

8-1982

The Development of the University Graduate Program

Raimundo M. Da Silva

Paul H. Morrill

Follow this and additional works at: http://opensiuc.lib.siu.edu/ua_docs

This booklet describes the development of the graduate program at Southern Illinois University. It is No. 2 in the series "Studies in the Documents of Southern Illinois University (1948-1970)," produced by the Department of Higher Education in the College of Education, Southern Illinois University Carbondale.

Recommended Citation

Da Silva, Raimundo M. and Morrill, Paul H. "The Development of the University Graduate Program." (Aug 1982).

This Article is brought to you for free and open access by the University Archives at OpenSIUC. It has been accepted for inclusion in SIU Historical Documents by an authorized administrator of OpenSIUC. For more information, please contact opensiuc@lib.siu.edu.

Number 2

**Studies in the Documents of
Southern Illinois University (1948-1970)**

Paul H. Morrill, Editor

The Development of the University Graduate Program

by Raimundo M. Da Silva with Paul H. Morrill

August 1982

A series of the Department of Higher Education
The College of Education
Southern Illinois University at Carbondale
Carbondale, Illinois



Introduction

History is recorded in many ways, and the ferreting out of its meaning can be a challenge. The story of an educational institution such as Southern Illinois University is no exception; there are always many facets. This monograph (as will the others in this series) attempts to "write history" through study of the documents available in the University archives.

It is not our purpose to dwell on the advantages or disadvantages of such methodology. Suffice it to say that detailed examination of many materials (in some 380 boxes) in various stages of assessment and disarray gives the researcher plenty to do. The sorting out of sources and background matter is in itself an interesting exercise; the assembly of such "facts" becomes an adventure.

Such is this monograph (number two on the list) which deals with the origin and development of Graduate Studies at the University. As you will see, the material has a large range of dates, but we have tended in all cases to try to confine our discussion to the growth years, 1948-1968. These years coincide with the presidency of Delyte W. Morris and with the most substantial and meaningful growth of the University. Our record, however, is not of Mr. Morris but of the University, which, in many ways, is a classic example of the change and development of public higher education in this nation.

Should these monographs contribute to understanding this educational phenomenon they will have succeeded. However, more is to be hoped for, that they each open up further study of the topics at hand and serve as the strong base for a new history of the University.

Acknowledgements are needed here: Dorothy Morris for her understanding of my efforts. David Koch, Curator at the Morris Library of the University and his assistants who were always helpful. John King, Chairman of Higher Education, for support and encouragement. A number of students in Higher Education who have done work or offered advice. Michael Dingerson, Research Development and Administration—and the graduate studies faculty—who were supportive. James Brown of the Board of Trustees office and Ivan Elliott, Trustee, who wished us well. Jeanne Ragland, for typing and proofreading.

I thank them all.

Paul H. Morrill

Higher Education Department
Southern Illinois University at Carbondale
Carbondale, Illinois 62901

Southern Illinois University

The Development of Graduate Studies (1943-1968)

by Raimundo M. Da Silva
with Paul H. Morrill (Ed.)

Monograph #2

Background

Southern Illinois Normal University, the second state-supported normal school in Illinois¹, was created on March 9, 1869, by an act of the Twenty-sixth General Assembly in Illinois. The school began as a two-year teacher-training institution, but in 1907 it added two years to its diploma requirements for a degree.²

In 1928, the American Association of Colleges for Teacher Education accredited Southern Illinois Normal University as a Class A Teachers College offering a four-year program toward the bachelor's degree in education.³ In 1931 the institution was fully accredited as a degree-conferring teachers college by the North Central Association.

During the presidency of Roscoe Pulliam, a Bill introduced by Senator R.G. Crisenberry and approved by the Illinois Assembly in June of 1943 granted Southern a limited university status, empowering it to grant liberal arts degrees and master's degrees in education only.⁴

On October 23, 1947, the Sixty-fifth General Assembly of the State of Illinois approved the change of the name of the institution to Southern Illinois University.⁵ More important than a change of name, in fact, was the emergence of a full-fledged university.

Graduate work was instituted in 1944 and the first Ph.D. programs established in 1956.⁶ Since then, there has been diversification of programs with the establishment of the Colleges of Communication and Fine Arts, Education, Business and Administration, Engineering and Technology, Human Resources, Liberal Arts, Science, and the Schools of Agriculture and Technical Careers, and programs in University Studies. In addition to expansion of programs within the Graduate School, professional schools have been established in Medicine and Law.

Five-year Curriculum

A noticeable trend toward a five-year curriculum characterized teachers' colleges in Indiana and Illinois during the 1930s and 1940s.⁷ The justification for this trend was the need for a better preparation of secondary school teachers, school administrators, and school supervisors, and the extension of training for elementary school teachers already engaged.

Among the supply of teachers with a minimum preparation (four years leading to the bachelor's degree) were some persons equipped with one or more higher degrees. It was their presence which encouraged others to begin similar preparation.⁸

The demand for more intellectual maturity in the teaching staff was brought about by the public sentiment: the school was not a

As part of the recommendations these requirements for the degree were suggested:

- that a minimum of the equivalent of one year of full-time work in not more than two of the cooperating institutions be required.
- that a separate committee representing the field of study determine the requirements for the degree in each department or field.
- that the student should demonstrate ability to teach; students preparing for administrative work should demonstrate administrative ability.
- that a qualitative standard, such as a comprehensive examination, be adopted for the master's degree, instead of having the degree awarded on the completion of a certain number of academic hours.
- that the name of the degree to be offered be either Master of Arts or Master of Science.¹⁸

Program Approved

In July of 1943, the Teachers College Board, upon the recommendation of several of the presidents, and probably as a result of the recommendations of the Graduate Study Committee of Southern Illinois Normal University, authorized those teachers' colleges or normal universities which wished to do so, to set up a "graduate council" to make preparations for offering work leading to the Master's degree.¹⁹ In October, a committee was appointed at Southern Illinois Normal University, consisting of six members, one from each of the six educational divisions. Dr. Willis G. Swartz was elected by the committee as its chairman. Almost immediately after the committee was appointed, President Pulliam became ill and was never able to counsel with the committee or to receive its recommendations.²⁰

In a paper entitled "General Rules Governing Graduate Study at Southern Illinois Normal University," prepared by the Committee in November 1943, the requirements for the Master's degree included these points:

- at least two quarters in residence;
- forty-eight quarter hours of acceptable graduate credit; of these forty-eight hours, at least 24 should be in courses for graduates only;
- a grade average of B;
- satisfactory completion of a preliminary comprehensive examination prior to the admission to candidacy;
- passing a final examination covering all work completed.²¹

Based on the information contained in the "General Rules Governing Graduate Study at Southern Illinois Normal University," it appears that the original intention was to offer only the Master's degree in Educational Administration and Supervision, (this is the one program specified in the document). However, it seems that after November of 1943, and here the circumstances are not known, the program took a different direction and culminated with the approval, in the following year, of the Master of Science degree in Education.²²

One explanation for this shift can be found in the fact that in the early stages of its planning to offer graduate courses, Southern Illi-

singular teaching place but social environment designed to stimulate the growth of mental and personal powers.⁹ Also, there was an increasing recognition of the fact that the best teachers seemed to be those who possessed a sound foundation of general information buttressed by fundamental intellectual experiences in one or more subject matter areas.¹⁰ This educational climate suggested the need for special training to keep pace with expanding thought and knowledge as well as developments in the field of human behavior and the needs of adolescents and children.

For approximately eight or nine years (1935-1943), a Council on Higher Education in Illinois, representing the six state-supported teacher-training colleges and universities, met once or twice a year and discussed, in rather general terms, a cooperative plan for offering a five-year teacher training program.¹¹

This idea had been considered earlier by members of the faculty and administration of the Southern Illinois Normal University. From the correspondence of President Pulliam with Dean Ralph Noyer of Ball State Teachers College at Muncie, Indiana, one can conclude that Southern Illinois Normal University was well advanced in its thinking about the five-year project and was in possession of the basic information to begin.¹²

"As early as 1923, the Indiana State Legislature, in revising the legal basis for certificating public school administrators and supervisors, prescribed a year of graduate study for the issuance of first grade administrative and supervisory certificates. Shortly thereafter, the State Board of Education passed a resolution authorizing the two state teachers colleges to offer a year of graduate work leading to the recommendation of students for such certificates."¹³

Noyer noted that the provisional teaching certificate was to be converted into a first certificate only after the completion of a master's degree or its equivalent.¹⁴ The purpose of the graduate programs, he wrote, was characterized by its emphasis on

- the acquaintance of the teachers with research techniques.
- the acquaintance of the teachers with those problems in his/her field which were the subject of current and recent research.
- the preparation of the teacher, in his/her area of teaching interest, to recognize and grasp the significance of the practical problems met by those who do the actual work.¹⁵

Based on the successful experience of the teachers colleges of Indiana, which had been offering the five-year curriculum since 1923, and probably having them as a model, the Graduate Study Committee of Southern Illinois Normal University in April 1943, made its recommendations concerning the offering of courses for graduate credit toward an advanced degree in teaching and school administration. These recommendations were subject to the approval of the Teachers College Board.¹⁶

The idea, as discussed by the Council on Higher Education in Illinois, was that courses were to be offered as part of a cooperative plan to include all six state teacher-training institutions. The documents of the University also indicate that should the others be unwilling to cooperate, Southern Illinois Normal University should attempt to work out a cooperative plan with those institutions interested in such programs.¹⁷

nois Normal University was shaping its fifth year curriculum after that of Western Illinois State Teachers College. Its planning included the Master of Science in Education degree. Western State Teachers College together with Illinois State Normal University and Eastern Illinois State Teachers College, became Southern Illinois Normal University's partner in the graduate enterprise.²³

In January of 1944, the University Committee met with a special subcommittee of the Teachers College Board, which had as its members Mr. Guin, Mr. Nickell, and Miss McIntire. It presented a mimeographed paper entitled "The Need and Facilities for Offering Graduate Work at Southern Illinois Normal University."²⁴ On the basis of this meeting and report, the Teachers College Board, in April of the same year, approved Southern Illinois Normal University's petition for graduate work leading to the degree of Master of Science in Education in the field of biological sciences, education, English, foreign languages, mathematics, physical sciences, and social sciences.²⁵

In the summer session of 1944, graduate courses were taught for the first time. The courses offered that summer were as follows:

Botany 406—	The Fungi
Botany 430—	Advanced Systematic Botany
Education 424—	School Administration
Education 426—	Procedures in Individual Guidance
Education 500—	Education Seminar
Education 526—	Tech. & Therapy in Individual Guidance
Education 556 (456)—	Seminar in Supervision
English 500—	Seminar in Shakespeare
French 500—	Seminar in Contemporary Literature
Geography 400—	Seminar
Government 500—	Seminar in Contemporary Legislation
History 500—	History Seminar
Mathematics 460 a, b—	College Geometry
Zoology 420—	Histology of Organs
Zoology 500—	Parasitology ²⁶

In January of 1945, when President Chester Lay came to Southern Illinois Normal University, two very important steps were taken in connection with the graduate program. First, provision was made to offer graduate assistantships in order to help build up the graduate enrollment; second, it was decided to assume that a Graduate School existed at Southern Illinois Normal University even though no formal action had been taken by the Teachers College Board.²⁷ Early in President Lay's administration, The Teachers College Board inaugurated also the policy of having each new graduate course approved in advance by the Graduate Studies Committee of the Teachers College Board.²⁸

Change in Regulations

The Graduate School continued its growth. By the Spring quarter of 1947, 82 students were enrolled.²⁹ In that year, in April, Dean H.N. Gray of the University of Illinois Graduate School visited the Southern Illinois Normal University Campus as a consultant in graduate work. Dean Gray discussed specific graduate problems

with the several constituencies of the University. The following suggestions emerged from his visit:

1. Substitute the Graduate Record Examination for the preliminary and final written comprehensives.
2. Have three grades of faculty members teaching graduate students:
 - 1) Those approved for teaching specific "400" courses. Requirement of Ph.D. could be waived here.
 - 2) Those approved for "400" courses in general.
 - 3) Those approved for teaching "500" courses and supervising research. Only this last group could be listed as graduate faculty.
3. Have a subcommittee of graduate committee make preliminary evaluation of those recommended for grades 1 and 2.
4. Secure, in advance, the approval by the Graduate School of those faculty members who were expected to teach graduate courses.
5. Reduce the amount of graduate credit which could be transferred from other graduate schools: (at the time it was 16 quarter hours) 12 quarter hours was proposed.³⁰

These suggestions were approved by President Lay. Nevertheless, meanwhile, the Graduate Study Committee kept working and digesting the information and suggestions acquired from Dean Gray's visit, and on April 29, Dr. Swartz sent to President Lay a long memorandum entitled "Recommendations growing out of Dean Gray's consultation on Graduate 'Study'."

The Graduate Study Committee recommends that all graduate students matriculating after September 1, 1947, be required to take either the General Education Test or the Graduate Aptitude Test prepared under the auspices of the Graduate Record Office. Specifically, it is recommended that, beginning next year, all graduating seniors at Southern Illinois Normal University be given the General Education Test in January, for use not only by our own Graduate School, but also by other graduate and professional schools. Further, that those who do not take the General Education Test in their senior year be given the Graduate Aptitude Test at time of matriculation in the Graduate School. The members of the Graduate Studies Committee who are teaching graduate courses (were) in unanimous agreement that the quality of their graduate teaching has suffered materially from the present heavy teaching loads. The Committee was impressed, as well as shocked, by Dean Gray's statement that the average teaching load for members of the Graduate Faculty at Illinois is 8-9 hours per week. It has also been pointed out that departmental chairmen at Charleston, Macomb, and Normal teach a maximum of 12 hours per week.³¹

Those recommendations, too, were approved except for the section dealing with the teaching load. President Lay preferred to follow the example of Western, Eastern, and Normal, i.e., 12 hours per week.

Extension Courses

Although the graduate program had been in operation for three years, only two graduate courses in the Extension Division had been offered prior to the summer of 1947. They were courses in Education which had been taught by Dr. Eugene Fair and Dr. H.E. Bosley.³² Because of difficulty in securing adequate library and laboratory facilities, and a shortage in qualified staff members, the Graduate Study Committee preferred to proceed slowly in this matter.³³ In

order to maintain the quality of the courses and to safeguard the graduate program against possible unnecessary criticism, the following protective devices were adopted:

- Only persons with an earned doctorate, who were members of the graduate faculty and taught graduate courses on the campus, were to be scheduled to teach graduate courses in Extension.
- A maximum of eight hours of graduate courses in Extension could be counted toward the Master's degree.
- Only courses for which library or laboratory facilities were equal to those on campus, could be taught on graduate level in Extension. (This rule limited the offerings to the fields of Education, Social Sciences, English, Foreign Languages, and Mathematics.)
- It was assumed that, with few exceptions, courses in Extension carrying graduate credit would be at the "400" level. These courses were open to advanced undergraduate students and graduates, with graduate students being required to do extra work to justify graduate credit.³⁴

The main reason for extension course offerings was to help those on temporary certificates in rural areas to satisfy the requirements. Also, there was an increasing demand for graduate work to enable high school and junior college teachers to meet rising academic requirements, to enable more people to qualify in these areas and to relieve the teacher shortage of that time.³⁵

There were seven extension centers which carried graduate credit courses in the fall term of 1947. In order to give the best possible coverage, they were carefully located in the area served by the University with none nearer than 40 miles from the campus.³⁶

The names of the centers, the name of the teachers, and the number of graduates enrolled were as follows, according to the document:

Elizabethtown—Dr. Earl Hall—5 graduates, 29 undergraduates
Harrisburg—Dr. Victor Randolph—6 graduates, 83 undergraduates
Fairfield—Dr. W.G. Swartz—6 graduates, 29 undergraduates
Benton—Dr. H.E. Bosley—16 graduates, 38 undergraduates
Vienna—Dr. Cherry—4 graduates, 33 undergraduates
Belleville—Dr. B.W. Merwin—9 graduates, 36 undergraduates³⁷

The graduate courses in extension proved to be a good service. It was very beneficial for the southern Illinois region and its people in upgrading educational services to the area. Also, the growth and development of the Belleville center helped originate the Edwardsville campus, thus broadening the scope of the university and reaffirming its mission.

Expansion

In the summer of 1948, a number of reasons led to the expansion of the graduate program beyond education courses. With this growth came the request for permission to offer work leading to the Master of Arts and Master of Science degree in other fields.³⁸ Graduates in Liberal Arts and Sciences, either had to work in the Graduate School toward a Master of Science in Education degree or go to another university to do their graduate work. An increasing number of Southern's graduate students did not intend to go into teaching or

educational administration; they were interested in the Master's degree only as a direct stepping stone to study toward the Ph.D. degree in a subject-matter field.³⁹ Many graduate schools would not grant credit for graduate credits in Education earned in another university.⁴⁰ A graduate student transferred from Southern to another graduate school for the Ph.D., with a Master of Science in Education degree, was sometimes required to take additional courses in the major field before moving on to the Doctorate. Many students were handicapped when seeking to study at other schools.⁴¹

On the basis of these arguments, in July of 1948 the Teachers College Board authorized the University to inaugurate, in the fall of that year, graduate programs leading to the Master of Arts and Master of Science degrees.⁴²

President Lay used the occasion to make extensive changes in the organization and personnel of the Graduate Study Committee. The Committee membership was increased to twenty-one plus the chairman, with the overall committee composed of three smaller committees of seven each, corresponding to the three graduate degrees.⁴³ However, according to the comments made by Dr. Willis Swartz in his paper, "The Development of Southern's Graduate Program," dated April 1950, this committee was too large to be efficient. Also the committee membership was not equitably distributed among the graduate departments or fields.

In August of 1949, a number of Master's degrees were conferred: Master of Arts, 11; Master of Science, 3; Master of Science in Education, 128.⁴⁴ Upon recommendation of the University faculty, in the fall of 1949, the Graduate Study Committee was renamed Graduate Council.⁴⁵ The composition of the committee was changed to six members elected by the graduate faculty, one from each academic division, plus the three undergraduate deans, as ex-officio members, and the chairman, appointed by the President.⁴⁶

Dr. Delyte Wesley Morris, Southern's eighth president, assumed the duties of president on September 10, 1948.⁴⁷ He was well known to the Board, having been considered for the presidency four years earlier while a member of the faculty at Indiana State Teachers College at Terre Haute.⁴⁸ In the meantime he had been called to the speech department of the Ohio State University where he was a nationally recognized authority in his field.⁴⁹

President Morris was elected by the Teachers College Board only a few months before an act of the State Legislature created an independent board for Southern Illinois University.⁵⁰ The last official meeting of the Teachers College Board having to do with the administration of Southern was held at Carbondale, May 5 and 6, 1949. The occasion was the inauguration of President Morris.⁵¹

His inaugural address emphasized the challenging opportunity of the regional university in the broadened scope of its service to southern Illinois.

There is a sense in which every university, great or small, national in reputation, is a regional university in that it draws a very large per cent of its enrollment from the region of its locality; but to be uniquely regional the university must serve its area in distinctive ways, economic as well as cultural.⁵²

The inauguration of Southern's eighth president was an impressive

occasion. Representatives of ninety-five colleges, universities, and societies or associations helped launch the new Board for the autonomous university.⁵³ The inauguration marked also the beginning of Southern's celebration of its Diamond Jubilee.⁵⁴ It was the start of an important period, characterized by enormous expansion, which established Southern Illinois University as a comprehensive university. Under the seven-member Board (the State Superintendent served as member ex-officio), the university attained a freedom of development it had never had under the State Teachers College Board. The Graduate School developed as never before.

By June of 1950 the Graduate School had grown to 275. In 1952 the Graduate Council recommended an Art major to the curriculum, with sixty quarter hours leading to the degree, Master of Fine Arts.⁵⁵ The matter was presented to the Board of Trustees at the meeting held on September 26, 1962.⁵⁶ The decision to approve the Master of Fine Arts degree, was based upon the following considerations:

1. The national reputations of Professors Shryock and Ball have attracted to our campus advanced art students who have no intention of going into the teaching profession. The appropriate degree for such specialists in the Fine Arts is the Master of Fine Arts degree, which requires more time and artistic talent than the degrees, Master of Arts or Master of Science in Education. The Graduate Council has checked on the requirements for an art major in Fine Arts in other universities and feels that the program proposed by (Southern's) Art Department conforms to the better programs elsewhere.
2. By virtue of the fact that the art major in Fine Arts requires only twelve quarter hours in graduate work in art, beyond the traditional Master's degree, no increase in staff or in equipment is anticipated, at least until there is a much larger enrollment in the Department of Art.⁵⁷

As a result of this approval, in the November meeting of the Board, proper steps were taken in order to amend Part III, Article VI, Section 4 of the By-Laws, Statutes, and Regulations of the Board of Trustees to read:

Section 4. Degrees authorized.

A. The following earned degrees are authorized:

In the Graduate School: Master of Science in Education (M.S. in Ed.), Master of Science (M.S.), Master of Arts (M.A.), Master of Fine Arts (M.F.A.)⁵⁸

At this point the Graduate School was well established, offering 4 degrees at the Master's level. One more step was to be undertaken: the inauguration of doctoral programs.

Doctoral Programs

In May, 1955, Willis Swartz wrote to President Morris:

I believe the time has come for us to begin making specific plans for offering the doctorate in qualified areas. The timing of this program should probably coincide with the completion of the new library. Accordingly, I plan to invite some of the more obviously qualified departments to begin formulating curricula on the advanced level, for ultimate submission to the Graduate Council for approval.

It is my assumption that progress in each field toward the doctorate will involve three steps: (1) The willingness of the department to adopt such a

program; (2) Approval by the Graduate Council, in terms of staff, library and or laboratory facilities; (3) Approval by the Administration and Board of Trustees.⁵⁹

The President responded quickly on June 7. In his reply Mr. Morris thanked Mr. Swartz for his suggestion concerning the offering of doctorate studies in qualified areas. Also, he asked Mr. Swartz to discuss the matter with Charles Tenney (Vice-president for Instruction) and showed interest in having such material ready for prompt presentation to the Board of Trustees.^{60*}

President Morris introduced the idea and the material to the Board (July 12, 1955):

"A variety of circumstances suggest that Southern Illinois University has reached the stage where steps should be taken to explore the possibility of inaugurating a doctoral program in certain fields. These circumstances include (1) the completion of the Life Science Building with its expanded laboratory facilities elsewhere on the campus, (2) the construction of a new Library, which will provide a great improvement in our facilities for advanced research, (3) the growth of the University faculty, both in numbers and in quality of preparation, (4) the rapid development of the research program of the University and its increasing support from industry, governmental agencies, and research foundations, (5) the increased number of graduate students attending the University, and (6) the growing shortage of university teachers and of university and industrial researchers in the sciences, the arts, and the professions."⁶¹

President Morris proceeded to note that the establishing of a doctoral program would require 1) a careful review of the qualifications of the staff members needed to supervise advanced study in any department proposing to grant the doctor's degree, 2) an appraisal of the library holdings in those fields where doctor's degrees were to be offered, 3) an examination of the physical facilities (including laboratory space and special equipment) of the degree-granting natural sciences departments, and 4) the development of carefully planned degree requirements in each field.⁶² The Board granted approval for a study of the possibility of a doctoral program in certain departments.⁶³

In December of the same year the Graduate Council discussed the paper, "Suggested Policies for Doctoral Program," prepared by David Kenney, assistant dean of the Graduate School.⁶⁴ These suggestions were a starting point for the Rules to Govern the Ph.D. Degree Program at Southern Illinois University which were officially approved in June of 1955.⁶⁵ The general requirements for the doctoral degree included these points:

- the minimum credit requirement for the Doctor of Philosophy degree should be 96 quarter hours beyond the master's degree or its equivalent, including research and dissertation.
- a "B" (4.) average should be required, as a minimum, for the degree.
- competence in two foreign languages, or one language and statistics, should be required of each candidate for the degree.
- a minimum of two academic years in full-time residency at the University.

*Editor's Comment: from experience in the administration of Mr. Morris, the speed of this action suggests that there was a period of "gestation" before these memorandums were exchanged. To know more of these discussions would add much to the interest of this monograph.

- all work for the degree should be completed in not more than five calendar years from the close of the quarter or semester in which the student was admitted to candidacy for the degree.
- a dissertation showing high attainment in independent, original scholarship or creative effort should be submitted as part of the requirements for the degree.⁶⁵

At its meeting on November 3, 1955, the Board of Trustees amended the Bylaws and Statutes of the University to permit the awarding of the Doctor of Philosophy degree. Eight months later, at its June 14, 1956, meeting, the Board recommended that

“ . . . candidates for the Doctor of Philosophy degree in Speech Correction and in Government be accepted beginning with the fall quarter of 1956, and that candidates for the Doctor of Philosophy degree in Education and in Psychology be accepted beginning with the fall quarter of 1957.”⁶⁷

In anticipation of establishing the Ph.D. degree program in certain selected departments, the University invited, in 1955 and 1956, a number of experts from other campuses to conduct critical surveys of its competence and potential for offering doctoral work: Ethan P. Allen of the University of Kansas, for Government; Harold Benjamin, of the George Peabody College for Teachers, for Education; Harvey H. Davis, Provost of the State University of Iowa, for graduate work in general; George A. Kelley, of the Ohio State University, for Psychology; and Clarence T. Simon, of Northwestern University, for Speech Correction.⁶⁸ These authorities filed detailed reports with the University during the first semester of 1956. Copies were included as appendices to the “self-survey” report submitted by the University to the Commission on Colleges and Universities of the North Central Association, in June, 1957.⁶⁹

The University was informed, October 10, 1957, that the Board of Review of the Commission on Colleges and Universities wished to have further information relative to weaknesses identified by the consultants regarding the proposed doctoral work.⁷⁰ The Board requested specific information in regard to the strengthening of library facilities and the teaching staff. Answers to the Board of Review of the Commission on Colleges and Universities request came in the form of a report prepared by Willis G. Swartz, dean of the Graduate School.

The Swartz' report consisted of a general survey of the University development in terms of staff, physical plant, and library services, followed by a detailed report of each of the four proposed doctoral areas. However, a significant part of the report was its emphasis on the University's deliberate policy of employing distinguished professors with experience in supervising doctoral study.⁷¹

Distinguished Scholars

Among the appointments of distinguished professors made for the academic year 1956-57 were the following: Professor Chester Phillips, for more than twenty-five years dean of the School of Business at Iowa State University; Professor Charles Skinner, a doctoral adviser for more than thirty years at New York University; Professor Henry N. Wieman, for twenty years a professor of philosophy of religion at the University of Chicago Divinity School; Professor Raymond J. Pool, a distinguished botanist at the University of Nebraska; Pro-

essor Hobart W. Willard, who had served for over half a century in the chemistry department of the University of Michigan; Professor Arthur C. Trowbridge from Iowa, a geologist with a long record of service in the Geological Surveys of Iowa, Illinois, and the United States; and Professor Yue Key Wong, who had served the Universities of Peking, Chicago, and North Carolina, as well as the Institute for Advanced Study and Princeton University.⁷²

Several of these "distinguished professors" remained on the staff for two or three academic years. In addition, arrangements were made for the appointments of Professor Charles C. Colby, the noted geographer of the University of Chicago; Professor Walter P. Taylor of the U.S. Fish and Wildlife Service and formerly a research zoologist in the Texas and Oklahoma A. and M. Colleges; Professor Francis Horn, former president of the Pratt Institute; Professor John S. Brubaker, the well-known educational philosopher from Yale University; Professor Lloyd Morey, for many years professor and former president of the University of Illinois; Professor Herbert K. Baker, for some time Director of the Cleft Palate Training Center of the University of Illinois College of Medicine; and Francis R. Aumann, professor of government, Ohio State University.⁷³

It is clear that considerable progress was made in bringing to the University, persons with experience in dealing with doctoral work. The policy was continued in both of its aspects: in regard to permanent appointment, and as it concerned the "visiting" employment of distinguished professors.⁷⁴

Also considerable progress was made by the Southern Illinois University Library not only in new acquisitions but especially in research-related materials. The total number of volumes on hand on October 1, 1957, was 196,767 an increase of 22,000 or 13% over the preceding year.⁷⁵ During the same period 425 new journal subscriptions were added.⁷⁶ For the fiscal year 1957-58 the Library's book budget was \$230,000 a figure which contrasted favorably with that of the previous year, \$84,416.⁷⁷ During that year 40,000 books were added. Continued liberal budgets made a similar level of acquisition possible in the following years.⁷⁸ Special attention was given to the research collections of the departments preparing to offer advanced graduate work. This policy was continued and led to considerable accomplishment in library quality.

The Swartz report concludes with this statement:

"From the material presented in the papers above, it is evident that systematic and significant efforts have been made toward preparing the Departments of Education, Government, Psychology, and Speech Correction to offer work leading to the Ph.D. degree during the past eighteen months. Many thousands of dollars and much careful attention has been augmented qualitatively, with special concern for additions which will strengthen the offering of doctoral work. The moving spirit seems to be one for extended, long-range development rather than *ad hoc* improvement.

Of the four departments, it is probable that Speech Correction is most advanced, in its staff, research facilities, and library materials, to conduct a Ph.D. program. The other departments in question, Psychology, Government, and those in the area of Education, all are ready to carry on strong programs but with certain limitations, such as are customary in most graduate departments, as to the direction of research activities.⁷⁹

From this date (1957) to 1962 twenty-four programs were developed

at Southern Illinois University.⁸⁰ In 1963 the main concern of the Graduate School was to have the doctoral programs ready for examination by the North Central Association which was to be conducted in September 1963.⁸¹

In June the University sent to the North Central Association of Colleges and Secondary Schools copies of its full self-study report in application for accreditation for the doctoral programs. The application followed the advice of the consultant committee: several departments were proposed for full accreditation, some for preliminary accreditation, and some for deferment until they could be further strengthened.⁸²

The consultants' report classified the departments into an "A" group, a "B" group, and a "C" group on the basis of their readiness for accreditation. The "A" group, consisting of Anthropology, Economics, Government, Microbiology, Psychology, Speech, and Speech Correction was, in their judgment, ready for complete accreditation by the North Central Association.⁸³ The consultants urged that these departments apply for complete accreditation not only because they were ready, but because some of them had already awarded doctoral degrees.⁸⁴

The "B" group, consisting of Botany, Administration and Supervision, Elementary Education, Sociology, and Zoology, was, in the judgment of the consultants, ready for preliminary accreditation. Each was to be reviewed toward strengthening them for complete accreditation at the earliest possible date.⁸⁵

The departments in the "C" group, had, in the judgment of the consultants, been either prematurely approved or had not developed sufficiently to justify their continuation as doctoral departments. The consultants suggested that these departments should not be allowed to accept candidates for the doctoral program until effective changes had been made in their programs.⁸⁶ The departments classified in this group were: Chemistry, English, Geography, Guidance, Higher Education, Home Economics, Journalism, Philosophy, Health Education, Physical Education, Physiology, and Secondary Education.⁸⁷

The departments of English and Philosophy had their problems remedied in time to be included in a Supplemental Accreditation Request for preliminary accreditation.⁸⁸ This was true, also, for programs in Education. Criticism of over-departmentalization at the graduate level and unequal readiness for doctoral work, was met through consolidation into a single program and the organization of the graduate faculty of the College into four functional groups: (1) Educational Psychology, (2) Organization and Administrative Theory, (3) Curriculum, and (4) Historical and Philosophical Foundations of Education.⁸⁹

Further Growth

In September of 1965 another important step was taken to strengthen the doctoral programs. Doctoral fellowships were created as a result of the recommendation made by the Graduate Council's Committee on Graduate Awards.⁹⁰ To date there had been no fellowships in Southern Illinois University which did not carry a service requirement.⁹¹ Thus, the new service-free doctoral fellowships, with a

uniform stipend, limited to eight quarters of full-time doctoral study, were made available in such departments and numbers as deemed appropriate by the Dean of the Graduate School and according to the provisions made for them in his budget.⁹²

The growth and expansion of SIU's Graduate School is well characterized in the opening paragraph of the University Accreditation Report of 1969, submitted to the Commission on Colleges and Universities of the North Central Association of Colleges and Secondary Schools:

For the past twenty-five years, Southern Illinois has been developing as a multi-purpose comprehensive university. With generous support from the State of Illinois, there have been established a number of colleges and professional schools; and the program has steadily advanced from the offering of a Bachelor's degree in education to the offering of bachelor's degrees, master's degrees, and doctor's degrees in a variety of fields.⁹³

As additions to the instructional programs for the biennial years 1969-71, the report offered the plans for the establishment of the two new schools within the university.

Medical School—Approval has been given by the State Board of Higher Education to develop a medical school. A unique proposal for using the resources of hospitals in this part of the state has received wide endorsement. This program is expected to begin in 1970.

Law School—A new law school will be established in Illinois, and Southern Illinois University has proposed that it be established on the Carbondale campus.⁹⁴

Doctoral programs in Business Administration and History were proposed. In the planning stage was the doctoral program in Linguistic and the master's program in Computer Science. In addition to that, a doctoral program in Molecular Science, with specialization in Spectroscopy, was being developed.⁹⁵

According to the 1969 Accreditation Report, the Graduate School was organized to perform two major functions: "the administration of the programs of instruction and the development and coordination of the University research programs:"⁹⁶

- to encourage all members of the Graduate Faculty to prepare proposals for research programs for external and internal support;
- to present to the Campus Research Committee all proposals for internal funding;⁹⁷
- and to coordinate all aspects of all proposals for external funding.

For the period 1963-1968, the increase in the volume of contracts and grants was as follows:

1963-64	\$ 3,850,888
1964-65	3,722,879
1965-66	8,618,763
1966-67	10,148,438
1967-68	9,099,398 ⁹⁸

Re-accreditation was granted by the North Central Association in 1969.⁹⁹ A visit by the North Central team was scheduled for the Spring of 1979, the time when the first decennial re-accreditation review took place.

The 1979 North Central Review Self-Study Report stressed the university's comprehensive nature. In addition to offering a broad,

rich variety of undergraduate courses, the University indicated that there were 64 Master's programs and 20 Ph.D. programs.¹⁰⁰

Revitalization of master's degree programs in Human Development and Environmental Design were implemented in 1979.¹⁰¹ Doctoral training in Rehabilitation Administration and Services was established in the same year, and a master's program in Social Welfare has been proposed.¹⁰²

The University is also giving consideration to other advanced programs. A doctoral program in Computer Sciences to provide trained personnel in the information processing occupations is being contemplated.¹⁰³ Further, the emergence of the disciplines of sociolinguistics, psycholinguistics and neurolinguistics have created a need for scientists to investigate the behavioral, sociological, and neurological correlates of language learning. Growth in instructional and research programs at SIUC may, in the future, provide the foundation for new or expanded graduate programs in this interdisciplinary area.¹⁰⁴ During the decade of the 1970s the university operated under a mandate from the Illinois Board of Higher Education's Master Plan-Phase III which confirmed and endorsed the comprehensive nature of the university and its special status in graduate, professional, and vocational education.¹⁰⁵

While Master Plan-Phase III is no longer the controlling document under which SIUC operates, its concepts remain important, because it helped establish the context and many of the parameters under which the university functions today.

In keeping with the state's master plan, the University's objective is to provide a comprehensive educational program meeting as many individual student needs as possible. While providing excellent instruction in a broad range of traditional programs, it also helps individual students design special programs when their interests are directed toward more individualized curricula. The university comprises a faculty and the facilities to offer general and professional training ranging from two-year associate degrees to doctoral programs, as well as certificate and non-degree programs meeting the needs of persons not interested in degree education.¹⁰⁶

The decennial review made by the North Central Association, in 1979, re-accredited Southern Illinois University in general and its graduate programs in particular, for the maximum amount of time that can be granted: 10 years.

References

- 1) The first state-supported normal school in Illinois was Illinois State University at Normal.
- 2) Eli G. Lentz, *Seventy-Five Years in Retrospect—Southern Illinois University: 1874-1949* (Carbondale: Southern Illinois University 1955), pp. 57, 58.
- 3) George Kimball Plochmann, *The Ordeal of Southern Illinois University* (Carbondale, Southern Illinois University Press, 1957), p. 54.
- 4) Lentz, *Seventy-Five Years in Retrospect*, p. 99.
- 5) *Ibid.*, p. 108.
- 6) Willis G. Swartz, "The Development of Southern's Graduate Program," (Carbondale: April 1950), p. 1; Proceedings and Minutes of the Meeting of the Board of Trustees of Southern Illinois University, June 14, 1956, rough draft, p. 2. In The Collected Papers—Office of the President, box 302. University Archives, Morris Library, Southern Illinois University.
- 7) Ralph Noyer, "Need for Graduate Work in the Teachers Colleges With Special Reference to Indiana." (Muncie, Ind.: Ball State Teachers College, 1943), Abstract of Discussion, p. 1. In The Collected Papers—Office of the President, box 302. University Archives, Morris Library, Southern Illinois University.
- 8) *Ibid.*
- 9) *Ibid.*
- 10) *Ibid.*
- 11) Swartz, The Development of Southern's Graduate Program, p. 1.
- 12) Noyer, Need for Graduate Work in the Teachers Colleges, 3p.
Five-Year Curriculum—High School Teachers Curriculum Leading to Master's Degree; Curriculum A—Superintendents and Principals, Curriculum B—Classroom Teachers. Western Illinois State Teachers College, Macomb Illinois, no date. In the Collected Papers—Office of the President, box 302. University Archives, Morris Library; Southern Illinois University.
- 13) Noyer, Need for Graduate Work in the Teachers Colleges, p. 1.
- 14) *Ibid.*, p. 2.
- 15) *Ibid.*, pp. 2, 3.
- 16) "Recommendations of the Southern Illinois Normal University Committee on Graduate Study Subject to the Approval of the Teachers College Board," April 1943. In The Collected Papers—Office of the President, box 302. University Archives, Morris Library, Southern Illinois University.
- 17) *Ibid.*
- 18) *Ibid.*
- 19) Swartz, The Development of Southern's Graduate Program, p. 1.
- 20) *Ibid.*
- 21) "General Rules Governing Graduate Study at S.I.N.U.," November 1943. In the Collected Papers—Office of the President, box 302. University Archives, Morris Library, Southern Illinois University.
- 22) Swartz, The Development of Southern's Graduate Program, p. 1.
- 23) —Letter to Russell Guinn, chairman of the Committee on Graduate Studies of the State Teachers College Board, from President Chester F. Lay, February 16, 1945.
—Letter to F.A. Beu, president of Western Illinois State Teachers College, from Charles D. Tenney, administrative assistant to the President, April 22, 1946.
—Letter to R.W. Fairchild, president of Illinois State Normal University, from Charles D. Tenney, Administrative Assistant to the President, April 29, 1946.
—Five-Year Curriculum—High School Teachers Curriculum Leading to Master's Degree; Curriculum A—Superintendents and Principals, Curriculum B—Classroom Teachers. Western Illinois State Teachers College, Macomb, Illinois, no date. In The Collected Papers—Office of the President, box 302. University Archives, Morris Library, Southern Illinois University.
- 24) Swartz, The Development of Southern's Graduate Program, p. 1.
- 25) *Ibid.*
- 26) Letter to Russell Guinn from President Chester Lay. List of Graduate Courses Offered During the Summer and Fall of 1944, and Winter of 1944-45, p. 14.
- 27) Swartz, Southern's Graduate Program, p. 3.
- 28) *Ibid.*
- 29) *Ibid.*, p. 2.

- 30) Memo to President Chester F. Lay, from Willis G. Swartz, chairman of the Graduate Study Committee. Subject: Dean Gray's visit to S.I.N.U. campus, April 4, 1947. In The Collected Papers—Office of the President, box 302. University Archives, Morris Library, Southern Illinois University.
- 31) Letter to Dr. Willis G. Swartz, chairman of the Graduate Study Committee, from President Chester F. Lay, May 1, 1947. In The Collected Papers—Office of the President, box 302. University Archives, Morris Library Southern Illinois University.
- 32) Memo to Dr. Charles H. Tenney, administrative assistant to the President, and to President Chester F. Lay, from Dr. Willis G. Swartz, chairman of the Graduate Study Committee, October 21, 1947, p. 2. In The Collected Papers—Office of the President, box 302. University Archives, Morris Library, Southern Illinois University.
- 33) Ibid.
- 34) Ibid.
- 35) Ibid.
- 36) Ibid.
- 37) Ibid.
- 38) Swartz, Willis G., A Proposed Expansion of the Graduate Program at Southern Illinois University To Provide for the M.S and M.S. Degrees, May, 1948, p. 1. In The Collected Papers—Office of the President, box 302. University Archives, Morris Library, Southern Illinois University.
- 39) Ibid.
- 40) Ibid.
- 41) Ibid.
- 42) Swartz, Southern's Graduate Program, p. 3.
- 43) Ibid.
- 44) Ibid.
- 45) Ibid.
- 46) Ibid.
- 47) Lentz, *Seventy-Five Years in Retrospect*, p. 110.
- 48) Ibid.
- 49) Ibid.
- 50) Ibid.
- 51) Ibid.
- 52) Ibid.
- 53) Ibid.
- 54) Ibid.
- 55) Memo to Charles D. Tenney, administrative assistant to the President, from W.G. Swartz, dean of the Graduate School, June 17, 1952. In The Collected Papers—Office of the President, box 302. University Archives, Morris Library, Southern Illinois University.
- 56) Ibid.
- 57) Proceedings and Minutes of the Meeting of the Board of Trustees of Southern Illinois University held on September 26, 1952, pp. 187, 188. In The Collected Papers—Office of the President, box 302. University Archives, Morris Library, Southern Illinois University.
- 58) Proceedings and Minutes of the Meeting of the Board of Trustees of Southern Illinois University held on November 7, 1952, p. L-2. In The Collected Papers—Office of the President, box 302. University Archives, Morris Library, Southern Illinois University.
- 59) Letter to President Morris, from Willis G. Swartz, dean of the Graduate School, May 28, 1955. In The Collected Papers—Office of the President, box 348. University Archives, Morris Library, Southern Illinois University.
- 60) Letter to Willis G. Swartz, from President Morris, on June 7, 1955. The Collected Papers—Office of the President, box 348. University Archives, Morris Library, Southern Illinois University.
- 61) Proceedings and Minutes of the Meeting of the Board of Trustees of Southern Illinois University, July 12, 1955, p. 79. In The Collected Papers—Office of the President box 348. University Archives, Morris Library, Southern Illinois University.
- 62) Ibid.
- 63) Ibid., p. 81.

- 64) Suggested Policies for Doctoral Program, prepared by David Kenney. In The Collected Papers—Office of the President, box 302. University Archives, Morris Library, Southern Illinois University.
- 65) Rules To Govern The Ph.D. Degree Program at Southern Illinois University—As Agreed to by the Graduate Council, June 1956. In The Collected Papers—Office of the President, box 302. University Archives, Morris Library, Southern Illinois University.
- 66) Ibid. p. 2-4.
- 67) Proceedings and Minutes of the Meeting of the Board of Trustees of Southern Illinois University, June 14, 1956, Rough Draft, p. 2. In The Collected Papers—Office of the President, box 302. University Archives, Morris Library, Southern Illinois University.
- 68) Willis G. Swartz, "A Summary of Recent Developments in the Strengthening of Southern Illinois University for Offering Doctoral Work," February 1958, p. 1. In The Collected Papers—Office of the President, box 348. University Archives, Morris Library, Southern Illinois University.
- 69) Ibid.
- 70) Ibid.
- 71) Ibid., p. 2.
- 72) Ibid.
- 73) Ibid.
- 74) Ibid., p. 4.
- 75) Ibid., p. 5.
- 76) Ibid.
- 77) Ibid.
- 78) Ibid.
- 79) Ibid., p. 18.
- 80) Southern Illinois University, Office of the President: To the Members of the Graduate Faculty, May 31, 1963, p. 1. In The Collected Papers—Office of the President, box 348. University Archives, Morris Library, Southern Illinois University.
- 81) Ibid.
- 82) a) Report on the Meeting With Consultants Of The North Central Association, O'Hare Inn, Chicago, February 9, 1963, p. 3. In The Collected Papers—Office of the President, box 302. University Archives, Morris Library, Southern Illinois University.
- b) Letter to the members of the North Central Association Consultant Committee, from President Morris, August 7, 1963. In The Collected Papers—Office of the President, box 348. University Archives, Morris Library, Southern Illinois University.
- 83) Ibid.
- 84) Ibid.
- 85) Ibid.
- 86) Ibid.
- 87) Ibid., p. 3-4.
- 88) Ibid., p. 2.
- 89) Ibid.
- 90) The Committee on Graduate Awards. Report to the Graduate Council, 1965, p. 2. In The Collected Papers—Office of the President, box 302. University Archives, Morris Library, Southern Illinois University.
- 91) Ibid.
- 92) Ibid.
- 93) Southern Illinois University—Accreditation Report 1969, vol. 1, p. 1. In the Office of the Dean of the Graduate School, Southern Illinois University.
- 94) Ibid., p. 153.
- 95) Ibid., p. 154.
- 96) Ibid., p. 216.
- 97) Ibid., p. 217.
- 98) Ibid.
- 99) North Central Association, *List of Accredited Institutions*, NCA Quarterly, vol. 52, No. 1, p. 37.
- 100) The Southern Illinois-Carbondale—North Central Review—Self-Study Report, Fall 1978, p. 1-24. In the Office of the Dean of the Graduate School, Southern Illinois University.

