1962

1962-1963 Southern Illinois University Bulletin (General Information)

Southern Illinois University Carbondale

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Southern Illinois University Bulletin

General Information 1962-63
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.
General Information

Announcements for 1962-1963
The following issues of the *Southern Illinois University Bulletin* may be obtained without charge from Central Publications, Southern Illinois University, Carbondale, Illinois.

General Information  
Financial Assistance  
Summer Session (Carbondale)  
Summer Session (Edwardsville)  
Schedule of Classes (Carbondale)  
Schedule of Classes (Edwardsville)  
General Announcements (Edwardsville)  
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

All intending students should have the General Information bulletin (issued once a year), plus the special bulletins of the various educational units in which they are most interested.
Board of Trustees

John Page Wham, Chairman
Centralia
TERM EXPIRES 1965

Harold R. Fischer
Granite City
TERM EXPIRES 1963

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TERM EXPIRES 1967

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College of Liberal Arts and Sciences
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School of Agriculture
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School of Business
H. J. Rehn, Dean

School of Communications
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School of Fine Arts
Burnett Shryock, Dean

School of Home Economics
Eileen E. Quigley, Dean

School of Technology
Julian H. Lauchner, Dean

Division of University Extension
Raymond H. Dey, Dean

Division of Technical and Adult Education
Ernest J. Simon, Dean

Edwardsville Campus

Clarence W. Stephens
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William T. Going
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Education Division
Cameron W. Meredith, Head

Fine Arts Division
Andrew J. Kochman, Head

Humanities Division
Nicholas T. Joost, Head

Science and Technology Division
Kermit G. Clemans, Head

Social Sciences Division
Herbert H. Rosenthal, Head
This Bulletin

contains general information about the University, its instructional units, and the degrees it confers. Also included are details concerning admission, advisement, registration, fees, housing, student employment, the Department of Nursing, and the Air Force Reserve Officers Training Corps.

For details concerning any particular academic unit of the University, refer to the appropriate bulletin listed on page ii.
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University Calendar, 1962-1963

1962 SUMMER SESSION

Session Begins Monday, June 18
Independence Day Holiday Wednesday, July 4
Final Examinations (8-week Session) Wednesday–Thursday, August 8–9
Commencement Friday, August 10
Final Examinations (Summer Quarter) Thursday–Friday, August 30–31
Quarter Ends Friday, August 31

1962 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

1963 WINTER QUARTER

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

1963 SPRING QUARTER

Quarter Begins Wednesday, March 27
Memorial Day Holiday Thursday, May 30
Final Examinations Thursday–Wednesday, June 6–12
Commencement (Carbondale) Thursday, June 13
Commencement (Edwardsville) Friday, June 14

Summer classes begin on Tuesday, June 19. During the fall, winter, and spring quarters, day classes begin on the second day of the quarter. Evening classes (5:30 p.m. or later) begin on the first day of the quarter.
University Calendar, 1963-1964

1963 SUMMER SESSION
Quarter Begins
Independence Day Holiday
Final Examinations (8-week Session)
Summer Commencements
Final Examinations (Summer Quarter)
Quarter Ends

Monday, June 17
Thursday, July 4
Wednesday–Thursday, August 7–8
Friday, August 9
Thursday–Friday, August 29–30
Friday, August 30

1963 FALL QUARTER
New Student Week
Quarter Begins
Thanksgiving Recess
Final Examinations

Thursday–Saturday, September 19–21
Monday, September 23
Wednesday, 12 noon–Monday, 8 a.m.
November 20–25
Wednesday–Tuesday, December 11–17

1964 WINTER QUARTER
Quarter Begins
Final Examinations

Thursday, January 2
Wednesday–Tuesday, March 11–17

1964 SPRING QUARTER
Quarter Begins
Memorial Day Holiday
Final Examinations
Commencement (Edwardsville)
Commencement (Carbondale)

Wednesday, March 25
Saturday, May 30
Thursday–Wednesday, June 4–10
Thursday, June 11
Friday, June 12
Thompson Woods

Located in the center of the University's sprawling 2,600-acre Carbondale Campus, Thompson Woods provides a natural setting for the buildings located on its periphery. Its paved and lighted walks provide ready access to these major buildings by a pleasant walk through the woods. Thompson Woods is Southern's natural campus mall.
These paths provide a convenient shortcut through the woods between classes.

The south entrance to Morris Library is used by many students emerging from Thompson Woods.
The University Center nestles into Thompson Woods on the eastern edge, its huge outdoor patio jutting into the cool shade of majestic oak trees in a natural setting.

The Life Science Building is enhanced by its setting on the northwest edge of Thompson Woods.

Beautiful stretches of lawn blend the Agriculture Building into the natural vegetation on the west side of Thompson Woods.
This inlet of the Lake-on-Campus offers a relaxing haven to canoe enthusiasts. The bridge in the foreground provides passage for a path that completely encircles the lake.

Natural vegetation is a traditional part of Southern's old campus too. Pictured here is the entrance to Wheeler Hall.
Near the center of a 2,000-acre tract of land, the construction of permanent buildings will see the realization of Southern’s Edwardsville Campus. The first group of buildings on this site will include the University Center, Communications Building, Science Laboratory and Faculty Office Building Group, Library, General Classrooms and Faculty Office Building Group, and General Offices and Service Building. The natural vegetation and landscaping will be preserved to take advantage of the beauty of the natural setting.
A part of the natural setting to be preserved is this huge elm tree which will lend its historical dignity to the beauty of the campus.

This pleasant shaded passageway was once a railroad right-of-way. It will be preserved in its natural beauty.
Near the center of the initial group of proposed buildings this beautiful view shows the pleasant rolling contour of the site for the Edwardsville Campus. This view is looking southeast.
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.

In 1874 the first building on the campus at Carbondale was completed, financed by state-appropriated funds and contributions from citizens of Jackson County. In the fall of that year, the first regular academic year for the school, 150 students were enrolled. The student population has increased steadily to over 14,600 resident students and another 3,000 taking off-campus work.

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, after a vigorous campaign led by President Roscoe Pulliam, 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 action of the legislature led to establishing colleges of Education, Liberal Arts and Sciences, and Vocations and Professions, offering the Bachelor of Science in Education, Bachelor of Arts, and Bachelor of Science degrees. In 1947 the Bachelor of Music degree was approved, in 1951 the Bachelor of Music Education, and in 1957 the Bachelor of Science in Agriculture. Graduate work was instituted in 1943 and the Graduate School was formally established in 1948. At this time it was authorized to grant the Master of Arts and Master of Science degrees in addition to the Master of Science in Education. In 1952 the Master of Fine Arts degree was added to the list, the Doctor of Philosophy in 1955, and in 1956 the Master of Music, and the Master of Music Education. The divisions of Communications, Fine Arts, and Rural Studies were established in 1953, and in 1955 became the schools of Communications, Fine Arts,
and Agriculture respectively. The College of Vocations and Professions was dissolved, and a School of Business was created in 1956. In 1957 the Department of Home Economics became the School of Home Economics, and in 1959 the Department of Applied Science became the School of Applied Science. On July 1, 1961, the School of Applied Science was re-named as the School of Technology, which will include the engineering programs. The growth of classes for adults and for those seeking technical training led to the establishment in 1953 of the Division of Technical and Adult Education, of which the Vocational-Technical Institute is a part.

The Small Business Institute was established in 1954, and the Community Development Institute was established in 1956. The Labor, Latin American, and Rehabilitation institutes were created in 1957, the Transportation Institute in 1960, and the Center for the Study of Crime, Delinquency, and Corrections in 1961.

In 1949 the Belleville Residence Center was established. Then, because of the growing demand for educational opportunities in the Madison-St. Clair counties area, the University established the Alton Residence Center and the East St. Louis Residence Center in 1957. In 1959 the Southwestern Illinois agencies were organized into a unit co-ordinate with the Carbondale campus. These two units are now named the Carbondale Campus and the Edwardsville Campus.

The academic organization of the Edwardsville Campus consists of six divisions of instruction with a number of major programs in each division. The divisions are business, education, fine arts, humanities, science and technology, and social sciences.

The presidents of the University have been

Robert Allyn .................................................. 1874–1892
John Hull .................................................. 1892–1893
Harvey W. Everest ........................................ 1893–1897
Daniel B. Parkinson ...................................... 1897–1913
Henry W. Shryock ........................................... 1913–1935
Roscoe Pulliam .............................................. 1935–1944
Chester F. Lay .............................................. 1945–1948
Delyte W. Morris ........................................... 1948–

LOCATION

Southern Illinois University has educational programs in operation at Carbondale; in the Madison-St. Clair counties area; at Southern Acres, ten miles east of Carbondale; and at the Little Grassy Lake, ten miles southeast of Carbondale.
**Carbondale Campus**

The Carbondale Campus is located at the southern edge of Carbondale, a railroad center easily accessible from all directions. The region surrounding Carbondale is noted for its large peach and apple orchards, which in blossomtime attract many tourists. Two state parks and four lakes are located within ten miles of the campus and offer excellent recreational facilities.

The campus is at present undergoing extensive expansion. It now comprises more than 2,600 acres, and more tracts of land are to be added. The following large permanent buildings form the nucleus of the Carbondale Campus's physical plant.

- Old Main .................................................. 1886
- Altgeld Hall ............................................. 1896
- Wheeler Hall .......................................... 1903
- Allyn Building ........................................... 1908
- Anthony Hall ............................................ 1913
- Shryock Auditorium ..................................... 1916
- Gymnasium ................................................ 1925
- Parkinson Laboratory ................................... 1928
- McAndrew Stadium ...................................... 1938
- Power Plant .............................................. 1949
- Service Shops .......................................... 1951
- University School ...................................... 1951
- Woody Hall .............................................. 1953
- Life Science Building .................................. 1953
- Lentz Hall ............................................... 1956
- Morris Library .......................................... 1956
- Thompson Point Residence ..............................
- Halls (6 buildings) ...................................... 1956
- Agriculture Building ................................... 1957
- Home Economics Building .............................. 1958
- Group Housing (9 units) ............................... 1959
- Southern Hills .......................................... 1959
- Apartments .............................................. 1959
- University Center ...................................... 1961
- Vice-President’s Office ................................. 1961
- Group Housing (6 units) ............................... 1962
- Thompson Point Residence ............................
- Halls (5 buildings) ...................................... 1962

Until additional space is available, the University is making use of numerous small temporary buildings. Some of these are converted residences; others were built originally as army barracks and have been transported to the campus for office, classroom, dormitory, apartment, and storage space. They will be given up as permanent space becomes available.

Southern Acres, in the former administrative area of the Illinois Ordnance Plant, contains the educational facilities of the Division of Technical and Adult Education, some apartments for married students, and some residence halls for single students.

The Little Grassy Lake camp includes some 1,100 acres of land devoted to instruction and training in outdoor education. The wildlife research station in Perry County includes more than 900 acres, the Pine Hills research station more than 200.

**Edwardsville Campus**

The general administrative offices for the Madison–St. Clair counties
area are located on the central campus southwest of Edwardsville, comprising over 2,000 acres of wooded, rolling countryside.

In April, 1960, a group of consultants began work on a master plan for the new Edwardsville site, which would provide facilities for a daily commuting student body of 18,000 by 1970. With the passage of the bond issue in November, 1960, funds have become available to complete the planning and begin the preliminary construction.

The facilities of the former Shurtleff College have been leased by the University for the operation of the Alton Center. Eight permanent buildings form the nucleus of this 40-acre campus. Nine additional buildings have been prepared on a temporary basis to meet the needs of an expanded undergraduate and graduate program.

The East St. Louis Center is located on Ohio Street at Ninth and Tenth. Laboratories, classrooms, libraries, and other facilities of a former senior high school have been redesigned and re-equipped to provide for a comprehensive undergraduate and graduate program at this campus.

ENROLLMENT

The final registration for the 1961 fall quarter was 10,311 on the Carbondale Campus and 4,317 on the Edwardsville Campus, making a total of 14,628 resident students. Additional enrollment statistics appear in the appendix of this bulletin.

SESSIONS

The nine-month academic year is divided into three quarters. 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 around 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 regular quarters, there are a two-month summer session and a full summer quarter which begin immediately following the close of the spring quarter. The summer session consists of a comprehensive program of courses offered by most departments and divisions of the University. In addition to the courses which run the full two or three months, there are workshops and short courses of lesser duration.

The basic unit (hour) of instruction is a period of fifty minutes. All schedules allow an interval of ten minutes between successive instruc-
tion periods. During the regular academic year daytime classes meet on the hour, from 8:00 A.M. to 5:00 P.M., including the noon hour. On Saturdays, classes are scheduled during the morning hours only. For example, a three-hour course may be scheduled to meet at 8:00 A.M. either on Monday, Wednesday, and Friday, or on Tuesday, Thursday, and Saturday. For the benefit of teachers and other employed persons a certain number of upper-level and graduate courses are scheduled to meet for a longer period on Saturday morning only. Evening classes are usually scheduled to meet two or three evenings a week for extended periods of time. Upper-level and graduate courses are scheduled to meet one evening for a longer period of time. For specific information concerning classes, consult the Schedule of Classes for the appropriate campus.

Summer session class periods are lengthened to seventy-five minutes to compensate for the shorter term of those courses offered on the eight-week basis.

BULLETINS

The University publishes a General Information bulletin annually. This bulletin provides general information about the entire University. It also furnishes detailed information about the Air Force Reserve Officers Training Corps and the Department of Nursing. In addition, each college, school, and division on the Carbondale Campus has its own bulletin furnishing detailed information, and there is a General Announcements bulletin for the Edwardsville Campus which contains detailed information. A listing of the bulletins currently available appears on page ii of this bulletin.

REGULATIONS

The University and its various instructional units reserve the right to change the rules regulating admission, instruction, and graduation 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 matriculated in the University. The University also reserves the right to withdraw courses and to change fees.

A copy of the rules and regulations governing student life may be obtained from the Student Affairs Office on either the Carbondale Campus or the Edwardsville Campus.
RESPONSIBILITY OF THE STUDENT

Students of Southern Illinois University are to conduct themselves at all times according to standards expected of responsible persons.

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. Responsibility for errors in program or in interpretation of regulations of the University rests entirely with the student. Advice is always available on request.

CENTRAL AND GENERAL OFFICES

President Delyte W. Morris, Ph.D. (Iowa) 1948
   Administrative Assistant to the President Edward V. Miles, Jr., A.M. (St. Louis) 1919
   Administrative Assistant to the President Kenneth R. Miller, M.S. in Ed. (Butler) 1958
Field Representative Charles C. Feirich, B.J. (Missouri) 1953–54; 1955
Professor Max W. Turner, Ph.D. (Iowa) 1948
Instructor Roland Keene, M.A. in Ed. (Washington University) 1958
Co-ordinator Oliver K. Halderson, B.A. (Augustana) 1951–54; 1962
Research Assistant Jane W. Crichton, B.Ed. (Southern Illinois) 1948–52; 1955
Recorder Charles D. Butler, B.A. (Southern Illinois) 1955
Secretary to the President Lois H. Nelson, M.S. in Ed. (Illinois) 1948
Vice-President for Instruction Charles D. Tenney, Ph.D. (Oregon) 1931
Secretary of the University Faculty Elbert Fulkerson, M.A. (Illinois) 1932
Acting Legal Counsel C. Richard Gruny, LL.B. (Illinois) 1959
Assistant Legal Counsel L. James Struif, LL.B. (Illinois) 1960
Budget Officer Clifford R. Burger, M.S. (Indiana State) 1958
Vice-President for Operations John E. Grinnell, Ph.D. (Stanford) Carbondale 1955
Assistant Rino Bianchi, M.A. (Southern Illinois) Carbondale 1961
Assistant Roy Weshinsky, M.A. (Southern Illinois) Carbondale 1961
Dean of Academic Affairs William J. McKeefery, Ph.D. (Columbia) Carbondale 1961
Registrar and Director of Admissions Robert A. McGrath, Ph.D. (Iowa) Carbondale 1949
THE UNIVERSITY

Associate Registrar and Director of Admissions Willis E. Malone,
Ph.D. (Ohio State) Carbondale 1939
Instructor Wilbur Ray Venerable, M.A. (Kentucky),
Pre-College Adviser Carbondale 1957
Lecturer Paul E. Engsberg, M.Ed. (Missouri) Carbondale 1961–63
Assistant Registrar Sue J. Eberhart,
M.S. in Ed. (Southern Illinois) Carbondale 1948
Assistant Registrar Herbert Wohlwend,
M.S. in Ed. (Southern Illinois) Carbondale 1958
Supervisor Allan Jones, M.A. (Southern Illinois) Carbondale 1958
Supervisor Marion B. Treece,
M.S. in Ed. (Southern Illinois) Carbondale 1957
Supervisor Roland R. E. Keim,
M.S. in Ed. (Southern Illinois) Carbondale 1961
Division Chief Vera E. Borger,
B.Ed. (Southern Illinois) Carbondale 1958
Assistant Supervisor Loren H. Young,
B.S. (Southern Illinois) Carbondale 1959
Director of Business Affairs John S. Rendleman,
J.D. (Illinois) Carbondale 1951
Director of Personnel Office Gene C. Turner,
M.S. (Southern Illinois) Carbondale 1958
Director of Auxiliary and Service Enterprises Paul W. Isbell,
M.S. (Illinois) Carbondale 1952
Assistant Director of Auxiliary and Service Enterprises
Carlton F. Rasche Carbondale 1951
Supervisor of Campus Services Earl A. Morgan,
B.Ed. (Southern Illinois) Carbondale 1955
Supervisor Francis M. Glynn, B.A. (Lake Forest) Carbondale 1958
Business Manager Robert L. Gallegly,
A.M. (Illinois) Carbondale 1946
Assistant Business Manager Frank Dusek,
B.S. (Southern Illinois) Carbondale 1952
Assistant to Business Manager Jack Simmons,
B.S. (Southern Illinois) Carbondale 1960
Chief Accountant Warren E. Buffum,
B.A. (Washington) Carbondale 1950
Purchasing Agent George Toberman Carbondale 1957
Bursar Thomas J. Watson, B.S. (Southern Illinois) Carbondale 1953
Auditor William J. Surman, B.S. (Chattanooga) Carbondale 1961
Supervisor Matthew W. Novakovich,
B.S. (Southern Illinois) Carbondale 1958
Assistant Division Chief Samuel L. Rinella,  
B.S. (Southern Illinois)  
Carbondale 1961

Vice-President for Operations Clarence W. Stephens,  
Ed.D. (Indiana)  
Edwardsville 1952

Assistant to the Vice-President Virgil L. Seymour,  
M.S. (Southern Illinois)  
Edwardsville 1957

Supervisor of General Office (Alton) H. Bruce Brubaker,  
Ed.D. (Indiana)  
Edwardsville 1959

Supervisor of General Office (East St. Louis) Loren B. Jung,  
M.S. (Southern Illinois)  
Edwardsville 1961

Dean of Instruction William T. Going,  
Ed.D. (Michigan)  
Edwardsville 1957

Associate Professor Jack Bruce Thomas,  
Ph.D. (Indiana)  
Edwardsville 1958

Registrar John H. Schnabel, Ed.D. (Indiana)  
Edwardsville 1957

Assistant Registrar James Holcomb,  
B.S. (Shurtleff)  
Edwardsville 1962

Assistant Registrar Samuel L. Stone,  
M.S. (Southern Illinois)  
Edwardsville 1959

Assistant Registrar Dorris W. Wilton,  
M.A. (Illinois)  
Edwardsville 1959

Director of Business Affairs Caswell E. Peebles,  
B.S. (Illinois)  
Edwardsville 1953

Supervisor of Auxiliary and Service Enterprises Carl E. Alford,  
B.S. (Southern Illinois)  
Edwardsville 1959

Supervisor (Alton) Morris F. Carr,  
M.S. (Illinois)  
Edwardsville 1958

Supervisor (East St. Louis) Lloyd E. Hubert,  
B.S. (Southern Illinois)  
Edwardsville 1959

Purchasing Agent William V. Connell,  
B.S. (Illinois)  
Edwardsville 1954–57; 1959
Instructional Units

This section provides a brief description of the purposes and programs of the University's instructional units. The units are arranged according to their location within the University. Those units having general university application are listed first, followed by those located on the Carbondale Campus, and then the Edwardsville Campus.

A complete description of the programs of the Department of Nursing and the Air Force Reserve Officers Training Corps, located on the Carbondale Campus, is presented in this bulletin because those two units do not have separate bulletins.

ALL-UNIVERSITY UNITS

THE GRADUATE SCHOOL

The purpose of the Graduate School is to make available to advanced students courses and other work which will increase their competencies in particular fields. Development of the power of independent investigation is especially sought. The association of mature and beginning scholars is an important aspect of graduate work and is encouraged. The Graduate School seeks to stimulate scholarly activity and research among the staff, in order to maintain the proper atmosphere for graduate instruction.

From 1944 until 1948, work could be taken toward the Master of Science in Education degree. During the latter year, the University was authorized to confer the Master of Arts and Master of Science degrees, and in 1952 the Master of Fine Arts degree was added. In 1953 a Sixth-Year Program of graduate work was authorized by the Board of Trustees, consisting of work beyond the master's degree. The Sixth-Year Program does not result in a degree but in a Specialist's Certificate, and is intended to be a terminal course, not one leading to more advanced graduate work.
In 1956 the Master of Music and Master of Music Education degrees were authorized by the Board of Trustees.

In 1955 the board approved the Doctor of Philosophy degree. The first earned doctorate was awarded by the University in 1959 in the field of speech correction.

Graduate fellowships and assistantships are available to qualified graduate students. These positions pay from $100 to $250 per month on a half-time basis, with remuneration depending on the nature and responsibilities of the appointment in each case. Persons wishing to apply for graduate fellowships, which require no more than ten hours of work per week, should apply directly to the Graduate Office, in person or by written inquiry. Those wishing to apply for assistantships should inquire in the department of their major interest. In so doing, they must also make formal application to the Graduate School as outlined in the paragraph below, in addition to furnishing the department with the credentials it requires. Normally, the assistantship requires twenty hours of work each week. Both fellowships and assistantships carry remission of the tuition charge. There are certain other fees which are not remitted. There are also tuition scholarships available to qualified students through application to the dean of the Graduate School.

Students who wish to enter the Graduate School must first make formal application to the Admissions Office. Also they should ordinarily discuss the prospect of obtaining the courses they wish to take, or other work they wish to do, with the chairmen of major departments, since admission to the Graduate School does not automatically guarantee admission to a particular major.

Inquiries about graduate work should be directed to the Dean, Graduate School, Southern Illinois University, Carbondale, Illinois, or to the Graduate Office, Southern Illinois University, Edwardsville, Illinois.

DIVISION OF UNIVERSITY EXTENSION

Dean Raymond H. Dey,  
Ed.D. (Washington University) Carbondale 1946
Associate Dean Ernest J. Simon, M.S. (Illinois) Carbondale 1950
Assistant Dean Benson B. Poirier,  
Field Representative Jess Wilbur Turnbow,  
B.A. (Greenville) Carbondale 1955

The purpose of the Division of University Extension is to make uni-
versity credit courses available to people who are not in residence. It calls upon the various instructional agencies of the University for the personnel used to carry out its program.

Southern Illinois University is a member of the National University Extension Association and meets the standards of this association.

Inquiries concerning the programs and services of the Division of University Extension should be directed to the Dean, Division of University Extension, Southern Illinois University, Carbondale, Illinois.

EXTENSION CREDIT CLASSES

Scheduling off-campus college credit classes is a chief function of the Division of University Extension. The program was originally designed for public school teachers and administrators. It has been expanded, however, to serve many other groups. A class is now scheduled whenever fifteen or more qualified people indicate their intention of enrolling in it, provided that a staff member for that particular subject is available at that time.

A maximum of one-half of the total number of credits required for the bachelor's degree, or ninety-six hours, may be earned through extension classes, and up to sixteen hours for the master's degree.

Many courses that are offered in residence are also regularly offered through extension, and, when satisfactorily completed, are ordinarily given the same credit as residence work. All instructors of these extension courses are members of the regular university faculty, and the work offered meets all of the requirements of the American Association of Colleges for Teacher Education and the North Central Association of Colleges and Secondary Schools.

CONFERENCES, SHORT COURSES, AND TOURING THEATER

The Division of University Extension assists any campus department in planning and carrying out conferences and workshops, whether they be scheduled on or off campus.

Approximately 200 events of this nature are held annually on the Carbondale Campus with a total attendance approximating 35,000 persons. In co-operation with the Department of Theater, the division arranges for a touring theater to present plays in area communities. The theater is self-supporting, with area organizations sponsoring the plays and earning funds for local civic projects.

The division also provides a County Institute Service for specialized faculty groups and for teacher groups in general. The programs vary in length from one hour to two days and are sometimes given as workshops for teachers before school opens in the fall.
DIVISION OF TECHNICAL AND ADULT EDUCATION

The Division of Technical and Adult Education serves adults and high school graduates interested in obtaining a college-level program of instruction of a shorter duration than the usual four-year college program, qualifying them for employment at the semiprofessional and technical level in industry and business.

VOCATIONAL-TECHNICAL INSTITUTE

The Vocational-Technical Institute, located at Southern Acres, near Carbondale, provides for high school graduates one- and two-year college-level terminal programs for training technicians. These programs are designed to prepare men and women to fill the positions in business and industry between the skilled worker and the engineer or professional man.

Associate in Technology Programs

The two-year associate degree programs in technology are designed to give students broad foundations in special subjects in the technical field, together with sufficient knowledge of theoretical principles. Courses in general education are included to promote an understanding of problems encountered in living and working in the community.

Graduates are qualified for such positions as estimators, servicemen, factory representatives, technical assistants, draftsmen, engineering aids, commercial artists, and technicians in the fields of electronics, radio and television, building construction, dental laboratory techniques, industrial woodworking, machine tools and design, printing, automotive mechanics, drafting and design, and dental hygiene.

The courses are taught by instructors who have had industrial experience in their respective fields. The laboratories and shops are equipped with modern instruments and machines comparable to those used in industry and reflecting the needs in technical employment. These associate programs in technology are six quarters in length and require a minimum of 104 to 110 hours of credit for graduation.

Associate in Business Programs

Two-year curricula in business are programs to prepare graduates for office or retailing occupations. Completion of any of these programs leads to an Associate in Business degree. In addition to skill training, related and general education courses are required which provide the student with background information as a basis for occupational advancement.

Curricula in business for office occupations are designed to prepare
students for the initial job in accounting or as executive, legal, or medical secretaries.

The curriculum in business for merchandising lends particular emphasis to buying and selling. This program of study is made up of on-campus instruction and of college credit work experience in selected merchandising establishments.

_one-year certificate programs_

One-year programs are available in the fields of cosmetology (beauty culture), practical nursing, welding, bookkeeping-clerical, stenographic, and calculating machines.

A graduate of the cosmetology program is eligible for the state examination which must be passed to obtain a license as a beautician in Illinois.

A graduate of the practical nursing program is eligible for the state examination which must be passed to obtain a license as a practical nurse.

Inquiries concerning the programs of the Vocational-Technical Institute should be directed to the Dean, Division of Technical and Adult Education, Southern Illinois University, Carbondale, Illinois.

_adult education_

The Adult Education program consists of noncredit courses in various vocational, technical, and general education fields designed to provide a wide variety of educational opportunities for adults.

Most courses range in length from eight to twelve weeks, two or three hours weekly. Certain special courses are offered for sixteen to twenty-four weeks. These tailor-made courses are varied to meet the interests and needs of the adults served. Courses are designed to assist adults to improve existing skills or to gain new skills and technical knowledge for advancement to better positions. Various courses are given for plumbers, carpenters, bricklayers, construction foremen, machinists, retail and office workers, nurses, bankers, insurance brokers, union business agents, welders, sales personnel, secretaries, accountants, office clerks, and farmers. The Adult Education program also includes many intensive short courses during each year. Among these are kiln-drying courses for hardwood lumbermen; a two-week cosmetology course; a series of one-week courses for rural electrification linemen and office managers; chartered life underwriters, chartered property, and casualty insurance specialized courses, and Illinois Bankers' School for the development of junior executives. New programs are planned constantly.

Adult education programs consisting of a series of courses geared to the needs of particular groups are also available. An example is the two-year industrial management program in East St. Louis, Granite City, and
Alton areas, in co-operation with East Side Manufacturer's Association, Greater Alton Industries, and East St. Louis Manufacturer's Association.

The adult education courses are taught by regular staff members obtained from every division and school of the University, as well as carefully selected specialists from the ranks of business, industry, and the professions.

Inquiries concerning the programs and services of Adult Education should be directed to the Assistant Dean, Division of Technical and Adult Education, Southern Illinois University, Carbondale, Illinois.

COMMUNITY DEVELOPMENT INSTITUTE

The Community Development Institute has been established for students seeking training in work with individuals and groups striving to develop a more satisfactory life within the community setting. The institute's purposes also include training of adults concerned with improving their community leadership, and co-operating with departments of the University and other agencies in research undertakings to investigate community processes and social change.

Although none of the specifically designed community development courses are open to freshmen, it is well for a student interested in this program to discuss his plans with the director and to develop his comprehensive program as early as possible in his college career. Accent is placed on sequences of study to meet the academic needs of individuals.

Inquiries about the institute's program should be addressed to the Director, Community Development Institute, Southern Illinois University, Carbondale, Illinois.

LABOR INSTITUTE

The function of the Labor Institute is to promote harmony and co-operation between labor and management by encouraging the training of students and others interested in labor and industrial relations and to provide advice on the technical aspects of labor and industrial relations to labor, to industry, and to the public. This program will be carried out through the conducting of research and special surveys which may be of use to labor and industry in southern Illinois, through the use of various specialists in the several departments of the University providing courses of instruction for students entering industry and labor, and through the establishing of appropriate special courses for personnel of industrial concerns and for the membership of various labor groups within the area.
Inquiries about the institute's program should be addressed to the Director, Labor Institute, Southern Illinois University, Carbondale, Illinois.

LATIN AMERICAN INSTITUTE

In order to provide a special program of study for the student interested in Latin America, Southern Illinois University offers an undergraduate major in inter-American studies leading to the Bachelor of Arts degree. This course of studies is designed to meet the need for increasing concern with Latin America and the growing interest in the field. It is planned to provide students with a wide general background in the history, geography, economics, languages, and literature of Hispanic America. Special emphasis is placed upon achievement of sufficient knowledge of, and skill in, the use of the Spanish language to make it an effective means of communication. This level of linguistic skill is essential to open the doors of cultural understanding and appreciation of Latin America to non-Spanish-speaking students. Equal proficiency in Portuguese for those who wish to specialize in Brazilian studies will be sought in due course.

The inter-American studies major is planned (1) to prepare students to participate intelligently and effectively in business or government activities in Latin America or dealing with Latin America and (2) to enable students to choose a field of specialization for advanced academic work.

The institute co-ordinates the activities of the Inter-American Studies Program. Departments now offering course work in this area are Anthropology, Economics, Foreign Languages, Geography, Government, and History.

Inquiries about the institute's program should be addressed to the Director, Latin American Institute, Southern Illinois University, Carbondale, Illinois.

REHABILITATION INSTITUTE

The objectives of the Rehabilitation Institute are (1) to co-ordinate and augment training of college students and field workers interested in counseling with or arranging 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 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.

The institute's instructional program is divided into five general areas. The rehabilitation counselor training program consists of a minimum of seventy-two hours (two years) of graduate study leading to the master's degree in rehabilitation counseling. A limited number of traineeships are provided through a grant from the federal Office of Vocational Rehabilitation. For students who are not interested in professional competency in the areas of counseling and testing, a forty-eight hour (one year) graduate program leading to a Master of Science degree in rehabilitation administration is available. The institute also conducts a six-week training course for professional workers with the blind. This federally sponsored course, offered three times a year, instructs workers in the methods of developing employment opportunities for the blind in competitive occupations. Since 1953, a two-week short course in the Process of Rehabilitation has been held for rehabilitation personnel. Five state and five private welfare agencies join with the Rehabilitation Institute in sponsoring this course. The institute holds a number of in-service and community education programs throughout the year. These functions are carried out through a program of instruction which co-ordinates the efforts of departments within the University in the developing of rehabilitation counseling curricula, through consultant services to community agencies in the general area of rehabilitation, and through theoretical and practical research bearing on the methods and techniques of rehabilitating the handicapped.

Inquiries about the institute's program should be addressed to the Director, Rehabilitation Institute, Southern Illinois University, Carbondale, Illinois.

**SMALL BUSINESS INSTITUTE**

The primary objective of the Small Business Institute is to develop executives for small businesses, rather than to create specialists in a single field such as accounting, finance, sales, etc. Management of a smaller business requires more all-around "know-how." While concepts taught are those of modern big business, the applications are directed to small business operations.

Many of the institute's students are training to enter enterprises owned by their parents or relatives; others are planning to start businesses of their own; some prefer to work for small companies. Students are required to designate the kind of business they plan to enter; e.g., a department store, a truck line, a resort, etc., preferably by the end of their
sophomore year. This early decision allows adequate time for course selection and work programming.

Graduates from this four-year program receive a Bachelor of Science degree with a major in small business management. Inquiries concerning the institute's program should be addressed to the Director, Small Business Institute, Southern Illinois University, Carbondale, Illinois.

TRANSPORTATION INSTITUTE

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

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

CENTER FOR THE STUDY OF CRIME, DELINQUENCY, AND CORRECTIONS

This center, which has associates on both of the campuses, has these principal purposes: (1) training college students and others interested in careers in the various phases of corrections and crime control, (2) providing facilities for regional and national conferences and institutes for those engaged in the processes of the administration of criminal justice, (3) conducting pertinent theoretical and applied research in the fields of delinquency, crime, and corrections, and (4) providing expert services of an advisory nature for those agencies needing and requesting relevant assistance.

The center's formal instructional program is integrated with that of several departments and divisions of the University to such an extent that the degrees offered are in the name of specific departments. In addition, the center offers specialized workshops and in-service educational programs.

Inquiries about the center's functions and programs should be addressed to the Director, Center for the Study of Crime, Delinquency, and Corrections, Southern Illinois University, Carbondale, Illinois.
CARBONDALE UNITS

COLLEGE OF LIBERAL ARTS AND SCIENCES

Anthropology; Botany; Chemistry; English; Foreign Languages; Geography; Geology; Government; History; Mathematics; Microbiology; Philosophy; Physics and Astronomy; Physiology; Psychology; Sociology; Zoology

The College of Liberal Arts and Sciences serves the students of Southern Illinois University at Carbondale in many capacities. Its course offerings provide (1) basic subject matter for the general studies program; (2) opportunity for concentration in any of the areas listed on page 133; (3) electives not available in other instructional units of the University; (4) extension and adult education offered through the appropriate divisions; (5) graduate level instruction for students pursuing higher degrees than the baccalaureate; (6) pre-professional training needed for admission to such specialized schools as law, medicine, and dentistry.

The diversified offerings of the College of Liberal Arts and Sciences are designed to help the student achieve a balanced personality, an awareness of the cultures of the past, an appreciation of his fellow man, and a fundamental understanding of the ever-changing physical, social, and political environment in which he lives. A student in the college may prepare for teaching at the secondary level by including in his studies certain professional courses offered by the College of Education. The Bachelor of Arts or Bachelor of Science degree is granted to a student who fulfills requirements for graduation from the College of Liberal Arts and Sciences.

High school students planning to enroll in the college should consult their counselors regarding their course of study. In general, high school students should include in their program of study: four units of English, three to four units of mathematics with a minimum of one and one-half units of algebra and one unit of plane geometry, two units of laboratory science, one unit of social studies other than American history, and two units of a foreign language with Latin preferred.

Admission to the College of Liberal Arts and Sciences should be initiated through the Admissions Office. Inquiries concerning further information about the programs of the college should be directed to the Dean, College of Liberal Arts and Sciences, Southern Illinois University, Carbondale, Illinois.
THE SOCIAL STUDIES

The social studies departments of the College of Liberal Arts and Sciences offer courses designed to enable the student to achieve an understanding and appreciation of civilization viewed in historical perspective and thereby to equip him for participation in the duties and responsibilities of citizenship. His studies will provide him with a better understanding of the nature and variety of religions, social organizations, and technologies and give him insight and understandings which will enable him to live more constructively with others in his family, community, and nation.

THE SCIENCES

The earth, physical, and biological science departments contribute to the liberal education of all students, whether their principal intellectual interests are in these disciplines or in other areas of specialization. The methodologies of the disciplines help the student develop habits of orderly thinking. A knowledge of science also equips him to understand the worlds of nature, technology, and industrial processes.

THE HUMANITIES

A student in the humanities is expected to attain proficiency in language, to develop an understanding and appreciation of literature, and to recognize its civilizing values. The works, men, and intellectual movements that make up literary history are examined. The basic and persistent human problems are identified, and their classic and current solutions are studied. A critical evaluation of mankind's moral, aesthetic, and religious values is made in their historical and contemporary settings.

PREPROFESSIONAL PROGRAMS

The college offers preprofessional programs for students training for careers in the following professions: dentistry, law, medicine, medical technology, occupational therapy, pharmacy, physical therapy, public health, theology, and veterinary science.

COLLEGE OF EDUCATION

Educational Administration and Supervision; Elementary Education; Guidance; Health Education; Higher Education; Instructional Materials; Physical Education for Men; Physical Education for Women; Recreation and Outdoor Education; Secondary Education; Special Education; Student Teaching; University School
The College of Education is committed to giving professional training to teachers of all subjects taught in the public schools and to supervisors, administrators, and specialists. The preparation of teachers for all grades from kindergarten through high school is the special function of the college. In its graduate offerings, however, it broadens its efforts to include professional work for prospective college teachers and several specializations in school administration and supervision. For most undergraduate students preparing to teach in high schools, the subject matter majors will be taken in the other colleges and schools of the University, and the professional preparation for teaching, including the student teaching, will be taken in the College of Education.

At Southern a high school graduate looking for a career in the educational world can prepare for high school, elementary, or kindergarten-primary teaching; for coaching; for positions in school administration; for guidance work; for teaching and supervising special education; and for other community services. He can prepare to teach in special fields such as art, music, home economics, industrial education, business, and agriculture. He can prepare to be a teacher of science, social studies, English, and mathematics. He can get a teaching specialization in specialized fields such as speech correction and general speech. He can dedicate himself, if he wishes, to the teaching of mentally handicapped children, the hard of hearing, or the partially sighted. Physical education as a field attracts many able men and women, as do such newer fields as recreation and outdoor education. The graduate may look for a career in health education or in school counseling. He may prepare to be a principal or a superintendent by going on with graduate work, or even to be a teacher of teachers in some college or university.

The College of Education grants the Bachelor of Science in Education and the Bachelor of Music Education degrees.

Supervised student teaching is conducted at Southern in the University School and in co-operating public schools, both in and near Carbondale. The College of Education requires twelve to sixteen hours of student teaching for the Bachelor of Science in Education degree.

Students who wish to become principals or supervisors in the public schools take graduate work in the Department of Educational Administration and Supervision. The department's major emphasis is on graduate work, but it also participates in providing background for elementary and high school teachers.

Inquiries concerning the programs of the college should be directed to the Dean, College of Education, Southern Illinois University, Carbondale, Illinois.
SCHOOL OF AGRICULTURE

Agricultural Industries; Animal Industries; Forestry; Plant Industries

The School of Agriculture has three primary functions: teaching, educational service, and research. The option of agricultural science is available in both animal and plant industries with the option of agricultural business offered in agricultural industries. In addition, the school offers curricula in general agriculture and vocational agricultural education. The programs of study offered by the School of Agriculture lead to a Bachelor of Science in Agriculture degree. In addition to adequate classrooms and well-equipped laboratories, there are agronomy, beef, dairy, horticulture, poultry, sheep, and swine centers where students may observe the latest developments in these technical areas. Test farms are operated to demonstrate the effectiveness of various programs and to serve as farm management laboratories.

Much of the work on approximately 1,800 acres of farm land is done by student workers, who are thereby enabled to pay part of their college expenses and to obtain practical, educational experience in agriculture.

The Department of Agricultural Industries provides instruction, research, demonstration, and consultation in the fields of agricultural economics, agricultural education, and agricultural engineering.

The Department of Animal Industries provides instruction, research, demonstration, and consultation in those phases of agriculture and industry dealing with livestock, dairying, and poultry production.

Students interested in veterinary medicine or dairy technology may obtain two years of training in this department before entering a professional school to complete their preparation.

The Department of Forestry provides instruction, research, and consultation in the fields of forest production and utilization. The department offers a four-year curriculum leading to a Bachelor of Science degree.

The Department of Plant Industries provides instruction, research, demonstration, and consultation in those phases of agriculture dealing primarily with the production of plants, their preservation and use, and the soils in which they grow.

Depending upon the interests of the student, preparation may be obtained in a wide range of agricultural fields from general farming to intensive specialization; from commercial sales and consultation to preparation for advanced study, research, and teaching.
Inquiries concerning the programs of the school should be directed to the Dean, School of Agriculture, Southern Illinois University, Carbondale.

**SCHOOL OF BUSINESS**

*Accounting; Economics; Management; Marketing; Secretarial and Business Education*

Although the School of Business will accept graduates from any recognized high school, it recommends that these students include in their high school program four units of English, three of mathematics, two of science, and two of social studies.

The School of Business grants the Bachelor of Science degree. The school is composed of the following five departments: Accounting, Economics, Management, Marketing, and Secretarial and Business Education. Each of these specializations aims to prepare the student for successful performance in the business world. The programs develop not only a knowledge of the operational methods of business and a familiarity with the sources of information and methods of collecting and interpreting data but also an understanding of, and a skill in, the art of human relations plus a high sense of integrity and responsibility.

Students who fulfill both the general university requirements and the requirements of their major department can normally expect to earn the Bachelor of Science degree in four years. Students may, if they wish, choose a minor field of specialization. Groupings of courses constituting a minor specialization are provided not only for students in this school but also in other schools and colleges of the University. Students in the School of Business are required to take at least 77 quarter hours within the school and at least 77 hours outside of the school. A student in the school may prepare for teaching at the secondary level by including in his studies certain professional courses offered by the College of Education.

Proficiency in the written and spoken language is required. To evidence this the student is required to take and pass an English qualifying examination before the end of his sophomore year.

Inquiries concerning the programs of the school should be directed to the Dean, School of Business, Southern Illinois University, Carbondale.

**SCHOOL OF COMMUNICATIONS**

*Journalism; Printing and Photography; Radio-Television; Speech; Speech Correction; Theater*

The School of Communications is set up to allow the students of the
University to specialize in the study of the various mass communications media and to develop skills in the utilization of those media.

The School of Communications also is interested in research work in the various aspects of mass communications, and in making consulting and other services available to area schools, newspapers, radio and television stations.

The Department of Journalism offers professional training in news and editorial writing as well as in more specialized types of writing, community newspaper management, advertising, printing, and photography. Practical experience is available through supervised work on campus publications and through the co-operation of area publications.

The Department of Printing and Photography offers a four-year curriculum in printing management and a four-year curriculum in general photography.

The printing management curriculum includes courses designed to provide background training for students in such other fields as journalism and industrial education. It also includes certain courses in the School of Business.

The major sequence in general photography includes independent sequences in cinematography and publications photography.

The Department of Radio-Television offers a curriculum in electronic mass communications. Training is designed for those who will work in commercial and educational radio and television stations and in closely related businesses on a full-time professional basis; for those who will work on a part-time basis in such areas as religion, public relations and promotion, and education; and for those who will be interested in radio and television only as members of the audience. Major areas of instruction are station management, programming, production and direction, writing, announcing, analysis of programs and audiences, and research in all phases of radio and television. Actual experience is provided in the University's Broadcasting Service in its professionally equipped FM radio station, in its television station, and in area radio and television stations.

The Department of Speech offers general work in public speaking, oral interpretation, speech education, and the general speech training of students in other areas of specialization in the University.

The Department of Speech Correction offers specialized training (1) for people wishing to be certified as speech correctionists by the state of Illinois; (2) for classroom teachers who need to be able to work with minor speech defects and to know the referral agencies which may be used to help the more severe cases; and (3) for more highly specialized persons to work in colleges, universities, hospitals, and private clinics.

The Department of Theater offers complete preparation for participa-
tion in theater activity of every kind. Courses are offered for students who expect to participate in community theater activity either as a vocation or as an avocation; teachers in educational theaters whether at the elementary, secondary, or college and university level; and the occasional very gifted student who wishes to prepare for professional theater.

Inquiries concerning the programs of the school should be directed to the Dean, School of Communications, Southern Illinois University, Carbondale, Illinois.

SCHOOL OF FINE ARTS

Art; Music; Design

The School of Fine Arts serves as an instrument of the University for the direction of training and the stimulation of creative and professional work in the fine arts. It provides service work for the other colleges, divisions, schools, and departments of the University. It also makes every reasonable effort to take care of the needs of students, other than art, design, and music majors, who want an experience in the fine arts for either cultural or practical reasons. It offers not only undergraduate work but also graduate work leading to the master's degree.

The School of Fine Arts sponsors a number of special events each year. A Fine Arts Festival, which lasts several weeks, includes lectures by noted artists, musical ensembles, individual performances, dance recitals, dramatic presentations, and art exhibitions.

A continuous program of art exhibitions is presented as a part of the educational process for students in the School of Fine Arts and as a service to the University, the community, and the area. Music Department facilities and courses serve the university community through special courses for non-music majors and through an intensive series of public music programs available at no cost to university students and faculty members.

The Department of Art offers the Bachelor of Science in Education degree in the College of Education with a major in art for those students who wish to prepare themselves for positions in primary and secondary school teaching. The Bachelor of Arts degree in the College of Liberal Arts and Sciences, with a major in art, is for students who wish to broaden their cultural perspective or who, by continuing with graduate work, are interested in teaching art history in colleges and universities. The Bachelor of Arts degree for students in the School of Fine Arts is offered for those who wish to prepare for professional careers in the various programs indicated above.
The Department of Design offers programs in visual design and product-shelter design.

The undergraduate degree in both visual and product-shelter design is a Bachelor of Arts degree in the School of Fine Arts. The undergraduate program is a four-year course designed to integrate the arts, sciences, and humanities with the design activity.

The Department of Music is an institutional member of the National Association of Schools of Music. It offers courses and curricula in music theory and composition, music history and literature, applied music, music education, church music, and recreational music.

The Bachelor of Music degree is offered for those students who wish to prepare for careers as professional performers and studio teachers, or who desire preparation for the Master of Music degree.

For students in the College of Education, the Department of Music offers courses leading to the Bachelor of Music Education degree. The curriculum offers a wide variety of musical experiences designed to prepare candidates for primary and secondary school teaching. In co-operation with the Department of Recreation and Outdoor Education, a series of courses is offered to prepare the specialist in recreational music.

The Bachelor of Arts degree with a major in music is available to students in the College of Liberal Arts and Sciences who wish to broaden their cultural perspective through this medium.

Inquiries concerning the programs of the school should be directed to the Dean, School of Fine Arts, Southern Illinois University, Carbondale, Illinois.

SCHOOL OF HOME ECONOMICS

Clothing and Textiles; Food and Nutrition; Home and Family; Home Economics Education

The major objectives of the School of Home Economics are to provide instruction, to stimulate research, to provide service work in home economics for other educational units desiring it, and to give to the people in the area service which will help in improving the understandings and practices in their families and homes.

Students in the School of Home Economics may follow curricula leading to the Bachelor of Science degree. A brief description of these curricula follows.

The apparel design curriculum is planned for students whose major interests and abilities are in clothing design and construction. It gives
preparation for apparel designing or allied positions in the wholesale or retail fields of fashion by giving fundamental training in creative designing, draping, and clothing construction.

The clothing and textiles merchandising curriculum provides fundamental training for positions as salespeople, buyers, or department managers with retail stores, custom shops, and manufacturers that are dealing with apparel, textiles, and furnishings. It includes professional courses in retailing, accounting, marketing, advertising, journalism, and field experience as well as fundamental courses in clothing, textiles, and home furnishings.

The dietetics curriculum is designed to give technical education to those interested in becoming dietitians in hospitals, college dormitories, industrial plants, health clinics, laboratories, or public health and welfare organizations. The suggested curriculum meets the requirements of the American Dietetics Association.

The foods in business curriculum is planned for those students who desire to enter the business field as home service representatives for utility companies; as demonstrators for manufacturers; or as educational, experimental, and promotional workers with household equipment and foods.

The home advisers curriculum prepares students for positions as home advisers, 4-H Club agents, and, with further training, extension specialists.

The interior decorating curriculum offers fundamental training in this field. It is designed for students interested in positions on interior decorating staffs of department stores, in consulting capacities in allied fields, and in establishing interior decorating businesses. The curriculum includes courses in art and art history, business, and clothing and textiles.

The restaurant (institution) management curriculum prepares students to fill positions as food service managers for residence halls, hotels, tearooms, school lunchrooms, and industrial or commercial restaurants. It meets the requirements of the National Restaurant Association.

The vocational home economics teaching curriculum is planned to meet the needs of students desiring to teach home economics in school departments maintained according to the provisions of the federal vocational acts. A Vocational Home Economics Certificate requires a bachelor’s degree in home economics from an institution and in a curriculum approved for teacher training by the Vocational Division of the United States Office of Education and by the State Board for Vocational Education. Southern Illinois University is so approved for training teachers of home economics.

Inquiries concerning the programs of the school should be directed to the Dean, School of Home Economics, Southern Illinois University, Carbondale, Illinois.
SCHOOL OF TECHNOLOGY

Applied Science; Industrial Education

The School of Technology was established July 1, 1961, and includes the Department of Applied Science and the Department of Industrial Education.

The Department of Applied Science offers a complete course of study leading to the Bachelor of Science degree with a major in applied science. The first two years follow the requirements of many leading engineering schools, and the third and fourth years provide a general program in applied science. The degree is comparable to a general engineering degree.

On April 24, 1961, Southern Illinois University was authorized to offer curricula leading to degrees in engineering. These curricula are now being developed, and announcements concerning them will be issued in the near future. Meanwhile, students interested in engineering may enroll in pre-engineering or in applied science.

The Department of Industrial Education serves (1) students interested in teaching or supervising industrial education in the public schools, (2) students who plan to seek supervisory or teaching positions in industry, and (3) students interested in becoming manual arts therapists.

A student interested in teaching should plan to specialize in either industrial arts or trades and industries. One interested in industrial supervision and training within industry should plan to specialize in industrial supervision. A student interested in becoming a manual arts therapist should plan to specialize in manual arts therapy. The four-year specialization in manual arts therapy is in line with the United States Civil Service Commission's announcement No. 81B, Manual Arts Therapist, issued November 13, 1956.

Inquiries concerning the programs of the school should be directed to the Dean, School of Technology, Southern Illinois University, Carbondale, Illinois.

DEPARTMENT OF NURSING

The Department of Nursing was established by the Board of Trustees in 1953 to help meet the health needs of the people in southern Illinois. Classes for registered nurses were first offered in the spring of 1956, and the first class of students in the basic professional program was admitted in 1957. The first Bachelor of Science degree in nursing, granted to a student in the supplemental program, was awarded at the summer session.
commencement in 1958. Details concerning this department and its programs appear in this bulletin beginning on page 107.

AIR FORCE RESERVE OFFICERS TRAINING CORPS

The Air Force Reserve Officers Training Corps detachment at Southern Illinois University is a (senior division) ROTC unit administered by commissioned officers of the United States Air Force. Details concerning this program begin on page 118 of this bulletin.

EDWARDSVILLE UNITS

A four-year program of undergraduate instruction is offered at Alton and East St. Louis. The administrative offices for the programs in these cities are located at Edwardsville, consequently the phrase Edwardsville Campus is used for referring to the educational programs in Madison and St. Clair counties.

In certain fields of education, the graduate student can now obtain three-fourths of his study for the master's degree on the Edwardsville Campus, completing the degree on the Carbondale Campus. The Edwardsville Campus also offers courses leading to associate degrees and certificate programs in secretarial and business studies designed especially for part-time students. Other courses are scheduled in the late afternoon, in the evening, and on Saturday.

The academic organization of the Edwardsville Campus comprises six divisions of instruction with a number of programs in each division.

Courses offered are in many cases the same as those offered on the Carbondale Campus.

BUSINESS DIVISION

Accounting; Economics; Management; Marketing; Secretarial and Business Education

The Business Division seeks to prepare the student for successful performance in the business world. Opportunity is provided for the student to gain a knowledge of the operational phases of business and a familiarity with the sources of information and methods of collecting and interpreting data. The programs seek to develop in the student an understanding of,
and a skill in, the art of human relations and a high sense of integrity and responsibility.

Inquiries requesting additional information concerning the educational programs of the Business Division should be directed to the Registrar's Office, Southern Illinois University, Edwardsville, Illinois.

EDUCATION DIVISION

Administration and Supervision; Elementary Education; Guidance; Health and Physical Education; Industrial Education; Instructional Materials; Psychology; Secondary Education; Special Education; Student Teaching

The Education Division prepares teachers for all grades from kindergarten through high school and provides basic training in the fields of psychology and guidance. The division is committed to giving professional training to teachers, supervisors, administrators, and specialists. In its current offerings it broadens its efforts to include provisional work in several specialties in school administration and supervision. For most undergraduate students preparing to teach in high school, the subject matter majors will be taken in other divisions, and the provisional preparation for teaching, including student teaching, will be taken in the Education Division.

Inquiries requesting additional information concerning the educational programs of the Education Division should be directed to the Registrar's Office, Southern Illinois University, Edwardsville, Illinois.

FINE ARTS DIVISION

Art; Music; Speech and Theater

The Fine Arts Division provides instruction in the disciplines of art, music, speech, and theater. The objectives of the division are to broaden and intensify experiences in the fine arts in the area served by the University; to impart to all University students an awareness of the cultural values of the arts through formal courses of instruction, exhibitions, concerts, and performances; to provide facilities for the creative and scholarly pursuit of the arts; and to offer specialized programs to serve the ends of liberal and professional education.

Inquiries requesting additional information concerning the educational programs of the Humanities Division should be directed to the Registrar's Office, Southern Illinois University, Edwardsville, Illinois.
HUMANITIES DIVISION

Comparative Literature; English; Foreign Languages; Journalism; Philosophy

The Humanities Division provides instruction in the intellectual disciplines of English and other languages, of literature, and of ideas. The division is concerned with instruction in the reading, writing, and speaking of English and other languages, the development of an understanding and appreciation of literature, and the concomitant recognition of its civilizing values. The division guides advanced students in methods of studying and arriving at comparative evaluations regarding the works, men, and movements that make up literary and intellectual history. All students are encouraged to think and to write rationally, imaginatively, and responsibly as they learn to identify persistent human problems and their classic and current solutions.

Inquiries requesting additional information concerning the educational programs of the Humanities Division should be directed to the Registrar’s Office, Southern Illinois University, Edwardsville, Illinois.

SCIENCE AND TECHNOLOGY DIVISION

Applied Science and Pre-Engineering; Botany; Biological Science; Chemistry; Mathematics; Physics and Astronomy; Zoology and Physiology

The Science and Technology Division contributes to the general education of all students by offering basic courses in mathematics and the natural sciences. The division provides a basic program in applied science and pre-engineering. For more advanced students the division seeks to develop an understanding of methods and disciplines that will help equip the student to make a living in areas embracing nature, technology, and industrial processes.

Inquiries requesting additional information concerning the educational programs of the Science and Technology Division should be directed to the Registrar’s Office, Southern Illinois University, Edwardsville, Illinois.

SOCIAL SCIENCES DIVISION

Anthropology; Geography; Government; History; Public Administration and Planning; and Sociology
The Social Sciences Division offers courses designed to enable the student to achieve an understanding and appreciation of civilization viewed in historical perspective, and to gain, through the various social sciences, an awareness of the society of which he is a part and of his role in it. His studies give him insights and understandings which enable him to live more constructively with others in his family, community, and nation and which provide him with a better understanding of social organizations, technologies, and the nature and variety of human beliefs and attitudes.

Inquiries requesting additional information concerning the educational programs of the Social Sciences Division should be directed to the Registrar's Office, Southern Illinois University, Edwardsville, Illinois.

PREPROFESSIONAL PROGRAMS

The Edwardsville campuses offer preprofessional programs for students training for careers in the following: engineering, medicine, dentistry, veterinary science, pharmacy, occupational therapy, and law. These programs are administered through the appropriate divisions.

Students working toward the Bachelor of Science in Agriculture degree may attend the Edwardsville Campus their freshman year and transfer to the Carbondale Campus for the completion of the degree. In preparing for one of the agricultural professions, the student should follow closely the appropriate curriculum as suggested in the School of Agriculture bulletin.

Students working toward a Bachelor of Science degree in home economics may attend the Edwardsville Campus their freshman and sophomore years and transfer to the Carbondale Campus for the completion of the degree. In preparing for this degree, the student should follow closely the appropriate curriculum in the School of Home Economics bulletin.
Admission, Advisement, and Registration

The student, to be permitted to attend classes at Southern Illinois University, must have been officially admitted to the University and must have completed registration, which includes admission, specialized testing, advisement, sectioning, and payment of fees.

ADMISSION

Inquiries concerning admission to Southern Illinois University should be directed to the Admissions Office at Carbondale or Edwardsville, depending on which campus the student plans to attend. Applications for admission are accepted any time during the calendar year. Applications should be initiated at least thirty days in advance of the desired entrance date to permit the necessary work of processing to be completed.

ADMISSION OF FRESHMAN STUDENTS

To be eligible for admission, a person must be either a graduate of a recognized high school, at least twenty-one years of age, or a military veteran. A person who is at least twenty-one years of age but not a high school graduate is required to pass the General Educational Development Test. A military veteran who is neither a graduate of a recognized high school nor twenty-one years of age may qualify for admission by passing the G.E.D. Test.

A high school senior who ranks in the upper two-thirds of his graduating class will be admitted at the close of his seventh semester, subject
to the completion of his high school work, and to maintaining his rank in the upper two-thirds of his class.

A student who has been graduated from an approved secondary school, and who ranks in the lowest third of his graduating class, will be permitted to enter (on scholastic probation) for the summer, winter, or spring quarters only. Exception to this rule may be made for a student desiring to enter in the fall if he shows high scores on the university entrance examinations.

The above policy will apply to both in-state and out-of-state students, except that for out-of-state students all those in the lower half of their graduating class will be covered by the rule.

**ADMISSION OF TRANSFER STUDENTS**

To be considered for admission to advanced standing, a student must present a full record of his previous academic work. This record includes evidence of graduation from high school and transcripts and evidence of good standing from every college and university attended.

Admission by transfer does not necessarily mean that all credits presented for transfer will be accepted. Transferable credits are determined through evaluation at the time of presentation. In all cases, at least three-fourths of transferable credits from each institution must be "C" quality or above.

A transfer student admitted as an unclassified student will receive no transfer credit toward a degree so long as he remains in an unclassified status.

A transfer student is subject to this University's scholarship rules. A transfer student who is not in good scholastic standing under our scholarship rules can enter (on scholastic probation) the summer, winter, or spring quarters only, subject to the approval of the appropriate academic dean.

A transfer student suspended for poor scholarship or on academic probation at the last institution attended who would have been suspended under Southern's scholarship rules is not eligible for admission to Southern until at least one quarter has elapsed from the date of suspension. A transfer student dropped for any reason other than academic failure must be cleared by the Student Affairs Office before admission will be granted.

**ADMISSION OF FOREIGN STUDENTS**

Each foreign student must submit, in addition to the regular admission papers, a questionnaire for foreign students showing all previous
schooling. The foreign student must also submit an official statement showing sufficient proficiency in English to do successful college work. Such a student should make adequate provision for his financial needs; the University does not assume responsibility for a student who arrives with inadequate financial resources.

ADMISSION OF FORMER STUDENTS

A former student of Southern not in attendance on a campus at the close of the quarter preceding application for admission must apply to the Admissions Office for re-entrance prior to registration.

A former student who is not in good standing must clear his status before the Admissions Office will prepare his registration permit. It is advisable for such a student to initiate re-entrance clearance early so that all inquiries may be answered and so that the applicant can find time to complete any requirements that may be imposed upon him.

ADMISSION OF UNCLASSIFIED STUDENTS

A person, not working toward a degree at Southern or elsewhere, who wishes to register for particular courses offered in any of the departments and divisions of the University without undertaking all of the regular plans of study may be admitted as an unclassified student. Such a student must present satisfactory evidence that he is prepared to take advantageously the work required.

Application for admission as an unclassified student should be made at the Admissions Office. Such a student must sign a statement indicating that he is not a degree student and that credit received cannot be applied toward a degree at this University while he is enrolled as an unclassified student.

A person desiring to register for only one or two courses may do so in the Admissions Office. A person desiring to take more than this is referred to the regular academic adviser for unclassified students. A person who has already received a bachelor’s degree and wishes to register as an unclassified student is referred to the Graduate School.

ADMISSION OF GRADUATE STUDENTS

Qualified students may apply for admission to the Graduate School any time during the calendar year. Application forms may be obtained from the Admissions Office on either campus. Additional information appears in the Graduate School bulletin.
ADVISEMENT

After a student has been admitted to the University he should talk with an adviser about his educational plans and complete his registration for the quarter he expects to enter Southern.

To insure that an undergraduate student is properly advised concerning the choice of a course of study which will fulfill the requirements of the University and prepare him for his chosen career, academic advisement has been made the special responsibility of a selected group from the teaching faculty. During his first two years he will receive prime advice from an adviser responsible to the Executive Officer of General Studies for his campus. If he chooses to declare a special field of interest then, his General Studies adviser will refer him to someone representing his special field of interest for secondary advice; but formal admission to a major field will be deferred until the quarter before he reaches junior standing. After being accepted as a major in some special field, he will receive prime advice from a representative of that field.

Each student admitted to the Graduate School is assigned, by the dean of the Graduate School, one or more advisers representing the student's major and minor fields. Additional information appears in the Graduate School bulletin.

REGISTRATION

At Southern, a program of advance registration is in operation. The period of time from the third through the tenth week of each quarter and from the third through the seventh week of the eight-week summer session is used for advisement and registration for the following quarter. For example, a student who plans to attend during the winter quarter may register between the third and the tenth week, inclusive, of the fall quarter. A new student may also register on the opening day of each quarter. All students are urged to take advantage of the advance registration period.

Registration for any session of the University is contingent upon being eligible for registration. Thus, a registration including the payment of tuition and fees may be considered invalid if the student is declared to be ineligible to register due to scholastic reasons. The same situation may exist due to financial or disciplinary reasons if certified to the registrar by the director of the Student Affairs Office.

Detailed information about the dates and procedures for advisement
and registration appears in the Schedule of Classes, available from Central Publications.

A student who plans to enroll in the Vocational-Technical Institute should write to the Director, Vocational-Technical Institute, Southern Illinois University, Carbondale, Illinois, for information relative to advisement and registration procedures and dates.

**SOCIAL SECURITY IDENTIFICATION NUMBER**

Effective with the 1964 summer session, a student seeking admission to the University will need to present a social security number for identification purposes. Prior to that time a student attending the Edwardsville Campus should be prepared to present his social security card at the time of registration. One who does not have a social security number should seek information at his local post office.

**REQUIRED TESTS**

A student entering Southern from high school must furnish scores on the test battery administered by the American College Testing Program (A.C.T.) as a part of his entrance process, prior to registration but not necessarily prior to admission. However, Illinois students in the lowest third of their high school class seeking admission in the fall must submit such test scores before their eligibility for admission can be determined. Out-of-state students who rank in the lower one-half of their graduating classes must take the tests prior to admission if they seek entrance in the fall. High school students are encouraged to take these tests during the spring of their senior year and thus be ready for academic advisement during the summer. Information relative to the dates when the tests will be administered at regional centers is available from the Registrar's Office at either campus.

Transfer students are required to furnish A.C.T. scores to the Student Counseling and Testing Center. (A transcript of these scores is available by sending one dollar and a written request to the American College Testing Program in Iowa City.) If the scores are on file at the student's former school, a request should be made for their forwarding. Test scores are not normally sent with a person's transcript of grades and must be requested separately from the appropriate office at the former school. If the A.C.T. tests have not been taken, arrangements to do so should be made.

**ACADEMIC LOAD**

The normal class load for a student is sixteen hours, with a maximum
of eighteen hours. For the eight-week summer session, the normal load is twelve hours.

A student with a 4.25 average or above for the preceding quarter may be allowed by the head of his academic unit to take as many as twenty-one hours. In no case may a student carry, or be credited with, more than twenty-one hours in any quarter. In the eight-week summer session, a load above twelve hours requires a 4.25 average and the approval of the head of the academic unit. In no case may a student carry, or be credited with, more than fourteen hours during a summer session.

A student on probation may not take more than fourteen hours. During the eight-week summer session, a student on probation may not take more than ten hours.

To be a full-time student one must carry twelve or more hours per quarter during the regular academic year and eight or more hours during the eight-week summer session. A part-time student carries fewer than twelve hours per quarter and fewer than eight hours during the eight-week summer session.

A person may not register for more than eight quarter hours if he is employed full-time.

Students deferred under the classification I-S (C) or II-S must complete satisfactorily at least forty-eight hours (forty-five hours for freshmen) during three successive quarters. (Summer sessions are not considered regular quarters.)

Veterans enrolled under Public Law 550 are subject to the following regulations regarding the academic load required for proportional subsistence for a regular quarter or a summer session:

<table>
<thead>
<tr>
<th>Type of Enrollment</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>QUARTER SUMMER</td>
<td>QUARTER SUMMER</td>
</tr>
<tr>
<td>Full-time enrollment</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>3/4-time enrollment</td>
<td>10-13</td>
<td>7-9</td>
</tr>
<tr>
<td>1/2-time enrollment</td>
<td>7-9</td>
<td>5-6</td>
</tr>
<tr>
<td>Less than 1/2-time enactment</td>
<td>6 or less</td>
<td>4 or less</td>
</tr>
</tbody>
</table>

To be eligible for benefits, the veteran must be enrolled as a regular classified student making satisfactory progress in a degree program.

**UNIT OF CREDIT**

One quarter hour of credit represents the work done by a student in a lecture course attended one hour per week for one regular quarter, and, in case of laboratory and activity courses, the stated additional time. One
quarter hour of credit is equivalent to two-thirds of a semester hour. Unless otherwise specified, one hour of credit means one quarter hour.

CLASS STANDING

An undergraduate student is classified as a freshman, sophomore, junior, or senior, depending upon the number of hours he has successfully completed toward the degree. A freshman is a student who has completed fewer than 48 hours; a sophomore, from 48 through 95; a junior, from 96 through 143; and a senior, 144 or more.

A student who has completed one bachelor’s degree and is seeking a second bachelor’s degree is registered as a senior in the academic unit in which he is seeking the second degree. An undergraduate student not registered in one of the academic units is registered as an unclassified student. Such a student must sign a statement indicating that he is not a degree student and that the credit received while he is enrolled as an unclassified student cannot be applied toward a degree at this University.

A registrant in the Graduate School is classified as a graduate student. A regular graduate student is one who is working toward an advanced degree from this University. A graduate student wishing to take graduate or undergraduate courses without their being counted toward a degree at this University is registered as an unclassified graduate student.

GRADING SYSTEM

Grades are expressed in letters as follows: (Per quarter hour)

A, Excellent ........................................ 5 grade points
B, Good .............................................. 4 grade points
C, Satisfactory (this is intended to be the average grade) ......................... 3 grade points
D, Poor, but passing .................................. 2 grade points
E, Failure; all work completed including final examination, but failed .................. 1 grade point
W, Course not completed; includes incomplete records of all kinds (except “deferred” for graduate students) ...................... 0–5 grade points

The number of weeks the student has attended is indicated by a numeral; if he attended more than four weeks, this is to be followed by the grade he was making at the time of withdrawal. For example: W8B.

DEF or DF, Deferred grade; work not complete. Given only for
graduate students engaged in individual type work such as re-
search, readings, thesis.

AU, Course taken on audit basis. No grade or credit hours earned.
CR, Credit. No letter grade assigned.
A grade given at the end of a course is final and may not be raised by
additional work.

Any student who withdraws from a class without following the pre-
scribed procedure will receive a grade of "WE" in the course regardless
of when the withdrawal occurs. A withdrawal from a course is initiated
with the student's academic adviser.

Courses from which the student has withdrawn after the first four
weeks will be recorded as "W" and must carry a grade. Withdrawals after
the first three weeks of an eight-week summer session or after the first
six weeks of a sixteen-week extension course must carry grades. Exceptions
to this rule may be permitted for unusual circumstances, but only through
written approval of the student's academic dean.

Any change of grade, as upon the completion of a "W," must be re-
ported within a year after the close of the quarter in which the course was
taken. A fee of one dollar is charged for the completion of a course
marked "W," unless the fee is waived on recommendation of the Univer-
sity Physician. A student who for some reason must miss the final exami-
nation may not take an examination before the one scheduled for the class.
In this case, "W," along with the grade earned at the time, is recorded by
the instructor. The final examination may be taken at a later date, within
one year. A complete record of all changes in grades will appear on the
official transcript.

A student may register for courses in an "audit" status. He receives no
letter grade and no credit for such courses. An auditor's registration card
must be marked accordingly. He pays the same fees as though he were
registering for credit. He is expected to attend regularly and is to determine
from the instructor the amount of work expected of him. If an auditing
student does not attend regularly, the instructor may determine that the
student should not have the audited course placed on his record card main-
tained in the Registrar's Office. A student registering for a course for credit
may not later change to an audit status or vice versa except for fully
justified reasons. Such a change will ordinarily require the student's ac-
demic dean's approval.

The official record of a student's academic work is maintained in the
Registrar's Office.

SCHOLASTIC PROBATION

In order to warn students when they are not meeting the graduation
requirements of a "C" average, they are placed on scholastic probation.

A freshman or sophomore goes on scholastic probation at the end of the quarter in which his over-all grade points fall below the "C" average by more than fifteen points. He is restored to good standing when his over-all grade points rise again to within fifteen points of a "C" average. A freshman or sophomore on scholastic probation who does not make a "C" average for a given quarter will be dropped from his academic unit. At that time he will be referred to the Student Affairs Office for counsel concerning future academic possibilities.

A junior or senior goes on scholastic probation at the end of any quarter in which his over-all average falls below "C." He is returned to good standing when his over-all average is again a "C" or better. A junior or senior on scholastic probation who does not make a "C" average for a given quarter will be dropped from his academic unit. At that time he will be referred to the Student Affairs Office for counsel concerning future academic possibilities.

A student on scholastic probation who makes a "C" average or better for a given term is permitted to re-register for the next term without special permission. A student who has been dropped on the basis of the University's scholastic probation rules and who desires to be readmitted must initiate action through the Admissions Office.

In order to participate in extracurricular activities, any student on scholastic probation must submit a petition for consideration by a special committee. This request is to be filed with the co-ordinator of student activities, Student Affairs Office.

A transfer student should note that the rules governing scholastic probation apply to his record made at Southern as well as to his over-all record. For example, a junior student who transferred in good standing will be placed on probation if he fails to maintain a "C" average for his work at Southern Illinois University or if he fails to maintain a "C" average for his total work.

COURSE NUMBERS

The course numbering system is as follows:

000-099 courses not properly falling in the following categories
100-199 for freshmen
200-299 for sophomores
300-399 for juniors and seniors
400-499 for seniors and graduates
500-600 for graduate students only

Ordinarily, students are not permitted to take courses above their classifica-
tion; that is, a freshman should register for freshman courses, and only in rare instances for sophomore courses.

HONORS DAY

In recognition of high scholarship, an Honors Day convocation is held each spring. A candidate for a bachelor's degree in June or August who has maintained a grade-point average of 4.25 or more for all of his work through the winter quarter of his senior year receives special honor. Each junior having a 4.25 grade-point average and each sophomore and freshman having a 4.50 grade-point average is also honored at the convocation. Except in the case of a graduating senior, a student must be attending full time to be eligible. A transfer student must have earned the average indicated for work at Southern only, as well as for the total record.

For Honors Day purposes a senior is a student who will be graduated in June or August; a junior must have more than 121 hours at the end of the preceding winter quarter but will not be graduated during the year; a sophomore must have 48 to 120 hours at the end of the preceding winter quarter; a freshman must have 32 to 47 hours at the end of the preceding winter quarter.

Graduating seniors are also recognized at commencement on the graduation program, and their diplomas designate honors granted on the following basis:
- Highest Honors ................. Point average of 4.90 or higher
- High Honors ........................ Point average of 4.75-4.89
- Honors .............................. Point average of 4.50-4.74

CREDIT FOR MILITARY EXPERIENCE

Students who are to meet the requirements of the General Studies program and who have served one year or more of active duty and who have received an honorable discharge may receive up to six hours of air science credit at Carbondale; service of six months to one year may result in three hours of freshman air science credit; less than six months of active service does not allow any college credit. No credit is allowed for military service on the Edwardsville Campus. Veterans who are graduating under the General Degree requirements as listed on page 58 should refer to the 1961-63 General Information bulletin relative to military credit.

Credit will be accepted for USAF courses within the limitations enforced for extension and correspondence work. No credit is allowed for college-level G.E.D. tests. In evaluating credit possibilities based upon formal service school training programs, the recommendations of the
American Council on Education as set forth in the Guide to the Evaluation of Educational Experiences in the Armed Forces are followed.

In order to receive credit for military service a veteran must present a copy of his discharge or separation papers to the Admissions Office.

EXTENSION AND CORRESPONDENCE

A maximum of one-half of the number of hours required for the bachelor’s degree, or ninety-six hours, may be taken by extension and correspondence courses combined. Of this total, not more than forty-eight hours may be taken in correspondence courses.

While Southern Illinois University does not maintain a correspondence division, courses taken by correspondence from institutions which are members of the Association of American Universities are regularly accepted if the grade earned is “C” or above.

FEES AND OTHER EXPENSES

The fees charged students are established by the Board of Trustees and are subject to change whenever conditions make changes necessary. At the present time, the fees charged for a quarter during the regular year are as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$42.00*</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>9.50</td>
</tr>
<tr>
<td>Student Union Building Fund Fee</td>
<td>5.00</td>
</tr>
<tr>
<td>Book Rental Fee</td>
<td>5.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$61.50</strong></td>
</tr>
</tbody>
</table>

* Out-of-state students (non-Illinois residents) pay $92.00 tuition rather than $42.00. For regulations defining the residence of students for purposes of registration, see the appendix.

In addition to the above fees, a student is subject to certain other charges under the conditions listed below:

1. An AF ROTC equipment deposit of $5.00 which is assessed the first time a student registers for a regular quarter if he is taking ROTC courses. This $5.00, less any charge for lost equipment, is refunded to him at the end of the year. (Carbondale Campus only.)

2. A late registration fee, which is $2.00 for the first day and which increases $1.00 each day to a maximum of $5.00 when a student registers after the regular registration period has ended.
3. A $1.00 charge for the completing of an incomplete course.
4. A $2.00 program change charge whenever a student changes his program from the one for which he originally registered, unless the change is made for the convenience of the University.
5. A graduation fee of $17.00.
6. A graduate student who is a graduate of a school other than Southern pays a matriculation fee of $5.00.
7. A $5.00 fee is charged for each proficiency examination administered by the University, except for one based upon the student’s having scored in the upper tenth percentile on the examination given under the American College Testing Program or similar scholastic aptitude test approved by the administration and given upon admission to the University.

Students holding valid state scholarships are exempt from the above fees to the extent provided by the terms of the specific scholarship held. An Illinois State Teacher Education Scholarship, an Illinois Military Scholarship, or an Illinois General Assembly Scholarship exempts the student from the paying of tuition, the student activity fee, and the graduation fee.

The student activity fee includes the fees for limited hospitalization, entertainment, athletics, student publications, and such other privileges as may be provided.

A part-time resident student taking not more than eight hours during a regular session pays half tuition and half the book rental fee. In addition, such a student pays the total student union building fund fee and has an option on paying the student activity fee.

Faculty members and university civil service employees taking courses are not charged tuition and activity fees. They pay, however, the book rental fee, which is $5.00 for those taking more than eight hours and $2.50 for others. They also pay the student union building fund fee.

Extension course fees are $6.00 per hour plus a $1.05 book rental fee per course.

Adult education course fees are computed on the basis of approximately sixty cents per contact hour.

Other charges which a student may incur are those for departmental field trips, library fines, and excess breakage. Also, a student taking a course involving use of materials, as distinct from equipment, will ordinarily pay for such materials.

A student registering for work on an audit basis is assessed fees on the same basis as when registering on a credit basis.

A student is entitled to a free transcript of his university record each time he has added academically to his record through work taken at this University, provided he has fulfilled all his financial obligations to the University. There is a charge of $1.00 for each additional transcript.
PAYMENT AND REFUNDING OF FEES

Fees are payable quarterly during the academic year. A student who registers in advance receives a fee statement by mail and may pay either by mail or in person at the Bursar’s Office in accordance with instructions accompanying the fee statement. A student who does not register in advance or who registers during the last week of the advance registration period must pay fees at the time of registration.

Refunding of fees is possible only if a student has withdrawn from school, officially, within the first ten days of a quarter and only if the application for a refund is received in the Registrar’s Office within ten school days following the last regular registration day. This means that for quarters starting on a Monday the withdrawal from school must have been officially made within the first two calendar weeks of the quarter and the refund application received by Monday of the third week. No refunding of fees is made for a withdrawal occurring after the first two weeks.

A student who originally pays full fees and then finds that he must reduce his program to eight or fewer hours may receive a refund of one-half the tuition and book rental fee, provided the reduction is officially made during the first ten days of the quarter. Refund payment will be delayed in such case until after the fourth week of the quarter.

ESTIMATED EXPENSES FOR THREE QUARTERS

Carbondale Campus

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$184.50</td>
</tr>
<tr>
<td>Room Rent</td>
<td>$175.00</td>
</tr>
<tr>
<td>(Room rent is computed at the average rate of $4.00 to $5.50 per week for 36 weeks.)</td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>$575.00</td>
</tr>
<tr>
<td>(Food is estimated at $2.25 per day for 252 days.)</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$175.00</td>
</tr>
<tr>
<td>(This item includes school supplies, dates, etc. It is estimated by students as ranging from $3.50 to $5.50 per week.)</td>
<td></td>
</tr>
<tr>
<td>Total Estimated Yearly Average Expenses</td>
<td>$1109.50</td>
</tr>
</tbody>
</table>

Edwardsville Campus

Since there are no housing facilities on the Edwardsville Campus, the majority of the students are daily commuters. The estimated expenses, therefore, would be tuition and fees ($184.50) plus transportation costs.
Degrees

Southern Illinois University grants the following degrees in June and August each year:

- Associate in Art
- Associate in Business
- Associate in Technology
- Bachelor of Arts
- Bachelor of Science
- Bachelor of Science in Agriculture
- Bachelor of Science in Education
- Bachelor of Music

Bachelor of Music Education
Master of Arts
Master of Fine Arts
Master of Music
Master of Music Education
Master of Science
Master of Science in Education
Doctor of Philosophy

Every candidate for a degree must file written application with the Registrar not less than three weeks before the date on which the degree is to be granted. At the time of application the student must pay his graduation fee and order his cap and gown through the University Store and register with the Placement Service. A student must have a 3.0 average before his application for a degree may be accepted.

In the week preceding graduation, each candidate for a degree should secure from the Registrar's Office the financial clearance slip, obtain the required signatures, and return the slip to the office before Commencement. These slips are circulated by the Registrar's Office for students not in residence during the quarter immediately preceding graduation.

Students must attend Commencement exercises to receive their diplomas, unless in advance they are granted permission to be graduated in absentia.

ASSOCIATE DEGREE

Each candidate for an associate degree must complete a minimum of 96 hours of credit in approved courses. Each student must maintain a "C" average. The degree granting unit for the associate degree is the Division
of Technical and Adult Education. For additional information concerning this degree the student should refer to the Division of Technical and Adult Education bulletin.

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. 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. To receive a bachelor’s degree from Southern, a transfer student must present either a total of three years work (144 hours) earned at Southern or 48 senior college hours earned at Southern, 16 of which may be earned in extension.

A student who receives his first bachelor’s degree from Southern, and who desires a second bachelor’s degree, must complete forty-five hours in addition to those required for the first degree and must fulfill the requirements for the second degree. Of these forty-five hours, a minimum of fifteen hours must be taken in residence at Southern, and a maximum of fifteen hours may be acquired in extension and/or correspondence courses. At least thirty hours must be in senior college courses. If a student received his first bachelor’s degree from another university, forty-eight hours are required to fulfill the residence requirement for the second bachelor’s degree, two-thirds of which must be in senior college courses.

The state of Illinois requires that American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America, and the Constitution of the State of Illinois, and the proper use and display of the American flag shall be taught in all public schools and other educational institutions which are maintained in whole or in part by public funds, and that no student shall receive a certificate of graduation without passing a satisfactory examination upon such subjects. Government 101, 190, and 300 and History 201 and 330 offer such instruction. Students preparing to teach should also check the College of Education bulletin concerning the state certification requirements.

Every bachelor’s degree candidate is expected to meet the University’s general requirements and to follow the recommendations of the academic unit in which he intends to do his major work. The general requirements have been undergoing intensive study with a view to giving the students
further options and providing them with a more effective background not only for their professional careers but also for their standing as citizens in the communities to which they go after graduation. This study has resulted in the initiation of a new General Studies program. During the period of transition from the old program to the new, students who have begun their work in the old program will continue in it. Courses to satisfy the General Degree requirements will continue to be available for several quarters after the inauguration of the new program. The first of the General Studies courses will be available for the 1962 fall quarter.

A complete description of the General Studies program appears below. The General Degree requirements are summarized on page 58.

Specific curricula suggested by the various academic units of the University and descriptions of courses offered are published in the bulletins which describe those units. For a list of bulletins, see page ii.

GENERAL STUDIES

Executive Officer John W. Voigt, Ph.D. (Nebraska) Carbondale 1950
Executive Officer S. D. Lovell, Ph.D. (Ohio State) Edwardsville 1957

The past thirty years have seen a thorough and searching self-study of one college and university curriculum after another. This re-examination has frequently resulted in proposals commonly known as General Education or General Studies.

Several recent developments account for the trend toward General Studies programs. One of these is the fascinating and, at the same time, dreadful and explosive increase in the amount of knowledge that man has created for himself. Such an explosion of knowledge becomes doubly frightening when one realizes that no single mind can hope to encompass even a fraction of the whole and vast wealth of knowledge.

A second consideration that has influenced colleges and universities toward General Studies is that an increased standard of living has fortunately permitted an ever larger percentage of qualified youth to enter college. Colleges and universities are slowly accepting the new roles and responsibilities that are thrust upon them and are accepting the fact that the subject matter of the university does not exist independently of the society which supports it.

Even a cursory examination of college catalogs will convince the impartial examiner of the need for some counter balances to specialism. The number of course offerings is seldom in direct proportion to the value of the courses. Further, the education of an enlightened people through the
transmission of the culture of our times is a basic objective of higher education. Specialists themselves realize that rigid concentration within any field of study may deprive them of broader understandings so important for participation in life as citizens and parents.

Many leaders in higher education are convinced by the hard school of experience that a smattering and cafeteria-style sampling of introductory courses offered by "departments" have not provided a unified, broad understanding of the world that surrounds us. They note the advances that have come from research in the area of the psychology of learning. This comparatively new branch of the social sciences calls attention to new methods for stimulating reflective thinking, desires for stimulating learning, and better methods of presenting materials. Leaders in higher education are currently interested in the experimentation throughout the nation with teaching machines, with instruction through television, and with team teaching. Perhaps some of these new devices and new methods will lend themselves to the teaching of courses that meet the criteria for General Studies. There is a growing belief that instructional materials should be selected for the influence they will presumably have on the intellectual, moral, social, and personal development of students as well as for the support they may provide to a specific department or discipline.

General Studies are only part, not the whole, of man's education. While General Studies can conceivably help a student in his choice of occupation and can contribute to his success in a given occupation, their principal objective is not to develop vocational skills. They comprise that portion of the total curriculum which is concerned with the common needs of man and which assists the student to be more at home in a world that increasingly demands more of all men in terms of the intellectual, spiritual, and social. One of the prime purposes of a General Studies program is to prepare students to assume their proper responsibilities in an ever-changing world.

In the fall quarter of 1962 Southern Illinois University will initiate a new, expanded program in General Studies. This program will be required of all bachelor's degree students.

The curriculum is divided into three levels, with the first-level courses, composed of 39 quarter hours, to be taken during the freshman and sophomore years. Second-level courses, totaling 39 hours, will normally be completed during the sophomore and junior years. Third-level courses, totaling 18 hours, will be offered to juniors and seniors. An attempt is being made to develop basic one-year sequences of nine hours each (three hours per quarter) and to build each succeeding course or sequence upon the basic sequence in the same area.

The curriculum is divided into five functional areas as outlined below.
At present, courses have been approved in each area; but, as the General Studies program develops, other courses will become available. It is hoped that the adoption of the General Studies program will allow students to obtain a greater knowledge of the basic area of learning which should serve them (and their communities) well as they take their places in vocations and professions and assume their duties as mature citizens.

OUTLINE OF GENERAL STUDIES REQUIREMENTS

Area A: Man's Physical Environment and Biological Inheritance........24 hours
  A first-level basic sequence ................................. 9 hours
  A second-level continuation sequence ......................... 9 hours
  Third-level advanced courses ................................. 6 hours

Area B: Man's Social Inheritance and Social Responsibilities .......24 hours
  A first-level basic sequence ................................. 9 hours
  A second-level continuation sequence ......................... 9 hours
  Third-level advanced courses ................................. 6 hours

Area C: Man's Insights and Appreciations .......................... 24 hours
  A first-level basic sequence ................................. 9 hours
  A second-level continuation sequence ......................... 9 hours
  Third-level advanced courses ................................. 6 hours

Area D: Organization and Communication of Ideas ................... 18 hours
  Required college composition and speech .................... 9 hours
  Either a foreign language sequence or a basic mathematics sequence 9 hours

Area E: Health and Physical Development ........................... 6 hours
  First-level required physical education ..................... 3 hours
  Second-level required health education ..................... 3 hours

CRITERIA FOR GENERAL STUDIES COURSES

All courses sent to the President's Committee on General Studies are carefully studied to determine their acceptability in meeting the following criteria:

1. Does the course emphasize insight into the basic principles and practices of the field of study concerned?
2. Does the course serve as an adequate terminal course for those who will not take additional work in this area?
3. Does the course show the relevance of a particular discipline to the understanding of other disciplines?
4. Does the course avoid overlapping or unduly repeating materials which are sufficiently covered elsewhere?
5. Does the course avoid repeating materials already covered adequately in high school?
6. Does the course provide an incentive for additional study in General Studies while in college and afterwards?
7. Does the course have depth and intensity in the materials selected for instruction, as well as breadth of outline?
8. In general, does the material of this course justify its inclusion in the General Studies program of Southern Illinois University?

ADVISEMENT

An undergraduate student entering Southern Illinois University will be advised by a staff member responsible to the Executive Officer of General Studies for his campus. The student may or may not wish to declare a special field of interest at the time of his entrance. If he does, he will also be referred by his General Studies adviser to someone representing his special field of interest, but he will not apply for formal admission into a major field until the quarter before he reaches junior standing. At that time, he will be released from the advisement system for General Studies to whatever advisement system prevails for his chosen academic unit.

In other words, during his first two years, he will receive prime advice from a general adviser and secondary advice from representatives of the disciplines he may wish to explore. After being accepted as a major in some special field, he will receive prime advice from a representative of that field.

MAJORS, MINORS, AND ELECTIVES

Although the number of quarter hours in the General Studies curriculum constitutes approximately half of the number required for graduation, sufficient hours remain for a major and minor of reasonable and adequate size. The General Studies requirements do not eliminate the possibility of an early start on a major. If the student has decided on his field of major interest, he may waive the first-level sequence in the appropriate area and take the basic major courses instead. Some courses may count for both a major or minor and General Studies. However, if he has not chosen a major, he can take the General Studies sequences to the extent of a full load for several quarters and be able to make an unhurried selection of his major.

Electives are built into the General Studies curriculum by a system of options, particularly on the second and third levels.

There are three ways in which partial requirements of the General Studies program may be met without taking the courses specifically de-
signed to meet those requirements. They are waivers, advanced-standing assignments, and proficiency examinations.

WAIVERS

Each student is entitled to waive (i.e., omit entirely) the first-level sequence in the area (A, B, or C only) in which he will concentrate his work and to begin his work in that area at the second level. This is inadvisable, however, for some majors; and the department or division involved may require the student to take the first-level sequence.

Academic advisers are prepared to guide the student in his exercise of the waiver privilege. Of course the student who has not chosen a field of concentration cannot waive a first-level sequence.

ADVANCED-STANDING ASSIGNMENTS

A student may, through training or experience, be qualified to begin his university work in some area at a level above the usual. If he can show acceptable evidence that this is so, he will be exempt from the appropriate courses in that area of General Studies and will be free to: (1) take advanced work in that area if more is required by the General Studies program, (2) discontinue any further work in that area if it is not required by the General Studies program, (3) take advanced work to satisfy the requirements for a major (or minor) in that area, or (4) take additional courses in that area as electives.

The means by which a student may qualify for advanced standing vary from area to area and from subject to subject within an area, but in general they are (1) passing a recognized advanced-standing examination (such as the A.C.T. examination) at a level equal to, or above, a General Studies course or sequence, and (2) satisfying certain University authorities that his high school record or other evidence justifies advanced standing.

Although advanced standing in a General Studies area may exempt a student from certain courses, it does not provide credit toward graduation.

PROFICIENCY EXAMINATIONS

Proficiency examinations covering all parts of the General Studies program are given at specified times by the departments or divisions responsible for offering each of the program’s courses or course sequences.

The rules covering the General Studies proficiency examinations are similar to those governing other proficiency examinations at Southern. If a student passes a proficiency examination over a General Studies course he will be exempt from that portion of the program. In addition, if his grade is B or better, he will be granted an equivalent number of quarter hours toward graduation.
GS COURSE DESCRIPTIONS (FIRST AND SECOND LEVELS)

Described below are the General Studies courses which have been approved on the first and second levels. These are General Studies courses rather than departmental courses. They are identified by area and number, not by department and number. For example, a student taking Elementary French might enroll in General Studies D (GSD) 123 or 173, but not in French 123 or 173.

Carbondale Campus

GSA MAN'S PHYSICAL ENVIRONMENT AND BIOLOGICAL INHERITANCE

GSB MAN'S SOCIAL INHERITANCE AND SOCIAL RESPONSIBILITIES
101-3, 102-3, 103-3. MAN AND CULTURE IN TIME AND SPACE I, II, III. Temporal and spatial development and evaluation of civilization. Emphasis on western civilization from the Middle Ages to the present and its great influence on the rest of the world. Courses should be taken in sequence.
201-3, 202-3, 203-3. CULTURE, BEHAVIOR, AND SOCIETY. An integrated examination of anthropological, psychological, and sociological contributions to the understanding of human behavior. Courses should be taken in sequence.
211-3, 212-3, 213-3. POLITICAL ECONOMY. The making of public policy in the economic sphere through a study of the functioning of the economy and the operation of government.

MAN'S INSIGHTS AND APPRECIATIONS

Two first-level sequences are offered: (1) 100 or 101, 102, and 103. Introduction to Man's Insights and Appreciations. Students may take courses in any order, but three courses constitute a sequence. (2) 110, 111, and 112. An Introduction to Western Humanities.

Two second-level sequences are offered in Area C. One consists of a course from each of these three groups: (1) 201, 202, 203; (2) 204, 205, 206; (3) 207, 208, 209, 210. The other sequence is 211, 212, and 213.

GSC
100-3. INTRODUCTION TO MUSIC. The physical nature of sound and man's efforts to fashion aural sensations into works of musical art. Includes traditional and contemporary repertory and practical experience in music understanding through recital attendance.
101-3. CHANGING VISUAL IMAGES OF MAN. A critical examination of the
diverse visual images of the past and the present which are considered
to be unique concrete forms of man’s perceptions, ideas, and values and
the particular expressive structure, content, and processes of the visual
symbol system.

102-3. PROBLEMS OF MORAL DECISION. An introduction to contemporary
and perennial problems of personal and social morality, and to methods
proposed for their resolution by some of the great thinkers of past and
present.

103-3. MASTERPIECES OF LITERATURE. Reading in English, literary
masterpieces of the Western world, to increase the student’s competence
in reading imaginative literature, to acquaint him with the great ideas
and values of the best literature, and to train him to deal with literary
materials in his writing.

110-3, 111-3, 112-3. AN INTRODUCTION TO WESTERN HUMANITIES
I, II, III. An introduction to a carefully varied number of great works
expressing the aesthetic, moral, and religious values of Western Man.
It will (1) set forth the critical vocabulary of six humanistic disciplines:
art, music, philosophy, design, literature, and theater; (2) provide some
direct experience of each one; and (3) call attention to interrelations
among the disciplines and between the humanities and other aspects of
Western culture. Students registering for 110 must stay in the sequence
for the year.

201-3. INTRODUCTION TO DRAMA. Not a history of the drama. The class
will read about a dozen plays, modern and ancient, and consider how
various dramatic conventions and devices are used to give form and
meaning to human experience.

202-3. INTRODUCTION TO POETRY. A variety of poems, from the simpler
to the more complex, are read and discussed. Emphasis is upon enjoy-
ment and upon heightened insight into human experience. Devices of
artistic form, such as imagery and meter, are discussed as they are in-
volved with the substance they express, human actions, feelings, and
attitudes, including the poet’s satisfaction in giving artistic form to his
material.

203-3. DRAMA AND THE ARTS OF THE THEATRE. A study of (1) the
drama as a literary type, (2) theatre arts as they subserve the drama,
(3) the reciprocal conditioning which takes place between the drama,
the theatre arts, and the audience.

204-3. MEANING IN THE VISUAL ARTS. A historically-oriented conception
of the relationship between art and civilization which seeps through
the examination of relevant examples of the visual arts to develop
awareness of the great complexities of artistic motivation, the develop-
ment of art styles, and the interaction between the artist and society.

205-3. THE CONTEMPORARY ENVIRONMENT. A lecture-laboratory
course designed to create a picture plane whereon a student may see some
principles underlying architecture, visual communication, and other
products of his physical and cultural environment.

206-3. FOUNDATION OF MUSIC. Emphasis on the historical sequence of
musical development from primitive ages through the contemporary
scene. An introduction to the materials of music, including application
of basic skills to keyboard performance, is provided in studio sections. Two hours of lecture, one hour of studio each week.

207-3. PHILOSOPHY OF THE BEAUTIFUL. A study of the structure and importance of the beautiful in nature, society, personality, and the arts.

208-3. MEANING AND RATIONAL PROCESS. A critical study of expressive, informative, and other modes of discourse, with emphasis on their roles in rational process.

209-3. MODERN LITERATURE: FORM AND IDEA. Designed to give the student an interest in and an understanding of the forms, themes, and values of modern American, British, and Continental literature.

210-3. INTRODUCTION TO FICTION. A study of the chief techniques of fiction and of some of the acceptable criteria for judging fiction. Readings in some of the masterpieces among American and European short story and novel writers.

211-3, 212-3, 213-3. AN INTRODUCTION TO ORIENTAL HUMANITIES. The literature, music, drama, visual art, and definitive cultural motifs of three great Asian traditions. Course 211 will focus on India, 212 on China, and 213 on Japan. Students registering for 211 must stay in the sequence for the year.

GSD ORGANIZATION AND COMMUNICATION OF IDEAS

100-0. ENGLISH COMPOSITION: GRAMMAR AND USAGE. Required of all freshmen who need additional training in the fundamentals of grammar and usage (for these students, 100 is a prerequisite for 101 and 103).

101-3. ENGLISH COMPOSITION: PRINCIPLES OF DESCRIPTION AND EXPOSITION. A study of basic rhetorical principles through the analysis and synthesis of sentences, paragraphs, and complete papers. Prerequisite: 100 or satisfactory score on placement test. Courses 101, 102, and 103 constitute a first-level sequence.

102-3. ENGLISH COMPOSITION: PRINCIPLES OF ARGUMENT AND PERSUASION. A study of basic rhetorical principles through the analysis and synthesis of sentences, paragraphs, and complete papers. Prerequisite: 101.

103-3. PRINCIPLES OF ORAL COMMUNICATION. Development of an understanding of basic principles and proficiency in the skills involved in everyday communication. Prerequisite: 100, or English placement test score of 33 or above. 101, 102, and 103 constitute a first-level sequence.

108-3, 109-3, 110-3. FUNDAMENTALS OF MATHEMATICS I, II, and III. An introduction to mathematical concepts and reasoning presented at a level appropriate for university students who have had high school courses in intermediate algebra and plane geometry. Topics include the number system, college algebra, analytic geometry, probability and statistics.

114-3, 115-3, 116-3. COLLEGE ALGEBRA I, II, TRIGONOMETRY. A beginning sequence in university mathematics for students who have strong backgrounds in high school mathematics including at least intermediate algebra and plane geometry. Topics in college algebra and trigonometry are chosen with a view to their appropriateness for later work in analytic geometry and calculus. 115 and 116 may be taken concurrently.
120-3, 121-3, 122-3. ELEMENTARY CHINESE. Emphasis on the development of reading skills.

123-3, 124-3, 125-3. ELEMENTARY FRENCH. Open to students who have had no previous work in French.

126-3, 127-3, 128-3. ELEMENTARY GERMAN. Open to students who have had no previous work in German.


133-3, 134-3, 135-3. ELEMENTARY LATIN. Open to students who have had no previous work in Latin.

136-3, 137-3, 138-3. ELEMENTARY RUSSIAN. Pronunciation; reading of elementary texts; oral practice; composition.

140-3, 141-3, 142-3. ELEMENTARY SPANISH. Open to students who have had no previous work in Spanish.

Sections of conversation for 1 hour credit available to the student with each of the languages listed, but on an elective basis.

Students having had high school language training should see the Department of Foreign Languages for placement.

HEALTH AND PHYSICAL DEVELOPMENT

The letter M or W following a course number indicates whether the course is for men (M) or for women (W).

Students are to begin their physical development program by taking one of the following three courses: 101, 102, 103. (For students who cannot pass a swimming safety test, 101 is required.)

Students may complete their three-hour requirement by taking two additional courses (excluding 101, 102, 103) with a minimum of one being an individual activity course. Not more than two courses in the areas of dance and aquatics may apply toward fulfillment of the three-quarter sequence.

GSE

100M-1. RESTRICTED PHYSICAL EDUCATION. Body control in restricted activities. Three classes per week. May be repeated for three quarters.

101M-1. BEGINNING SWIMMING.

102M-1. BASIC BODY MOVEMENT.

103M-1. PERSONAL FITNESS.

111M-1. INTERMEDIATE SWIMMING.

114M-1. SPEEDBALL.

115M-1. SOFTBALL.

116M-1. ARCHERY.

117M-1. BADMINTON.

124M-1. BASKETBALL.

126M-1. BEGINNING BOWLING.

128M-1. TENNIS.

134M-1. SOCCER.

136M-1. GOLF.

139M-1. GYMNASTICS.
142M-1. SQUARE AND SOCIAL DANCE.
144M-1. VOLLEYBALL AND TOUCH FOOTBALL.
146M-1. PERSONAL DEFENSE.
147M-1. WRESTLING.
148M-1. CROSS COUNTRY.
149M-1. STUNTS AND TUMBLING.

100W-1, 110W-1, 120W-1. RESTRICTED PHYSICAL EDUCATION. Body control in restricted activities. Three classes per week.

101W-1. BEGINNING SWIMMING.
102W-1. BEGINNING CONTEMPORARY DANCE.
103W-1. FUNDAMENTALS OF BODY MOVEMENT.
111W-1. INTERMEDIATE SWIMMING.
112W-1. INTERMEDIATE CONTEMPORARY DANCE.
114W-1. SPEEDBALL.
115W-1. SOFTBALL.
116W-1. ARCHERY.
117W-1. BADMINTON.
118W-1. BEGINNING FENCING.
119W-1. BEGINNING GOLF.
122W-1. FOLK DANCE.
124W-1. BASKETBALL.
125W-1. VOLLEYBALL.
126W-1. BEGINNING BOWLING.
128W-1. TENNIS.
131W-1. DIVING.
134W-1. SOCCER.
142W-1. SQUARE AND SOCIAL DANCE.
144W-1. HOCKEY.

201-3. HEALTHFUL LIVING. Personal and community health. Designed to meet the general health needs and to develop wholesome health attitudes and practices in college students.

Edwardsville Campus

Course numbers in parentheses identify courses as they are listed in the Schedule of Classes for the fall quarter, 1962. Such numbers, however, are obsolete. For example, gsa 203 in the schedule should be referred to as gsa 253 as listed below.

GSA MAN'S PHYSICAL ENVIRONMENT AND BIOLOGICAL INHERITANCE

151 (101)-3, 152 (102)-3, 153 (103)-3. INTRODUCTION TO PHYSICAL SCIENCE I, II, III. A study of the fundamentals of physical science. The atom and the physical and chemical principles necessary to understand its properties, structure, and combinations to form molecules. Courses should be taken in sequence. Prerequisite: Score on A.C.T. mathematics placement test or C in Mathematics 100 or pass departmental placement examination.

251 (201)-3, 252 (202)-3, 253 (203)-3. MAN'S BIOLOGICAL INHERITANCE. A study of the fundamentals of biological science. The cell, inheritance, evolution, the diversity of living organisms, and the structure
and function of higher animals and plants. Courses should be taken in sequence.

GSB  MAN'S SOCIAL INHERITANCE AND SOCIAL RESPONSIBILITIES

151 (101)-3. SURVEY OF WESTERN TRADITION—GEOGRAPHIC BACKGROUND. A general survey of the geographic setting in which western civilization developed. Physical, economic, and historical geography of the past and present Europe.

152 (102)-3. INTRODUCTION TO THE WESTERN TRADITION. A general survey of the political, economic, social, and intellectual development of Western Europe from a.d. 1000 through the French Revolution. Prerequisite: 151.

153 (103)-3. INTRODUCTION TO THE WESTERN TRADITION. A general survey of the political, economic, social, and intellectual development of Western Europe since the French Revolution. Prerequisite: 152.

251 (201)-3, 252 (202)-3, 253 (203)-3. THE STUDY OF MAN: CULTURE, SOCIETY, AND THE INDIVIDUAL. Introduces the concepts of culture, society, and the individual. The first part of the sequence lays the foundation with the introduction of culture and gives the background of man's cultural heritage. The next phase integrates culture with society through the study of groups, the community, and American society. Finally, the effects of individual functioning upon the social processes in culture and society are shown.

255-3, 256-3, 257-3. POLITICAL ECONOMY I, II, III. A study of the functioning of the economy, the operation of government, and the political, economic, and ideological determinants of public policy in regard to contemporary economic issues.

GSC  MAN'S INSIGHTS AND APPRECIATIONS

151 (101)-3. INTRODUCTION TO POETRY. Introduction to the enjoyment of poetry. Practice in techniques of critical reading and writing.

152 (102)-3. LOGIC. Study and practice in the analysis of verbal traps, relations between statements, deductive arguments, and inductive inferences.

153 (103)-3. ART APPRECIATION. Study of significant achievements in art related to western culture and contemporary life.

154 (104)-3. MUSIC UNDERSTANDING. Criteria for discriminative music listening as an asset to general culture. An examination of basic materials, techniques, and forms.

Of the five courses offered in Area C, second level, the student is required to take 251. As a second course he has an option between 252 and 253. For the third course he has an option among 252 and 253 (the one he did not take as a second course), 254, and 255.

251-3. LITERARY AND PHILOSOPHICAL MASTERPIECES I. An introduction to great works of the Western heritage. The Hebraic, Greek, and Latin traditions; beginning with Genesis and concluding with Augustine.

252-3. LITERARY AND PHILOSOPHICAL MASTERPIECES II. An introduction to great works of the Western heritage. The heroic and courtly traditions; the new learning of the Renaissance in Europe; beginning with Beowulf and concluding with Milton. Prerequisite: 251.
253-3. LITERARY AND PHILOSOPHICAL MASTERPIECES III. An introduction to great works of the Western heritage. Literary and philosophical rationalism, romanticism, realism, and naturalism; beginning with Moliere and concluding with Nietzsche. Prerequisite: 251.

254-3. INTRODUCTION TO THE THEATER. A study of the nature and process of theatrical production. The role of the Theater in Western culture and its relation to other creative arts. Prerequisite: 252 or 253.

255-3. MUSIC IN HISTORY. An introduction to music history within history in general. Prerequisite: 252 or 253.

GSD ORGANIZATION AND COMMUNICATION OF IDEAS

151 (101)-3, 152 (102)-3. ENGLISH COMPOSITION. Expository writing with emphasis upon organization according to the principles of rhetoric and upon the research paper. Required of all students.

153 (103)-3. ORAL COMMUNICATION OF IDEAS. The basic principles and techniques of oral communication; application of the principles in speech activities. Study of the forms of oral communication and the significance of oral communication to modern society. Required of all students.

155 (105)-3, 156 (106)-3, 157 (107)-3. INTRODUCTION TO MATHEMATICS. Principal topics: logical rules of deduction, the real number system, mathematical structures. Courses should be taken in sequence. Prerequisite: Score on placement test or C in Mathematics 100.

173 (123)-3, 174 (124)-3, 175 (125)-3. ELEMENTARY FRENCH. No previous knowledge of French required.

176 (126)-3, 177 (127)-3, 178 (128)-3. ELEMENTARY GERMAN. No previous knowledge of German required.

186 (136)-3, 187 (137)-3, 188 (138)-3. ELEMENTARY RUSSIAN. No previous knowledge of Russian required.

190 (140)-3, 191 (141)-3, 192 (142)-3. ELEMENTARY SPANISH. No previous knowledge of Spanish required.

HEALTH AND PHYSICAL DEVELOPMENT

For Physical Education courses, refer to the General Announcements issue of the Southern Illinois University Bulletin. General degree requirements include three hours in physical education.

GSE

251 (201)-3. HEALTHFUL LIVING. Personal and community health. Presents scientific health information as a basis for helping the student develop wholesome health attitudes and practices.

SUMMARY OF GENERAL DEGREE REQUIREMENTS

The following General Degree requirements should be met within the first two years of attendance by all bachelor’s degree candidates matriculating before the 1962 fall quarter.
### GENERAL DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>20</td>
<td>Economics 205, Geography 100, 300, Government 101, 190, 300, History 101, 102, 103, 201, 202, Sociology 101 (work in four of the five departments)</td>
</tr>
<tr>
<td>Humanities</td>
<td>18</td>
<td>English 101, 102, 103</td>
</tr>
<tr>
<td>English</td>
<td>(9)</td>
<td>English 205, 206, 209, 211, 212</td>
</tr>
<tr>
<td>Art or Music</td>
<td>(3)</td>
<td>Art 120, Music 100</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>9</td>
<td>Health Education 100</td>
</tr>
<tr>
<td>Health Education</td>
<td>(4)</td>
<td>Botany 101, 102, 202, Zoology 100</td>
</tr>
<tr>
<td>Botany or Zoology</td>
<td>(5)</td>
<td></td>
</tr>
<tr>
<td>Mathematics and</td>
<td>12</td>
<td>Chemistry, physics, and mathematics (work must be completed in two departments)</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Arts and</td>
<td>3</td>
<td>Agriculture, business administration, home economics, industrial education (not required if the student has had any of this work in high school)</td>
</tr>
<tr>
<td>Crafts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>6</td>
<td>Activity courses (Carbondale Campus)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Activity courses (Edwardsville Campus)</td>
</tr>
<tr>
<td>Air Science</td>
<td>3</td>
<td>(This applies only to men at Carbondale)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>71</strong></td>
<td><strong>(Carbondale Campus, men)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>68</strong> (Carbondale Campus, women)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>65</strong> (Edwardsville Campus)</td>
</tr>
</tbody>
</table>

Bachelor of Music Education degree candidates must meet all of the above requirements except the taking of Art 120 or Music 100.

Bachelor of Music degree candidates should meet the following general degree requirements within the first two years of attendance.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>15</td>
<td>Economics 205, Geography 100, 300, Government 101, 190, 300, History 101, 102, 103, 201, 202, Sociology 101 (work in four of the five departments)</td>
</tr>
<tr>
<td>Humanities</td>
<td>18</td>
<td>English 101, 102, 103</td>
</tr>
<tr>
<td>English</td>
<td>(9)</td>
<td>One year of a foreign language</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>(9)</td>
<td>Health Education 100</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>4</td>
<td>Physics 101</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Physical Education 6 Activity courses (Carbondale Campus)  
Air Science 3 Activity courses (Edwardsville Campus)  
Total 50 (Carbondale Campus, men)  
47 (Carbondale Campus, women)  
44 (Edwardsville Campus)

In some cases, more advanced work may be substituted for the required courses listed. A student who transfers in his junior or senior year may substitute senior college courses in some departments for the freshman-sophomore courses listed above.

The physical education requirement can be waived only by the Graduation Appeals Committee upon the recommendation of the University Physician. Waiver procedure should be initiated early in a student’s college course and in no case later than the end of his sophomore year. No student thirty years of age or older is subject to this requirement.

All male students who undertake their first college work by entering Southern (Carbondale Campus) are subject to the air science requirement unless they are veterans, or are over twenty-five years of age at the time of entrance, or are excused from this requirement by the Military Policies Committee. All male students who transfer fewer than forty-five hours of acceptable credit from the Edwardsville Campus or the Vocational-Technical Institute of Southern, or from another college or university, including a junior college, are subject to this requirement unless they are veterans, or are over twenty-five years of age at the time of entrance, or are excused from the requirement by the University Military Policies Committee.

**ELECTIVE COURSES**

Not all of the 192 hours required for a bachelor’s degree consists of required courses. A student will find that he has opportunity to take a certain amount of work on an elective basis. The extent of this opportunity will vary, depending upon a student’s academic unit and major.

**TEACHING CERTIFICATES**

Most students planning to teach in the public schools register in the College of Education or the Education Division. However, it is possible for a student to be registered in one of the other academic units and meet the state requirements for a limited high school teaching certificate by using as his electives certain prescribed courses in education. Students may receive certification information from the Registrar’s Office.
MASTER'S DEGREE

For information concerning the various master's degree programs, refer to the Graduate School bulletin or direct inquiries to the Dean, Graduate School, Southern Illinois University, Carbondale, Illinois.

DOCTOR OF PHILOSOPHY DEGREE

For information concerning the Doctor of Philosophy degree, refer to the Graduate School bulletin or direct inquiries to the Dean, Graduate School, Southern Illinois University, Carbondale, Illinois.
Special Programs for Credit

HONORS PROGRAM

The Plan “A” Curriculum has been created for the benefit of superior students who are interested in the objectives of general education as well as their own fields of specialization. This program is available at Carbon-dale only. It consists of one course per quarter for each class and is set up as follows:

FRESHMEN:
Plan “A” 151 – 152 – 153 – (2 hours of credit each quarter)

SOphomores:
Plan “A” 251 – 252 – 253 – (2 hours of credit each quarter)

Juniors:
Plan “A” 351 – 352 – 353 – (3 hours of credit each quarter)

Seniors:
Plan “A” 451 – 452 – 453 – (3 hours of credit each quarter)

A student may have credit for one course for one quarter only, or he may stay with the program for all twelve quarters and accumulate a total of thirty hours of credit. If he does not do satisfactory work, he may be asked to withdraw from the program at the end of the quarter.

At least two faculty members will be present at each session. Each quarter’s work will be determined by the staff. For example, the program for Plan “A” 252 will be devised by the six faculty members who will offer the course. They will meet as many times as necessary during the previous
quarter in order to settle upon the subject matter of the course and the necessary reading matter. Books will then be ordered for the course and kept on the shelves of the Plan "A" reading room.

It is hoped that these honors program courses will aid the students in integrating and evaluating their other courses. It is to be hoped also that through these courses they will become acquainted with the broad concepts and the great issues that play important parts in our society. Some quarters will also be planned to give the students an intensive study of the entire culture of a century; for examples, the fifth century B.C., the fifth century A.D., or the eleventh century A.D.

Plan "A" House is open for study purposes for its students all day every day except Saturday and Sunday.

**INDIVIDUAL HONORS WORK**

Individual Honors Work is distinguished from the Plan "A" Curriculum on the Carbondale Campus by its stress on research and independent study during the junior and senior years. Department or division chairmen may compile lists of students eligible, or through conferences they may encourage outstanding students to do honors work.

If a Carbondale student is accepted by his major department for honors work, the chairman of that department will appoint an adviser and two other staff members to form the student's committee. If an Edwardsville student is accepted by his major division for honors work, the chairman of the honors committee will appoint an adviser from the committee to supervise his individual honors work; the adviser and two other staff members form the student's committee. The student's committee shall approve his proposals for independent study and specific requirements in completing his major. He may then elect to take not fewer than nine nor more than twenty-one hours toward his major in independent research and investigation. He will take a comprehensive examination, either oral or written, at the end of his junior year, and again at the end of his senior year if he elects to do a second year of honors work.

Grades may be deferred at the end of the first and second quarters but not from one school year to the next.

The Honors Work Program Committee (Carbondale) or the Honors Program and Superior Student Committee (Edwardsville) will not function directly in the student's program but will offer its services in a standby capacity if ever a department or division chairman or a student's committee should call upon it.
The University recognizes the importance of providing adequate encouragement for academically talented students. A policy of permitting such students to demonstrate by examination the mastery of certain courses was adopted in the fall of 1959.

A student who wishes to apply for the privilege of taking a proficiency examination should initiate the request with the Registrar's Office.

For qualified college students, proficiency examinations may be administered in almost all academic courses at the 100 and 200 levels. Examinations in 300- and 400-level courses will be administered as needed. Academic advisers may be consulted as to the specific courses in which proficiency examinations are administered. The general regulations governing proficiency examinations follow:

1. A student applying for the privilege of taking a proficiency examination must present evidence that he has developed the competencies expected of students who have taken the course involved. He may demonstrate such competency by scoring in the upper 10 per cent on an acceptable standardized test of scholastic aptitude, by having taken formal course work in the subject in question, or by having had practical experience or studies directly related to the course for which the proficiency examination is requested.

2. Credit not to exceed forty-eight hours, including credit through the High School Advanced Placement Program, may be earned through proficiency examinations. Credit thus granted will be nonresident credit.

3. Upon passing a proficiency examination in a course with a grade of "B" or above, a student will be granted regular credit toward graduation, provided that it does not duplicate credit counted for admission to the University and that the course is acceptable in his curriculum.

4. Credit granted through proficiency examinations at another accredited college or university may be transferred if earned in keeping with the regulations governing proficiency examinations at Southern.

5. A student's record will show the name of any course passed through proficiency examinations along with the amount of credit granted and a notation that it was granted by a proficiency examination.

6. A student may not take a proficiency examination to raise a grade, to remove a failure in a course, or to earn credit in a course previously registered for as audit.

7. A student may not take a proficiency examination for a course in
which he already has credit in a more advanced course in the same subject area unless approved by the chairman of the department offering the course.

8. No credit granted as a result of proficiency examinations shall be applicable to a degree until the student has been in residence at Southern at least one quarter and has made at least a “C” average for this quarter.

A $5.00 fee is charged for each proficiency examination administered by the University, except for one based upon the student’s having scored in the upper tenth percentile on the examination given under the American College Testing Program or similar scholastic aptitude test approved by the administration and given upon admission to the University.

ADVANCED PLACEMENT PROGRAM

High school students may participate in the proficiency examination program through the advanced placement program. Regular college students may apply to receive credit through university proficiency examinations.

A high school student who is qualified through registration in an advanced placement course in his high school or through other special educational experience may apply for advanced placement and college credit through the High School Advanced Placement Program of the College Entrance Examination Board, 425 West 117th Street, New York 27, New York. To receive credit, a person must earn the grade of 3, 4, or 5. Any interested high school student should write to the University’s Admissions Office to learn the current listing of courses for which credit may be earned through this program.

Ordinarily, the maximum number of hours of credit which will be granted through advanced placement examinations is sixteen hours. Credit earned will be nonresident credit, will not carry a grade, and will not be used in computing a student’s grade point average. Credit granted at another accredited college or university under this plan will be transferable to this University up to a maximum of sixteen hours. A student may appeal to his academic dean to be granted more than sixteen hours.
HEALTH SERVICE

The primary purpose of the Health Service is to cultivate in students both physical and emotional health.

The students and parents are urged to read the Health Service Bulletin where more detailed information is given concerning hospitalization, the maintenance of a Student Medical Benefit Fund to help defray hospital costs, and procedures to be followed in the event of illnesses or accidents occurring on and off campus.

A physical examination, preferably performed by the family physician, is required of all students before attending classes in the university. A simplified form is furnished the student for this purpose; it should be mailed or brought in to the Health Service on completion. This becomes an important permanent part of the student’s Health Record, to which is added information relative to the treatment of illnesses while the student is in school. From this record also decisions may be made relative to special considerations for physical disabilities, a need for individualized physical-education courses, etc.

Carbondale Campus

Director Richard V. Lee, M.D. (Illinois), University Physician,
Associate Professor Carbondale 1955
University Physician Katharine Kalnins, M.D. (Ludvig Maximillian, Munich), Associate Professor Carbondale 1954
University Physician Joseph P. Miranti, M.D. (Loyola),
Associate Professor Carbondale 1961
Assistant Instructor Helen Thomas Goetz, R.N. (St. Luke’s),
Public Health Nurse at University School Carbondale 1946
The University maintains a well-qualified staff of physicians, nurses, technicians, and a pharmacist which serves a large and active out-patient clinic. Any student enrolled in the University may consult the Health Service, free of charge, for any illness or related problem that he or she may have and receive indicated diagnostic workups and treatment. Diagnostic and treatment equipment include a modern laboratory, X-ray department, physical therapy unit, and in some instances referral to area specialists for more detailed diagnostic or treatment procedures.

The Health Service maintains a modern pharmacy where students may purchase necessary drugs or medications on a cost basis on prescription from a University Physician.

Other services include the maintenance of immunization programs for polio, typhoid, diphtheria, tetanus, and smallpox, without charge to students.

A student catastrophe insurance program is available for students who pay activity fees at an additional cost of about $6 per year. This is supplementary to the student medical benefit fund.

Edwardsville Campus

Health Service facilities with registered nurses on duty are available at Alton and East St. Louis. Arrangements have been made with local physicians to care for certain needs beyond the abilities of the campus Health Service.

In addition to the usual care for emergency first aid and illness, the Health Service provides a polio immunization program, hearing tests, and vision tests without charge to students. A voluntary student insurance program is available for students who pay activity fees. This insurance program is supplementary to the student medical benefit fund.

CO-OPERATIVE CLINICAL SERVICES

Co-ordinator Alden M. Hall, B.S. (Bradley)  Carbondale 1953
Professor I. P. Brackett, Ph.D. (Northwestern)  Carbondale 1951
Professor Robert Karlin, Ph.D. (New York)  Carbondale 1959
Professor Herman B. Lantz, Ph.D. (Ohio State)  Carbondale 1951
Associate Professor Chester J. Atkinson,  Carbondale 1954
Ph.D. (Ohio State)

Associate Professor Gene Jerome Brutten,  Carbondale 1957
Ph.D. (Illinois)

Associate Professor Jack W. Graham, Ph.D. (Purdue)  Carbondale 1951

Associate Professor Richard V. Lee, M.D. (Illinois)  Carbondale 1955

Associate Professor John G. Martire,  Carbondale 1956
Ph.D. (Michigan)
STUDENT SERVICES

Associate Professor B. Elizabeth McKay, Ph.D. (Syracuse) Carbondale 1952
Associate Professor Clinton R. Meek, Ph.D. (George Peabody) Carbondale 1957
Associate Professor Guy A. Renzaglia, Ph.D. (Minnesota) Carbondale 1955
Associate Professor Donald Shoemaker, Ph.D. (Ohio State) Carbondale 1960
Assistant Professor Ernest J. Doleys, Ph.D. (Missouri) Carbondale 1959
Assistant Professor William Gerler, Ph.D. (Illinois) Carbondale 1960
Assistant Professor Michael S. Hoshiko, Ph.D. (Purdue) Carbondale 1957
Assistant Professor Robert R. Spackman, Jr., M.S. in Ed. (Southern Illinois) Carbondale 1957
Instructor Norman Greene, M.S. in Ed. (Southern Illinois) Carbondale 1957

Since 1936, Southern Illinois University has provided a variety of clinical services to its own students, to the public schools, and to the general public. These services have been available at several widely dispersed places throughout the campus.

In 1958, the University co-ordinated the clinical services on the Carbondale Campus by establishing the Co-operative Clinical Services Center. The center provides a single place to which requests for services can come. In instances where services requested are not available at the Co-operative Clinical Services Center, the center assists in making referrals to other agencies.

Persons wishing to make use of any of the services participating in the Co-operative Clinical Services Center may write directly to the co-ordinator at Carbondale for an appointment. Facilities have been arranged in such a way that a person who may need the assistance of several specialties may receive this service in the one center. A variety of clinical services are provided by a professional staff assigned from the University’s departments or agencies discussed below.

The Department of Elementary Education, through the Reading Center, assists children, students, and adults who are having difficulty in reading to improve reading skills and study habits. Referrals are accepted from the area schools as time permits.

The Department of Guidance, through the Child Guidance Clinic, examines various cases which are brought to the campus throughout the year, particularly those children having difficulties in their school subjects or in environments in which they are not understood. The department also provides consultive services to teachers, guidance directors, and school ad-
ministrators in area schools; to parents; and to various public officials and agencies concerned with children.

The University Health Service promotes individual and general health in the university community by means of a comprehensive medical program. This is primarily a student service. To the extent that staff and facilities permit, physical therapy, supervised and prescribed by a university physician, is available to assist handicapped and temporarily disabled individuals.

The Department of Psychology provides professional services in psychological evaluation, diagnosis, and treatment. Evaluation includes intellectual assessment and comprehensive personality appraisal. Treatment includes counseling, play therapy, and more extended and intensive psychotherapy. Services are available to students, to children, and to their parents and other adults.

The Rehabilitation Institute provides special services to handicapped students and, as time and facilities permit, to other handicapped persons as well. The staff works closely with allied services in providing general and vocational rehabilitation counseling. Rehabilitation counseling provides for individual appraisal and diagnosis, general counseling pertaining to matters that handicapped individuals find troublesome, uncertain, or distracting, and the development of realistic educational and vocational plans.

The Department of Sociology provides marriage counseling services for the single as well as the married person. Services are available to students, their families, and to off-campus persons as available staff time permits.

The Department of Special Education works directly with the Child Guidance Clinic in assisting the mentally retarded and those having special handicaps. A special program for preschool-age deaf children provides intensive tutoring in language development. An Employment Evaluation and Training Project for adolescent mentally handicapped boys is also provided by this department.

The Department of Speech Correction provides service for persons who have speech and hearing deviations which handicap them in the normal pursuits of everyday life. This is accomplished through a thorough evaluation of the individual's problems, consultation with those concerned, and when advisable, the scheduling of regular therapy sessions. The following areas come within the scope of the clinic: hearing testing and hearing aid evaluations, training in use of residual hearing, teaching of lip reading, articulatory disorders and delayed speech, stuttering, cleft palate, cerebral palsy, voice disorders, aphasia and speech training for the laryngectomized.

The Student Counseling and Testing Center provides a setting designed to help college students grow in self-understanding so they may use
their assets productively and plan realistic goals for themselves. The center provides personal, educational, and vocational counseling and, when needed, arranges for psychological testing and the interpretation of the results.

**STUDENT WORK PROGRAM**

Director Frank C. Adams, Ph.D. (Southern Illinois)  
Supervisor Alice Rector,  
   Ed.D. (Washington University)  
Supervisor Raymond P. DeJarnett,  
   M.S. in Ed. (Southern Illinois), Instructor  
Assistant Supervisor Charles J. Carlsen,  
   B.S. (Southern Illinois)  
Assistant Supervisor Joseph D. Zimny,  
   M.S. in Ed. (Southern Illinois), Lecturer  
Supervisor David R. Van Horn,  
   M.S. (Oklahoma State)  
Assistant Supervisor Philip Louis Eckert,  
   M.S. (Southern Illinois)

Carbondale 1957  
Carbondale 1946  
Carbondale 1960  
Carbondale 1962  
Carbondale 1958  
Edwardsville 1957  
Edwardsville 1961–62

The Student Work Program, operating on the Carbondale and Edwardsville campuses, serves two major purposes: It provides financial assistance in the form of part-time employment; and it provides work experience which relates, if possible, to the student’s academic program. Students employed on-campus are expected to participate in training programs. The kind of training and length of the programs are determined by the employing unit in co-operation with the Student Work Office.

The Student Work Office, which is the administrative office for the program, is a referral agency and cannot promise jobs to students. However, every effort is made to place capable, needy students in either on-campus or off-campus jobs.

Students employed on-campus are paid from $0.80 to $1.25 per hour, based upon off-campus experiences and the number of years of satisfactory service to the University. Employment by the University on a part-time basis provides financial assistance and work experience for some 2,000 students in the following job classifications:

Class 1. Instructional research assistants, who assist in the instructional or laboratory work and in highly technical jobs, are paid from $0.80 to $1.25 per hour.

Class 2. Technical and supervisory workers, who are highly skilled,
assume extra responsibility, and are able to work without close supervision, are paid from $0.80 to $1.25 per hour.

Class 3. Clerical workers, who work at semi-skilled and semi-technical jobs, are paid from $0.80 to $1.10 per hour.

Class 4. Service workers and maintenance workers, who work at semi-skilled and semi-technical jobs, are paid from $0.80 to $1.10 per hour.

Class 5. Special workers, such as students who have special skills and talents and work at jobs not included in the above classifications, are paid from $0.80 to $1.25 per hour.

Class 6. Extra workers performing jobs of short duration which are included in Classes 3 and 4 are paid from $0.80 to $1.00 per hour.

The recommended work load with respect to the academic load is as follows:

<table>
<thead>
<tr>
<th>ACADEMIC LOAD</th>
<th>WORK LOAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-up hours</td>
<td>Below 80 hours per month</td>
</tr>
<tr>
<td>12-14 hours</td>
<td>Below 100 hours per month</td>
</tr>
</tbody>
</table>

The Student Work Office sets the standards and reviews the qualifications of students to determine their eligibility to participate in the program. Therefore, it is the first office to be contacted by the students who desire part-time employment. High school seniors who have urgent financial problems should contact the Student Work Office in the spring before high school graduation. They should seriously consider enrolling in the University for the summer session in order to be in close contact with the Student Work Office for possible referral and placement. It is recommended that prospective students who expect to earn part of their expenses should have means of support for at least one quarter.

The Student Work Office also assists students in finding summer employment at resorts, in governmental agencies, in business and industry, on farms, and with canning and packing companies.

An application for student employment, or information about work possibilities, may be obtained by writing to the Student Work Office on the campus where work is desired.

**STENOGRAPHIC SERVICE**

Supervisor Mary S. Walker, B.S. (Southern Illinois) Carbondale 1960

The Stenographic Service, located on the Carbondale Campus, was activated for a twofold purpose: (1) to give faculty members access to qual-
ified secretarial help; and (2) to train student employees so that they may give better service while employed in a student capacity.

The work performed by this service is primarily mimeographing, collating, spirit process duplicating, copying by Verifax, automatic typing, and general stenographic duties.

**STUDENT AFFAIRS OFFICE**

Director of Student Affairs and Dean of Men I. Clark Davis,  
Ed.D. (Indiana)  
Carbondale 1949

Assistant Dean of Men Joseph F. Zaleski,  
Ed.D. (Florida)  
Carbondale 1958

Assistant Dean of Women Loretta K. Ott,  
M.S. in Ed. (Southern Illinois), Instructor  
Carbondale 1948

Director of Student Affairs Howard V. Davis,  
Ed.D. (Washington University)  
Edwardsville 1957

Supervisor (Alton) William F. Banaghan,  
Ph.D. (Purdue)  
Edwardsville 1959

Supervisor (East St. Louis) Thomas D. Evans,  
M.S. (Southern Illinois)  
Edwardsville 1957

Co-ordinator Osborne B. Parker, M.S. (Indiana)  
Edwardsville 1962

Co-ordinator Guanaviere M. Wheeler,  
M.S. (Southern Illinois)  
Edwardsville 1961

The services of the Student Affairs Office are designed to assist in developing and maintaining a suitable campus environment for all students. The Student Affairs Office co-ordinates all student personnel services not directly associated with academic instruction and supervises all student activities and organizations.

The Student Affairs Office on the Carbondale Campus includes the Student Special Services Office, which includes Housing and Financial Assistance, the Student Activities Office, and the Student Counseling and Testing Center.

All motor vehicles owned or operated by Carbondale Campus students must be registered at the Student Affairs Office. Undergraduate students are not permitted motor vehicle driving privileges. However, a student may petition to the Student Affairs Office to be classified as an exception to the rule.

The Student Affairs Office on the Edwardsville Campus includes Counseling and Testing, Student Health and Welfare, Student Activities, Financial Assistance, and Student Special Services.
STUDENT COUNSELING AND TESTING

Co-ordinator Jack W. Graham, Ph.D. (Purdue), Associate Professor Carbondale 1951
Associate Co-ordinator William R. Gerler, Ph.D. (Illinois), Assistant Professor Carbondale 1960
Instructor Wilbur Ray Venerable, M.A. (Kentucky) Carbondale 1957
Lecturer Paul E. Engsberg, M.Ed. (Missouri) Carbondale 1961-63

Carbondale Campus

The Student Counseling and Testing Center is staffed with professional counselors who are able to discuss and explain freely any problem or plan that may concern the student be it personal, academic, or vocational. The center stresses personal and clinical counseling that is initiated by the student. A counselor, free of other commitments, is available during regular office hours ready to assist students coming to the center for their first time. The counselor is able to explain the counseling process and assist students in arranging a scheduled appointment. Counseling is designed to help the student arrive at a realistic solution to his problem by providing a permissive setting in which he may express freely his thoughts and feelings and in turn gain insights for greater understanding.

The Student Counseling and Testing Center is approved by the Committee on Professional Practices of the American Personnel and Guidance Association. Services to the students are provided without charge. When special testing is needed to assist in counseling, it may be arranged through the center.

Close co-operation is maintained with the other functional areas of the Student Affairs Office, the Co-operative Clinical Services Center, and the Academic Advisement Center in providing help for students. Referrals are accepted from these agencies and from the faculty. Referrals are made for students needing services of any of the agencies co-operating in the Co-operative Clinical Services Center.

PRECOLLEGE COUNSELING

High school seniors who are contemplating entering college may obtain counseling to assist them in their decision concerning the type of program they might best pursue. General information regarding college and university admission and graduation requirements is provided.

Visits to high schools by staff members from the University are made upon request to supplement the educational and vocational counseling provided by the high schools.
VOCATIONAL INFORMATION

The Student Counseling and Testing Center has a file of selected pamphlets, monographs, and books cataloged to afford authentic information about vocational requirements, trends, and opportunities, including those in military service. A similar file is provided in the Education Library of Morris Library.

TEST ADMINISTRATION

In addition to the extensive individual testing completed in conjunction with counseling, the Counseling and Testing Center also administers various testing programs for selection, placement, and research purposes.

Southern Illinois University administers the tests for the American College Testing Program on both the Carbondale Campus and the Edwardsville Campus.

Several national testing programs, such as the Graduate School Selection Examination, the Medical College Admission Test, and the Law School Admission Test, are administered each year for students seeking entrance to graduate or professional schools. The Selective Service College Qualification Test and the College Entrance Examinations are given on the announced dates. Information regarding the above tests and other national testing programs may be obtained by consulting the Student Counseling and Testing Center.

Students desiring to take the final examinations for correspondence courses from other universities may arrange with the Counseling and Testing Center in order to take the examinations under approved supervision.

TEST SCORING AND RESEARCH SERVICE

An electric scoring machine is available for scoring tests for faculty members, academic departments, research programs, as well as schools in the area. Assistance in the construction and standardization of objective tests is provided by staff members. Educational research projects relating to the general responsibilities of the Student Affairs Office and related areas are carried out by the staff.

Edwardsville Campus

The Student Affairs Office offers counseling services to students desiring assistance in making the adjustment to college life. Counseling is concerned with assisting the student in understanding and evaluating his potentialities and limitations in solving his problems and taking advantage of his opportunities. Special attention is given to students desiring
to withdraw, to students with scholastic inefficiencies or deficiencies, to
to students with superior ability, and to students with attendance and at-
titude problems. Testing is an aid to understanding the individual student.
It provides objective-type measures of certain phases of the intelligence,
interests, aptitudes, personality, and achievements of the individual student
and is particularly related to the counseling function.

GUIDANCE TESTING

College ability tests and achievement tests are offered to all students
in the form of the American College Test, which is recommended to be
taken by all students entering Southern Illinois University. When receiving
educational and vocational counseling, students may also be given intelli-
gence, aptitude, interest, and temperament tests. Counselors are available
to discuss any problems which may confront a student and to consult with
parents, guardians, and instructors.

PRECOLLEGE COUNSELING

High school seniors who are contemplating entering college may ob-
tain counseling to assist them in their decision concerning the type of
program they might best pursue. General information regarding college
and university admission and graduation requirements is provided. Interpre-
tation of scores on entrance examinations is given.

Visits to high schools by staff members from the University are made
upon request to supplement the educational and vocational counseling pro-
vided by the high schools.

VOCATIONAL INFORMATION

The Student Affairs Office has a file of selected pamphlets, mono-
graphs, and books catalogued to afford authentic information about voca-
tional requirements, trends, and opportunities.

CORRESPONDENCE COURSE FINAL EXAMINATIONS

Students desiring to take the final examinations for correspondence
courses from other universities may arrange with the Student Affairs Office
in order to take the examinations under approved supervision.

FINANCIAL ASSISTANCE

The financial assistance program at Southern Illinois University has
been organized so that it may function as an integral part of the total edu-
cational experience of the student. Insofar as possible, an attempt is made
not only to assist needy and deserving students with their financial obliga-
tions through the program but to contribute to their general development and learning experience.

The program of financial assistance includes scholarships, awards, prizes, grants-in-aid, and student loan funds. As a part of the award program, the Board of Trustees of the University has established tuition awards known as Southern Illinois University Scholarship and Activity Awards. To apply for awards, entering freshmen are required to have ranked in the upper half of their graduating class and to have achieved a minimum comprehensive high school average of C; enrolled students are required to have a minimum average of C for all college work. For scholarships available to upperclassmen, a minimum average of B is required for all college work.

The comparative limitations of such forms of assistance in terms of both number and amount available make it inadvisable for an undergraduate student to expect to meet all university expenses from such sources. The family, including parents, friends, and relatives, is the primary resource for a student’s college costs. The student himself normally supplies one-third to one-half of his finances through work during the summer or during school, and through his savings. The university assists in making up the difference between college costs and the student’s resources through scholarships, awards, and loans.

PROCEDURE FOR APPLYING FOR FINANCIAL ASSISTANCE

1. Be officially admitted to the University. (See the section on admission.)
2. Request an application for financial assistance from the Student Affairs Office.
3. Submit completed applications for all forms of financial assistance to the Student Affairs Office of the appropriate campus between January 1 and March 15 prior to the September when assistance is needed.

Applicants requesting assistance to become effective in the fall will be notified of decisions concerning their applications during the summer prior to the opening of the fall quarter.

For details concerning financial assistance, undergraduate students should refer to the Financial Assistance bulletin and graduate students to the Graduate School bulletin. Either may be obtained free from Central Publications. Further inquiries may be directed to the Student Affairs Office on the campus that the student plans to attend.

STUDENT ACTIVITIES

Co-ordinator Elizabeth I. Mullins,
M.Ed. (Illinois), Instructor

Carbondale 1957
Assistant Co-ordinator William C. Bleyer,  
M.S. in Ed. (Southern Illinois)  
Carbondale 1958

Carbondale Campus

Southern Illinois University encourages a broad program of student activities with opportunities for all students to participate. These organizations are varied so that each student may find some group or activity which is of special interest to him.

The Student Activities Office assists all campus groups and individuals in planning, conducting, and evaluating their activities and programs.

The range of activities covers student government; departmental clubs; honorary and professional groups; religious organizations; service organizations; special interest groups; special events; and leadership training.

STUDENT GOVERNMENT

The central student government is composed of a president and vice-president of the student body, the Student Council, the Campus Judicial Board, and the following standing commissions and committees: Social Senate, Southern Spirit Council, Educational Affairs, International Affairs, Student Affairs, Student Rights, and Campus Service. The Student Council is composed of senators, elected by students living in identifiable living areas, and the president of each of the four undergraduate classes. This student government structure provides a channel for student opinion, approves the selection of student chairmen for special events such as New Student Week and Miniature United Nations Assembly, recommends student representatives to serve on all university committees, recommends allocation of the student activity fee, and promotes and fosters cultural and educational projects in keeping with the broadest philosophy of Southern Illinois University. In addition to this central structure, each residence hall and living area has a student government which concerns itself with the matters pertaining to resident living, co-ordination of the living unit educational and social programming, and development of a living environment conducive to the achievement of academic excellence.

DEPARTMENTAL CLUBS

Most of the departments on campus have their own interest groups. These groups are open to all those interested in a particular academic area and provide opportunities for students to become better acquainted with the faculty and to investigate further their special interests.

HONORARY SOCIETIES AND PROFESSIONAL FRATERNITIES

Students outstanding in academic achievement or in special fields may
be eligible to belong to many of the national and local honorary and professional organizations existing on the Carbondale Campus. Membership serves as a means of becoming better acquainted with others in the same field and gives professional recognition often valuable after graduation.

**RELIGIOUS ORGANIZATIONS**

Every student at Southern has an opportunity to find his "church away from home." Many denominational groups have formed student religious foundations. Foundations close to campus provide space for relaxation, meetings, and religious services. All recognized groups send representatives to the Interfaith Council, which plans such activities as Religion-in-Life Week.

**SERVICE ORGANIZATIONS**

Southern's chapter of Alpha Phi Omega for men and the Girls' Rally organization for women, offer an opportunity for students to share in planning and providing many services for the campus during the school year. One such service is the publication by Girls' Rally of an annual calendar of events.

**UNIVERSITY CENTER STUDENT PROGRAMMING BOARD**

This board plans and executes educational, social, and recreational programming sponsored and co-sponsored by the five standing committees of the University Center: educational and cultural, special events, displays and publicity, dance, and small group activities. The groups assist in the development of a well-rounded social and cultural weekend program for the campus.

**SPECIAL INTEREST GROUPS**

Groups organized to bring together those individuals with similar interests provide opportunities to develop these interests and in some cases to represent the University in competitive meets or in other programs involving intercollegiate groups. Among the several groups in which students are encouraged to participate are debate teams, which represent the University in intercollegiate competition; the Southern Players for students with dramatic interests; and opera workshops, symphony orchestras, and bands for those students with musical talent and interests. Other special interest groups include the AF ROTC Honor Guard, Rifle Team, and Angel Flight, an interest group for women. In addition, the Department of Recreation and Outdoor Education has a year-round recreational program of a varied nature. Hobby groups, such as the Chess Club, are organized in the University Center and in many of the living centers.
SPECIAL EVENTS

Many special events are planned and carried out by student steering committees. Chairmen of these events are elected in an all-campus election or appointed by the president of the Student Council. These chairmen, in turn, appoint chairmen of various committees for the events, and the committee chairmen comprise the steering committees. These events include New Student Week, Freshman Leadership Camp, High School Guest Day, Parents' Day, Homecoming, Spring Officers' Leadership Camp, Greek Week, Spring Festival, Miniature United Nations Assembly, and Student Values Week.

Outstanding weekend events are Homecoming in the fall, the Military Ball and the Theta Xi All-School Variety Show in the winter, and Spring Festival in May.

LEADERSHIP TRAINING

Special emphasis is placed on giving students opportunities to learn how they can best contribute to the well-being of others and to learn the importance of worthwhile interpersonal relationships. In the fall a special leadership camp is held for entering students, and in the spring a special camp is held for officers of campus organizations. In addition many of the groups conduct their own workshops to discuss their own interests and needs and to develop leadership.

Edwardsville Campus

The Edwardsville Campus encourages a broad student-activity program with opportunities for all students to participate. A number of organizations augment the student's educational experiences by assisting him in learning how to plan and how to carry out responsibilities, how to work with others, how to make wise use of leisure time, and how to develop leadership.

STUDENT GOVERNMENT

Student Councils are also organized at the Alton Center and at the East St. Louis Center, respectively. These Student Councils are the official organizations designated to represent students in student welfare, student activities, student participation in university affairs, and student participation in university planning and administration. Each council consists of the student body president, vice-president, and sixteen members elected from the four classes.

The Social Senate or Social Committee is responsible for the social activity program. The group is a standing committee of the Student Council.
The Student Union Board or Student Center Committee is responsible for the scheduling of a program of activities in the Student Union or Student Center.

SPECIAL INTEREST GROUPS

Several groups are organized on campus to provide for the various intellectual, social, and physical needs of the student body. Students outstanding in academic achievement may be eligible to join honorary and professional organizations. Service organizations such as Alpha Phi Omega for men and Gamma Sigma Sigma for girls provide an opportunity for students to serve the University and their fellow students through their several projects. Divisional clubs or organizations give students opportunities to become better acquainted with others of similar interests. The Athenaeum, the Deutschklub, History Club, the Commerce Club, Lambda Iota Tau, the Music Educator’s National Conference, the Student National Education Association, the Geography Club, and the Women’s Recreation Association are examples of these divisional groups. Religious organizations are a means of finding similarities of interest and fellowship.

SPECIAL EVENTS

University events are planned each year by student committees which are selected or appointed by authorization of the Student Councils. These special events include New Student Orientation, Homecoming Week, Christmas Dance, Leadership Day, Spring Festival, and Variety Show.

Opportunities are provided throughout each year for training in leadership through participation in special events and planning programs for the benefit of others.

CO-ORDINATED SERVICES TO DISABLED STUDENTS

Southern Illinois University has made it possible for persons with severe physical disabilities to receive a higher education. Through the Student Affairs Office, a co-ordinated program of special services is available to all disabled students. Its purpose is to assist the individual student in his personal, vocational, and social adjustment and development. Counselors are available for discussion of problems and needs, interests, and abilities in these areas. In addition, the Carbondale Campus has been modified to allow the disabled student independently to engage in all university functions. A part-time co-ordinator, who serves as a consultant to other departments, arranges the services of the University to meet the special needs of disabled students.
HOUSING

Co-ordinator of Housing J. Albin Yokie,  
M.S. (Montana State) Carbondale 1959

Assistant Co-ordinator of Housing Guy J. Moore,  
B.S. (Southern Illinois) Carbondale 1957

Assistant to the Co-ordinator of Housing Fred R. Dakak,  
M.S. (Southern Illinois) Carbondale 1959

Supervisor of Food Services Christina R. Richart,  
B.S. (James Millikin) Carbondale 1953

Supervisor of Married Housing Clarence Whitney Thomas, Jr.,  
M.S. (Kansas State) Carbondale 1962

Supervisor of Physical Facilities George F. Connell,  
B.S. (Southern Illinois) Carbondale 1959

Assistant Supervisor of Off-Campus Housing Anita B. Kuo,  
M.S. (California) Carbondale 1959–62

Assistant Supervisor of Group Housing,  
Martha Jean Rasche Carbondale 1959–62

Head Resident of Thompson Point Residence Halls, John C. Pyper,  
M.A. (Michigan) Carbondale 1960

Resident Counselor (Bailey Hall) Raymond L. Foster,  
M.S. (Missouri) Carbondale 1957

Head Resident (Woody Hall) Sandra Lutz,  
M.S. in Ed. (Southern Illinois) Carbondale 1960–62

Carbondale Campus

In the housing of students at Carbondale, the University is responsible for developing and operating university facilities to provide excellent food, comfortable and usable study and sleeping facilities, and adequate counseling and referral services. It also encourages private agencies to meet these same standards. But beyond that, Southern Illinois University is experimenting with ways to fuse the experiences of living with the learning that must go on in higher education. Thus, students who are practicing and carrying out self-government can learn the meaning of democratic ethics.

Applications for housing for single undergraduate students for any academic year may be filed after October 1 of the preceding year. Assignments of space and contracts for housing will be made on the basis of the date of original application for housing if the student has been admitted to the University by April 15. Students who have failed to complete admission requirements by April 15 have an extremely limited opportunity of being assigned space in University residence halls.
The rates charged by the University for the various housing units are established on the basis of current costs, and a sincere effort is made to keep these costs at a minimum. Nevertheless, all rates for university housing are subject to change from time to time upon a reappraisal of the cost structure and approval by the Board of Trustees.

UNIVERSITY HOUSING FOR UNMARRIED STUDENTS

Thompson Point Halls—At present eleven residence halls comprise the Thompson Point residence area. Each of these permanent halls houses 122 students. Six of the halls house men; five house women. Meal service is available in Lentz Hall, which is located at Thompson Point.

Woody Hall—This permanent facility is used to house 422 women, and food service is available within this hall.

Group Housing—at present the University provides five houses for sororities and nine houses for fraternities in the group housing area. These units are owned and administered by the University. An international house provides residential facilities for upperclass and graduate women.

Southern Acres Halls—Two men's residence halls, housing a total of 257 men, are located at Southern Acres, ten miles east of Carbondale. This temporary residential facility is designed primarily for those students who are enrolled in the division of Technical and Adult Education. Food service is available within this residence area.

Co-operatives—Presently two areas have facilities for co-operative housing. There are apartments for men and women in the Chautauqua and Southern Acres areas. These apartments are designed for students who wish to do their own preparation of meals and janitorial maintenance.

UNIVERSITY HOUSING FOR MARRIED STUDENTS

Southern Hills Apartments—These facilities provide permanent buildings to house a number of married students. Three types of apartments are available in this area: two bedroom, one bedroom, and efficiency units. All Southern Hills Apartments are furnished.

Southern Acres Apartments—The residence facilities of this area are located ten miles east of Carbondale. These units are composed of temporary buildings, and the apartments range from one- to three-bedroom units. All Southern Acres Apartments are unfurnished.

Chautauqua Street Apartments—A very limited number of unfurnished apartments may be available in this area which is adjacent to the campus.

University Trailer Court—This area is designed for the rental of trailer spaces. Besides the rent, charges are made for laundry facilities, heat, and electricity. This residential area is located adjacent to the Southern Hills apartment area.
OFF-CAMPUS HOUSING

The University attempts to provide information concerning off-campus housing facilities. Lists of vacancies for single and married students interested in off-campus housing are available in the Housing Center. Those facilities that are accepted by the University meet minimum sanitation and safety standards. Signed contracts with householders are often required. It is suggested that renting by mail may not prove satisfactory.

Few housing areas off-campus offer meals, so that eating must be done in cafeterias or restaurants on or off campus. Among the listings of off-campus facilities available in the Housing Center are those of organized houses which elect officers and carry on group activities.

LIVING GROUP COUNCILS

Each organized living center has student officers who, with the group, plan and execute activities. In addition, each living center sends student representatives to student governing and programming councils. These groups include the University’s residence halls, the off-campus living centers, nine fraternities, and five sororities.

FINANCIAL CONSIDERATIONS

Costs are subject, of necessity, to change without notice. Present nine-month rates for university housing vary from $730.00 for permanent residence halls to room only charges of $342.00 for group housing, and $135.00 to $162.00 for temporary housing, depending on room and area.

Family housing rates vary from $75.00 per month plus utilities in the two-bedroom apartments, through $36.50 to $46.50 for temporary units to $19.00 plus utilities for a trailer space.

Off-campus rates for nine months vary from $175.00 to $275.00 depending on size, distance from campus, number of roommates, number of privileges (such as cooking), and other factors.

Information concerning campus residence halls and off-campus living facilities may be secured from the Housing Center, Southern Illinois University, Carbondale, Illinois.

Edwardsville Campus

The University neither approves nor authorizes housing for the Alton and East St. Louis students. The Student Affairs Office maintains a listing of rooms, apartments, and houses for rent or for sale. This list is maintained for the convenience of faculty members and students. All arrangements for housing and all business transactions in the matter of housing are the sole responsibility of the student and the owner of the housing facility.
University Services

AREA SERVICES DIVISION

Director William J. Tudor, Ph.D. (Iowa State) 1948
Assistant Director Rex D. Karnes, M.A. (Southern Illinois) 1955
Associate Professor Donald G. Hileman, Ph.D. (Illinois) 1955
Visiting Professor Raymond E. Wakeley, Ph.D. (Cornell) 1961-62
Visiting Professor Charles E. Lively, Ph.D. (Minnesota) 1962-63
Lecturer Robert C. Voss 1961-63

As the only fully accredited institution of higher learning in the southern counties of Illinois, Southern Illinois University has special obligations to its region and therefore attempts to make its facilities available to various community, county, and regional groups. This work is carried on through the Area Services Division and its affiliated offices (the Alumni Office, the Broadcasting Service, the University Community Service, the Information Service, the Photographic Service, and the Placement Service).

Meetings and conferences on the Carbondale Campus under the sponsorship of responsible off-campus organizations and groups are arranged through the Area Services Division. In addition, the division arranges to take out into the communities of the area various programs, activities, and resources of the University which may be useful to the citizens of Southern Illinois.

The Area Services Division is not, however, to be confused with the divisions of Extension and Technical and Adult Education, which conduct the off-campus instructional activities of Southern Illinois University.

For information concerning the Area Services Division, address the Director, Area Services Division, Southern Illinois University, Carbondale, Illinois.
The Alumni Office keeps address and personal-information files and serves as the headquarters for the Alumni Association. The association is the general organization of the graduates and former students of Southern Illinois University, regardless of the campus or agency from which they received their instruction.

Any person who has attended Southern for as much as one quarter is eligible for membership in the association. Annual dues are $4.00 for an individual or $5.00 for a family if both are alumni of Southern. Life membership can be obtained for $100 for an individual or $125 for a family. Life membership dues can be paid in ten annual installments if desired. The Southern Alumnus, news bulletin and magazine editions, is published by the Alumni Office. The magazine is published for the dues-paying members of the association; the news bulletin is sent to all alumni.

In addition to the general association, there are local alumni clubs in Illinois and throughout the nation. These clubs serve as a nucleus to renew memories of and loyalties to the Alma Mater, to keep abreast with the progress and development of the University, and to join with the Alumni Association and its programs in a continuous effort to promote the advancement, usefulness, and prestige of Southern.

For information, address the Director, Alumni Office, Southern Illinois University, Carbondale, Illinois.

**BROADCASTING SERVICE**

Director Buren C. Robbins, M.A. (Iowa) 1950
Instructor Richard M. Uray, M.A. (Kent State) 1958
Instructor William R. Mofield, M.A. (Columbia) 1959
Lecturer Marshall E. Allen, M.A. (Miami) 1961
Lecturer Homer E. Dybvig, M.F.A. (Ohio) 1961
Lecturer Jack Earl Gill, M.S. (Boston) 1961
Lecturer James H. Lash, B.S. (Southern Illinois) 1961
Lecturer Ladonna L. McMurray, B.S. in Ed. (Southern Illinois) 1961
Lecturer Carl M. Planinc, M.S. (Southern Illinois) 1961
Lecturer Ernest W. Richter, M.A. (Michigan State) 1961
Lecturer Jimmy P. Scott, M.A. (Arkansas) 1961

The University operates WSIU-FM, which broadcasts on 91.9 megacycles, and WSIU-TV, which is a full-power station operating on channel 8. The programs utilize the talents of students, faculty members, and other citizens of the area. They are designed for education, service, and entertainment and are originated from complete and professionally equipped studios.

UNIVERSITY COMMUNITY SERVICE

Director Robert Edward Knittel, B.J. (Missouri) 1956
Co-ordinator Gene H. Graves, B.S. (Southern Illinois) 1959
Assistant Professor George Stabler, Ph.D. (Michigan State) 1960
Community Consultant James Burrell Aiken, M.S. in Ed. (Southern Illinois) 1956
Community Consultant Louis A. Bobka, M.S. in Ed. (Southern Illinois) 1959–60
Community Consultant Boyd Boucher Butler, B.S. (Southern Illinois) 1956
Community Consultant Robert Carlock, B.S. (Illinois) 1960
Community Consultant Robert Chase Child, M.A. (Southern Illinois) 1956
Community Consultant George L. Criminger, M.S. in Ed. (Southern Illinois) 1958
Community Consultant Norman C. Johnsen, B.A. (Syracuse) 1962
Community Consultant E. Frederick List, M.A. in Ed. (Washington University) 1957
Community Consultant John A. Quinn, B.A. (Illinois) 1961
Community Consultant Frank H. Sehnert, B.S. (New Hampshire) 1955
Community Consultant Lila B. Teer, B.S. (Illinois) 1958
Community Consultant Henry Byrd Voges, B.S. (Washington University) 1959
Community Consultant Braxton B. Williams, B.S. (Southern Illinois) 1957

The University Community Service has as its objectives the stabilization and enrichment of life in the small communities as well as in the large centers of the area. It attempts to make available to the people of the area within the context of their own communities and occupations the University's resources in social and economic knowledge and its leadership in the cultural and community arts.
To these ends it sets up projects designed to explore the specific problems of the communities and to train local leaders to be able in some measure to meet them.

The University Community Service also invites to the University leaders in various fields in the communities of the area; and through small conferences and large conventions, as well as various other media, it attempts to bring into closer association the best thinking both of the area and of the University.

The Area Services Division maintains at East St. Louis a Community Development Office with a field director to aid in bringing about the full development of the human resources and natural wealth of the region.

INFORMATION SERVICE

Director William H. Lyons, M.A. (Colorado) 1951
Assistant Director C. A. Frazer, B.J. (Illinois) Carbondale 1962
Instructor John W. Allen, Emeritus (1956) Carbondale 1942
Division Chief Robert W. Stokes Carbondale 1959
Associate Professor Raymond J. Spahn, Ph.D. (Northwestern) Edwardsville 1957

The Information Service is the official news agency of the University. It was established to serve both the students and the University through the dissemination of news and items of general interest to newspapers, magazines, and radio and television stations. Primary purpose of the service is to keep the people of Illinois informed of the activities of the University and to make known the achievements of the students and staff.

There is also a branch of the University’s Information Service at the Edwardsville campuses, the primary purpose of which is to keep the people of Illinois informed of the activities of the University and to make known the achievements of its students and staff.

PHOTOGRAPHIC SERVICE

The Photographic Service at Carbondale, an adjunct of the Information Service, is equipped and staffed to serve virtually every photographic need on the campus. Its services, available to all of the University, include news photography; teaching aids such as slides, photocopying, film strips, photomicrography, photostats, ozalid, and motion pictures; exhibits and murals; and identification photos, portraits, and color photography for
special use. Some of the facilities of the laboratories are available to university courses in photography.

The Photographic Service at Edwardsville also is an adjunct of Information Service and serves the photographic needs of these campuses.

PLACEMENT SERVICE

Director Roye R. Bryant, Ed.D. (Washington University) 1948
Assistant Director Herall C. Largent, M.S. (Illinois) Carbondale 1960
Assistant Director Robert B. Vokac, M.B.A. (Michigan) Carbondale 1957
Supervisor David R. Van Horn, M.S. (Oklahoma State) Edwardsville 1957
Assistant Supervisor Philip L. Eckert, M.S. (Southern Illinois) Edwardsville 1961–62

The Placement Service is maintained for the benefit of students, graduates, and others who have attended the University, and who desire to find employment in the teaching field, in the professions, or in business. It also serves employers by helping them locate personnel.

The facilities of the Placement Service are free to candidates seeking positions, as well as to employers. Each degree candidate is requested to register with the Placement Service during the fall quarter. This co-operation will aid the record-keeping function as well as the placement function of the office. Credentials are sent to prospective employers at the request of either the candidate or the employer.

The Placement Service is a member of the National Institutional Teacher Placement Association, the Illinois Institutional Teacher Placement Association, the Midwest College Placement Association, and the Association of School and College Placement.

Inquiries should be addressed to the Director, Placement Service, Southern Illinois University, Carbondale, Illinois, or to the Supervisor, Placement Service, Southern Illinois University, Edwardsville, Illinois.

DATA PROCESSING AND COMPUTING CENTER

Director, John W. Hamblen, Ph.D. (Purdue) 1961
Manager of Computing Division William F. Blose, B.S. (Oklahoma State) Carbondale 1958
Manager of Data Processing Division Philip J. Cochrane,  
B.S. (Illinois)  Carbondale  1956
Assistant Manager of Computing Division Thomas D. Purcell,  
M.S. (Southern Illinois)  Carbondale  1961
Manager of Data Processing Division Paul R. Tarpey,  
M.S. (Oklahoma State)  Edwardsville  1962

The University Data Processing and Computing Center was established July 1, 1961, to co-ordinate and expand the functions of the former Computing Center and Statistical Services units. The center is charged with the responsibility for all electronic computing and data processing machine systems within the University. Sufficient machine capacity will be maintained to serve the needs of all administrative, research, and instructional units. The staffs of the data processing divisions serve the administrative units, primarily, whereas the prime duty of the computing division staff is to assist the researchers who need to make use of the electronic computer. Members of both staffs are involved in instructional programs. It is intended that every student who desires such shall have an opportunity to learn the fundamentals of the operation of electronic digital computers and data processing machines through credit or non-credit instruction.

FILM PRODUCTION
Supervisor Frank R. Paine, B.S. (Iowa State)  Carbondale  1960
Instructor Donald E. Staples,  
M.A. (Southern California)  Carbondale  1959
Lecturer Loren D. Cocking, B.A. (Iowa)  Carbondale  1961

The film production unit, located on the Carbondale Campus, is an agency serving the entire University. Its purpose is to assist the various instructional units of the University desiring to participate in the production of educational films.

LECTURES, ENTERTAINMENTS, AND EXHIBITS
Carbondale Campus

At Southern Illinois University, the cultural awareness of the student is advanced not only by the courses required for all degrees but also by an extensive program of lectures, concerts, recitals, plays, and exhibits.
In order to establish in students a sustained interest in such matters, freshman convocations are held weekly. Outstanding lecturers, musicians, artists, scientists, explorers, and educators are brought to the campus from all over the United States. Attendance is required of all freshmen.

In addition, the Special Meetings program and the Carbondale Community Concert Association bring internationally known individuals and groups to the campus. Featured during the 1961–1962 season were the Dallas Symphony, Carol Smith, contralto, the piano duo Gold and Fizdale, the Columbus Boys Choir, and Theatre Outlook, a British theatrical company. In February, 1963, the program will feature performances by the Ballet Canadien and the Canadian Players of Stratford, Ontario, in Shryock Auditorium. All programs are admission free to University students.

Academic departments also bring to the campus nationally and internationally recognized experts for lectures, conferences, and workshops. Henry Steele Commanger lectured on the campus under the sponsorship of the University Lectures Committee. A symposium in the works of James Joyce and D. H. Lawrence, with Richard Ellmann, Horace Gregory, Frederick Hoffman, Marvan Magalaner, William York Tindall, and Lionel Trilling on the panel, was held during 1961. A lecture series commemorating the work of John Dewey was sponsored by the College of Education. The Department of History celebrated the centennial of the beginning of the Civil War in a series extending from the spring of 1961 to the spring of 1962. In May of 1962 Nadia Boulanger internationally acclaimed composer, teacher, and musicologist visited the campus at the invitation of the Department of Music.

Southern Illinois University each year offers a wide variety of cultural events for the enjoyment of students, faculty, and residents of the Carbondale area. Approximately one hundred recitals and concerts are presented during the academic year by faculty and graduate students each Sunday at 4 p.m. Performances of solo and ensemble music and concerts of original compositions by members of the faculty provide a rich musical experience for the students and members of the community. Admission to these programs is free. In addition, such artists and groups as the following have appeared during the past several seasons: Eileen Farrell, Pierette Alarie, Maureen Forrester, singers; Eugene Istomin, Rudolph Firkusny, Grant Johannesen, Johana Harris, pianists; the St. Louis, Minneapolis, and New Orleans symphony orchestras; Carl Weinrich, Virgil Fox, organists; William Kroll, violinist; the Oxford String Quartet; the Merce Cunningham Dance Group, the Joffrey Theatre Ballet; the Obernkirchern Children’s Choir; and composers Roy Harris and Ingolf Dahl.

Each year the University sponsors a Fine Arts Festival in which visiting performers, lectures in the various aspects of the fine arts, exhibits of
important art collections, and programs by selected student, faculty, and
guest artists are presented as part of an integrated festival. For a copy of
the annual Fine Arts Festival brochure write to the Dean, School of Fine
Arts, Southern Illinois University, Carbondale, Illinois.

Regular concerts are given by the Southern Illinois Symphony
Orchestra, the Symphonic Band, the University Choir, the Madrigal Sing-
ers, the Women's Choir, and the Air Force ROTC Band and Choir. The
University Opera Workshop presents several full-length performances each
year plus programs of operatic excerpts. The University Oratorio Society
annually presents two full-length oratorios.

Two series of adult plays and a children's play series are produced
every year by the Southern Players, an extra-curricular theater organiza-
tion sponsored by the Department of Theater. During the academic year,
the Southern Players offer to all university students, regardless of academic
affiliation, opportunities to participate in every phase of theater art: acting,
directing, designing, lighting, stagecraft, and management. During the sum-
mer a stock company of advanced theater students presents a series of five
plays on successive weeks. The following plays are representative of those
produced in recent years: The Crucible, Twelfth Night, A Streetcar Named
Desire, A Touch of the Poet, Romeo and Juliet, Shepherd of the Hills, De-
sire Under the Elms, and Pygmalion. In May of 1962, the Southern Players
staged the world premiere of Banners of Steel, a new John Brown play by
playwright Barrie Stavis.

A program of art exhibits is presented in the University Galleries. Ex-
hibitions are chosen with the intention of providing students and interested
public with a continuous experience of viewing and judging significant and
representative works of art of contemporary or historical character. Exhibi-
tions are presented from such agencies as the American Federation of Arts,
the Smithsonian Institution, the Bertha Schaefer Gallery, and the Museum
of Modern Art. Important works of such recognized artists as Picasso,
Matisse, Roualt, Toulouse-Lautrec are not infrequently exhibited.

Edwardsville Campus

Proximity to St. Louis affords students of the Edwardsville Campus the
opportunity of attending such cultural and recreational opportunities that
only a large city can offer.

Prominent speakers, educators, literary figures, and musical events
were brought to the campus during the 1961–62 school year to broaden the
intellectual and aesthetic horizons of the students. Among them were
Illinois Senator Paul H. Douglas; William Engbreten, dean of the school
of education, Indiana State Teachers College; Irving Dilliard, author and
former editorial page editor, St. Louis Post-Dispatch; Robert S. Gilchrist,
superintendent of University City (Mo.) schools; George H. Ford, English department chairman, University of Rochester; Ogden Nash, poet; Dick Gregory, humorist; Robert W. Eaves, executive secretary, National Elementary Principles’ Association, National Education Association; Meredith Willson, composer, musician, author of Broadway musical, The Music Man; and Harry Gallatin, coach of St. Louis Hawks professional basketball team.

Presented in recitals were pianists Frina Arschansha and Kenwyn Boldt; baritone William Taylor; soprano Jeannette Willy; Ritter-Allen piano-violin duo; Walden String Quartet; Southern Illinois University Faculty Woodwind Quintet; and Marjorie Lawrence, research professor in Southern’s Department of Music and former star of the Metropolitan Opera.

The Chorophonic Society appeared for the third consecutive year with the St. Louis Symphony, presenting Beethoven’s Ninth Symphony, and also with the Alton Civic Orchestra in Verdi’s Requiem. On campus to direct a general clinic for high school horn players was John Barrows, teacher and conductor who is considered the world’s greatest French horn player. Casts of road companies of Broadway musicals appearing in St. Louis visited the campus to talk with students, and the Canadian Players of Stratford, Ontario, gave a performance of King Lear. Student recitals, art exhibits, plays, band concerts, and lectures by faculty members added to the student’s cultural experiences.

LIBRARIES

Director of University Libraries Ralph E. McCoy, Ph.D. (Illinois) 1955
Assistant Director Elizabeth O. Stone, M.S. in L.S. (Illinois), Associate Professor Carbondale 1929–36; 1946
Assistant Director Ferris S. Randall, B.L.S. (Chicago), Assistant Professor Carbondale 1953
Rare Books Librarian Ralph W. Bushee, M.A. (Illinois), Assistant Professor Carbondale 1959
Librarian John C. Abbott, Ph.D. (Michigan), Associate Professor Edwardsville 1960
Bibliographer-Cataloger Eugene Herscher, M.S. (Columbia), Assistant Professor Edwardsville 1959
Audio-Visual Librarian Elmer H. Wagner, M.A. (St. Louis Institute of Music) Edwardsville 1961
Bibliographer Christopher McKee, A.M.L.S. (Michigan), Assistant Professor Edwardsville 1962
Reference Librarian Delta Fay Barber,  
B.S. in L.S. (Denver)  
Edwardsville 1962
Reference Librarian Robert Joseph Fortado,  
B.A. (Illinois College)  
Edwardsville 1962–63
Science Bibliographer Samuel F. Lewis,  
A.M.L.S. (Michigan)  
Edwardsville 1962
Assistant Librarian Ollie M. Williams,  
A.B. (Emory), Instructor  
Edwardsville 1958

PUBLIC SERVICES

Education Librarian Zella Cundall,  
B.S. in L.S. (Illinois), Assistant Professor  
Carbondale 1946
Assistant Education Librarian Ruth E. Bauner,  
M.S. (Illinois), Instructor  
Carbondale 1956
Assistant Education Librarian Bill V. Isom,  
M.S. in Ed. (Southern Illinois), Instructor  
Carbondale 1957
Humanities Librarian Alan M. Cohn,  
M.A. (Washington University), Assistant Professor  
Carbondale 1955
Assistant Humanities Librarian Grace E. Kite,  
M.A. (Columbia), Assistant Professor  
Carbondale 1941
Assistant Humanities Librarian Dorothy K. Eads,  
M.S. (Illinois), Assistant Professor  
Carbondale 1961
Map Librarian Mary Galneder,  
B.A. (Wayne State), Lecturer  
Carbondale 1961–63
Science Librarian Robert G. Schipf,  
M.L.S. (Oklahoma), Assistant Professor  
Carbondale 1961
Assistant Science Librarian Frank R. Chase,  
B.S.L.S. (Columbia), Instructor  
Carbondale 1959
Social Studies Librarian John Clifford,  
Ph.D. (Iowa), Associate Professor  
Carbondale 1955
Assistant Social Studies Librarian Ruby Kerley, A.M. in L.S.  
(Michigan), Assistant Professor  
Carbondale 1935–42; 1948
Assistant Social Studies Librarian Harold F. Smith,  
M.A. (Denver), Instructor  
Carbondale 1957
Assistant Social Studies Librarian Nina M. Morton, B.S. in L.S.  
(Illinois), Lecturer  
Assistant Social Studies Librarian Charles L. Holliday,  
M.A. (Washington University), Lecturer  
Carbondale 1961–63
Assistant Professor Roy Vail Jordan,  
M.A. (Wisconsin), Emeritus (1952)  
Carbondale 1948
Circulation Librarian Robert L. Keel,  
M.A. in L.S. (George Peabody), Assistant Professor  
Carbondale 1962
University School Librarian Mary Belle Melvin, B.S. (L.S.),
(Illinois), Lecturer Carbondale 1947-59; 1960-63
Assistant University School Librarian Lucy Baker,
M.S. (Illinois), Instructor Carbondale 1961
Vocational-Technical Institute Librarian Bryan W. Snider,
B.S. (Southern Illinois) Carbondale 1961-62

TECHNICAL SERVICES
Catalog Librarian Kent U. Moore,
A.M. (Columbia), Assistant Professor Carbondale 1952
Assistant Catalog Librarian Golda Handla,
M.A. (Illinois), Instructor Carbondale 1938
Assistant Catalog Librarian Dorothy E. Heicke,
M.A. in L.S. (Illinois), Assistant Professor Carbondale 1947
Assistant Catalog Librarian Gisela Heilpern,
Ph.D. (Vienna), Assistant Professor Carbondale 1958
Assistant Catalog Librarian Harry Runyon, Jr.,
M.S. (Columbia), Lecturer Carbondale 1962
Order Librarian Alton Pearce Juhlin,
M.A. in L.S. (Michigan), Assistant Professor Carbondale 1961
Assistant Order Librarian Margaret Clausen,
M.A. in L.S. (Denver), Instructor Carbondale 1961
Assistant Order Librarian John Frederick Vandermolen,
M.A. (Wisconsin), Lecturer Carbondale 1961
Serials Librarian Leo R. Rift,
M.A. (Denver), Instructor Carbondale 1958
Assistant Serials Librarian Frank S. Lucash,
M.S. (in L.S.) (Illinois), Instructor Carbondale 1962
Assistant Serials Librarian David T. Ray,
B.S. in L.S. (Catholic), Lecturer Carbondale 1959
Assistant Serials Librarian Mary L. Walker,
M.S. (Illinois), Lecturer Carbondale 1958-59; 1960
Assistant Serials Librarian Helen P. McReynolds,
B.S. in Ed. (Southern Illinois), Lecturer Carbondale 1959-63

AUDIO-VISUAL SERVICES
Assistant Professor Donald A. Inglı, Ph.D. (Wisconsin) Carbondale 1947
Instructor James E. Sexson,
M.S. in Ed. (Eastern Illinois) Carbondale 1959

REGIONAL LIBRARY
Regional Librarian Harold J. Rath, M.S. (Illinois) Carbondale 1959
THE LIBRARY SYSTEM

The university library system consists of the Morris Library, serving the Carbondale Campus, and libraries at Alton and East St. Louis. There are also branch libraries in the University School, the Vocational-Technical Institute, and the Little Grassy Lake camp. The work of acquiring library materials for Morris Library is performed by the Technical Services Division. Technical processing for the libraries at Alton and East St. Louis is performed at Edwardsville. An Audio-Visual Department, located at Carbondale, serves both campuses.

GENERAL RESOURCES

The university libraries contain approximately 600,000 volumes (including bound government documents, bound periodicals, and books) plus a collection of some 75,000 maps, a curriculum and textbook collection of more than 5,000 books and 3,000 curriculum guides and courses of study. The libraries subscribe to some 4,500 journals and newspapers, some on microfilm. The libraries are depositories for federal and Illinois documents and for the Army Map Service. They also subscribe to United Nations documents that are issued in microprint form and to British command papers. The Audio-Visual Department has approximately 3,500 films and filmstrips available for both on- and off-campus use. A basic collection on American law, including the complete American digest system and the regional reporters, serves the graduate program of the University at Carbondale and provides a regional law library for southern Illinois.

Carbondale Campus

SPECIAL FACILITIES

Most of the books in the University Libraries are arranged in "open stacks," enabling students and faculty members to browse freely. Morris Library consists of four subject libraries: Education, Humanities, Science, and Social Studies. There is also a lounge for informal study and for reading current newspapers and periodicals of a general nature. Graduate students have a special study area and locker facilities. Group study areas are also provided in each subject library. A browsing room, furnished informally, contains books of current information in many fields. Individual and group listening rooms permit students and faculty members to use a collection of
some 2,500 records in the Humanities Library. Preview rooms in the Audio-
Visual Department provide for individual and group viewing of films.  

Facilities for use of microtext are also provided in the subject libraries. An exhibit hall in Morris Library permits the display of choice materials. The libraries furnish specially selected collections to the University’s resi-
dence halls. The staff is prepared to assist patrons in locating special books and other materials, in finding general and specific information on any topic, and in giving instruction in the use of bibliographical tools.

SPECIAL COLLECTIONS

Among the special resources of the University Libraries are the H. K. Croessmann Collection of James Joyce, the Jewell Stevens Collection of American and British literature, the Charles Feinberg Collection of Walt Whitman, the Clint Clay Tilton Collection of Lincolniana, an extensive collection of American expatriate literature, and approximately 7,000 vol-
umes relating to the culture of Ecuador.

The libraries have been enriched in recent years by some 1,200 volumes on folklore from the library of the late Alexander Krappe, and some 4,000 volumes dealing with American social, political, and religious life, contributed in 1957 by the Kern family of Belleville. The libraries are also building a collection of private press books as a result of the benefactions of Charles Feinberg of Detroit. A unique and valuable collection of letters and manuscripts of important figures in American history has been pre-
sented to the library by Philip D. Sang of Chicago. These include letters of American Presidents and signers of the Declaration of Independence.

Special attention has been given in recent years to strengthening the libraries’ holdings in those areas offering doctoral work. The libraries are also developing a special collection on the history, geography, and litera-
ture relating to the Mississippi Valley. This includes newspapers of South-
ern Illinois and neighboring states. The library’s Latin American holdings are also impressive.

The University is one of eighteen subscribers to the Human Relations Area Files, a major source of research findings in the behavioral sciences. The files, housed in the Social Studies Library, consist of more than one and one-half million documents relating to 170 world cultures.

The library’s holdings in British and American history and literature have been strengthened greatly by the anonymous gift of some 8,000 vol-
umes of late 19th and 20th century fiction and by a number of important series in microfilm: English books printed before 1700, as listed in the Short-title Catalogue; American imprints from 1639 to 1800, as listed in Evans’ American Bibliography; the American Culture series; Three Cen-
turies of English and American Plays; American periodicals of the 18th and 19th centuries; Thomas Jefferson's personal library; British Sessional Papers, 1731 to 1900; and American consular dispatches.

**AUDIO-VISUAL SERVICES**

The Audio-Visual Department, located on the Carbondale Campus, serves both campuses of the University and provides off-campus film service to area schools. Campus users are provided with the various types of projection service. Films from Southern's library and many from other sources are provided for campus and extension classes.

The department, as an audio-visual center for southern Illinois, provides aid to schools and other agencies. This aid includes both consultation service and rental of audio-visual materials, particularly films.

The department has equipment and laboratory facilities for producing educational audio-visual materials and for microfilming books and manuscript materials.

**TEXTBOOK SERVICE**

As a part of the services of the university libraries, a textbook rental system is operated for the benefit of students. Each quarter students are furnished with the basic textbooks required for their courses. The books are returned at the end of the quarter, but students interested in purchasing any of them for their personal libraries may do so at a discount.

**ARCHIVES**

As a first stage in the development of a southern Illinois archival collection, the libraries have acquired approximately 1,200 volumes of southern Illinois newspapers, representing 69 papers from 48 communities. The university libraries also have a small but growing collection of books, maps, manuscripts, and records dealing with southern Illinois and are interested in acquiring further materials of this nature which will be useful in research in local history.

**BIBLIOGRAPHICAL FACILITIES**

To assist library patrons in locating books in Morris Library, there is a central card catalog which consists of an author, subject, and title entry for each book in the collection. In addition, an author and topical (shelf list) catalog is maintained in each subject library. National and book trade
bibliographies, including the printed catalog of the Library of Congress, the British Museum, and the Bibliothèque Nationale, are located in the bibliography room in Morris Library. Periodical indexes and printed bibliographies on various subjects are housed in the subject libraries. The Audio-Visual Department maintains a printed catalog of its films.

REGIONAL LIBRARY CENTER

A regional library center, serving the public libraries of southern Illinois through consultation and supplementary book service, is operated jointly by the University and the Illinois State Library.

Edwardsville Campus

Library facilities are provided at Alton and East St. Louis.

Most of the materials in the libraries are arranged in "open stacks" so that the students and faculty members may browse freely. The libraries provide for informal study, for reading current newspapers, periodicals, and reserve materials especially restricted for specific classes and courses. Preview areas are provided for audio-visual materials. Facilities for the use of microfilm, microprint, and microcards are also available. The library staff at each campus is prepared to assist patrons in locating specific materials, in finding general or special information on any topic, and in giving instruction in the use of the library and bibliographical tools.

The libraries at Alton, East St. Louis, and Edwardsville contain approximately 85,000 volumes, plus a collection of children's literature, phonograph records, curriculum guides, and courses of study; they subscribe to 1,500 periodicals and to 40 newspapers; and they act as service agencies for materials available from the Carbondale Campus.

BIBLIOGRAPHICAL FACILITIES

Central catalogs of author, subject, and title entries are provided for all books to assist library patrons in locating materials quickly. National and trade bibliographies, including the catalog of the Library of Congress, are located in the Central Library at Edwardsville. Other trade bibliographies, periodical indexes, and printed bibliographies on various subjects are housed in the libraries at both Alton and East St. Louis.

TEXTBOOK RENTAL SERVICE

A textbook rental system is operated for the benefit of students as a service of the Auxiliary Enterprises. Students are provided with the basic
textbooks required for their courses each quarter. The fee for this service is included in the fees paid at the time of registration. The books are returned at the end of the quarter. Students interested in purchasing any of the texts for their personal libraries may do so at a reduced cost.

MUSEUM

Director John Charles Kelley, Ph.D. (Harvard) Carbondale 1950
Curator of Mesoamerican Archaeology, Pedro Armillas,
B.A. (Barcelona) Carbondale 1960
Curator of North American Archaeology Melvin L. Fowler,
Ph.D. (Chicago) Carbondale 1959
Curator of Educational Services Esther Bennett,
Ph.D. (Cornell), Assistant Professor Carbondale 1949
Curator of Collections Ellen Abbott,
M.A. (Southern Illinois), Instructor Carbondale 1960
Curator of Exhibits Russell Peithmann,
M.A. (Southern Illinois), Instructor Carbondale 1956
Research Assistant Robert E. L. Chadwick, Jr.,
M.A. (Mexico City) Carbondale 1962–63

The Southern Illinois University Museum is located on the ground floor of Altgeld Hall on the Carbondale campus. It is dedicated to research and exhibition in all fields of natural sciences and social studies. The central theme of both research and exhibition is the natural environment and human occupancy of Southern Illinois. Permanent exhibits portray the natural environment and wildlife of the region, together with the various ways of life developed by Indians, pioneer Americans, and modern citizens. Considerable exhibit space is reserved for temporary exhibits which are changed frequently and which cover the entire museum field.

The museum has extensive collections in the field of the natural sciences, including specimens pertaining to such studies as herpetology, mammalogy, ornithology, paleontology, mineralogy, and botany. In the social studies collections are included several thousand artifacts representative of 19th century life in Southern Illinois, documents of historical interest, and archaeological specimens illustrative of many of the prehistoric Indian cultures of Southern Illinois, northern Mexico, and the southwestern United States. Especially important is the large research collection of archaeological specimens from Mexico, gathered largely through the research work of the museum staff, but including also such lots as the
important Zingg Collection from Chihuahua. Supplementing these materials are collections of Mexican medicinal plants, and ethnological specimens from the Tepehuan Indians of northern Mexico.

A new series of temporary exhibits has been developed featuring special changing exhibits illustrating the industries of this region and the part which they play in the development and maintenance of the present day human occupation.

In the field of history, pioneer life is vividly portrayed by a series of miniature dioramas as well as by larger displays which feature pioneer arts and crafts. Other exhibits depict the wildlife of Southern Illinois in natural habitats. In the field of art, the wood carvings of Fred Meyers have attracted much attention. Six of these carvings depict typical Southern Illinois pioneers, while others are replicas of extinct and living animals.

The research program of the museum emphasizes work in zoology, botany, geology, history, and anthropology. One formal museum research project has already carried out several archaeological expeditions in Durango, Mexico, and has sponsored related field work in ethnology, botany, zoology, and geology. A second formal museum research project concentrates on the archaeology of Southern Illinois, in co-operation with the state and federal highway systems and the National Park Service.

The museum offers a variety of extension services. Museum teaching units and individual specimens are available for loan to Southern Illinois schools and to the University's departments. Plans are being made for the establishment of branch museums in selected Southern Illinois cities. The museum has a co-operative exhibit program involving the preparation of departmental displays in cases adjoining the classrooms of other university academic departments. Museum staff members are available for public or classroom lectures in their respective fields. The museum, as a repository for specimens and collections in the natural sciences and social studies, invites donations of specimens and collections; long-term loans of such materials will be gratefully accepted. Irreplaceable scientific and historical specimens will be given proper treatment and storage in the museum to assure their preservation as well as to make them accessible to the people of this region.

The museum is open to visitors from 8:30 A.M. to 4:30 P.M. on weekdays, on Saturdays from 9:00 A.M. until noon, and on Sundays from 2:30 P.M. to 4:30 P.M. Special hours may be arranged. Conducted tours of the exhibits may be scheduled for classes and other groups. A newly opened Museum Shop features for sale at nominal prices unusual and educational curios, collector's items, and scientific books for children and adults.

Museum materials are available through loan and traveling exhibits to all agencies of the University.
PHYSICAL PLANT

Director W. A. Howe, M.S. (Illinois)  
Carbondale 1949

Assistant Professor William M. Marberry,  
A.M. (Illinois)  
Carbondale 1939

The Physical Plant Office is concerned with the operation and maintenance of the physical plant, including the maintenance and repair of buildings, utilities distribution systems, equipment, and other property; the care of sidewalks, drives, lawns, and shrubbery; the operation of the heating plant and the transportation service; and the maintenance of general safety and sanitary conditions in the buildings and on the grounds.

PRINTING AND PUBLISHING

The University owns and operates one well-equipped printing plant and three publishing agencies—all located on the Carbondale Campus.

PRINTING SERVICE

Manager Howard Newton Pepple,  
M.S. in Ed. (Southern Illinois)  
Carbondale 1957

The Printing Service, located on the Carbondale Campus, is equipped and staffed to handle virtually all of the printing needs of the University. Its services are available to all schools, divisions, departments, and offices of the University. In addition to the offset and letterpress printing, art service is available.

A printing and art service is available on the Edwardsville Campus to faculty and staff members and to student organizations.

CENTRAL PUBLICATIONS

Co-ordinator Earl E. Parkhill, B.S. (Southern Illinois)  
1950

Assistant Co-ordinator A. B. Mifflin, M.S. (Southern Illinois),  
Assistant Instructor  
1957

Central Publications co-ordinates, supervises, edits, and distributes catalogs, bulletins, brochures, pamphlets, and other publications concerning
the University and its programs. Its services are equally available, in whole or in part, to all of the University's functions.

**UNIVERSITY PRESS**

Director Vernon A. Sternberg,  
M.A. (Wisconsin), Assistant Professor  
Carbondale 1956
Lecturer James E. McSherry, B.A. (Southern Illinois)  
Carbondale 1956
Assistant Supervisor Marilyn E. Hails  
Carbondale 1959
Assistant Supervisor Walter L. Kent,  
B.S. (Southern Illinois)  
Carbondale 1960

The University Press, located on the Carbondale Campus but serving the entire University, was established in 1953 to publish distinguished and extended works of scholarship. Since 1958, the Press has been a member of the Association of American University Presses. A list of press books may be found in the publishers' *Trade List Annual*.

The Press also serves the educational units of the University requiring editorial assistance for their special publications.

**JOURNALS, MONOGRAPHS, AND OCCASIONAL PUBLICATIONS**

Assistant Professor Sina K. Spiker, Ph.D. (Wisconsin)  
Carbondale 1956

The University also publishes a number of journals, occasional items, and monographs in education, humanities, social studies, and the sciences. The journals are edited in behalf of and by representatives of certain learned societies. The monographs are edited with the advice and assistance of faculty representatives from the appropriate disciplines.

**SYSTEMS AND PROCEDURES**

Co-ordinator R. D. Isbell, B.A. (Southern Illinois)  
1960
Assistant Co-ordinator Robert E. Smith, B.S. (Southern Illinois)  
1961
Supervisor Larry Dean Roth, B.A. (Southern Illinois)  
1962

The Systems and Procedures organization seeks the most effective and efficient methods of data collection and communication. Through the study of procedures and functions of various units of the University, it endeavors to eliminate interdepartmental duplication of records and efforts.
This organization works with various departments and divisions in the co-ordination and design of systems, making recommendations for improved methods of securing and recording data for processing.

Inquiries should be addressed to the Co-ordinator of Systems and Procedures, Southern Illinois University, Carbondale, Illinois.

**UNIVERSITY ARCHITECT**

Director Charles M. Pulley, B.S. (Illinois) 1951
Supervisor Carl Edward Bretscher, B.S. (Illinois) Carbondale 1957
Assistant Professor Gene Edward Trotter, B.S. (North Dakota Agricultural) Carbondale 1962
Supervisor Harry W. McMurtrie, B.Ed. (Southern Illinois) Carbondale 1961

The office of the University Architect is located on the Carbondale Campus but is concerned with the design and construction of all the University's buildings and with the landscaping of the campuses. The members of the staff are available to advise and instruct students interested in architecture.

**UNIVERSITY CENTER**

Director Clarence G. Dougherty, B.S. (Ohio State) Carbondale 1960
Assistant to Director Paul G. Wonnell, B.A. (Southern Illinois) Carbondale 1960
Supervisor Elmer J. Shirley, B.S. (Southern Illinois) Carbondale 1961
Assistant Supervisor Anna Lou George Carbondale 1958–60; 1961
Assistant Supervisor Henry Villani Carbondale 1961
Manager Carl Trobaugh, B.S. (Southern Illinois) Carbondale 1942–52; 1959
Assistant Manager Naomi Patheal, B.S. in Ed. (Southern Illinois) Carbondale 1961
Supervisor Freeman L. Schrodt,  
LL.B. (Northwestern)  
Carbondale 1954

Supervisor Robert Safriet  
Carbondale 1961

Assistant Supervisor Ralph V. Deason  
Carbondale 1961

Assistant Supervisor James A. Hunter  
Carbondale 1961

Assistant Supervisor Bruce D. Kline  
Carbondale 1962

Assistant Supervisor Irvin Winemiller  
Carbondale 1961

As the name implies, the University Center serves as the community center for the university family. It provides the services, conveniences, and amenities the members of the university family need in their daily life on campus.

It plays a role in the educational program of the campus by serving as a laboratory for citizenship, and by providing cultural, social, and recreational programs through its Student Programming Board.

In addition, it provides the physical facilities necessary for co-curricular, departmental, and area activities on campus.
Department of Nursing

Professor Virginia H. Harrison, M.S.N.E. (St. Louis), Chairman 1955
Associate Professor Mable G. Burton, M.P.H. (Minnesota) Carbondale 1959
Assistant Professor Carmin Jimison, M.S. (Western Reserve) Carbondale 1959
Assistant Professor Mary Joyce Parker, M.S. in N.Ed. (Indiana) Carbondale 1962
Lecturer Kathleen Bellamy, M.S. (Southern Illinois) Carbondale 1957–59; 1960
Lecturer Patricia A. Fishe, R.N. (Tennessee) Carbondale 1961–62
Lecturer Renetta Healy, R.N. (Washington University) Carbondale 1960–62
Lecturer Mary Alice Marren, M.S.N. (Catholic) Carbondale 1962–63

The Department of Nursing is located on the Carbondale Campus. It is an autonomous unit in the University’s educational structure and is not attached to any school or college.

Two programs, both leading to the Bachelor of Science degree, are offered by the department. The basic professional program is open to qualified high school graduates who wish to become registered professional nurses. This program covers a period of fifteen quarters, or four academic years plus three summers. Students who wish to carry a reduced load or take additional work in some special field should attend the summer session before embarking upon the nursing program in the fall. They may also prolong the program to five or more years if necessary and desirable in terms of their specific goals.

The supplemental program for registered nurses is open to men and women who are graduates of associate degree or diploma programs and who are otherwise eligible for admission to study in the department.

Students in both programs must meet the University’s general educational requirements, as well as those established by the department. The major is nursing; no minor is required.
The department conducts institutes and work conferences for practicing nurses and other members of the health team insofar as possible and desirable to meet community needs.

PHILOSOPHY

The faculty believes that nursing includes care of the sick, promotion of health, prevention of disease, and rehabilitation; that the nurse works with other members of the team to achieve optimum health in the local community, the state, and the nation; and that the nurse is most effective when qualified through professional education in an institution of higher learning.

The faculty members are agreed that professional nurses should have a firm foundation in the biological, physical, and social sciences, and that the art and science of nursing are built upon these; they believe that professional education for nursing should assist the student to develop skill in communication, an appreciation of moral, esthetic, and spiritual values, preparation for intelligent citizenship, and the ability to render quality care to patients and their families in any branch of nursing.

The faculty also believes that professional nurses are best developed in a warm and accepting atmosphere where there is a sincere interest in the students and where each is regarded as an important individual.

The faculty assumes responsibility for the quality of its programs, which are planned to help the student gain maturity and judgment, as well as the ability to give nursing care of a high calibre.

PURPOSE AND OBJECTIVES

The purpose of the Department of Nursing is to increase and improve nursing services. It provides general and professional education to enable the practitioner to give skilled nursing service while assisting him to develop in accordance with his own capabilities and interests. In addition to learning to give comprehensive nursing care, the student is guided in developing mature citizenship concepts, understanding of man and his environment, cultural appreciation, and the ability to solve problems.

The department aims:
1. To attract, inform and select young men and women with potential for professional nursing;
2. To offer general and professional education to the end that students may be prepared for safe nursing care under supervision in any field of nursing;
3. To provide a sound background for graduate work leading to a master's or higher degree;
4. To assist students to develop some understanding of self and others,
skill in human relations and communications, understanding of democratic principles and practices, and appreciation of moral and cultural values;

5. To provide a favorable climate in which personal growth and development may be fostered;

6. To stimulate and encourage the continued growth of students and faculty in responsibility for their own conduct;

FINANCIAL ASSISTANCE

Students in nursing are eligible for university scholarship and activity awards, as described in the Financial Assistance bulletin.

Through the generosity of several donors, scholarships and prizes are given to outstanding students. They are paid directly to the students selected by the faculty on the basis of academic achievement, potential for professional nursing, leadership, and financial need.

The Illinois Department of Mental Health educational grants in nursing are available to students who are accepted by the department and recommended by the chairman. Providing tuition, fees, cost of uniforms, and a monthly stipend, these may be used by students in the basic program for four academic years or a total of not more than thirty-six months. Registered nurses may also apply for grant aid from this source. Information may be obtained from the Department of Mental Health, 401 South Spring Street, Springfield, Illinois, or from the Department of Nursing, Southern Illinois University, Carbondale.

The department administers a small-loan fund established in the memory of Barbara Teske. Loans are usually of a short-term nature, and no interest is charged. Students may also apply for loans from the University at a low interest rate.

A limited number of United States Public Health Service grants providing tuition, fees, dependency allowance, and monthly stipends are available to registered nurses in their senior year of full-time study. Applicants must have had experience in administration, teaching, or supervision, or be definitely committed to such a position. No undergraduate student may receive more than twelve months of governmental assistance under this plan. For further information, or for application blanks, address the Department of Nursing, Southern Illinois University, Carbondale, Illinois.

ADVICEMENT AND COUNSELING

Advisement is done in the offices of the faculty members. New students are assigned to an adviser for their first quarter of work; after that, they may elect to continue with the assigned adviser or change to another.
Students are urged to see their advisers at regular intervals, as well as when problems arise.

GRADUATION

Candidates for the Bachelor of Science degree must meet all requirements of the University for graduation. Students completing the basic professional program must pass the state licensing examinations in order to become registered nurses.

ACCRREDITATION

The basic program is fully approved by the Illinois Department of Registration and Education.

When, in the opinion of the faculty, the separate programs are eligible for accreditation by the National League for Nursing, it is anticipated that approval will be granted.

BASIC PROFESSIONAL CURRICULUM

This four-calendar-year program is open to high school graduates who have ranked in the upper one-third of their class and who are otherwise qualified for admission to the University. The following high school subjects are strongly recommended: at least three units in English, two or three in mathematics, two or more of social studies, two or more of natural science, including chemistry. Foreign language is not required, but it is strongly urged that students acquire a reading knowledge of Latin or any modern language.

Students admitted to the University from the lower two-thirds of their high school class are not admitted directly to nursing, but may transfer into this department when the required grade average (C) has been attained. Such students should consult one of the advisers in the Department of Nursing in order to plan their programs and lose as little time as possible in transfer.

Students who have completed part of a diploma or associate degree program may be admitted to this department, but courses may need to be repeated if they are not equivalent to those required by this University.

Any applicant whose placement tests indicate need for additional preparation in mathematics, reading, or English should plan to enter summer school immediately following graduation from high school to allow time for remedial work.

TRANSFER

Beginning courses in the basic professional curriculum may be taken
in another accredited college or university if they are of content and quality similar to those required by this University. Some modification of the program may be necessary, and this may lengthen the time required for completion of the program. Students planning to attend another college or university before coming to Southern should follow the prescribed curriculum as closely as possible. An adviser in this department should be consulted if there is any doubt as to the acceptability of the separate courses.

PROMOTION

Students in nursing are subject to the University’s general policies concerning promotion.

To be admitted to the sophomore program of nursing classes and clinical experience, students must have achieved an over-all average of C. At least a C is required in nursing courses, and an average of at least C in professionally related courses. A grade-point average of 3.25 is required for recommendation to the University of Illinois. Students must be recommended by the faculty before these promotions are made.

Students are placed on departmental probation if they fail to attain a C average in any quarter. Students who fail to maintain a C average for two successive quarters will be dropped from nursing. Such students may be re-admitted when the desired grade average has been attained.

Students are evaluated on the basis of mental and physical health, personality and character traits, academic achievement, and progress toward professional maturity. Any student who, in the judgment of the faculty, does not appear to warrant promotion will be advised to withdraw from the program and seek success in another field or in another type of nursing program. Students who are not promoted to the clinical portion of the curriculum should consult their advisers as to the best possible solution to their problems.

SUGGESTED BASIC CURRICULUM

The following curriculum leads to the Bachelor of Science degree with a major in nursing.

General Studies Requirements (See page 89.) .............................. 87

Nursing Courses Required for the Major ........................................ 105


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Related Requirements for the Major .............................................. 26

Chemistry 110, 240 .............................. 8

(Continued on next page)


**Related Requirements for the Major**

Continued

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Nutrition 103</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology 100</td>
<td>5</td>
</tr>
<tr>
<td>Physiology 209, 300</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>218</strong></td>
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</tbody>
</table>

The program of studies is subject to change at the discretion of the faculty if considered desirable in terms of the demands of a changing society.

The program which follows is a typical one which may be modified to meet individual needs. The last four quarters are interchangeable.

The abbreviation GSB-1 means a first-level General Studies course in area B; the third letter and the figure indicate the area and level, respectively.

**Freshman Year**

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
<th>SUMMER</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSB-1</td>
<td>3</td>
<td>GSB-1</td>
<td>3</td>
<td>GSA-2</td>
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<tr>
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<td>GSB-2</td>
</tr>
<tr>
<td>GSD-1</td>
<td>3</td>
<td>GSD-1</td>
<td>3</td>
<td>GSE</td>
</tr>
<tr>
<td>GSD-1</td>
<td>3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Chemistry 110</td>
<td>4</td>
<td>Chemistry 240</td>
<td>4</td>
<td>Nutrition 103</td>
</tr>
<tr>
<td>Nursing 101</td>
<td>1</td>
<td>Nursing 102</td>
<td>1</td>
<td>Nursing 105</td>
</tr>
<tr>
<td>Freshman Convocation</td>
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<td>Freshman</td>
<td>0</td>
<td>F. Convocation</td>
</tr>
<tr>
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<td><strong>16</strong></td>
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</tbody>
</table>

**Sophomore Year**

<table>
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<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3</td>
<td>GSA-2</td>
</tr>
<tr>
<td>Physiology 209</td>
<td>5</td>
<td>GSC-2</td>
<td>3</td>
<td>GSB-2</td>
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<tr>
<td>Nursing 219</td>
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<td>Microbiology 100</td>
<td>5</td>
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<tr>
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<td><strong>16</strong></td>
<td><strong>16</strong></td>
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</table>

**Junior Year (Three quarters at University of Illinois, Chicago)**

<table>
<thead>
<tr>
<th>FALL</th>
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<th>SUMMER</th>
<th>HOURS</th>
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</thead>
<tbody>
<tr>
<td>Nursing 200</td>
<td>3</td>
<td>Nursing 202</td>
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<td>Nursing 207</td>
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<tr>
<td>Nursing 201</td>
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<td>Nursing 209</td>
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<td>Nursing 204</td>
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<td>Nursing 206</td>
<td>4</td>
<td>Nursing 325A</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>12</strong></td>
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</table>

**Senior Year**

<table>
<thead>
<tr>
<th>FALL</th>
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<th>SPRING</th>
<th>SUMMER</th>
<th>HOURS</th>
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</thead>
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<tr>
<td>Nursing 375</td>
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<tr>
<td>Nursing 380</td>
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<td>GSC-3</td>
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<td>GSA-3</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>16</strong></td>
<td><strong>14</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>
The first year is spent in general education and preprofessional courses to prepare the student for the care of patients. During the ensuing three years, instruction and experiences are provided in medical, surgical, obstetric, pediatric, tuberculosis, psychiatric, and public health nursing. Senior nursing includes care of patients with complicated problems, as well as a quarter of experience in team nursing.

Hours of practice vary from four hours per week to twenty-four in some of the most advanced hospital experiences. Psychiatry and public health require full time, including conferences, classes, and supervised or independent practice.

Juniors spend nine months at the University of Illinois College of Nursing, Chicago Professional Colleges. Application for admission to that university is made during the summer and must be accompanied by health record, recommendation from the chairman, and transcript of credits.

CO-OPERATING HOSPITALS AND AGENCIES

Sophomores gain clinical experience at Doctors' Hospital, Carbondale. At the present time the facilities of Anna State Hospital are used for psychiatric nursing, and public health field experience is obtained at the East Side Health District, East St. Louis. The University of Illinois Research and Educational Hospitals provide facilities for obstetric, pediatric, orthopedic, and advanced surgical nursing. Experience in the care of patients with tuberculosis is obtained at Chicago State Tuberculosis Sanitarium, and care of patients with conditions of the eye is offered at Holden Hospital, Carbondale. Carbondale Clinic and Doctors' Hospital are also utilized for senior nursing experience. St. Joseph Memorial Hospital, Murphysboro, provides facilities for team nursing experience.

During the growth and development course, modern facilities for observation of the normal child are provided by the Child Development Laboratory, Home Economics Building.

FEES AND OTHER COSTS

Students in nursing pay the usual Southern Illinois University fees when they are enrolled therein and the usual University of Illinois fees when they are registered at that institution.

Students may live in university residence halls, at home, with relatives, or in off-campus housing while registered in either Southern Illinois University or the University of Illinois. Information concerning costs at Southern may be found elsewhere in this bulletin. Maintenance in the residence hall in Chicago is presently $100 per month.

Students are expected to pay their travel expenses to and from hospitals and public health agencies; to provide themselves with uniforms,
and with dark sweaters, skirts, and coats for the public health experience; and to pay for their own maintenance.

Students may drive their own cars during the public health experience; mileage on duty is reimbursed by the agency. Adequate insurance coverage is required, and cars must be registered with the University.

SUPPLEMENTAL PROGRAM FOR REGISTERED NURSES

This program is designed to assist nurses in developing competencies essential for the new roles of professional practitioners today and for preparing for specialization on the graduate level.

Applicants for admission should be in good physical condition, have graduated from a state-accredited school of nursing, and be licensed to practice in the United States or some foreign country. Evidence of licensure must be submitted, as well as transcripts of credits from high school, school of nursing, and every college or university previously attended.

Students who have attended another college or university and whose grade-point average is less than 3.00 (C) will not be admitted directly to nursing but may petition for admission to this department when the required average has been attained.

Applicants are required to write the National League for Nursing Graduate Nurse Examination, Plan C, either before admission or during the first quarter they are enrolled as full-time students at the University. Students who are attempting to meet degree requirements through part-time study must write the examination upon completion of their first sixteen quarter hours. Application cards, signed by the chairman, may be obtained in the office of the Department of Nursing, Southern Illinois University, Carbondale.

The amount of credit allowed for the diploma or associate degree program is determined on an individual basis. Among the factors to be considered are the level of collegiate achievement, the record made in previous post-high-school education, and the length of time since graduation from the school of nursing. The maximum amount of credit which may be granted is sixty-four hours.

Students are required to maintain an over-all grade-point average of at least 3.00 and to make a C or better in all nursing courses. Students failing to perform at this level for two successive terms will be dropped from enrollment in the department, but they may be re-admitted when the required average has been reached.

Fees for students in this program are the same as for any other student at the University. Uniforms, both for the hospital and the public health experience are provided by the student. For the latter, navy blue or black
sweaters and skirts, white tailored blouses, dark shoes, and topcoat may be worn. Students taking field work in a county agency are required to have cars and must have adequate insurance protection. Mileage on duty will be reimbursed by the agency.

Employment may be obtained in general or special hospitals in Carbondale or surrounding towns or in the University Health Service. The amount of part-time work may be restricted, or the student may be asked to take a limited program in the University unless grades are kept at a satisfactory level. University policies concerning student employment may be found in this bulletin.

**SUGGESTED SUPPLEMENTAL CURRICULUM**

The following curriculum leads to the Bachelor of Science degree with a major in nursing.

**General Studies Requirements** (See page 89.) ............................................. 87

**Nursing Courses Required for the Major** .................................................... 36-40

- Nursing 305, 309, 310, 311, 312, 375, 380, 385, 386

**Related Requirements for the Major** ......................................................... 4

- Health Education 355

**Diploma Program** (Not to exceed 64 hours) ............................................ 64

**Senior College Electives** .......................................................... 6

**Total** ........................................................................................................ 197-201

**COURSE DESCRIPTIONS**

101-1. INTRODUCTION TO NURSING I. An orientation to the philosophy and functions of nursing in contemporary society.

102-1. INTRODUCTION TO NURSING II. Continuation of 101.

105-1. INTRODUCTION TO NURSING III. Continuation of 102.

219-4. GROWTH AND DEVELOPMENT OF THE INDIVIDUAL. Physical, social, emotional, intellectual, and spiritual development of the normal individual from birth to senescence.

224-2. FOUNDATIONS OF PATIENT CARE. Application of selected principles of biological, physical, social and medical sciences as they contribute to patient care. Lecture, discussion, laboratory. Prerequisite: Sophomore standing. Majors only.

226-4. MEDICAL-SURGICAL NURSING I. Beginning study of general medical and surgical nursing and care of patients with diseases of the gastrointestinal system. Pharmacology, diet therapy, social and preventive aspects are integrated throughout. Prerequisites: 224, Microbiology 100, preceding or parallel.

226A-1. MEDICAL-SURGICAL NURSING I PRACTICUM. Supervised experience correlated with 226 (4 hours weekly). Prerequisite: same as 226.

230-4. MEDICAL-SURGICAL NURSING II. Nursing care of patients with
pathological conditions of the breast and the cardiovascular and respiratory systems (except tuberculosis). Pharmacology, diet therapy, social and preventive aspects are integrated throughout. Prerequisites: 226 and 226A.

230A-3. MEDICAL-SURGICAL NURSING II PRACTICUM. Supervised experience and clinical conferences correlated with 230 (12 hours weekly). Prerequisites: same as for 230.

240-4. MEDICAL-SURGICAL NURSING III. Nursing care of patients with diseases of the eye and ear, the reproductive, urinary, endocrine and integumentary systems. Pharmacology, diet therapy, social and preventive aspects are integrated throughout. Prerequisites: 230 and 230A.

240A-3. MEDICAL-SURGICAL NURSING III PRACTICUM. Supervised experience and clinical conferences correlated with 240 (18 hours weekly). Prerequisites: same as for 240.

305-4. HISTORY AND PHILOSOPHY OF NURSING. Historical approach to understanding of the broad movements and trends in nursing, and philosophical concepts underlying current developments. Prerequisite: graduate nurse status.

309-4. INTRODUCTION TO ADMINISTRATION IN NURSING SERVICES. Principles of administration applied to hospitals and other nursing services. Open to registered nurses or senior basic professional students only.

310-4. NORMAL GROWTH AND DEVELOPMENT. This course aims to increase the graduate nurse's understanding of physical, emotional, mental and social changes normally occurring from birth to old age. Prerequisites: graduate nurse status and General Psychology.

311-4. INTERPERSONAL RELATIONSHIPS IN NURSING. A course designed to help the students adapt to changing situations, and to accept and understand themselves and others. Prerequisites: graduate nurse status and General Psychology.

312-4. TEACHING IN NURSING. Techniques of teaching applied to patients and families, as well as groups. Prerequisites: graduate nurse status and General Psychology.

325-4. PSYCHIATRIC NURSING. Lectures and conferences in the care of the mentally ill. Prerequisite: Senior standing.

325A-6. PSYCHIATRIC NURSING PRACTICUM. Supervised experience and clinical conferences correlated with 325. Prerequisite: same as for 325.

354-2. CURRENT DEVELOPMENTS IN NURSING. A study of problems in nursing service and nursing education and what the profession is doing in their solution. Majors only.

361-8. SENIOR NURSING I. One quarter of experience in the care of patients with complicated disease conditions (24 hours weekly, including conference).

362-8. SENIOR NURSING II. One quarter of instruction and experience in working as a member of a team and as a team leader (24 hours weekly, including class and conference).

375-4. PRINCIPLES OF PUBLIC HEALTH NURSING. Objectives, principles, and practices in public health nursing, application of nursing science and art to family and community living. Prerequisites: Senior standing and 310, 311, 312, Health Education 355 preceding or concurrent for supplemental students; senior standing and consent of chairman for basic students.
380-6 to 8. PUBLIC HEALTH NURSING PRACTICUM. One quarter's supervised experience in a public health agency conducting a generalized program; includes orientation, demonstrations, and conferences. Prerequisites: same as for 375.

385-2. GENERAL NURSING. Seminar in comprehensive care in the community and the hospital, in the areas ranging from prevention to rehabilitation, with emphasis on team nursing. Principles of public health nursing are applied throughout the course. Prerequisite: consent of chairman.

386-2 to 6. GENERAL NURSING PRACTICUM. Designed to help the graduate nurse improve her knowledge, understanding, and practice in total patient care. Prerequisite: consent of chairman.
Air Force Reserve Officers Training Corps

Colonel George H. Blase, M.A. (Missouri), Professor
Lieutenant Colonel Paul R. McDonald,
  B.Ed. (Southern Illinois), Assistant Professor
Lieutenant Colonel William H. Rankin,
  B.A. (Syracuse), Assistant Professor
Major Henry C. Cade,
  B.A. (Arizona), Assistant Professor
Major Harry Denzel,
  B.S. (Maryland), Assistant Professor
Major William M. Drennan,
  M.E.D. (Missouri), Assistant Professor
Major Joseph N. Goodman, Assistant Professor
Major John R. Mancus, Assistant Professor
Major Raymond D. Wiley
  Carbondale 1957–61
Captain Wallace K. Andrews,
  B.S. (Decatur, Illinois), Assistant Professor
Captain Harold L. Maxwell,
  M.B.E. (Mississippi), Assistant Professor
Captain Gary W. Robbins,
  B.S. (USMA), Assistant Professor
Captain John J. Voynich, B.S. (Maryland)
Master Sergeant Beavin E. Parson, Instructor
Technical Sergeant Fred Tolby, Instructor
Technical Sergeant Jerry S. Witt, Instructor
Staff Sergeant Robert K. Bungardner, Instructor
Staff Sergeant Robert L. Kulyn, Instructor
Airman First Class Armand V. Hanff, Instructor
Airman First Class Walter C. Waggoner, Instructor
The Air Force ROTC Detachment at Southern Illinois University is a (senior division) ROTC unit administered by commissioned officers of the USAF, assigned by the Department of the Air Force with the approval of the University. These officers are appointed as members of the University’s instructional staff. The senior officer is designated as Professor of Air Science and Detachment Commander. Airmen are assigned to assist in practical instruction and administration and to assist in the care of federal property. The University Corps of Cadets consists of all students pursuing AF ROTC training. All AF ROTC cadets retain their civilian status until they are commissioned as United States Air Force Reserve Officers and are ordered to active military service.

The course of study is divided into the basic course, covering the first two years, and the advanced course, covering the junior year, summer training unit, and the senior year in that order. It is designed to provide the fundamental training, both personal and professional, which will best equip a cadet to become an effective junior Air Force officer possessing a high growth potential and also to develop and stimulate a growing desire on his part to enter the Air Force flight training program. The basic course is designed with two additional objectives in mind: first, to interest the cadet in the possibility of continuing in the advanced AF ROTC and ultimately making the Air Force his career; and second, to provide him with “Space Age” citizenship training of long-range value to the Air Force whether he returns to civil life or becomes a member of the USAF. Emphasis is given throughout the courses, both in theory and practice, to outlining the leadership and managerial duties and responsibilities of squadron level officers, to improving oral and written expression, and to learning techniques of the problem-solving process.

In addition to the four-year AF ROTC program offered for academic credit, the Division of Air Science indorses or directly sponsors a number of extracurricular activities. The Arnold Air Society is open to selected cadets of all four years, and is a national professional fraternity. Membership in the Angel Flight, an auxiliary of the Cadet Corps, is open to selected undergraduate women. The Rifle Team is coached and sponsored by the detachment. Other activities open to cadets are the Honor Guard, the Band, and the Singing Squadron. Cadets may also compete for numerous trophies and awards available to members of the Cadet Corps.

Three hours of Air Science are required for all entering male students who undertake their first college work by entering Southern Illinois University (Carbondale Campus) unless they are veterans, over twenty-five years of age at the time of entrance, or excused from this requirement by the University Military Policies Committee. Male students who transfer fewer than forty-five hours of acceptable credit from the Edwardsville campuses of Southern Illinois University, from the Vocational-Technical Insti-
tute of Southern Illinois University, or from another college or university, including an accredited junior college, shall be required to take three hours of Air Science unless they are veterans, over twenty-five years of age at the time of entrance, or excused from this requirement by the University Military Policies Committee.

The successful completion of the entire basic course (three academic quarters) and six quarters of Leadership Laboratory, or the equivalent in previous military service, is a prerequisite for graduation. Enrollment in the advanced Air Force ROTC course—which is highly selective—is voluntary.

THE REQUIRED BASIC COURSE

The required basic course for freshmen consists of two hours of classroom instruction during the spring quarter and one hour of Leadership Laboratory each week throughout the fall, winter, and spring quarters.

The required basic course for sophomores consists of two hours of classroom instruction during the fall and winter quarters and one hour of Leadership Laboratory each week throughout the fall, winter, and spring quarters.

THE VOLUNTARY ADVANCED COURSE

Qualified students may apply for the advanced Air Force ROTC course. This consists of six quarters of academic work, plus a six-week summer training unit. The object of the advanced course is to qualify students for appointment as second lieutenants in the United States Air Force Reserve.

Selection of students for enrollment will be made by the Professor of Air Science as provided in section 40–47c, National Defense Act, from qualified applicants as follows:

1. Conditions of Service. All advanced course students will be civilians who will be placed under contract with the government. The contract will contain the following provisions:

   a. The student agrees

      (1) Unless sooner discharged for the convenience of the government, to complete the advanced course and to attend the summer training unit at the time specified by proper authority.

      (2) To accept an appointment as second lieutenant, United States Air Force Reserve, if and when tendered.

   b. The Department of the Air Force agrees to pay the student commutation of subsistence at a daily rate as announced by that department. This rate varies from year to year. The current rate is $0.90 per day for a maximum period of 609 days.
2. Personal Qualifications.
   a. A student must have completed the basic course or its equivalent in previous service.
      (1) Students who have had previous training or service may receive credit toward entrance into the advanced course within the following limits. (Individuals excused from the basic military training requirements for reasons other than those listed below are not eligible to apply for the advanced course.)
         (a) On the basis of previous honorable service in the Air Force, Army, Navy, Marine Corps, or Coast Guard, a cadet may request a waiver of the basic course, or any portion thereof, as a requirement for entrance into the advanced course.
         (b) For previous training in a senior division ROTC program at another institution, credit will be allowed equivalent to the number of quarters of the course successfully completed.
   b. In age, the student must not have reached his twenty-fifth birthday at the time of initial enrollment in the advanced course.
   c. The physical standards prescribed for appointment to the United States Air Force Reserve in AFM 160-1 will apply. Due allowance will be made for physical defects that can be corrected.
   d. Mental and educational requirements:
      (1) A satisfactory score for the Air Force Officer Qualification Test will be required.
      (2) The fact of enrollment in Southern Illinois University and academic "good standing" will be accepted in satisfaction of educational requirements.
      (3) At the time of acceptance, the applicant must have at least two academic years remaining to complete all prerequisites for graduation from the University; or, if he is a graduate student, he must have a like period of time remaining to complete all work for an advanced degree. In addition, an applicant's academic standing must be in phase with his AF ROTC training.

3. All members of the advanced course will receive the following emoluments:
   a. A monetary allowance in lieu of subsistence, at a value to be announced by the Department of the Air Force, to be paid quarterly during the period of enrollment in the advanced course, except during the period of the summer training. The total period will not exceed 21 months.
b. An officer-type uniform—cadets will be furnished a uniform on a commutation basis. The uniform remains in the cadet’s possession during his two-year enrollment and becomes his property upon successful completion of the advanced AF ROTC program.

c. The pay of the first enlisted grade ($78.00 per month) while at advanced summer training unit and travel pay to and from camp at the rate of $0.05 per mile.

The advanced course will consist of five hours of instruction per week for a minimum total period of seventy-two weeks.

The program of the advanced course will consist of generalized courses designed to develop those attributes of character, personality, and leadership which are essential to an officer in the USAF, supplemented by practical training in leadership, drill, and exercise of command.

Advanced Air Force ROTC summer training units of four weeks’ duration will be conducted annually at Air Force installations to be designated by the Department of the Air Force.

Students enrolled in the advanced course will be required to complete the summer training program prior to receiving their commission. They will normally attend camp immediately after completing the first-year advanced course.

Students enrolled in the AF ROTC courses at Southern Illinois University receive the following credits:

<table>
<thead>
<tr>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>1 hour of credit for each academic quarter of the basic course</td>
</tr>
<tr>
<td>4 hours of credit for each academic quarter of the advanced course</td>
</tr>
<tr>
<td>Total hours of credit for the basic and advanced courses</td>
</tr>
</tbody>
</table>

All credit received for the AF ROTC courses is allowable toward a bachelor’s degree.

Qualified students may apply for deferment from the draft under the Universal Military Training and Service Act, as amended. Such students will agree to pursue the full four years of Air Science if they sign the AF ROTC Selective Service Agreement.

Air Force ROTC textbooks will be furnished on a loan basis to all AF ROTC students. They remain the property of the federal government and must be properly handled.

(Uniforms are furnished to the University by the federal government for the use of the basic AF ROTC students. In case a uniform should become so worn or damaged as to be unfit for wear, the student may be held responsible to the extent determined by proper authority.)

All cadets are required to wear the uniform on such days and occasions as directed by the Professor of Air Science.
AIR FORCE ROTC AWARDS

Awards are presented to outstanding cadets at the close of the school year. Details concerning such awards are published at appropriate times on the cadet bulletin board. The following awards will be presented to recipients at an Awards Review held in May of each academic year.

1. The Trustees’ Cup. Awarded to the best-drilled unit or squadron of the Cadet Corps; it will have the name of the unit or squadron of the Cadet Corps, the name of the unit or squadron commander, and designation of the winning unit or squadron inscribed on it. The cup will be retained at Southern Illinois University for display in the trophy case.

2. The Colonel’s Cup. Awarded to that member of the Southern Illinois University Rifle Team scoring the highest total number of points in all competitive matches during the current year. The name of the winning cadet will be inscribed on the cup. The cup will be retained at Southern Illinois University for display in the trophy case.

3. The Commander’s Award. Awarded by the detachment to cadet commanders appointed during the school year. Awarded in recognition of leadership ability as demonstrated in command positions in the cadet corps.

4. Leadership Potential Award. Awarded to the senior cadet who best exemplifies potential leadership ability as judged by airmen of AF ROTC Detachment 205.

5. The Trustees’ Award, Senior Student. Awarded to the outstanding cadet in the senior year, based on standing in the University and in AF ROTC, and aptitude for general service.

6. The Trustees’ Award, Junior Student. Awarded on the same basis as for senior cadet, except to a junior.

7. The Trustees’ Award, Sophomore Student. Awarded on the same basis as for senior cadet, except to a sophomore.

8. The Trustees’ Award, Freshman Student. Awarded on the same basis as for senior cadet, except to a freshman.

9. The Trustees’ Award, Marksmanship. Awarded to the member of the Rifle Team making the highest score in marksmanship during the current year.

10. Air Force Association Medal, Outstanding Advanced Cadet. Awarded to the Advanced Course cadet making the highest military grades of the year.

11. The Reserve Officers’ Association Award, Senior Student. Awarded to the outstanding senior cadet, based on the University and AF ROTC grades for the current year and aptitude for general service.

12. The Air Force Times Award. Awarded to the senior cadet bringing constructive attention to the cadet corps.
13. Chicago Tribune Award, Junior Student. Awarded at the end of the first and third quarters of each school year to the outstanding junior cadet, based on the highest grade in the particular military course of the current quarter and aptitude for general service.

14. Chicago Tribune Award, Sophomore Student. Awarded on the same basis as junior cadet, except to a sophomore.

15. Convair Cadet Award, Sophomore Student. Awarded to the outstanding sophomore student applying and selected for the Advanced Cadet Corps.


17. McDonnell Aviation Award. Awarded to the junior student in AF ROTC showing the greatest enthusiasm and interest by the presentation of a topic on air power.

18. Sons of American Revolution. Awarded to basic cadet with highest over-all academic standing and military aptitude.

19. Distinguished Advanced Cadets. To be designated by the PAS.

20. Distinguished Basic Cadet. To be designated by the PAS.

21. The Egyptian Council, Boy Scouts of America, Award. Awarded to the AF ROTC cadet who, while maintaining academic and military proficiency, has contributed the highest degree of leadership and service to the Boy Scout program.

AIR SCIENCE COURSES

110–1. AIR SCIENCE 1, BASIC. Introduction to AF ROTC; introduction to aviation; air vehicles and principles of flight; elements and potentials of air power; military instruments of national security; professional opportunities in the United States Air Force. Basic military training. 2 hours lecture; 1 hour laboratory.

210–1, 220–1. AIR SCIENCE 2, BASIC. Introduction to Air Science 2; evolution of aerial warfare; elements of aerial warfare; the employment of the air forces; operations in space-problems and possibilities. 2 hours lecture; 1 hour laboratory. Prerequisites: 110, or equivalent with consent of Professor of Air Science.

301–4, 302–4, 303–4. AIR SCIENCE 3, ADVANCED. Introduction to advanced AF ROTC; the Air Force commander and his staff; problem-solving techniques; communications process and Air Force correspondence; military justice system; leadership and management; and leadership laboratory. 4 hours lecture; 1 hour laboratory. Prerequisites: 210, 220, or equivalent with consent of Professor of Air Science.

351–4, 352–4, 353–4. AIR SCIENCE 4, ADVANCED. Air navigation; weather; military aspects of world political geography; international relations and the Air Force officer. 4 hours lecture; 1 hour laboratory. Prerequisites: 301, 302, 303, or equivalent with consent of Professor of Air Science.
## UNIVERSITY ENROLLMENT, 1960-61

### Summer Session, 1960
<table>
<thead>
<tr>
<th>Location</th>
<th>Men</th>
<th>Women</th>
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</tr>
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<td>2,308</td>
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<td>Alton Center</td>
<td>393</td>
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<td>East St. Louis Center</td>
<td>317</td>
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<td>611</td>
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### Fall, 1960
<table>
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<tbody>
<tr>
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<td>5,896</td>
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<td>9,028</td>
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<td>Alton Center</td>
<td>1,584</td>
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<td>East St. Louis Center</td>
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### Winter, 1960–61
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<tr>
<td>Carbondale Campus</td>
<td>5,963</td>
<td>3,016</td>
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<tr>
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<td>568</td>
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### Spring, 1961
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<td>4,504</td>
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<tr>
<td>Alton Center</td>
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<tr>
<td>East St. Louis Center</td>
<td>1,856</td>
<td>954</td>
<td>2,810</td>
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<td>Extension</td>
<td>317</td>
<td>706</td>
<td>1,023</td>
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<table>
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<td>Individuals, Noncollegiate Grade, in University School</td>
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<table>
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<td>12,387</td>
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<tr>
<th>Registrants in Division of Technical and Adult Education Courses (Noncredit)</th>
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<td>12,312</td>
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125
DEGREES AND CERTIFICATES AWARDED, JUNE 14 AND 15, 1961

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<th>Graduate School</th>
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<tr>
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<td>2</td>
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<tr>
<td>Master of Arts Degree</td>
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<td>31</td>
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<tr>
<td>Master of Fine Arts Degree</td>
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<tr>
<td>Master of Science Degree</td>
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<tr>
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<table>
<thead>
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<td>263</td>
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<th>College of Liberal Arts and Sciences</th>
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<table>
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<table>
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<th>TOTAL</th>
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<table>
<thead>
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<td>17</td>
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<table>
<thead>
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<td>10</td>
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<table>
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<tr>
<th>Small Business Institute</th>
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<table>
<thead>
<tr>
<th><strong>Total Bachelor's Degrees, Carbondale Campus</strong></th>
<th>MEN</th>
<th>WOMEN</th>
<th>TOTAL</th>
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<tr>
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<table>
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<tbody>
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<td>Bachelor of Science Degree</td>
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### APPENDIX

**Education Division**
- Bachelor of Science in Education Degree ...... 16 36 52

**Nursing**
- Bachelor of Science Degree .......................... 1 1 2

**Fine Arts Division**
- Bachelor of Arts Degree .............................. 3 2 5
- Bachelor of Music Degree ............................ 0 1 1

**Humanities Division**
- Bachelor of Arts Degree .............................. 5 4 9

**Science Division**
- Bachelor of Arts Degree .............................. 5 0 5

**Social Studies Division**
- Bachelor of Arts Degree .............................. 10 7 17

**Total Bachelor's Degrees, Southwestern Illinois Campus**
- 88 52 140

**Total Bachelor's Degrees**
- 543 297 840

**Division of Technical and Adult Education**
- Associate in Business Degree ....................... 18 13 31
- Associate in Technology Degree ..................... 79 1 80

**Total Associate Degrees**
- 97 14 111

**Division of Technical and Adult Education**
- Certificate in Bookkeeping-Clerical .............. 0 2 2
- Certificate in Calculating Machines .............. 0 3 3
- Certificate in Practical Nursing ................. 0 8 8
- Certificate in Stenographic ...................... 0 1 1
- Certificate in Welding ............................. 4 0 4

**Total Certificates**
- 4 14 18

### DEGREES AND CERTIFICATES AWARDED, AUGUST 11, 1961

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<th>MEN</th>
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<tbody>
<tr>
<td><strong>Graduate School</strong></td>
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<td></td>
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</tr>
<tr>
<td>Doctor of Philosophy Degree</td>
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Graduate School (Continued)

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<tr>
<td>Master of Fine Arts Degree</td>
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</tr>
<tr>
<td>Master of Music Degree</td>
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<td>3</td>
<td>4</td>
</tr>
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<td>Master of Music Education Degree</td>
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</tr>
<tr>
<td>Master of Science Degree</td>
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**Total Master's Degrees** 149 61 210

College of Education

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<tbody>
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College of Liberal Arts and Sciences

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School of Agriculture

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School of Business

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School of Communications

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School of Fine Arts

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School of Home Economics

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<tbody>
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School of Technology

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Department of Nursing

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**Total Bachelor's Degrees, Carbondale Campus**

|                      | 152 | 106 | 258 |

Business Division

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Education Division

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<th>33</th>
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Fine Arts Division

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<tbody>
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Humanities Division

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Science and Technology Division

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</table>
APPENDIX

Social Sciences Division

Bachelor of Arts Degree .............................................. 1 1 2

Total Bachelor’s Degrees, Southwestern Illinois Campus ............ 27 28 55
Total Bachelor’s Degrees ............................................. 179 134 313

Division of Technical and Adult Education

Associate in Business Degree ........................................ 3 1 4
Associate in Technology Degree ..................................... 5 0 5
Total Associate Degrees ............................................... 8 1 9

Division of Technical and Adult Education

Certificate in Bookkeeping-Clerical ................................ 0 2 2
Certificate in Calculating Machines ................................ 0 1 1
Certificate in Cosmetology ........................................... 0 48 48
Certificate in Welding ................................................ 3 0 3
Total Certificates ..................................................... 3 51 54

RESIDENCE REGULATIONS

Regulations defining the residence of students for purposes of registration in Southern Illinois University are as follows:

1. Evidence showing the residence of every applicant for admission to the University must be submitted to the Registrar at the time of application for admission, and resident or nonresident fees shall be assessed on the basis of evidence appearing in the Registrar’s records.

2. In all cases where the records indicate that the student’s home is outside the state of Illinois, the nonresident fee shall be assessed. A student who takes exception to the ruling may file a claim for a refund, but this must be submitted to the Registrar within 10 days of the opening date of the quarter for which the charge was made.

3. In the case of a student who is a minor, the residence of the parent, or if the student has no parent, the guardian of his person, shall govern unless there is proven to have been complete emancipation of the minor from his parents or guardian and he has established residence in the state of Illinois.

4. Any student, adult or minor, whose parents have established a bona fide residence in the state of Illinois will be regarded as a resident for registration purposes; except that an adult student who has established
a residence on his own account outside of the state must conform to the terms set forth in regulation 6 to be classified as a resident for registration purposes.

5. A wife is classified as a resident for registration purposes if her husband is a bona fide resident of the state of Illinois preceding and at the time of her registration.

6. An adult student whose parents are deceased or whose parents reside outside the state, to be considered a resident of Illinois for purposes of registration, must be a bona fide resident of the state for three months preceding the beginning of any quarter for which he registers at the University and must present evidence that he is self-sustaining and not under parental control.

7. An adult alien who holds valid immigration papers and is in the United States under an immigrant-type visa may qualify as a resident of the state for purposes of registration in the University if he has lived within the state for at least a period of twelve months next preceding the beginning of any quarter for which he registers at the University, subject to the provisions of rules 4 and 6.

8. Several factors will be considered in the determination of each individual case. Among the factors to be considered will be (a) location of draft board registration, (b) voting address, if any, (c) the degree of self-support of the student, (d) location of summer or vacation employment.

9. All cases of appeal shall first be referred to the Legal Counsel of the University. An appeal from the Legal Counsel shall be in accordance with University statutes.

Note: In the above regulations an adult student is considered to be a male 21 years of age or more or a female 18 years of age or more.

SUMMARY OF MAJORS

GRADUATE SCHOOL

MAJORS OFFERED:

Agricultural Industries
Animal Industries
Anthropology*
Art
Botany*
Business

Chemistry*
Community Development*
Design
Economics*
Educational Administration and Supervision*

* Doctoral major also is offered in this field.
APPENDIX

Elementary Education*  Philosophy*
English*  Physical Education*
Foreign Languages  Physics
Forestry  Physiology*
Geography*  Plant Industries
Geology  Psychology*
Government*  Recreation and Outdoor Education
Guidance*  Rehabilitation
Health Education*  Secondary Education*
Higher Education*  Secretarial and Business Education
History  Sociology*
Home Economics*  Special Education
Industrial Education  Speech*
Instructional Materials  Speech Correction
Inter-American Studies  Speech Pathology (doctoral only)
Journalism*  Theater
Mathematics  Transportation
Microbiology*  Zoology*
Music  * Doctoral major also is offered.

INSTITUTES

The institutes listed below offer programs with courses drawn from several departments. Admission to each of these programs must be approved by the director of the institute.

Community Development Institute  Rehabilitation Institute
Labor Institute  Small Business Institute
Latin American Institute  Transportation Institute

COLLEGE OF LIBERAL ARTS AND SCIENCES

MAJORS OFFERED:

Anthropology  Geology
Art*  Government
Biological Sciences  Health Science
Botany  History
Chemistry  Home Economics*
Economics*  Inter-American Studies
English  Mathematics
Foreign Languages  Microbiology
Geography  * Not professional majors.
Music*  Sociology
Philosophy  Speech*
Physics  Theater*
Physiology  Zoology
Psychology  

MINORS OFFERED:
The majors listed above  Religion
Asian Studies  Russian Studies
Central European Studies

PREPROFESSIONAL PROGRAMS OFFERED:

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<th>Duration</th>
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<td>Dentistry</td>
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<td>Law</td>
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<td>Medicine</td>
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<td>Medical Technology</td>
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<td>Occupational Therapy</td>
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<td>Pharmacy</td>
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<td>Physical Therapy</td>
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<td>Theology</td>
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<td>Veterinary Health</td>
<td>(3 or 4 years)</td>
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<td>Science</td>
<td>(3 or 4 years)</td>
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COLLEGE OF EDUCATION

MAJORS FOR THOSE PLANNING TO TEACH IN ELEMENTARY SCHOOL:

| Art                | Special Education         |
| Elementary Education | (Mentally Retarded)       |
| Foreign Languages   | Special Education         |
| Health Education    | (Physically Handicapped)  |
| Music               | Speech Correction         |

MAJORS FOR THOSE PLANNING TO TEACH IN HIGH SCHOOL:

| Art                | Journalism               |
| Biological Sciences| Language Arts            |
| Business Teacher Education | Mathematics |
| Chemistry          | Music                    |
| English            | Physical Education for Men|
| Foreign Languages  | Physical Education for Women|
| General Science    | Physics                  |
| Health Education   | Recreation and Outdoor Education|
| Health and Physical Education | Social Studies |
| History            | Speech                   |
| Home Economics     | Theater                  |
| Industrial Arts    |                         |
APPENDIX

SCHOOL OF AGRICULTURE

MAJORS OFFERED:
General Agriculture
Agricultural Industries
Animal Industries
Forestry
Plant Industries
Vocational Agriculture

PREPROFESSIONAL PROGRAM OFFERED:
Veterinary Science (where emphasis on agriculture is desired)

SCHOOL OF BUSINESS

MAJORS OFFERED:
Accounting
Economics
Management (General, Financial, and Personnel)
Marketing
Secretarial Studies

SCHOOL OF COMMUNICATIONS

MAJORS OFFERED:
Journalism
Photography
Printing Management
Radio-Television
Speech
Speech Correction
Theater

SCHOOL OF FINE ARTS

MAJORS OFFERED:
Art
Design
Music

SCHOOL OF HOME ECONOMICS

MAJOR OFFERED:
Home Economics (with specialization in apparel design, clothing and textiles merchandising, dietetics, foods in business, home advisers, homemaking institution management, interior decoration, or Smith-Hughes home economics education)
SCHOOL OF TECHNOLOGY

MAJORS OFFERED:
Applied Science

Industrial Sciences

DEPARTMENT OF NURSING

MAJOR OFFERED:
Nursing

VOCATIONAL-TECHNICAL INSTITUTE

TWO-YEAR PROGRAMS OFFERED:
Accounting
Business Data Processing
Co-operative Retailing
Insurance
Secretarial (Executive, Legal, Medical)
Architectural Technology
Automotive Technology
Building Construction Technology
Commercial Art

Dental Hygiene
Dental Laboratory Technology
Electronics Technology
Industrial and Scientific Data Processing
Machine Drafting and Design Technology
Machine Tool Technology
Printing Technology
Woodworking Technology

ONE-YEAR PROGRAMS OFFERED:
Bookkeeping-Clerical
Calculating Machines
Stenographic

Cosmetology
Practical Nursing
Welding

EDWARDSVILLE CAMPUS

BUSINESS DIVISION:
Accounting
Economics
Management

Marketing
Secretarial and Business Education
Small Business Management

EDUCATION DIVISION:
Administration and Supervision
Elementary Education
Guidance
Health and Physical Education
Industrial Education

Instructional Materials
Psychology
Secondary Education
Special Education
### FINE ARTS DIVISION:
- Art
- Music
- Speech and Theater

### HUMANITIES DIVISION:
- Comparative Literature (minor only)
- English
- Foreign Languages
- Journalism (minor only)
- Philosophy (minor only)

### SCIENCE AND TECHNOLOGY DIVISION:
- Applied Science and Pre-Engineering
- Botany
- Chemistry
- Mathematics
- Physics and Astronomy
- Zoology and Physiology

### SOCIAL SCIENCES DIVISION:
- Geography
- Government
- History
- Public Administration and Planning
- Sociology and Anthropology

### PREPROFESSIONAL PROGRAMS OFFERED:
- Agriculture
- Engineering
- Dentistry
- Home Economics
- Law
- Medicine
- Occupational therapy
- Pharmacy
- Veterinary
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