

1962

1962-1964 Southern Illinois University Bulletin Carbondale Campus (School of Home Economics)

Southern Illinois University Carbondale

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Southern Illinois University

Bulletin



School of Home Economics

CARBONDALE CAMPUS 1962-64

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.

School of
Home Economics
Announcements for 1962-1964



SOUTHERN ILLINOIS UNIVERSITY BULLETIN
Volume 4 Number 11 October, 1962
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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.

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This Bulletin

covers in detail questions concerning the School of Home Economics. It does not cover all questions concerning Southern Illinois University. For complete information about the University the prospective student should refer to the General Information bulletin.

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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	Monday, June 17
Independence Day Holiday	Thursday, July 4
Final Examinations (8-week Session)	Wednesday–Thursday, August 7–8
Summer Commencements	Friday, August 9
Final Examinations (Summer Quarter)	Thursday–Friday, August 29–30
Quarter Ends	Friday, August 30

1963 FALL QUARTER

New Student Week	Thursday–Saturday, September 19–21
Quarter Begins	Monday, September 23
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 20–25
Final Examinations	Wednesday–Tuesday, December 11–17

1964 WINTER QUARTER

Quarter Begins	Thursday, January 2
Final Examinations	Wednesday–Tuesday, March 11–17

1964 SPRING QUARTER

Quarter Begins	Wednesday, March 25
Memorial Day Holiday	Saturday, May 30
Final Examinations	Thursday–Wednesday, June 4–10
Commencement (Edwardsville)	Thursday, June 11
Commencement (Carbondale)	Friday, June 12



BOB TEUSDALE

WILLIAM W. WILSON

The University

SOUTHERN ILLINOIS UNIVERSITY was established in 1869 as Southern Illinois Normal University. The shortened name became official in 1947 by action of the state legislature.

For some years after its establishment, Southern operated as a two-year normal school. In 1907 it became a four-year, degree-granting institution, though continuing its two-year course until 1936. In 1943 the state legislature changed the institution, which had been in theory exclusively a teacher-training school, into a university, thereby taking official recognition of the great demand in the area for diversified training.

The Graduate School, approved in 1943, at first granted only the Master of Science in Education degree. In 1948 it was authorized to grant also the Master of Arts and Master of Science degrees. In 1952 the Master of Fine Arts degree was added to this list, and in 1955 the Doctor of Philosophy degree was added. The Master of Music and the Master of Music Education degrees were authorized in 1956.

In 1949 the Belleville Residence Center was established and the Alton and East St. Louis residence centers in 1957. In 1958 the Southwestern Illinois Residence Office was created to co-ordinate and direct the University's educational activities in the Madison-St. Clair counties area. As a result of substantial purchases of land by the citizens of the area, a new campus at Edwardsville, co-ordinate with the campus at Carbondale, is now being developed.

LOCATON

Carbondale is located at the intersection of Highways U.S. 51 and Illinois 13 and is served by the Illinois Central Railroad.

The new campus site southwest of Edwardsville is on By-pass 66, but temporarily instruction is carried on at Alton and East St. Louis. The

facilities of the former Shurtleff College have been leased by the University for the operation of the Alton Center. The East St. Louis Center is located in the former East St. Louis high school building on Tenth and Ohio streets.

SESSIONS

The academic year is divided into three quarters. Each quarter is approximately twelve weeks in length.

The fall quarter opens near the middle of September and closes just prior to the Christmas vacation period. The winter quarter begins early in January and ends about the middle of March. The spring quarter begins the latter part of March and ends about the second week in June. Definite dates for each quarter may be found in the University Calendar.

In addition to the three quarters, there is an eight-week summer session which begins immediately following the close of the spring quarter. The summer session consists of a comprehensive program of courses offered by the departments of the University. The University is also offering, on an experimental basis, a number of twelve-week courses beginning with the 1962 summer session. Should the experiment be successful, additional summer courses will be scheduled on a twelve-week basis in succeeding years. In addition to the courses which run for eight and twelve weeks, there are special courses covering shorter periods of time.

REGULATIONS

The University and its various instructional units reserve the right to change the rules regulating admission, instruction, and graduation; to change courses and fees; and to change any other regulation affecting the student body. Such regulations shall go into force whenever the proper authorities so determine, and shall apply both to prospective students and to those who have enrolled in the University.

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

A copy of the regulations governing student life may be obtained from the Student Affairs Office on the campus which the student attends.

School of Home Economics

HOME ECONOMICS began at Southern Illinois University in 1909, when a Department of Household Arts was established. The first students to take degrees were graduated in 1937. The department was approved to offer the vocational Smith-Hughes teacher training program in 1940, and the first students so approved were graduated in 1940. A dietetics curriculum, meeting the requirements of the American Dietetics Association, was organized in 1949. In that same year the National Restaurant Association requirements in institution management were met, and a curriculum for home advisers was added and approved by state authorities. In 1952 the department was approved for federal and state reimbursement by the Division of Vocational Education of the United States Office of Education and by the State Board of Vocational Education. The recommendations of Home Economists in Business and the American Institute of Decorators are followed for the respective curricula in apparel design, clothing and textiles merchandising, foods in business, and interior design. Also in 1952 the Department of Home Economics was authorized to offer curricula leading to the Master of Science and Master of Science in Education degrees.

The School of Home Economics was established in July, 1957, to provide instruction, to stimulate research, to provide service work in this field for other educational units desiring it, and to give service to the people in the area. The school is composed of the departments of Clothing and Textiles, Food and Nutrition, Home and Family, and Home Economics Education. In 1961 the school was approved to offer curricula leading to the Doctor of Philosophy degree.

OBJECTIVES

The objectives of the school as established by the home economics faculty are (1) the personal development of each student, (2) preparation for home and family life, (3) preparation for a profession, and (4) service to the area. In working toward these objectives, the School of Home Economics accepts the American Home Economics Association definition of home economics as that field of knowledge and service primarily concerned with strengthening family life through educating the individual for family living; improving the services and goods used by families; conducting research to discover the changing needs of individuals and families and the means of satisfying these needs; and furthering community, national, and world conditions favorable to family living.

Home economics is the field concerned with all aspects of family living, and with their interrelationships and the total pattern which they form. The emphasis that it gives to various aspects of living are determined by the needs of individuals and families in the social environment of their time. It draws its materials from its own research, from the physical, biological, and social sciences, and from the arts; it applies these materials to improving the lives of families and individuals.

Home economics works co-operatively with other fields of education in helping women and men to achieve wholesome, effective lives.*

FACILITIES

The School of Home Economics is housed in the new five-story Home Economics Building at the intersection of Illinois and Grand avenues. The building, when completed, will include modern classrooms and special laboratories for teaching all areas of home economics. The third-floor rooms for the Department of Clothing and Textiles now include laboratories equipped for applied art and clothing construction, a work-room where students can plan and carry out special projects outside of class periods, faculty offices, and a studio for instruction in interior design. Facilities for textile testing and research are being added.

Facilities of the Department of Food and Nutrition include meal

* Adapted from *Home Economics New Directions, a Statement of Philosophy and Objectives*, prepared by the Committee on Philosophy and Objectives of Home Economics of the American Home Economics Association, June, 1959.

preparation and service laboratories, food demonstration laboratories, a central store room from which food and equipment are dispensed to the laboratories, a seminar room, and a research laboratory with the latest equipment for carrying out scientific studies in food and nutrition.

A home management apartment on the roof of the four-story wing of the building, a child-development laboratory, and a special equipment laboratory are the main features of the Department of Home and Family's space and facilities.

The Department of Home Economics Education, too, has special teaching facilities, with a multipurpose laboratory of the type which future secondary-school teachers of homemaking need to know how to plan and organize. The department also has separate rooms for reading, for seminars, and for research.

In addition to rooms used for instruction and offices by the four departments, the building has (on the first floor) a family living laboratory and adjoining kitchen used for both class and nonclass activities, administrative offices, and a 200-seat lecture-demonstration hall to be used for multisection classes, demonstrations, audio-visual projections, and for small group meetings. Additional attractive building features include corridor exhibit windows, two fireplaces, fluorescent lighting, air conditioning, and a large patio adjacent to the meal preparation laboratory and the family living laboratory.

PROGRAMS OF INSTRUCTION

The School of Home Economics grants the Bachelor of Science degree with a major in home economics. No minor is required. Curricula for the following specializations are offered by the school and are described in the next chapter of this bulletin under the departmental headings indicated:

SPECIALIZATION	DEPARTMENT
Apparel Design	Clothing and Textiles
Clothing and Textiles Merchandising	Clothing and Textiles
Dietetics	Food and Nutrition
Foods in Business	Food and Nutrition
General Home Economics	Home and Family
Home Advisers	Home Economics Education
Institution Management	Food and Nutrition
Interior Design	Clothing and Textiles
Teaching Vocational Homemaking	Home Economics Education

The Bachelor of Arts degree with a major in home economics is granted by the College of Liberal Arts and Sciences. The curriculum for this major is offered by the Department of Home and Family.

THE HOME ECONOMICS HONORS PROGRAM

An Honors Program in the School of Home Economics provides for the planning of individualized programs for the student with high academic ability.

In selecting freshmen for participation in informal group discussions prior to formal honors study, percentile ranks on the University's entrance examinations, high school records, recommendations from the high school faculty, and the personal interview will be utilized.

For admission into the formal program, the student may apply independently to the Honors Council or may be encouraged by any member of the faculty to apply on the basis of his records and staff recommendations.

Consideration for his selection will include (1) recommendations of the faculty members, (2) cumulative grade point average (At the present time 4.25 is proposed. In addition, special consideration will be given to those with grade point averages of 4.0 to 4.25 who are highly



Honors students participate in special seminars and other honors courses.

recommended by faculty and are recognized as having high potential by the Honors Council.), (3) a personal interview for measuring other pertinent attributes, such as the student's purpose, intent, and vitality of interest, and (4) percentile ranks on the University's entrance examinations.

The Home Economics Honors courses are listed below. In each course, the subject matter depends upon needs and interests of the students.

305-2 to 6, 306-2 to 6. HOME ECONOMICS HONORS SEMINAR.

387-2 to 8. SPECIAL PROBLEMS—HONORS.

388-2 to 8. RESEARCH AND INVESTIGATIONS—HONORS.

THE MINOR IN HOME ECONOMICS

Students who have majors in other areas but who desire an inter-departmental minor in home economics for cultural or practical values must fulfill the following requirements:

1. They must take twenty-four hours divided among the fields of clothing and textiles, food and nutrition, and home and family. The division need not be equal unless a teaching minor is planned. In that case, they should take the special methods course Home Economics Education 309 and do one quarter of student teaching in home economics.

2. Unless excused for a very good reason, they should live in the Home Management House, taking Home and Family 332 for four of the required hours of the minor.

3. They should select from the following courses: Clothing and Textiles 127, 131, 135, 233, 251, 323, 327, 329, 339, 360; Food and Nutrition 105, 206, 320, 335; and Home and Family 227, 237, 324, 331, 332, 341, 345.

GRADUATE WORK

The graduate program in home economics offers an opportunity for study leading to the Master of Science, Master of Science in Education, and Doctor of Philosophy degrees. Detailed information on courses and requirements appears in the Graduate School issue of the *Southern Illinois University Bulletin*.

STUDENT ORGANIZATIONS AND ACTIVITIES

Membership in the Home Economics Club is open to all majors and minors in home economics. The club is affiliated with the American Home Economics Association and the Illinois Home Economics Association.

Alpha Kappa Chapter of Kappa Omicron Phi, national professional honorary fraternity for women in home economics, was installed in May, 1951. Members are elected on the basis of scholastic standing and personal qualities which indicate promise of leadership and professional achievement.

Field trips are an important part of the work of some home economics courses. Clothing and textiles classes visit plants where men's and women's clothing is made and sold, special art exhibits, and home shows. Food and nutrition classes make trips to markets, restaurants, hospitals, and other food-handling organizations. Home and family classes visit companies where equipment is being produced by mass methods, equipment shows, banks, and play schools. Home economics education classes visit high school and adult homemaking classes.

Special field experience courses are arranged in various areas of study. Six weeks spent observing and assisting a county home adviser, a commercial food demonstrator, a food service manager, or a retailing establishment provide opportunities for supervised learning experiences.

ADMISSION TO THE SCHOOL

Inquiries concerning admission to the School of Home Economics should be addressed to the University's Admissions Office. Application for admission should be initiated at least thirty days in advance of the desired entrance date. High school seniors should start the admission process during the first semester of their senior year, but formal admission will not be considered until after receipt of the high school record showing completion of the seventh semester of high school work.

COMPLETE DETAILS concerning admission, tuition, fees, housing, and student employment are given in the General Information bulletin. For a free copy write to Central Publications, Southern Illinois University, Carbondale, Illinois.

TUITION AND FEES

At the present time legal residents of Illinois registered for more than eight hours pay a total of \$61.50 per quarter. This includes \$42.00 tuition, a \$5.00 book rental fee, a \$5.00 student union building fund fee, and a

\$9.50 student activity fee. Out-of-state students pay an additional \$50.00 tuition, or a total of \$111.50. Students registered for eight hours or fewer pay one-half tuition, one-half book rental fee, and full student union building fund fee; they have the option of paying the student activity fee.

ADVISEMENT

In order to insure that an undergraduate student is properly advised concerning the course of study which will fulfill the general university requirements and prepare him for his chosen career, academic advisement has been made the special responsibility of a selected group from the teaching faculty. The School of Home Economics has a chief academic adviser and a number of assistant advisers.

REQUIREMENTS FOR THE BACHELOR'S DEGREE

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. The old requirements are summarized in the 1960-62 School of Home Economics bulletin. The new are outlined below. Details of the new program appear in the General Information bulletin.

Each candidate for the degree must complete a minimum of 192 hours of credit in approved courses. At least 64 must be in senior college courses, of which 48 must be earned at Southern, 16 of which may be earned in extension from Southern. Each student must have a "C" average, and grades not lower than "C" in subjects aggregating at least three-fourths of the work. A "C" average is required in the major subject. These averages are required for the credit made at Southern as well as for the total record.

The *quarter hour* is the unit of credit used at Southern and throughout this bulletin. One quarter hour is two-thirds of a semester hour.

OUTLINE OF GENERAL STUDIES REQUIREMENTS

<i>Area A: Man's Physical Environment and Biological Inheritance</i>	24 hours
A first-level basic sequence	9 hours
A second-level continuation sequence	9 hours
Third-level advanced courses	6 hours
<i>Area B: Man's Social Inheritance and Social Responsibilities</i>	24 hours
A first-level basic sequence	9 hours
A second-level continuation sequence	9 hours
Third-level advanced courses	6 hours
<i>Area C: Man's Insights and Appreciations</i>	24 hours
A first-level basic sequence	9 hours
A second-level continuation sequence	9 hours
Third-level advanced courses	6 hours
<i>Area D: Organization and Communication of Ideas</i>	18 hours
Required college composition and speech	9 hours
Either a foreign language or a basic mathematics sequence	9 hours
<i>Area E: Health and Physical Development</i>	6 hours
First-level required physical education	3 hours
Second-level required health education	3 hours

SCHOOL OF HOME ECONOMICS REQUIREMENTS

All curricula in the School of Home Economics include Home and Family 227, 237, 341. The courses carry ten hours of credit. (GSB 202 and 203 are prerequisites.)

Instructional Units

CLOTHING AND TEXTILES

Professor Lucy K. Woody, M.A. (Columbia), Emerita (1949)	1911
Associate Professor Helen Marie Evans, Ph.D. (Michigan State), Acting Chairman	1953-54; 1957
Associate Professor Rose Padgett, Ph.D. (Purdue)	1962
Associate Professor Ritta Whitesel, M.A. (Columbia)	1955
Assistant Professor Marjorie Jones, M.A. (New York University)	1961
Lecturer Richard Henton, M.S. (Oklahoma State)	1962

SUGGESTED CURRICULA IN THE SCHOOL OF HOME ECONOMICS

The Department of Clothing and Textiles offers curricula leading to the Bachelor of Science degree with a major in home economics and specializations in apparel design, clothing and textiles merchandising, and interior design.

APPAREL DESIGN

This curriculum is for students whose major interests and abilities are in clothing design and clothing construction. It offers preparation for designing of apparel or allied positions in the wholesale and retail fashion fields through training in textiles, creative design, draping, pattern making, and clothing construction.

<i>General Studies Requirements</i> (See page 10.)	96
<i>School of Home Economics Requirements</i> (See page 10.)	10
<i>Requirements in the Department of Clothing and Textiles</i>	59
Clothing and Textiles 127, 131, 135, 231, 233, 300, 322, 323, 327, 329, 331, 334, 339, 360, 364, 371, 433, 434	

<i>Related Requirements for the Specialization</i>	14
Art 241	4
Art History (any course)	3
Food and Nutrition (Course number pending)	5
Home Economics Education (Course number pending)	2
<i>Electives</i>	13
Recommended: Art 100, 245, 385, and art history courses; Clothing and Textiles 251, 395; Home and Family 324, 333 (or 331 and 332); Home Economics Education 111; Journalism 260A, 393.	
<i>Total</i>	<hr/> 192



*Clothing and textiles students
gain experience in draping
and designing.*

CLOTHING AND TEXTILES MERCHANDISING

This curriculum, for students whose major interests are in the field of merchandising, provides fundamental training for positions as salespeople, buyers, and department managers in department stores and other retail stores dealing with apparel and home furnishings. It includes appropriate

course work in marketing, advertising, accounting, journalism, and merchandising, as well as in the fields of clothing, textiles, and home furnishing. Beside course work, this curriculum provides a period of field experience in the area of the student's special interest.

<i>General Studies Requirements</i> (See page 10.)	96
<i>Requirements in the School of Home Economics</i> (See page 10.)	10
<i>Requirements in the Department of Clothing and Textiles</i>	48
Clothing and Textiles 127, 131, 135, 231 or 331, 233, 300, 322, 323, 327, 329, 334-3 or 434-4, 339, 360, 364, 371	
<i>Related Requirements for the Specialization</i>	27
Accounting 250	4
Food and Nutrition (Course number pending)	5
Home Economics Education (Course number pending)	2
Journalism 370-3 or Marketing 333-4	3
Marketing 230, 332, 337	13
<i>Electives</i>	11
Recommended: Art 385; Clothing and Textiles 251; Home and Family 324, 333 (or 331 and 332); Home Economics Education 111; Journalism 260A, 393	
<i>Total</i>	<u>192</u>

INTERIOR DESIGN

This curriculum prepares students for positions on interior decorating staffs of department stores, in consultant capacities in allied fields, and in establishing an interior decorating business. It meets the educational requirements for membership in the American Institute of Decorators.

<i>General Studies Requirements</i> (See page 10.)	96
<i>Requirements in the School of Home Economics</i> (See page 10.)	10
<i>Requirements in the Department of Clothing and Textiles</i>	57
Clothing and Textiles 131, 135, 231, 251-3 (or Industrial Education 112-4), 300, 331, 380, 381, 382, 390, 391, 392, 393, 394, 395-4	
<i>Related Requirements for the Major</i>	14
Art History (one course)	3
Food and Nutrition (Course number pending)	5
Home Economics Education (Course number pending)	2
Industrial Education 216-4	4
<i>Electives</i>	15
Recommended: Accounting 250; Art 385 and art history courses; Clothing and Textiles 322, 371; Design 250, 260, 390;	



Interior design students learn to co-ordinate color, line, and texture.

Home and Family 324, 333 (or 331 and 332); Home Economics Education 111; Industrial Education 204; Journalism 260A, 370, 331, 393; Marketing 230.

Total 192

COURSE DESCRIPTIONS

- 127-4. CLOTHING SELECTION AND CONSTRUCTION. Fundamentals of clothing construction and fitting. Use and alteration of patterns and construction of basic garments using fabrics made of different fibers.
- 128-1 to 4. CLOTHING CONSTRUCTION. Adaptation of trade methods to increase speed and efficiency of clothing construction. A field trip to a clothing factory and construction of two garments are required.
- 129-1 to 4. FASHION MILLINERY. Fundamentals of millinery. Experience in millinery construction; discussion and observation of demonstrations.
- 131-3. APPLIED DESIGN. Judging decorative and structural design of objects. Principles and elements of design applied to our visual environment—homes, furnishings, buildings—and the person. Supplementary laboratory experiences with emphasis on color.
- 135-3. TEXTILES. Selection of textiles from consumer standpoint. Characteristics of commonly used fibers and fabrics; textile information as a tool in the selection and care of household textiles and clothing.
- 145-1 to 4. THREE DIMENSIONAL ARRANGEMENT. Principles of selection and arrangement of designs including flowers, foliage, and other elements from nature for use in homes and other interiors.

- 216-1 to 4, 217-1 to 4. UPHOLSTERING, DRAPERIES, AND SLIP COVERS. Instruction given in the use of tools, materials, and fundamental processes of furniture upholstery and in the measuring, fitting, and construction of draperies and slip covers. Prerequisite: 127 or equivalent.
- 231-3. APPLIED DESIGN. The study of design of products used in interiors of homes and in clothing and textiles. Laboratory experiences in applying the principles and elements of design to two- and three-dimensional studies related to these. Prerequisite: 131, equivalent, or consent of instructor.
- 233-3. PATTERN DESIGNING AND CLOTHING CONSTRUCTION. Principles of flat pattern design, pattern manipulation, and fitting. The making of dress patterns from master patterns. Construction of dresses using custom finishes. Field trip. Prerequisites: 127, 131, 135, or consent of instructor.
- 251-3. CLOTHING SELECTION AND CARE. Study of suitability of clothing in terms of line, design, color, texture, interest, upkeep, and cost.
- 300-2 to 6. DISPLAY. The application of design principles in windows, cases, department displays. Laboratory problems to provide experience in planning, execution, and evaluation of display. Prerequisite: 131, equivalent, or consent of instructor.
- 322-3. ADVANCED TEXTILES. A study of textile testing, fabric analysis, textiles legislation. Prerequisite: 135.
- 323-2. HOUSING. Housing needs of families. Housing design, plans, and construction. Historic modes of housing.
- 327-3. HOME FURNISHINGS AND INTERIORS. Principles and elements of design related to selection and arrangement of furniture and the use of fabrics, accessories and other media utilized in furnishing homes and their interiors. Prerequisite: 131, equivalent, or consent of instructor.
- 329-3. FASHION. A study of the origin and development of clothing. Analysis of fashion trends.
- 331-3. APPLIED DESIGN. Laboratory experiences in applying the principles and elements of art to textile designing. Linoleum block printing, silk screen print, contemporary embroidery, batik, tie-dye, and others. Prerequisite: 131, equivalent, or consent of instructor.
- 334-3. COSTUME DESIGN. The development of original dress design an adaptation from period costume and other sources, using various media. Prerequisites: 127, 131.
- 339-3. CLOTHING ECONOMICS. Factors of production, distribution, and consumption which influence economics of clothing.
- 360-4. TAILORING AND CLOTHING CONSTRUCTION. Fundamental construction processes reviewed and basic principles of tailoring applied in the construction of a suit or coat and a dress. Prerequisite: 233.
- 364-3. DRAPING AND CONSTRUCTION. Principles of design applied to draping of fabric on dress form. Emphasis on interpretation of design in relation to different fabrics and figures. Construction of one draped garment. Prerequisite: 233.
- 371-6. FIELD EXPERIENCE. Opportunity for supervised learning experiences in the chosen area.
- 380-4. FURNITURE AND INTERIORS. A study of furniture in relation to

- interiors from antiquity through the eighteenth century. Field trip.
- 381-4. THE MODERN MOVEMENT IN INTERIOR DECORATION. A study of furniture in relation to interiors from the eighteenth century to the present. Field trip. Prerequisite: 380.
- 382-4. THE DECORATIVE ARTS. A study of ceramics, textiles, glass, paper, plastics, lighting and lighting fixtures, metals and hardware, selecting and hanging pictures, window treatments, floor coverings, wall treatments, and backgrounds considered in relation to problems in interior decoration. Field trip. Prerequisite: 327 or 390.
- 390-5. PRINCIPLES OF INTERIOR DECORATION. Analysis and practices of interior decoration with emphasis on present-day problems and solutions. Field trip. Prerequisite: Design 260.
- 391-5, 392-5, 393-5. ADVANCED INTERIOR DECORATION. Advanced problems in interior decoration with emphasis on residential planning in 391, on restaurants, hotels, motels, schools, and colleges in 392, on transportation systems, industrial, office, and government buildings in 393. Students get experience in interior perspective, renderings, and scale models. Field trips. Prerequisites: 381, 382.
- 394-4. PROFESSIONAL PRACTICE. Practical organization and methods of conducting an interior decorating business; production, management, customer relationships, and professional ethics. Prerequisite: 393.
- 395-2 to 8. SPECIAL PROBLEMS. Specific problems in clothing, textiles, applied design, housing, home furnishings, or interiors. Prerequisite: Consent of instructor.
- 433-4. ADVANCED PATTERN DESIGNING. Experimentation in the application of flat pattern design principles to the making of patterns for garments of various designs. Emphasis upon suitability of patterns for specific fabrics. Construction of garment as final step in experimentation. Prerequisite: 233 or consent of instructor.
- 434-4. HISTORY OF COSTUME. The history of costume from prehistoric times to the present. Social, economic, and æsthetic developments that influenced its design.
- 461-4. PROBLEMS IN FITTING AND PATTERN ALTERATION. A study of the principles of fitting and pattern alteration as related to various figure types and special figure problems. Application made by fitting and constructing a dress. Prerequisites: 127, 233, or equivalent.
- 473-4. ADVANCED TAILORING. A course in which the student will tailor one garment for herself. Time-saving methods, high-quality construction details, and professional finishes stressed. Prerequisite: 360 or equivalent.
- 474-4. ADVANCED TEXTILES. The physical and chemical analysis of textiles. Problems dealing with economics and industrial developments, standards, labeling, and legislation. Current literature of developments within the field. Prerequisite: 322, GSA 103, or consent of instructor.
- 481-2 to 6. READINGS. Supervised readings for qualified students. Prerequisite: consent of instructor and department chairman.

FOOD AND NUTRITION

Associate Professor Jennie M. Harper, Ph.D. (Cornell)	1958
Associate Professor Frank Konishi, Ph.D. (Cornell)	1961
Assistant Professor Mary Louise Barnes, M.S. (Iowa State), Emerita (1961)	1929
<hr/>	
Visiting Professor Faith Fenton, Ph.D. (Chicago)	1962-63
Lecturer Henrietta E. Becker, B.S. (Kansas), Acting Chairman	1962
Lecturer Joyce S. Crouse, M.S. (Southern Illinois)	1958-60, 1961-63

SUGGESTED CURRICULA IN HOME ECONOMICS

The Department of Food and Nutrition offers curricula leading to the Bachelor of Science degree with a major in home economics and specializations in foods in business, dietetics, and institution management.

DIETETICS

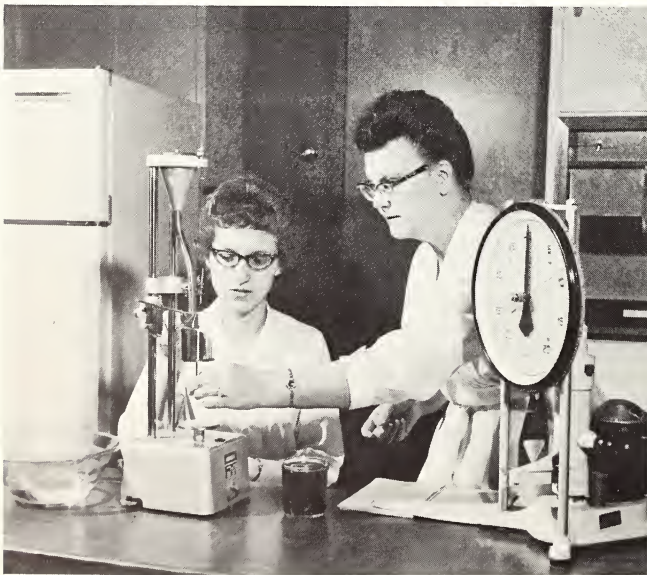
This curriculum gives a strong scientific education to those interested in becoming dietitians in hospitals, college dormitories, industrial plants, health clinics, laboratories, or public health and welfare organizations. The suggested curriculum meets the requirements of the American Dietetics Association.

<i>General Studies Requirements</i> (See page 10. Waive GSA-1.)	87
<i>School of Home Economics Requirements</i> (See page 10.)	10
<i>Requirements in the Department of Food and Nutrition</i>	45
Food and Nutrition 105, 206, 320, 335, 340, 350, 351, 352, 353, 355, 356, 359	
<i>Related Requirements for the Specialization</i>	52
Accounting 250	4
Chemistry 110, 240, 350	12
Clothing and Textiles 251	3
Guidance 305	4
Home and Family 331, 332	7
Home Economics Education 307	3
Microbiology 301, 422	10
Physiology 209	5
Psychology 320	4
<i>Total</i>	<u>194</u>

FOODS IN BUSINESS

This curriculum is for those students who desire to enter the business field as home service representatives for utility companies as demonstrators for manufacturers, or for other educational, experimental, and promotional work with household equipment and foods.

<i>General Studies Requirements</i> (See page 10. Waive GSA-1.)	87
<i>School of Home Economics Requirements</i> (See page 10.)	10
<i>Requirements in the Department of Food and Nutrition</i>	27
Food and Nutrition 105, 206, 320, 321, 335, 352, 356	
<i>Related Requirements for the Specialization</i>	64
Accounting 250	4
Chemistry 110, 240, 350	12
Clothing and Textiles 251, 323, 327	8
Home and Family 324, 331, 332, 424	13
Home Economics Education 111	2
Journalism 393	3
Marketing 230, 333, 337	13
Microbiology 301	5
Radio-Television 161	4
<i>Electives</i>	4
<i>Total</i>	<u>192</u>



Students use scientific equipment in studying food principles.

INSTITUTION MANAGEMENT

This 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.

<i>General Studies Requirements</i> (See page 10. Waive GSA-1.)	87
<i>School of Home Economics Requirements</i> (See page 10.)	10
<i>Requirements in the Department of Food and Nutrition</i>	47
Food and Nutrition 105, 206, 320, 335, 350, 351, 352, 353, 355, 356, 359, 371	
<i>Related Requirements for the Specialization</i>	62
Accounting 251, 252	8
Chemistry 110, 240, 350	12
Clothing and Textiles 251, 327	6
Home and Family 331, 332	7
Home Economics Education (Course number pending)	2
Management 371, 385	8
Microbiology 301, 422	10
Physiology 209	5
Psychology 320	4
<i>Total</i>	<u>206</u>

COURSE DESCRIPTIONS

- 103-4. NUTRITION. Principles of normal nutrition, including the essentials for selecting and planning the family dietary with some emphasis on the needs for varying ages, economic and social conditions. This course meets the requirements for nursing. Not open to home economics majors. Prerequisite: Chemistry 240.
- 105-4, 206-4. FOODS. Production, marketing, food preservation, preparation and service of foods common to family meals.
- 247-2, 248-2, 249-2. THE SCHOOL LUNCH PROGRAM. Lecture, discussion, and demonstration of quantity food production, menu-making, institutional equipment, record-keeping, administration, and sanitation as they apply to the school lunchroom. Emphasis on the needs and problems of the school lunch personnel.
- 312-4. NUTRITION AND FOOD SELECTION. Fundamentals and principles of normal nutrition with emphasis on food selection to meet the nutritional needs of adults and children. Not for home economics majors.
- 316-3 to 4. FOOD PRESERVATION. Newer methods in the canning, preserving, and freezing of foods for home use. Prerequisites: 105, 206, or consent of instructor.

- 320-4. **NUTRITION.** Principles of normal nutrition and metabolism, food values, and requirements for maintenance and growth. Prerequisites: 105, 206; Chemistry 240.
- 321-3. **FOOD DEMONSTRATION.** A course offering opportunity to discuss, observe, and practice demonstrations. Emphasis on food standards and demonstration techniques. Field trip. Prerequisites: 105, 206.



Giving food demonstrations helps prepare students for teaching and for commercial work.

- 335-4, 336-4. **MEAL PLANNING AND TABLE SERVICE.** The planning, preparing and serving of formal and informal meals. Selection and care of table appointments. 336 does not include laboratory work and is offered on demand. Students may not take both courses. Prerequisites: 105, 206, or consent of instructor.
- 340-4. **DIET THERAPY.** Modifications of the normal diet for therapeutic purposes. Prerequisite: 320.
- 350-3. **INSTITUTIONAL EQUIPMENT AND LAYOUTS.** Materials, construction, operation, cost, use of equipment, and analysis of floor layouts for efficient work routing in various types of institutions doing group feeding. Field trips. Prerequisite: 352.
- 351-3. **ORGANIZATION AND MANAGEMENT.** Planning, direction, supervision, control of time, labor, and money in the operation of feeding large groups. Field trips. Prerequisite: 350.
- 352-4, 353-4, 354-3. **QUANTITY FOOD PRODUCTION.** Use of standardized formulas, power equipment, and techniques for preparation and service of food to large groups, and calculation of food costs for uniform control. Emphasis in the second course is on tearoom management and in the third on school lunchroom management. Prerequisite: consent of instructor.
- 355-3. **FOOD PURCHASING FOR INSTITUTIONS.** Producing areas, distri-

- bution, varieties, cost, specifications, buying practices, storage, and store-room control for institution food supplies. Field trips.
- 356-4. EXPERIMENTAL FOODS. Advanced food preparation from the experimental standpoint, showing how ingredients, proportions, and techniques affect the quality of the product. Prerequisites: 105, 206; Chemistry 240.
- 359-4. ADVANCED NUTRITION. Reports and discussion of normal nutrition and metabolism. Prerequisite: 320.
- 371-6. FIELD EXPERIENCE. Opportunity for supervised learning experiences in the student's major area.
- 376-4. WORKSHOP IN HEALTH AND NUTRITION. (Same as Health Education 376.) Investigation of food, nutrition, sanitation, and other health problems of community quantity feeding programs.
- 404-4. PERSONAL AND COMMUNITY NUTRITION. Normal nutrition with an emphasis on the role of nutrition in personal and community health, and the influence of various cultural patterns on nutritional status. Not open to home economics majors except by consent of instructor.
- 481-2 to 6. READINGS. Supervised readings for qualified students. Prerequisite: consent of instructor and department chairman.
- 490-4. NUTRITION AND PHYSICAL GROWTH. Lectures, readings, and discussion on nutrition in relation to human growth—pregnancy through adolescence. Prerequisite: 320 or consent of instructor.

HOME AND FAMILY

Professor Betty Jane Johnston, Ph.D. (Purdue), Chairman	1957
Professor Eileen E. Quigley, Ed.D. (Missouri)	1948
Associate Professor Michael E. Zunich, Ph.D. (Florida State)	1962
Visiting Professor Evelyn Duvall, Ph.D. (Chicago)	1961-62

The Department of Home and Family offers curricula leading to the Bachelor of Science degree, for students in the School of Home Economics, and the Bachelor of Arts degree, for students in the College of Liberal Arts and Sciences.

SUGGESTED CURRICULA IN HOME ECONOMICS

The following general curriculum leads to the Bachelor of Science degree with a major in home economics in the School of Home Economics. This curriculum emphasizes the personal development of the student and preparation to carry the responsibilities of homemaking and citizenship. Those students wishing greater specialization in a particular area not available in other programs should select electives to develop that interest.

<i>General Studies Requirements</i> (See page 10.)	96
<i>School of Home Economics Requirements</i> (See page 10.)	10
<i>Requirements in the Department of Home and Family</i>	15
Home and Family 324, 331, 332, 345, 366	
<i>Related Requirements for the Major</i>	37
Clothing and Textiles 127, 131, 135, 233, 323, 327	18
Food and Nutrition 105, 206, 320, 321, 335	19
<i>Electives</i>	34

Recommended electives: Clothing and Textiles 145, 331, 360; Health Education 310; Home Economics Education 111. For students interested in the Child Development-Family Relations area, these are suggested: Food and Nutrition 359; Guidance 412; Home and Family 456, 466; Psychology 301, 303, 305. For students interested in the Consumer Services area, these are suggested: Clothing and Textiles 322, 339; Food and Nutrition 356; Home Economics Education 370; Home and Family 424,

435; Journalism 331, 369, 370, 391, 393, 397; Radio-Television 161, 257.

Total 192

The curriculum leading to the Bachelor of Arts degree with a major in home economics in the College of Liberal Arts and Sciences is planned for the profession of homemaking rather than for any of the salary-earning professional careers in home economics. Electives should be selected for their contribution to the broad cultural background so desirable for homemakers. This major allows time for specialization in a second field. The curriculum includes the following *Requirements for the Major*:

Clothing and Textiles	131, 135, 323, 327	11
Food and Nutrition	105, 206, 335	12
Home and Family	324, 331, 332	9
School of Home Economics Requirements (See page 10.)		10



Students learn through observation and participation in the child development laboratory.

COURSE DESCRIPTIONS

- 227-3. **FAMILY LIVING.** A study of relationships and adjustments in family living, designed largely to help the individual. Prerequisite: GSB 203.
- 237-3. **CHILD DEVELOPMENT.** Principles of development and guidance of children as applied to home situations. Directed observation involving children of varying ages. Prerequisite: GSB 202.
- 300-3. **HOME ECONOMICS FOR MEN.** Units dealing with food selection, serving, and table practice; economics of the home; grooming and clothing selection; family relations; consideration of personality evaluation. Field trip.
- 301-3. **HOME ARTS AND SOCIAL USAGE.** Emphasis on the home arts and social usage that will provide for more satisfying personal and family living. For women who are non-majors.
- 324-2. **EQUIPMENT.** Selection, use, and care. Field trips.
- 331-3. **HOME MANAGEMENT, LECTURES.** A study of factors affecting the management of the home in meeting the needs of individuals and creating a satisfying environment for the family. Special consideration given to those problems involving the use of time, money, and energy.
- 332-4, 333-4. **HOME MANAGEMENT RESIDENCE.** Six weeks' residence in Home Management House, with actual experience in different phases of



Determining areas of reach for storage in a home management class.

- homemaking. Field trip. Prerequisites or required concomitants: 227, 331; Food and Nutrition 335.
- 341-4. CONSUMER PROBLEMS. Study of motives of consumption, family income and expenditures, selection of commodities and services, buying and selling practices, and evaluation of consumer aids. Consideration of contemporary consumer problems. Field trips.
- 345-3 to 4. CHILD DEVELOPMENT PRACTICUM. Observation and participation in direction of young children. Prerequisite: 237.
- 366-3. FAMILY DEVELOPMENT. Study of changing patterns in family living throughout the family life cycle. Prerequisites: GSB 201, 202, 203; 227; or Sociology 241.
- 424-4. SELECTION, USE, AND CARE OF APPLIANCES. Materials used in equipment, methods of construction, principles of operation of appliances for cooling, refrigeration, laundering, cleaning; selection, operation, and care of appliances to obtain maximum satisfaction in use. Prerequisite: 324 or consent of instructor.
- 435-4. WORK SIMPLIFICATION IN HOME MANAGEMENT. Basic scientific work simplification principles applied to work done in the home by full-time, employed, or physically handicapped homemakers. Offered on demand.
- 456-4. INFANT DEVELOPMENT. Current theories and knowledge concerning growth and development of infants with related laboratory and field experiences. Prerequisite: 237 or Psychology 301 or equivalent.
- 466-2. PRACTICUM IN PARENT-CHILD STUDY. Designed to increase student's ability to work with parents and parent groups through an awareness of factors in the parent-child relationship and knowledge of current research and methods in parent education. Integration with infant and child development laboratories and related field experiences. Prerequisites: 227, 237 or equivalent.
- 481-2 to 6. READINGS. Supervised readings for qualified students. Prerequisite: consent of instructor and department chairman.

HOME ECONOMICS EDUCATION

Professor Anna Carol Fults, Ph.D. (Ohio State), Chairman	1952
Professor Anne M. Chase, Ph.D. (Ohio State)	1960
Assistant Professor Dorothy Keenan, D.Ed. (Illinois)	1961
Instructor Vesta Corzine Morgan, M.S. (Southern Illinois)	1957
<hr/>	
Visiting Professor James H. Pearson, B.S. (Missouri)	1961-62
Lecturer Phyllis J. Bubnas, M.S. (Southern Illinois)	1960-63

The Department of Home Economics Education offers curricula leading to the Bachelor of Science degree for students in the School of Home Economics interested in teaching and (with further training) in supervision, or in serving as home advisers.



Students in home economics education gain teaching experience in near-by high schools.

SUGGESTED CURRICULA IN HOME ECONOMICS

TEACHING

The following curriculum leads to the Bachelor of Science degree with a major in home economics in the School of Home Economics.

This 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.

<i>General Studies Requirements</i> (See page 10.)	96
<i>School of Home Economics Requirements</i> (See page 10.)	10
<i>Requirements in the Department of Home Economics Education</i>	12
Home Economics Education 111, 309, 310, 311	
<i>Related Requirements for the Specialization</i>	82
Clothing and Textiles 127, 131, 135, 233, 323, 327, 360	22
Educational Administration and Supervision 331	3
English 391	3
Food and Nutrition 105, 206, 320, 321, 335	19
Guidance 305	4
Health Education 310	4
Home and Family 324, 331, 332, 345	12
Secondary Education 352B-12, 440-3	15
<i>Total</i>	<u>200</u>

HOME ADVISERS

The Department of Home Economics Education offers a curriculum leading to the Bachelor of Science degree with a major in home economics and a home advisers specialization. This curriculum prepares students for positions as home advisers, 4-H Club agents, and, with further training, extension specialists.

<i>General Studies Requirements</i> (See page 10.)	96
<i>School of Home Economics Requirements</i> (See page 10.)	10
<i>Requirements in the Department of Home Economics Education</i>	13
Home Economics Education 111, 370, 371	
<i>Related Requirements for the Specialization</i>	65
Clothing and Textiles 127, 131, 135, 233, 323, 327, 360	22
English 391	3
Food and Nutrition 105, 206, 320, 321, 335	19
Health Education 310	4
Home and Family 324, 331, 332, 345	12
Journalism 393	3
Radio-Television 161	4

Electives	6
Total	<u>192</u>

COURSE DESCRIPTIONS

- 111-2. HOME ECONOMICS ORIENTATION. Surveying professional opportunities in home economics; planning for the development of personal and professional proficiencies.
- 307-3. METHODS OF TEACHING FOR DIETETICS MAJORS. Designed as preparation for the teaching role of the dietitian. Selection and organization of materials. Practice in using a variety of techniques and teaching aids.
- 309-5. METHODS AND PHILOSOPHY OF TEACHING. Study of techniques and devices in teaching vocational homemaking (for in-school and out-of-school groups). Methods in group work and individual counseling. Philosophy of homemaking education, development of teaching aids, units of work, and courses of study. Prerequisite: Consent of instructor.
- 310-3. EVALUATION IN HOMEMAKING EDUCATION. Using and developing simple instruments for evaluation in homemaking education with respect to goals of a family-community centered homemaking program. Prerequisites: 309; Secondary Education 352B concurrently.
- 311-2. HOMEMAKING EDUCATION FOR ADULTS. Designed to prepare students to carry on adult education programs including community surveys, advisory councils, and promoting, planning for, teaching, and evaluating adult classes. Practical experiences provided.
- 312-2. PARENT LEADERSHIP TRAINING. Training for leadership in local parent education study groups; this includes program development.
- 313-2 to 4. SPECIAL PROBLEMS. For students recommended by their chairman and approved by the chairman of their department and the instructor in charge for independent, directed study.
- 370-5. HISTORY, DEVELOPMENT, AND PRINCIPLES OF EXTENSION WORK. A study of the history, development, organization, and purposes of extension work. Discussion of problems in principles of conducting and administering extension work in home economics. Field trips.
- 371-6. FIELD EXPERIENCE. Six weeks of observing and assisting a county home adviser. Opportunity for supervised learning experiences in various phases of extension work. Prerequisite: 370.
- 414-4. HOME ECONOMICS FOR ELEMENTARY TEACHERS. Units of work in nutrition, school lunches, family and social relationships, textiles, and clothing.
- 415-1. INTRODUCTION TO GRADUATE STUDY. Seminar to orient the student to graduate work through relation of courses to goals of program, standards of work, habits of thinking, communication of ideas, uses of professional materials and publications. Required. Student should take at first opportunity.
- 481-2 to 6. READINGS. Supervised readings for qualified students. Prerequisite: consent of instructor and department chairman.

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Southern Illinois University Foundation

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

The staff members of the Foundation are

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Mrs. Lois H. Nelson, *Secretary*, Carbondale, Illinois

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Mr. L. James Struif, *Assistant Legal Counsel*, Edwardsville, Illinois

Mr. Donald Leavitt, *Patent Counsel*, St. Louis, Missouri

Mr. Warren Stookey, *Field Representative*, Edwardsville, Illinois.

