members teach in two or even in all three colleges, and often the same course counts toward degrees in all three.

The College of Education offers the Bachelor of Science in Education degree, while the College of Liberal Arts and Sciences and the College of Vocations and Professions each offer both the Bachelor of Science and the Bachelor of Arts degrees. In addition, the College of Vocations and Professions also offers a variety of shorter programs. Pre-professional work is given in such fields as agriculture, medicine, dentistry, engineering, law, and social work. New fields of specialization will be added in all three colleges as rapidly as sound educational practice permits.

7. Post-Graduate Program Flourishing

Post-graduate work leading to advanced degrees is one of the distinguished marks of a university, and Southern has already established a broad graduate program. The Teachers College Board approved the setting-up of the first courses in graduate work in January, 1944, and these courses were first offered in the summer of that year.

During the past year and a half, registration of graduate students has multiplied nearly nine-fold. Enrollment of individual graduate students has risen from 11 in the spring of 1945 to 49 in the spring of 1946 and 101 in the summer of 1946.

Southern's graduate program has a distinction which few universities can boast—that its graduate faculty is composed of teachers who hold the doctor's degree. Southern's first Graduate Bulletin, which came from the press early in 1946, described a total of 45 courses, offered by a graduate faculty of 37 members.

To encourage graduate studies, the University last fall created a number of graduate assistantships, each paying up to $750 per year. Awarded on merit to exceptionally promising students, ten of these were granted for the long session of 1945-46 and five during the summer term.

In recognition of its expansion into university status, the Commission on Colleges and Universities of the North Central Association of Colleges and Secondary Schools "promoted" Southern from Group II to Group IV on its list of accredited institutions, thus acknowledging the degrees awarded by the College of Liberal Arts and Sciences, the College of Vocations and Professions, and the Graduate School, as well as those given by the College of Education. Group IV is composed of the major universities of the country. Southern skipped Group III entirely, and has moved into the "major league" among colleges and universities.

Establishment of post-graduate work at Southern permits teachers and other professional people of Southern Illinois to take advanced work leading to the master's
degree without leaving this area.* Evidence of the caliber of Southern’s graduate
program is seen in the fact that a number of students who have taken their under­
graduate work at other colleges have come to Southern for graduate training.

8. Student Life Program Set Up

Student counseling has become recognized as an essential educational function
and responsibility. Personnel deans trained in scientific testing and guidance and
skilled in human relations are regarded as essential workers if a school or college or
university is to meet its obligations to its students. A student’s grades in the class­
room depend partly on his personal frame of mind, which in turn depends on many
factors—his living conditions, his financial status, his family responsibilities, his
individual aptitudes for certain types of study, to name a few.

Southern is just beginning a broad student counseling program on a full-time
basis. It now has on its staff a full-time dean of men and a full-time dean of women,
both trained and experienced in student counseling. Their job is to assist the student
to understand himself, his own capabilities and his shortcomings, and to help him
plan his university program most effectively.

Their function is not to direct the student, but to assist him to ex­

tend his own needs and ambitions and to encourage him to work out

his own problems.

By means of a modern testing program, the personnel deans are able to assist
each student in weighing his own aptitude for study—whether he would be more
capable in activities calling his physical energies into play or in those requiring
little physical effort but much mental agility, whether he leans toward work with
things or with people, whether he prefers routine duties or assignments calling for
imagination and creative ability.

The results of these tests, interpreted to the student by the counselor, enables
the student to measure his own likelihood of success—for example—as an accountant,
or a musician, or an artist, or a writer, or a teacher. On the contrary, they also enable
him to avoid vocations in which he would probably be a misfit.

Other tests reveal his personal characteristics—sociability, sensitiveness, leader­
ship, initiative, physical or mental quirks that may cause him to be unsettled—so that he
may be encouraged to strengthen certain ones or to conquer others.

Still other tests enable student veterans who have not yet com­
pleted high school to find out whether they have sufficient back­
ground in training or experience to do college-level work; if so, they
may enroll in the University without the high school diploma.

*Southern’s first master’s degree was conferred on a Southern Illinois Baptist
minister; its second, third and fourth, awarded in June, 1946, were conferred respect­
ively on a religious education secretary, an Army colonel, and a former county school
superintendent.
Other examination programs permit students to gain additional university credit on the basis of training or experience, an opportunity which is valuable to the veterans who have had specialized training or experience in the armed forces.

The personnel deans assist students in planning their study programs. Some 25 faculty members also aid in this program to give each student personalized advice of his course of study. The deans moreover help students in developing student life activities such as recreation, student self-government, house organizations, inter-fraternity and inter-sorority organizations, and cooperative enterprises among various student groups.

The personnel deans also help students find jobs, obtain loans, secure adequate housing accommodations.

9. Housing Problem Tackled

Recognizing that housing for its students is one of its biggest responsibilities, the University last summer designated a full-time housing counselor, appointing Mrs. Mabel Pulliam, widow of former President Roscoe Pulliam, to the post.

Through house-to-house canvasses, newspaper articles and advertisements, and pleas before civic organizations, this office has succeeded in opening up many homes in Carbondale to students, particularly veterans. Residents of nearby towns have been urged to rent rooms to students who have cars and can commute, an effort which has brought an excellent response.

University authorities early explored the possibilities of emergency housing, and as soon as the Teachers College Board gave its approval, filed applications for family housing units from the Federal Public Housing Authority.

These applications have been granted for 186 family units for student veterans, allocated directly to the University, and for 20 additional units allocated to the City of Carbondale and transferred by the city to the University, making a total of 206.

For many months University authorities have been trying to develop a workable plan to take over two dormitories at the Illinois Ordnance Plant on Crab Orchard Lake, to house up to 306 veterans.

State funds for the construction of dormitories will be sought from the General Assembly at the earliest opportunity.

So far Southern has not been forced to limit enrollment because of lack of housing. Undoubtedly some students have not enrolled because of the difficulty of finding suitable living accommodations, but the housing service has been able to find quarters for all who have actually registered.

Why, some may ask, is there a student housing shortage, when Southern once accommodated more than 2,000 students? The answer is simple: Carbondale's population has increased by some 3,000 in the last five years, while little or no building has been going on in the same period.
Southern will continue to exercise every effort to meet the demand for student housing as it arises, and to provide at the earliest possible moment adequate dormitory facilities for both men and women students.

10. Veterans Services Emphasized

Located on the Southern campus is the second largest of the U. S. Veterans Administration Guidance Centers in the State of Illinois. One of six in the State, the center at Southern, serving the 39 counties of Southern Illinois, handles the largest number of veterans of any of the centers except that in Chicago. Trained and experienced psychologists, sociologists, and other personnel workers have been assigned to the center by the University, to furnish scientific testing and counseling to veterans seeking vocational rehabilitation and training. The University also furnishes housing and student clerical assistance for the center.

A faculty committee on veterans services works on a round-the-clock shift to assist student veterans in any way possible—in their studies, finding part-time jobs, finding housing for themselves and their families*, securing emergency loans, obtaining their subsistence pay or pensions for rapidly, and many other ways. The dean of men is executive officer for this service, and devotes a major portion of his time to work with veterans. A former Army colonel and a former WAVE lieutenant act as special representatives of the President to serve the student veterans. Each month a representative of the Veterans Administration comes to the Southern campus to expedite subsistence payments and to answer technical questions as to veterans’ rights under the various Federal laws.

A veterans’ lounge has been established on the ground floor of the Old Science Building.

Ex-servicemen and women on the campus have their own Southern Veterans Organization, which holds regular meetings for recreational and discussion purposes and has begun a long-range campaign of civic service to the community and Southern Illinois.

11. Information Service Provided

To furnish information to the public by press and radio, by printed material, through correspondence, by personal contacts, and in other ways, the University established an Information Service in the fall of 1945, with a full-time director in charge. Many of these duties had been carried on a part-time basis for many years by members of the faculty, but as the scope of University activities broadened, it was recognized that these functions should be handled by a full-time trained person.

News from Southern goes regularly to every daily and weekly newspaper in Southern Illinois and to metropolitan papers as well. This past year Southern has had its own “radio network”—its two weekly radio programs going simultaneously

*Approximately 30 per cent of the student veterans are married.
over both Station WJPF, Herrin, and Station WEBQ, Harrisburg, instead of one pro-
gram over each station as in the past. Southern football and basketball games have
also been broadcast this year.

The Information Service serves in a technical advisory capacity on all publications
that go out under the University imprint. It edits and publishes The Southern
Alumnus, a quarterly tabloid-size newspaper for former students. It works with
student publications in an advisory capacity, but without exercising any censorship;
it's services are not forced upon the student journalists, but are available whenever
counsel is sought.

The major function of the Information Service is to act as a clearing-house for
information of any kind. Any citizen of Southern Illinois (or elsewhere) can write to
this office for information or assistance. If the answer or the service can be found
at the University—in the library, from a faculty member, or through a service agency—
the Information Service will arrange to provide it; if not, then suggestions will be
made as to other possible sources of assistance. The chief objective of the Information
Service is to furnish news and information about the University and its program, but
it is also intended to serve the people of Southern Illinois in any way possible.

12. Alumni Services Inaugurated

To serve its 8,000 former students and to bring them into closer touch with the
University, Dr. Orville Alexander, graduate of Southern and member of the govern-
ment faculty, this spring was appointed director of alumni services, a new position.
During the spring he devoted three-fourths of his time to work with and for alumni,
and will give approximately half-time to these activities during the summer and there-
after. He has also been elected president of the Joint Alumni Council, recently
organized by the five colleges and normal universities in the State teachers college
system, which has adopted a broad program of service to education and to the teachers
colleges.

13. Faculty Participation in University Affairs

While the President is held ultimately responsible for the University's administra-
tion and its policies, sound educational administrative practice calls for faculty co-
operation in both planning and development of its program. Last fall the faculty was
invited by the President to consider by what machinery it would like to share in
University affairs. After considerable deliberation, a joint faculty-administrative
Advisory Council to consult regularly with the President was set up. This council
is composed of seven faculty members elected by the faculty and seven administrative
officials named by the President. This group meets twice each month for consideration
of University problems and policies, and to make recommendations on these matters
to the President.

The general faculty meets once each month for discussion of matters of concern
to the faculty.
Last fall, all standing faculty committees were reorganized and coordinated into a functional framework covering all phases of the University's activities. This reorganization redistributed committee loads so as to lighten over-loaded members and to give each faculty member some committee responsibilities and thus a voice in University affairs. This framework includes:

A. **Committees on Administrative Matters**—(1) Admissions, Registration, Scheduling; (2) Advisory Committee on Long-Term Planning; (3) Advisory Council to the President; (4) Budget; (5) Promotional Activities; (6) Student Activity Funds; (7) University Organization.

B. **Committees on Educational Matters**—(1) Curriculum; (2) Community and Regional Cooperation and Service; (3) Entertainment and Lectures; (4) Examinations; (5) Film Service; (6) Graduation; (7) Graduate Studies; (8) Library; (9) New Publications; (10) Scholarship, Standards, and Honors.

C. **Committees on Student Affairs**—(1) Athletics; (2) Student Publications; (3) Scholarships and Loans; (4) Veterans Services; (5) Student Life.

D. **Committees on Physical Plant**—(1) Book Store; (2) Facilities for Feeding and Housing Students; (3) Building Maintenance and Improvements; (4) Grounds, including Landscaping.

Special committees are appointed from time to time to consider new problems requiring study.

14. **Student Participation in University Affairs**

Students likewise participate in University affairs through membership in certain standing and special committees, and through their representative governing body, the 16-member Student Council, four members of which are elected each spring by each of the four classes. Student requests and opinions are channeled to the administration through the Student Council. The President early last fall inaugurated a "student hour" immediately following the student assembly each week, during which student groups and individual students are welcome to drop in to see him, but any student or group of students may obtain a personal conference with him at other times by appointment.

15. **Services to Southern Illinois**

Since Southern Illinois Normal University is the only higher educational institution in the whole of Southern Illinois, its obligation to serve this area is a comprehensive and a serious one.

Its paramount obligation is to afford educational opportunities, second to none, to the youth of Southern Illinois. But its responsibilities do not stop in the classroom on the campus in Carbondale. It has a duty to provide educational opportunities for adults of this region, through graduate courses, extension classes, short courses, workshops, conferences for special-interest groups, clinics, and other services.
Off-campus courses—carrying full University credit—have been conducted during the past year in 17 communities of Southern Illinois, from Mounds to East St. Louis, from Golconda to Centralia. More than 1,000 teachers and others thus found it possible to continue their education while holding their regular jobs.

With a view to broadening and intensifying its whole extension program, the University this month appointed a full-time director of extension, Mr. Raymond H. Dey, who has been superintendent of the Carbondale Community High School and the Attucks High School for the past two years. Until now Southern's extension work has been under the part-time leadership of Dr. T. W. Abbott, professor of chemistry and dean of the College of Liberal Arts and Sciences.

A Film Service provides educational motion pictures, slides, and other visual aids to schools, civic organizations, and other groups.

A Child Guidance Clinic functions throughout the year at Southern to assist teachers, doctors, and parents in studying children's problems. Four times each year a special clinic for selected individual children is held on the campus under the joint sponsorship of the University and the Illinois Institute for Juvenile Research.

Numerous conferences and clinics are held on the Southern campus each year which offer cultural, professional, and technical opportunities for Southern Illinois youth and adults. Last fall approximately 750 high school boys and girls attended the fifth annual choral clinic held on the campus. Last summer a series of musical evenings was held at Giant City State Park. A Southern Illinois Newspapermen's Conference was held early in June, 1946, and an Aviation Education Conference is scheduled for July. Workshops in public health and in rural education are running concurrently with the summer session.

Regional and state organizations frequently hold meetings on the Southern campus, and the University's auditorium facilities are available without charge to any such group. Among the organizations that have met at the University during the past year and a half are: representatives of industry and agriculture, in a meeting sponsored by the Illinois State Chamber of Commerce; the Southern Division of the Illinois Education Association; the Boy Scouts of the Egyptian Council and other Southern Illinois areas; the Illinois Association for Health, Physical Education, and Recreation; block meetings of Southern Illinois county superintendents; the Southern Illinois Horticultural Association; the Southern Illinois Schoolmasters Club; the Producers Creamery Association; the Southern section of the Illinois Sewage Works Operators Association; the Illinois Fruit Growers Exchange; the National Wild Life Association.

The University cooperates with the Carbondale Community Concert Association each year in presenting a series of nationally-known concert artists, thus enriching the cultural opportunities available to its students and to the people of this area.*

*Artists who have been brought to Southern Illinois this year under the joint University-Community Concert Association program have included: Miss Nadine Conner, young Metropolitan soprano; Draper and Adler, dancer-harmonica team; the Bary Ensemble, string musicians; and Sascho Gorodnitski, Russian pianist.
Students are admitted to these concerts on their regular University activity tickets, without additional cost. Outstanding lectures and entertainers are frequently brought to the campus both for student assembly and for evening programs.

University faculty members are encouraged to accept invitations to appear as guest speakers before organizations of Southern Illinois. During the past year scores of calls for such speakers have been filled by the University, and plans are now being developed for the establishment of a regular Speakers’ Bureau to furnish programs of either an entertainment or an informative nature. Student speakers and entertainers are also encouraged to make off-campus trips to appear before Southern Illinois audiences. The Madrigal Singers and the Mixed Chorus, particularly, are in frequent demand by both musical and other audiences; a three-day tour of Southern Illinois schools was made by the Madrigal Singers under University auspices in the spring. Southern radio programs are designed to entertain and inform Southern Illinois radio listeners, one of those broadcasts during the past year being planned for adult audiences, the other to be used as classroom listening in the public schools.

Southern works closely with the public schools of this area, and provides consultant services on school problems for both individual school systems and organizations of school officials. This year, a panel of consultants was appointed by the President at the request of school officials, to work with county school reorganization committees in reorganizing county schools under the new State reorganization law. In this connection, several meetings of county superintendents and of school board members have been held both on the campus and in the various areas of Southern Illinois to discuss reorganization problems.

Through the recently organized Joint Alumni Council of the five teachers colleges and normal universities, it is proposed to assist the public schools of the State by working to help solve the teacher-shortage, by focusing public attention on educational problems and needs, and by other activities directed at improving the quality of education afforded future teachers. Southern's representatives on this council are the University president, the director of alumni services, and the president and two elected members from the Alumni Association.

Through cooperation with the University of Illinois and the State's teachers colleges, a state-wide coordinated program of extension is being developed, to provide all areas of the State, including Southern Illinois, with extension classes on a wide scale.

Already person-to-person contacts are being made by University officials among representatives of industry, business, agriculture, and schools of this area to obtain from them first-hand advice as to what type of training they want Southern to offer its students so as to prepare them for the jobs that are available for them here in Southern Illinois. Being planned are other efforts "to go to the people" to find out how Southern can best serve this region. It is on the basis of these suggestions that Southern will develop its program of tomorrow.
16. What of Tomorrow?

Southern is pledged to service for the people of Southern Illinois—in the classroom, in the laboratory, in its research activities, in the off-campus work of its faculty and students.

No institution in the entire country has a finer opportunity than Southern. Here is a expanse of nearly one third the State of Illinois in which there are no other colleges or universities. Here are one and one-quarter million people, all of whom are proud of Southern, and give it their wholehearted support. From this area Southern draws its students—a potential enrollment of many thousands each year. To this region Southern sends its graduates, trained for service to Southern Illinois.

Southern is now a university, and is empowered to grow and develop into full stature, an institution worthy of the Egypt it serves.

It has received bountifully of state-wide support for its expansion program, and the faithful promise of further backing to build a first-class physical plant.

It is the pledge of Southern’s administration, its faculty, and its students that this physical expansion shall be matched fully and courageously by the growth and development in its instruction, research and service programs—to the end that Southern shall become a great regional university, the sparkplug for a greater Southern Illinois.