

VOLUME XI

COLLEGE OF EDUCATION
COLLEGE OF HOME ECONOMICS

LONG RANGE PLANS

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SECTION 1

COLLEGE OF EDUCATION

COLLEGE OF EDUCATION

LONG RANGE PLANS

DEPARTMENT OF
ELEMENTARY EDUCATION

TEXAS TECHNOLOGICAL COLLEGE

SCHOOL OF EDUCATION

P.O. Box 4430

LUBBOCK, TEXAS 79409

DEPARTMENT OF
ELEMENTARY EDUCATION

August 29, 1968

Dr. Grover E. Murray, President
Texas Technological College
Campus

Dear Dr. Murray:

Four copies of the medium and long-range plans for the Department of Elementary Education are being submitted to you along with this letter. I feel that the development of these plans has been an invaluable experience for our Department.

These plans have been developed by the Faculty of this Department under the direction of the following committee: Dr. Olive Wheeler, Chairman, Dr. Neville Bremer, and Dr. Len Ainsworth. As an ex officio member of the Committee, I feel their diligent efforts in organizing, writing and editing the final report should be recognized.

Sincerely yours,



Katherine Evans
Acting Chairman

KE/abf

cc: Dr. Glenn E. Barnett
Dr. S. M. Kennedy
Dr. Donald McDonald

ELEMENTARY EDUCATION

INTRODUCTION

The following report is presented in answer to a request from Dr. Grover E. Murray, President of Texas Technological College, for a medium and long-range plan for the Department of Elementary Education.

This report represents a coordinated effort by the entire department and clearly emphasizes those areas and activities which the department believes can best insure the development of quality in its programs and achievements.

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ELEMENTARY EDUCATION

I. History and Growth Prognosis

A. Growth Within the Department of Education

The Department of Education and Psychology was included in the original organization of the School of Liberal Arts of Texas Technological College during the first year of operation of the College. Courses in elementary education were included in the original program and an elementary certification plan was established. Since that time the program in elementary education has undergone many changes and each modification has led to a more comprehensive program. At the present time certification is based upon a bachelor's degree which includes courses in foundations in general education, academic specialization and professional education. The student who is certified through this program will have completed work in fifteen or more departments of the College.

B. Accomplishments as a Department of Elementary Education

The Department of Elementary Education came into existence in September, 1967, with approximately 1200 undergraduate majors and 150 graduate majors. These figures resulted in a total of more than 3200 enrollments in elementary education classes during the year. The first year has been spent in the primary function of teaching and advising students and directing student research and in organizing necessary routines and giving some consideration to our functions in relation to the School of Education and the University as a whole. Such departmental committees as the following have been active: selection and appeal

procedures for our master's degree candidates, master's examinations, and projected plans for the next five and ten years. All faculty members participated in developing the Self-Study Report. Some faculty members have served on inter-departmental and University committees. Faculty members have been engaged in such activities as research, writing for publication--both articles and textbooks (college level and elementary school level), Mexican-American projects, teaching outside the country, and public school evaluations and consultancies.

C. Faculty Members, 1967-1968 Salaries and Number of Publications

The faculty of the Department of Elementary Education is represented by many and varied publications. Approximately 200 publications have been contributed by the staff during their professional careers.

Current publishing activity reflects staff involvement in many areas. Within the past five years the following publications are named:

College texts - 3; pupil texts - 51; Teacher's guides - 53; other books (monograph, student handbooks, national bibliography) - 3; articles in national publications - 9; and articles in publications distributed primarily within the state - 10. Professional reports, including system-wide school evaluations, research reports for professional societies and curriculum bulletines for school systems account for some 44 separate items during the 1964-68 period.

The range of subject matter and focus of these various articles are too numerous to list. They range from specialized materials for guidance of an individual faculty to the text materials which are marketed nationally and some which are utilized in international education in six Central American countries.

Publications or professional reports were reported by every full-time staff member of the department. Six of the eleven members report articles in national publications during the five year period. These data are presented in Table I.

D. Goals

1. Recruit high level master's and doctoral students including some from other states and countries.
2. Reexamine criteria for qualifying master's and doctoral students.
3. Inaugurate new graduate courses designed to meet the needs of an increasing number of graduate students.
4. Develop advanced research and seminar courses in such areas as mathematics, science, social studies and language arts.
5. Develop a program for preparing specialists in problems of learning, as in the area of reading.
6. Make provision and plan for released time for members of the faculty to participate in planning and developing a campus-wide teaching and learning center or centers.
7. Study the educational needs and problems in arid, semi-arid and sparsely populated areas.
8. Provide opportunities for faculty and student teachers to work in schools that are representative of various types of economies.
9. Develop procedures for exchange of faculty members with colleges and schools in different parts of the United States and in other countries.
10. Develop faculty members who are qualified to serve in various professional capacities outside the United States.

TABLE I

Faculty Members	Salaries 1967-1968	No. of Publications
Professor		
Laura Katherine Evans, Acting Chairman	\$12,500.00	11
Glenn E. Barnett	1,562.50(a)	
Thomas Brooks Livingston	15,565.00	70
Donald McDonald	3,750.00(b)	12
George Peyton Mecham	13,918.00	10
Associate Professor		
Charles Leonard Ainsworth	10,600.00	7
Neville Hasso Bremer	11,418.00	75
Mrs. Billy Cotton Everton	9,552.00	4
Mrs. Olive Boone Wheeler	11,209.00	25
Assistant Professor		
Shirley Mae Ahlers	9,000.00	1
Alex Belcher Crowder, Jr.	9,352.00	7
Dorothy Jane Filgo	9,576.00	7
Mrs. Patricia Elaine Brown Marlow	4,000.00(c)	0
Fannie Ernestine Pillow	8,803.00	1

(a) Also Dean of the School of Education and Executive Vice President. Teaching one-fifth time.

(b) Also Acting Dean of the School of Education. Teaching one-fourth time.

(c) 1967 Spring Semester.

11. Place greater emphasis on the teaching-learning process through research and service in the important matters of:
 - a. Goal formulation, clarification and evaluation
 - b. Motivation
 - c. Inquiry, and the related areas of problem solving and inductive learning and teaching
 - d. Theories of learning
 - e. Achieving desirable interaction
 - f. Technological advances
 - g. Envisioning new opportunities and procedures

E. Growth Prognosis

The enrollment in the elementary education program has doubled between the years of 1958 and 1968. The number of faculty members has been increased from four to thirteen. This was not a steady increase, but amounted to approximately a ten percent increase each year.

If the enrollment continues to increase at this rate, the probable needs for staff in elementary education could be represented in Table II.

The number of faculty members shown in Table II would take care of the program which is now in existence. If programs, research and experimentation should be expanded in accordance with suggestions which are being made by staff members the number of staff members could well be doubled. There might well be a need for 20 to 24 additions to the staff rather than the suggested 12 members. This would require an additional \$213,400.

TABLE II
Additions in Number of Faculty Members

Year	No.	Rank	Salary long term	Summer term	Total
1970	1	Professor	\$16,000	\$2,700	\$ 18,700
1970	1	Associate Professor	14,000	2,300	16,300
1971	2	Associate Professors	28,000	4,600	32,600
1972	1	Associate Professor	15,000	2,500	17,500
1973	<u>2</u>	Associate Professors	30,000	5,000	<u>35,000</u>
	7	at end of 5 years			\$120,100
Be- tween 1974 and 1978	<u>5</u>	Associate Professors	80,000	13,330	<u>93,300</u>
	12				\$213,400
Total increase in staff members 12					
Total increase in budget \$213,400					

II. Programs That Should be Implemented as Soon as Possible

A. Introduction

The success of any department depends to some degree upon physical facilities and services. Teachers are able to teach more effectively if materials and equipment are readily available.

1. Facilities

The elementary education program is hampered because of a lack of adequate classroom space. The present offerings for the Fall Semester 1968 in the elementary education undergraduate program require 125 hours of classroom space each week. Because of student teaching during the morning hours there is some clustering of course offerings in the afternoons. There is a need for at least five classrooms on the same floor with a storage room where audio and audio-visual equipment could be stored. The rooms need to be equipped with storage space which would be used to store books, teaching materials for reading, language arts, mathematics, science and other fields. The storage space for audio-visual equipment should be a central location from which materials could be moved to classrooms as needed. The equipment for this room should contain a minimum amount of equipment including:

- Two 16 mm. film projectors

- One opaque projector

- Two filmstrip-slide projectors

- Two tape recorders

- One listening unit

One record player

Two overhead projectors

One 8 mm., One Concept projector

Tape for use on tape recorder

One machine for micro-teaching

Film and tape for micro machine

Approximate cost (Including equipment and cabinets
in rooms) \$5,259.00

NOTE: All of the above equipment should be mounted on tables or cabinets that could be rolled from place to place. If this storage space could be located so that it could service many classrooms, better use could be made of the equipment.

2. Services

The program in elementary education is being hindered further by the lack of secretarial help. Professors must spend a great deal of time performing tasks that a well trained secretary could do better. With a staff of thirteen or more professors there is a need for at least two secretaries in addition to the one who works for the Chairman of the department.

Professors would be freed from clerical and secretarial work in order that they could devote time to research, study and other professional activities.

B. Education for Change

One of the first responsibilities of the Department of Elementary Education is to exert leadership in the evaluation of the forces which demand change in educational programs, and to encourage change in certain directions and to discourage change in some directions. In order

to be able to fulfill this obligation staff members must be aware of the sociological and economic forces which influence the need for change. They must be aware of the research on learning with all of its ramifications. Staff members must be engaged in some types of programs which will promote professional growth for themselves and for their students.

A second responsibility is to know about experimental programs which are being carried on in widely scattered places so as to be able to evaluate the programs and to make students aware of the strengths and weaknesses of the various programs.

A third responsibility is to be engaged in active research which would contribute to the teaching-learning process in the elementary school.

Some ways that change could be effected are:

1. Encourage staff members to attend State and National meetings of many organizations.
2. Encourage research through the securing of scholarships, fellowships and grants.
3. Set up periodic seminars through which staff members could share research findings, information gained at meetings and other pertinent findings.
4. Find ways of involving students in more active situations related to the public school so as to help them understand the need for research as a basis for change.

C. Evaluation of Present Program

There is a need to reevaluate the present program in elementary education and the program at the graduate level.

The program in general education needs to be evaluated in terms of the contribution made by each subject to the development of an educated person. It should also be evaluated in terms of the contribution to the background of a teacher.

The professional education program should be evaluated in terms of the needs of students. The program should afford opportunity for students to develop the understandings and skills necessary for beginning teaching. The program should also be evaluated in terms of the organization for teaching. Some experimentation might be valuable in terms of grouping certain courses and organizing these courses for teaching in terms of desired outcomes.

The graduate program needs careful evaluation. In view of the demand for teachers who have specialized skills in many teaching and supervisory fields, the program should have more depth and/or more course offerings in several fields. In view of the demands for personnel in leadership roles in many professions, the program should be evaluated as to breadth of offerings to see if courses and workshops are offered in a wide variety of areas. In view of the need for employed persons to keep abreast of research and best practices, the Department of Elementary Education should conduct workshops and seminars at frequent intervals both on campus and at teaching centers off campus.

D. Implementation of a Study of Linguistics as Related to the Elementary Education Program

With the increased emphasis upon and utilization of linguistic approaches and techniques in the teaching of elementary-school language

arts--phonology, morphology and syntax; reading, spelling and oral and written composition--it seems necessary for this institution to make provision for teachers to learn such techniques. The development of a program to provide for learning in this area should be interdisciplinary, involving the Speech Department, persons from the Department of Linguistics who are knowledgeable and qualified in applied linguistics for the elementary school and the Department of Elementary Education. The focus of such a program must be, not on developing teachers who are linguists, but on helping teachers to become proficient in the application of linguistic techniques in teaching elementary-school children.

E. Development of a Specialization in Reading

Consideration should be given to developing a program for the development of reading specialists. The program should be one in which reading is regarded as a facet of language, and as such, much of the required work would be offered by departments other than the Department of Elementary Education. There should be work in linguistics of the applied nature which would help the reading specialist to develop much understanding of the nature of the English language. The Speech Department should be involved in regard to phonetics, and the Psychology Department in the area of conceptual development as it relates to language development. The Department of Elementary Education would be involved in regard to laboratory work in the teaching of reading, including children's literature.

F. Development of Teacher Competence in Teaching English as a Foreign Language

Texas Tech is in a uniquely strategic position to provide a service to both Texas and the Southwest in the teaching of English as a foreign

language. With an increasingly heavy concentration of Spanish-speaking children in the southwest region, a program for preparing teachers for teaching English to such children is essential. This program, too, should be of an interdisciplinary nature, involving the Departments of Speech, Elementary Education, Linguistics, and possibly Sociology and Psychology. Care should be taken, however, to avoid primary focus upon sociological and psychological problems, rather than upon the basic problem of language difficulty.

G. Preparation of Teachers of Young Children

Provision needs to be made for preparing teachers for work with very young children. Such provision might be made through additional courses, the college student's specialization area and specific laboratory experiences. Consideration should be given to designing a specialization consisting of course and laboratory experiences which would include work in Child Development and Child Psychology. In making provision for preparing teachers to work with very young children, attention must be given to such matters as additional qualified professorial staff, and means of providing laboratory experiences for teacher-trainees.

H. Implementation of Experimental Programs

1. Inauguration of an Experimental Program of Micro-teaching for Elementary Education Students During the Junior Year (prior to the student teaching experience).

The experimental program could include three micro-teaching sessions each week during a period of five or six weeks, preceded and followed by study of specific component skills involved in the complex act of teaching: establishing set,

achieving closure, using questions effectively, obtaining and controlling participation, recognizing attending and nonattending behavior.

One plan of organization might be to involve each of five college supervisors of elementary-school student teachers, and two prospective student teachers assigned to each of the five college supervisors. One set of video-tape equipment would enable each of five supervisors to use the equipment for four hours during a week, assuming a 1:30 p.m. to 5:30 p.m. schedule (perhaps some of this kind of work might be done at night). College supervisors need most mornings free to work with student teachers. Alternative plans of organization might be:

- a. Extend the program of micro-teaching over a longer period of time.
- b. Have the program coincident with student teaching.
- c. Involve a greater number of students of fewer college personnel.
- d. Some of the matters that will need to be considered in pursuing such an experimental program are:
 - (1) A qualified coordinator
 - (2) Space and equipment
 - (3) Scheduling
 - (4) Selection and training participating college personnel
 - (5) Participating pupils
 - (6) Objectives to be used in evaluating
 - (7) Evaluation

(8) Control groups

(9) Achieving uniformity of techniques used with experimental groups--if this is considered desirable.

2. Preparation of Teachers of Mexican-American Children

Preliminary research and survey of needed education personnel indicates the desirability of preservice preparation of teachers whose emphasis is improvement of educational opportunities for the Mexican-Americans who by virtue of culture, language and other factors seem to warrant special attention in the educational scheme of the nation.

An interdisciplinary committee should be utilized to plan an elementary specialization in the area of Mexican-American education. The program would draw heavily upon the social sciences, language and sociology areas in developing foundational and academic specialization background with secondary emphasis from the areas of speech and the arts. The professional content would require modification of the present elementary education program. Opportunity should be made for students to have contact with the Mexican-American child. The student should develop an understanding of the child and the culturally related learning theory.

This institution cannot alone prepare a sufficient number of teachers to meet the demand nor to make significant impact upon the educational opportunities for Mexican-American children in the Southwest. It is in a position, however, to develop a model program, since the interest, and an increasing number of students are available.

This State reflects about 15 percent Spanish surname population now with a projected increase of 20 percent, by the year 2000. The difficulty of the Mexican-American child in traditional school settings is well documented. Rapidly growing concern for this group, the third largest minority group in the nation, is evidenced by the recent creation of the Mexican-American Education units in some state departments of education and in the U. S. Office of Education.

It is projected, that if a program is approved and if it operates successfully, students could be completing the program by 1970. Within five years the focus should be settled as to the basic program and students should be routinely involved.

3. Institution of a Teacher Fellowship Program

Beginning in the Fall of 1968 this department is involved in the Education Professions Development Act to the extent of four (4) Master's level fellows in the Prospective Teacher Fellowship Program and an Institutional Assistance Grant for strengthening Graduate Programs. This involvement is the result of a project proposal submitted through this department.

The fellowship program, funded annually but allocated for a two year period, is aimed at preparing college graduates from fields other than Elementary Education to enter teaching. The program leads toward a Master's degree and elementary certification. Four fellows have been selected for the first year. Its emphasis is upon preparation of teachers for working with children of diverse cultures. The program includes professional courses and interdisciplinary cooperation from at least three other departments of the University.

Continuance of the program will be based upon its evaluation and subsequent proposals to EPDA. Features of the Program include increased contact with children, video-tape analysis of pre-teaching experiences, provision for staff development and evaluation of the project.

III. Programs to Be Instituted by the End of Five Years

A. Introduction

The envisionment of programs to be provided five and ten years hence is central to the development of staff and resources, and at the same time is relatively difficult to achieve. On the one hand future programs are dependent upon development or evolution of strengths of the present effort, while on the other hand they require testing selected elements of yet untried theory and technology.

The Self-Study completed in December of 1967 is a logical point of departure for this effort. Certain strengths and recommendations of that effort have been amplified to provide this report.

B. Use of Media--or Educational Technology

As indicated in the Self-Study report of December, 1967:

...the impact of educational technology must be recognized, accepted, and even exploited. Educational technology plays an increasingly important role in the total educational process, and its overall effect is yet to be evaluated. The role of the teacher in modern schools is changing from that of disseminator of knowledge to that of being a manager of the teaching-learning setting. To facilitate effective learning of this new role, the preservice education of teachers must include the use of selected aspects of educational technology such as: computer applications to certain educational research and teaching practices, automated instruction, and the range of sophisticated audio-visual displays, systems, and devices.

Of particular concern is an instructional media center accessible for instruction. As a single example for strengthening the undergraduate program in this manner the item (Self-Study p. 53) relating to use of classroom terminals is noted. Instruction could be coupled with computer program input related to mathematics programs for preservice elementary

teachers. Through direct involvement with such a system it is believed a greater awareness and understanding by students can be developed. With the rapid development in technology it is likely that today's students will be involved in a computer assisted instruction program long before their teaching careers are ended.

Specific suggestions related to media in the Self-Study include, among others:

1. The creation of a university-wide center for providing all faculty in all departments of all schools with the needed instructional materials and technical hardware and services so that the preservice teachers will be taught by the most modern methods and those they will be most likely to encounter in their own teaching. The campus wide service of such a center and its availability for laboratory use would be additional benefits to be gained by the institution.
2. The creation of an automated audio-visual machine laboratory in which all college students meeting certification requirements would learn the characteristics, operation, and use of the modern educational technological hardware.
3. An extension of KTXT closed circuit capabilities to provide for instruction by television in areas appropriate for the School of Education.
4. The provision for an enlarged and modernized curriculum center to include all types of resources that the preservice teachers would use in their early teaching experiences.

Dependent upon administrative decisions as to the scope or cooperative use of such media and facilities is a projection of cost. If provisions are for University-wide use or School of Education utilization, then costs could be spread among those areas. A comprehensive laboratory and related services such as graphic artists, technicians, hardware and software, and materials for instructional use might be projected. Capital outlay items alone could require \$20,000 to \$40,000 through this department within the first few years.

C. Development of Audio-Visual Materials to be Used in Methods Courses

Develop or obtain audio-visual materials to be used with junior students in conjunction with methods courses:

1. Video-tapes of highly skillful teaching in various subject areas
2. Single-concept films concerning the teaching of concepts in various subject areas

D. Continuation of Experimental Work in Micro-Teaching and Analysis

Initiate an experimental plan for improving the effectiveness of teaching through the analysis of video-taped teaching of student teachers in the regular classroom--that is, analysis by a student teacher and his supervisors of the student teacher's own teaching.

E. Provision for Periods of Intensive Study

It is believed to be of increasing importance that flexible, relatively short, intensive units of study be developed for specific purposes in preservice and in-service education. Such activities and areas of study could be met through carefully planned experiences which are currently termed workshops.

The need for such workshops are varied, but include the need for assessment of new materials, technological advances, preparation of personnel for specific tasks, general upgrading of teaching practice and obtaining familiarity with new curricula, methods and endeavors. A case in point is the current emphasis upon research data collection through the ERIC Program. Specific research collections could be summarized and information used for development of differently keyed workshops for various types of personnel such as teachers, administrators

and school social workers as the research relates to work with particular subgroups in the community.

Some of the intensive courses should probably be geared to practical upgrading of teaching skills in specific fields for teachers in this region. Utilization of other institutions, such as the Regional Service Centers operating through the Texas Education Agency, could pinpoint needs and points of weakness in the program. One such need already identified is assistance for the teaching of reading to youngsters of diverse cultures. It is likely that workshops could be offered each summer session to meet continuing needs and requests of teachers.

Utilization of other resources available in the vicinity, such as Project Impact's Library Learning Center and the Regional Service Center Media Laboratory might be made until adequate facilities are available on campus. Future work in the development of materials for study through ICASALS is also envisioned particularly in the social studies areas.

F. Encouragement of Staff Teaching Positions in Developing Countries

Consideration should be given to the preparation of interested members of the staff in the Department of Elementary Education in overseas work in under-developed countries. Such a staff-development program could be of an in-service nature, involving work on this campus in studies of comparative education, agriculture, health and home economics. When a specific region such as Latin America is focused upon, there is also a need for the study of language and of cultural differences.

G. Development of Team Research, State Supported

The faculty as groups and individuals should be encouraged to continue research into areas of interest through the present program of state supported research. As this support grows, studies of greater significance can be undertaken. Through this means assessment of developing theory and technology may be made. Involvement of faculty members and graduate students will serve to strengthen their capabilities and improve the total program.

While individual initiative must be maintained it is also considered important that continuing exchange of information relative to research efforts be made so that coordinated effort can be made toward definition and solution of major problems in education. Such coordination function might be initiated through administrative arrangement or through individual staff work assignment.

H. Use of Federally Supported Research

Because of recent restructuring of some of the federal regulations pertaining to higher education such as the initiation of the Education Professions Development Act and the continuing national interest in education, it seems to be a reasonable assumption that federal funds and programs will increase within the next several years. Wise utilization of these resources has, therefore, become an essential element of developing educational programs.

Through careful study and proposal writing, it would appear that this institution could be involved in programs of various types. Allocations of staff time and other facilities and resources can hardly be estimated, but, generally direct costs are paid by such projects as

well as some indirect costs to the institutions. Faculties are generally not provided through such efforts. Unless some staff member is assigned part of the development as his load, there is a drain upon administrative time and faculty time in preparation of proposals for which costs are not generally paid.

Staff should be involved as to time and travel to study and utilize these resources. Involvement in research and experimental and innovative programs is a means of staff development which has application to maintenance of a contemporary department in current theory and methodology.

Specific projections for 1973, from purely speculative bases, might include programs in the following:

Prospective and Experienced Teacher Fellowship programs whose emphasis is upon training and retraining personnel for elementary school teaching and Higher Education fellowships for preparing college teachers in the field of education. A limited number of such fellowships might be expected.

Assuming the present funding pattern, Institutional Assistance Grants could provide a limited amount of experimental equipment and materials and faculty time for improvement of procedures and techniques.

Depending upon number and interest of staff, programs might be envisioned in the areas of closed circuit TV instruction, skill maintenance through use of computerized instruction and in teaching culturally diverse groups of children. Such areas might cut across undergraduate and graduate fields and be inter-disciplinary in nature.

In summation, federal research projects depend upon availability of staff and facilities and upon provision of time for planning,

selection of areas of emphasis, and proposal preparation and evaluation. Successful entry into such endeavor will depend upon administrative assistance and guidance and institutional cooperation as well as individual initiative.

I. Experimentation in Student Teaching

Because many of the students who will be engaged in teaching in various parts of the Southwest, it might be wise to place teams of student teachers in regions in which there is a particular ethnic group or in which the economy is based upon some factor within the environment of that place. Some of the representative places in the arid and semi-arid parts of the Southwest would include:

1. Towns where the schools are largely supported by the oil industry.
2. Towns where the discovery of underground water has made a change in the economy and has influenced the ways that people make a living:
 - a. Places where the peach crops are major factors in the economy.
 - b. Places where the lettuce crops are major factors in the economy.
 - c. Places where truck farms are major factors in the economy.
3. Small towns where the language of the people has retained the dialects either of the pioneer or of certain ethnic groups that have moved into the community.

This program would be an experimental one and could probably be planned principally around the language arts and social studies programs.

Use could be made of material from ICASALS to help the student teacher and pupils in the schools understand the environment in which they live. This approach might bring a new dimension to the teaching-learning process.

Interesting and worthwhile studies of patterns of language development in different economies in the arid and semi-arid areas of the Southwest could be carried on in conjunction with the placement of student teachers in different types of communities. The results of such studies would be a valuable addition to the ICASALS library.

J. Development of Exchange Professorships

The program in elementary education could be strengthened and the viewpoint of professors enlarged through an exchange program for professors. This program could be operative in several dimensions. The way could be cleared for college professors to return to the classroom of the private or public schools through an exchange with teachers, supervisors and other school personnel. Professors in different universities might exchange positions for a year. Exchange professorships might be worked out so that exchanges could be made with professors who teach in other countries. This program would be enriching to all concerned.

K. Extension of the Graduate Scholarship and Fellowship Programs

Both the research and teaching programs at Texas Technological College could be strengthened through an expansion of the scholarship and fellowship programs. There is a need to bring more doctoral

candidates into the program. There is also a need to establish some long range research projects which would interest post-doctoral students. These projects could be centered in the region, could call for cooperation with other universities or could be related to other research being done in arid and semi-arid lands.

L. Establishment of Research in Teaching Indian Children

The Department of Elementary Education should begin a study of early education of Indian children. This would probably encompass joint staff appointees with Departments of Anthropology, Linguistics, and Foreign Language. This program might be related to the ICASALS program since the Indians who live in New Mexico and Arizona are in the arid and semi-arid lands. The cost would be unknown, but would entail the half-time salaries of two Associate Professors or the equivalent of one position for at least four years (\$64,000). The actual cost of the program could probably be obtained as a federal grant since there is a great concern at the present time about the education of Indian children.

M. Establishment of Centers of Teaching

It is no longer possible for a university to serve the needs of an extended community and do all of the teaching on one campus. With the rapid growth of knowledge and the need for people in many professions to keep abreast with research and technology in their fields of work it has become necessary to set up centers that can be used for teaching and research.

In most communities there are school buildings that can be used for classrooms at the hours that college classes would be held. Libraries, laboratories and media centers would need to be established.

These teaching-learning centers should be interdisciplinary and costs should be shared. There is a possibility that these could be established through funds that are regularly allotted to the colleges for such facilities. There is also a possibility that certain industries and school systems would help with the expense of establishing the centers because of the benefits which employed personnel would gain through having on-campus college classes taught in the centers.

N. Development of a Team Approach to In-Service Education in Public Schools

In view of the situation in which public schools need to furnish in-service education in many parts of the curriculum at the same time, it seems feasible for the Department of Elementary Education to evaluate the services that could be given in the in-service education programs.

One plan of operation would be for teams of professors to plan with the public school personnel and then institute a program of in-service education for a semester, a year or longer. This would enable the team to operate using the strengths of each member without doing damage to the regular work on campus. Several schools in one region (particularly small schools that might be near a large school system) might cooperate in this endeavor.

O. Provision for Opportunities for Freshmen and/or Sophomores to be in Contact with the School of Education

In view of the organization directed by the Texas Education Agency in which majors in Education do not take courses in their major field

until the junior year, it seems wise to furnish some means for students to have some contact with the personnel and the program of the Department of Elementary Education early in their college work. The members of the staff need to study this void in the present program and plan for seminars or other vital programs that would acquaint students with the program, make them feel a part of the program and provide for more consistent advisement.

IV. Programs to be Instituted by the End of Ten Years

A. Introduction

The growth of Texas Technological College has been so great during the past decade that a prediction for the next ten years is almost impossible. The growth may be affected by several factors and the nature of the growth will determine the kind of work that will need to be offered in the Department of Elementary Education.

The growth of the number of Junior Colleges in the State may influence the level at which students will begin work at Texas Tech. If a majority of the students in elementary education begin work at Texas Tech at the junior level the program for the last two years of college may need to be evaluated so as to make sure students are able to gain the understandings that they need before beginning teaching. This might also cause a concentration at Texas Tech upon work in all fields in the upper level of the undergraduate program and upon the graduate program.

The change in economy in the area; therefore, a change in the population might demand more or less teachers in certain levels of teaching. At the present time predictions are not stable in regard to this area.

The education of teachers for specialized teaching positions and for teaching in other countries could have an effect upon the nature and extent of the program. The program will need to be altered from time to time to take care of changing conditions.

B. Preparation of Students to Become Teachers in Developing Countries

A matter closely related to that discussed above is the preparation of Tech College students for career work in developing countries. As the college staff becomes better prepared in related areas, staff members could afford human and physical resources which can be channeled toward the development of students, particularly graduate students for such career work. As Tech as an institution becomes more involved in such work, graduate students in this area, as a part of their program, can be involved in field work in the developing countries in which Tech is playing a role.

This program would require cooperation between many schools and departments of the University such as Agriculture, Business, Engineering, Homemaking and Arts and Science.

C. Organization for Support for Research

National policy and funds for support of educational research, as well as state support, can hardly be predicted for ten years in the future. Based upon past experiences, however, it is a growing trend.

Provision must be made for careful study, and selective utilization of research funds as they relate to the goals of the Department of Elementary Education. Administrative and staff time will be required for study, proposal preparation, instruction and experimentation and evaluation. Provision for coordination of effort must be made.

As a major university in this area, it is to be expected that involvement with state and national education agencies will grow both in terms of statistical and assessment studies as well as experimentation.

Funds, time and communicative channels should be planned well in advance to develop and utilize this opportunity for research for staff and student improvement. Exchange of research information, relation of previous or geographically distant studies to ICASALS areas and original investigation should be assumed.

D. Reevaluation of Program in Terms of the 1978 College Community and the Expanding Goals of Elementary Education

In addition to the evaluation that needs to be a continuous process, there should be a reevaluation by the end of ten years that will be more thorough than the intermediate evaluations. By that time the functions of the University may have changed to some extent and the function of one department could be more clearly defined in terms of change.

The goals of elementary education should be expanded by that time. One of the areas of major emphasis would probably be ways of developing the personality and the knowledge of personal worth of the individual within a framework of technological methodology and demands for mass production of teachers.

Goals must be expanded to include new theories about learning, new ways of influencing learning, and new roles for teachers in the teaching-learning process.

The community and needs of children within the community will determine the needs for certain competencies of teachers for the community (Community has the meaning here of the principal places where teachers who have been educated in the elementary education program will go to teach). The adult education program which is in operation

today in many areas may determine the educational level of children who enter school. If children become truly bilingual in the sense that they have use of two languages, the program for elementary school teachers could be influenced. If children who are economically disadvantaged could be furnished with opportunities to develop language competence before they enter first grade the role of primary grade teachers might be changed and expanded.

Goals, needs and changed opportunities must be evaluated often.

E. Institution of Research to Test Recent Developments of Technology as It Is Related to the Teaching-Learning Process

At the present rate of growth, knowledge and technology will have expanded beyond belief by the end of a ten year period. The Department of Elementary Education will be making efforts to keep up with this expansion as time goes along. A great effort should be made from time to time to assess all facets of the program particularly in areas of the use of media of different kinds in teaching. A self evaluation must be made of the professor's own teaching methods and techniques to see if he is using methods that he recommends to students.

DEPARTMENT OF
SECONDARY EDUCATION

A SELF STUDY OF THE
DEPARTMENT OF SECONDARY EDUCATION
(With Five and Ten Year Projections)

Department of Secondary Education
Holmes Webb, Chairman
September 1, 1968

A SELF STUDY OF THE
DEPARTMENT OF SECONDARY EDUCATION

INTRODUCTION

The Department of Secondary Education has been in existence as a separate department since the creation of a School of Education in the Fall of 1967. In the one-year existence of the department, considerable effort by the staff has been made to plan and organize to make the work of the department effective.

PROGRAMS

The Department of Secondary Education serves a variety of programs in addition to the Bachelor of Science in Education. A student may take courses in secondary education under the following programs:

- A. A Bachelor of Science in Education degree with 24 hours in professional education and 24 hours in each of 2 teaching fields or 48 hours in a single broad field.
- B. A secondary teaching certificate under other degree programs
 1. Bachelor of Science in Home Economics.
 2. Bachelor of Science in Agriculture.
 3. Bachelor of Business Administration with business education as a teaching field.
 4. Bachelor of Arts degree with 2 teaching fields and 18 hours of professional education.
 5. Bachelor of Science degree with 2 teaching fields and 18 hours of professional education.
- C. A Master's Degree in Education with a specialization in secondary education.
- D. A Master's Degree in another school with a minor in education.
- E. A Doctor's Degree in Education with a specialization in secondary education.

- F. A Doctor's degree in another school with a minor in secondary education.

Because of the variety of purposes for which secondary education courses are used, an extensive program of advisement is essential. At the present, this is conducted by a relatively small number of experienced staff members. Every student seeking a certificate and a degree in secondary education and every student seeking certification through the Department of Secondary Education is assigned an advisor upon the student's request. This advisor is responsible to the student in helping him plan and pursue his program. In addition to the advisement required in the programs shown above, advisement is conducted in the following areas:

- A. Certification after completion of a degree.
- B. Endorsements for additional teaching fields.
- C. Transfers from other programs in the college.
- D. Transfers from other institutions.
- E. Student teaching.
- F. Student observation.

UNMET NEEDS AND IMMEDIATE TO FIVE YEAR PROJECTION

I. Program improvements and additions.

1. Organization of the teacher education program in terms of teaching fields and specialities in addition to degree requirements (e. g. program for language arts teachers, social studies teachers, and the like).

Expand elective offerings in special fields.

2. Review of program objectives for preparation of secondary school teachers.

Establish appropriate course objectives to facilitate continuity and articulation of subject matter.

3. Establish program evaluation procedures, such as follow-up of graduates, student polls, and faculty evaluation.

4. Graduate program expansion.

Possible course additions:

Instructional Improvement for the Classroom Teacher.

The Student Activity Program.

Practicum in Secondary School Curriculum.

Seminar in Educational Technology.

5. Improved teacher-education admissions program.

6. Secondary student teaching program.

1. Establishment of teaching stations in public school systems in addition to those in Lubbock. This will necessitate organization of a 9-week block system. This will require additional co-ordination and travel funds for college supervisors.
2. Review the objectives of the student teaching program in terms of current needs and research findings.
3. Establish a working professional relationship between Texas Technological College and state and national associations of student teaching.
4. Provide a teaching laboratory for student teachers which contains videotape equipment to use minicourse, micro-teaching, and simulation techniques. Minimum requirements would be 4 videotape units.
5. Establish a working agreement with the local Educational Regional Media Center so as to provide a place for student teachers to prepare their visual aids and prepare them to work with equipment comparable to that in public schools.
6. Establishment of a full-time position of secretary (Step II) to the co-ordinator of student teaching to assist in the increasing clerical responsibilities.
7. Establish a program so as to utilize two doctoral candidates as administrative assistants. Purpose of this program is to provide additional clerical assistance and practical training for these students because most of the graduates with the degree of Education Doctor will be working with the student teaching program.
8. Establish evaluation procedures to follow up progress of student teachers after graduation in increments of one and three years. This data could become the basis for program adjustment.

7. More university-wide, interdisciplinary communication and cooperation in development of the teacher education program.
8. Utilization of opportunities of WIN, EDUCOM, and similar concepts to advance regional opportunities in teacher education.
9. Establish cooperative relationships with the Education Regional Media Centers.
10. More scholarships and fellowships for advanced graduate students.
11. Improved recruitment and selection program for graduate students.
12. Cross-cultural education.
13. Independent study.
14. New approaches to teaching and learning such as
 1. Classroom interaction.
 2. Inductive learning techniques.
15. Post-baccalaureate program for teacher certification.
16. Internship program for teachers.
17. Junior college education.
18. Student teaching curriculum such as
 1. videotaped situations.
 2. Simulation.
 3. Teacher aide.
 4. Closed circuit television.

II. Facilities, equipment and materials.

1. Modern School of Education building to support teaching of modern educational practices, including:
 1. Learning centers for special subject areas, adequately equipped.
 2. Flexible space for large, medium, and small group and individual learning activities.

3. Instructional equipment, including: projectors--movie and still, videotape, tape recorders, and record players, closed-circuit television.
 4. Observation room(s).
 5. Office equipment: reproducing machine, copy machine, collator, and electric stapler, etc.
 6. Projection room.
 7. Educational media and curriculum center.
 8. Develop a plan for adequate facilities for a School of Education.
2. Budget adequate funds to purchase instructional materials and supplies that are necessary.

III. Staff.

1. Graduate assistants and/or student aides to better utilize faculty time and skills (approximately one full-time assistant per two faculty members).
2. Two full-time department secretaries.
3. Improved instructional supervision of teaching assistants, preferably in a team-teaching situation with regular faculty members.
4. Utilization of team-teaching concepts.
5. Adoption of policies to consider graduate advisement in equalization of faculty loads.
6. Addition of three staff members at the association level. The Secondary Education Department has two members at the rank of professor which spend part of their time teaching graduate courses in the Department of Education. At the present (1968), there are no other members of the Department above the rank of assistant professor. This void in experienced, middle-rank staff should be improved.
7. Advanced study, research, and sabbatical leaves with pay for faculty.
8. Adequate funds for faculty travel for professional purposes.
9. Continued improvement of staff quality.

TEN YEAR PROJECTION

I. Program improvements and additions.

1. Continued expansion and refinement of program according to needs of the times.

2. Continuous evaluation and revision of program and course objectives.
3. Adjust programs in view of earlier evaluations and continue appropriate short- and long-range evaluation procedures.
4. Continued graduate program expansion to meet needs and growth.
5. Evaluation and continued adjustment of admission procedures.
6. Secondary student teaching program.
 1. Continuation and adjustment of program.
 2. Continuation and development of the five-year program.
 3. Perfect the teaching laboratory. Requirement for video-tape units would be increased to ten units.
 4. Establish a media center in conjunction with the Texas Technological College Curriculum Center.
 5. Increase the number of administrative assistantships mentioned in the five-year projection to five.
 6. Perfect procedures to use computer services.
7. Continued and expanded university-wide, interdisciplinary communication and cooperation in development of the teacher education program.
8. Improvement and expansion of regional opportunities in teacher education, both pre-service and in-service.
9. Continue and improve cooperative relationships with Education Regional Media Centers and/or similar agencies.
10. Continued and increased scholarship and fellowship aid to advanced graduate students.
11. Updated recruitment and selection of graduate students.

II. Facilities, equipment, and materials.

1. Additions and modifications to School of Education building and facilities:
 1. New equipment to replace and update facilities.
 2. Additional equipment and facilities for increased student enrollment, especially at the graduate level.
 3. Addition of facilities to accommodate computer-assisted instruction procedures and training of instructional programmers.

2. Budget adequate funds to purchase increased volume and quality of instructional materials and supplies.

III. Staff.

1. Increased number of graduate assistants and/or student aides to better utilize faculty time and skills.
2. Three full-time departmental secretaries.
3. Evolving and increasing use of teaching assistants according to program improvements and development.
4. Utilization of evolving methods and procedures of teaching.
5. Continued adjustment of staff load in accordance with increased graduate advisement loads.
6. Increase number of associate professors to seven.
7. Continued and expanded program of faculty grants and leaves.
8. Continued and expanded faculty travel provisions.
9. Continued improvement of staff quality.

DATA ON ENROLLMENT CHARACTERISTICS AND TRENDS

The Governor's Committee on Public Education, April, 1968,

predicted a rise in high school enrollments for the next nine years.

This would indicate a rise in junior and senior level students in college for three or four years longer.

While total public school enrollment is expected to remain at about the present level for some time, these ups and downs in the number of children born will cause elementary school enrollment to drop during most of the next decade.

High school enrollments, on the other hand, will continue to rise for another nine years before starting a downward trend. The implications for these variations for professional supply and demand prospects are significant. Recent shortages of teachers in the elementary grades and surplus personnel at the secondary level are likely to be reversed.¹

PERSPECTIVE FOR CHANGE--FINDINGS REPORTED BY THE GOVERNOR'S COMMITTEE ON PUBLIC SCHOOL EDUCATION, April 26-27, 1968.

Another significant factor related to trends in enrollments in secondary education is the decreasing dropout rate in secondary schools. Again we rely on the Governor's Report to view this trend, which shows the holding power increase for high schools by ethnic groups (see Graph 1 in the APPENDIX).

The total number of students enrolled in courses now offered in the Department of Secondary Education has increased in the 10-year span (1958-1968) from 975 to 2,239 or an increase of approximately 139 percent. (See Chart 1 in the APPENDIX.)

Another indication of enrollment trends may be seen from the graph based on the Governor's Report on birth rates (in APPENDIX). From this, it may be interpreted that students in Texas of the age of junior in college have increased from approximately 160,000 in 1961 to slightly over 256,000 in 1968, an increase in the 7-year period of 60,000 or approximately 37 percent.

There are other factors which may influence enrollments in secondary education and the resulting increase in enrollments in college and teacher education programs.

Enrollments in secondary education courses in Texas Technological College have more than doubled in the past 10 years. A gain in holding power of approximately 12-15 percent for secondary students increases the demand for secondary teachers in the next 10 years. A continuing institutional gain in enrollment (not as great as previously but enough to sustain a 25 percent gain in enrollment in secondary education courses for the 1968-1974 period and a 25 percent gain for 1974-1979) is predicted.

Based on these several trends that will influence enrollments, it seems reasonable to predict an enrollment gain in secondary students in Texas Technological College of 65 percent during the next 10-year period:

1. Institutional 10-year gain	50 percent
2. Secondary holding power gain	12 percent
3. College junior and senior student gain in the state based on birth for a 7-year period	37 percent
4. Gain in overall college enrollments in the state	15 percent

STAFF NEEDS

In determining the staff needs for the next five-year and the next ten-year periods, the following data were used (graphs and charts are shown in the APPENDIX).

- A. Enrollments by years in secondary courses.
- B. Secondary teaching certification requests.
- C. The Governor's Committee on Public Education -- reports showing birth rate increases by years.
- D. The Governor's Committee on Public Education -- reports projected changes in dropout rates by ethnic groups.
- E. The projected enrollment of Texas Technological College.

Budget Item	BUDGET (Annual)	
	1968-1973	1973-1978
Secretary	1 full time 1 half time	2 full time
Student Assistant	\$ 4,212.00	\$ 5,000.00
Travel	2,400.00	3,600.00
Maintenance & Operations	12,000.00	20,000.00
Capital Outlay	5,000.00	6,000.00
Staff	(14.5) 203,000.00 to (17.5) 245,000.00 *	(17.5) 245,000.00 to (21.5) 301,000.00 *
Total	\$268,612.00 + secretarial	\$335,600.00 + secretarial

* Larger figure was used in computing the total.

APPENDIX

1
ENROLLMENTS IN SECONDARY EDUCATION COURSES
OVER THE PAST TEN YEARS

Course	A c a d e m i c Y e a r									
	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68
330	212	313	267	332	471	436	580	494	606	684
334	219	244	296	324	345	423	498	553	567	600
432	139	123	177	189	194	28	26	19	24	27
462 ²						208	252	284	311	340
436	186	209	258	255	243	177	179	314	343	405
4315	219	207	239	263	192	248	217	226	232	273
Totals	975	896	1,237	1,363	1,447	1,520	1,752	1,890	2,083	2,329

1 This chart includes only the undergraduate courses in secondary education

2 When a six-hour block of time for student teaching was adopted, Secondary Education 432 was replaced by Secondary Education 462 for all except all-level students. This adoption occurred in the 1963-64 academic school year.

Chart 1

FROM
OFFICE OF INSTITUTIONAL STUDIES
AND SPACE UTILIZATION

TO: Dr. Holmes Webb

DATE: August 23, 1968

SUBJECT: Information on projected Enrollments

Listed below is the information you requested for the President's questionnaire on projected enrollments for the next 10 years. The figures are only for the Fall semesters and will probably be adjusted downward when a trend is studied and decided upon.

1969- 20,631
1970 -21,986
1971 - 23,336
1972 - 24,736
1973 - 26,121

1974 - 27,551
1975 - 28,928
1976 - 30,228
1977 - 31,437
1978 -

If you have any questions, please call. We only have the projected figures for 9 years.

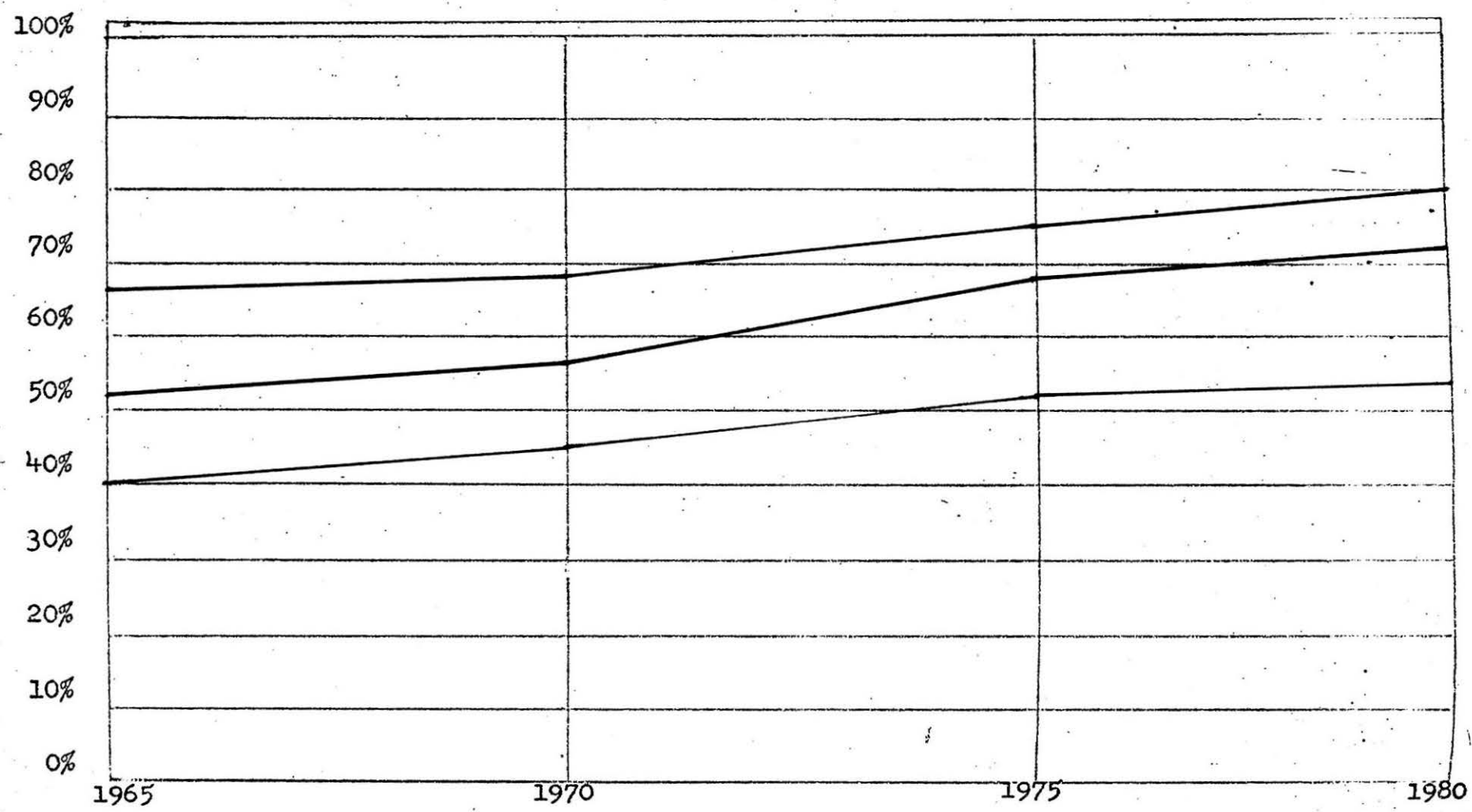
Evelyn Clewell
Evelyn Clewell
Director

EC:bd

PROJECTED MALE HIGH SCHOOL GRADUATION
RATES IN TEXAS BY ETHNIC GROUP TO 1980

Projected Male High School Graduation
Rates for

Anglos ———
Negros ———
Latins ———



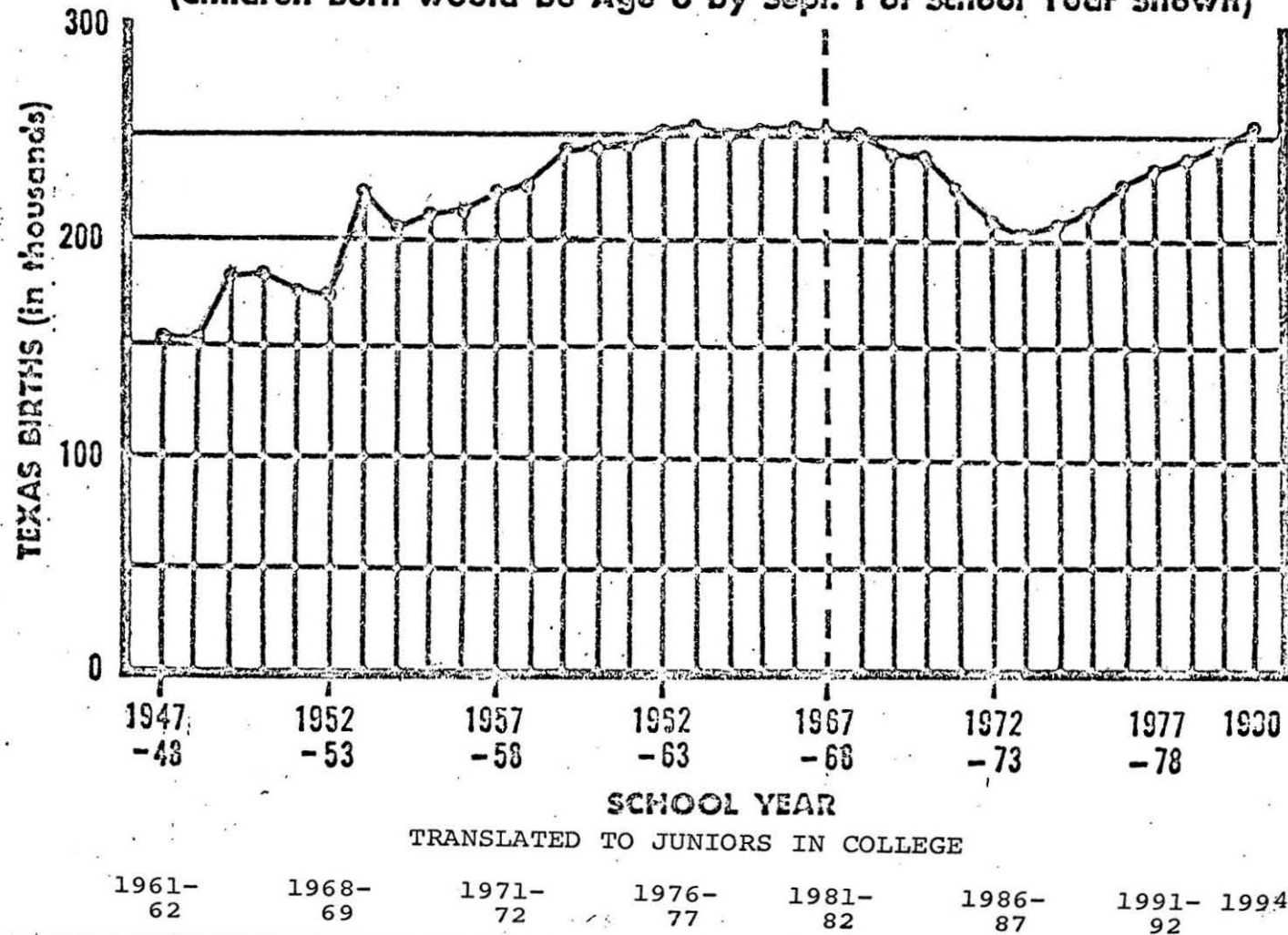
*Taken from the Governor's Committee Report, Exhibit 27, 1968.

EXHIBIT 2

(From Governor's Report)

**Texas Births Six Years Prior To School Year
Shown Projected To School Year 1980-81**

(Children Born would be Age 6 by Sept. 1 of School Year Shown)



CERTIFICATION REQUIREMENTS

Secondary Education

Professional Education:

- S ED 330 - Foundations of Secondary Education.
 - ED 332 - Educational Psychology.
 - S ED 334 - Curriculum Development in Secondary Education.
 - S ED 436 - Teaching in Secondary Schools.
 - S ED 462 - Student Teaching.
-

Teaching Fields:

2 teaching fields with a minimum of 24 semester hours each field:

Biology, Business Education, Chemistry, Economics, English, French, Geography, German, Government, Health and Physical Education, History, Journalism, Latin, Mathematics, Physics, Spanish, Speech, Drama.

OR

A single broad field with a minimum of 48 semester hours:

Art, Business Education, Music, Science, Social Science.

6 hours of American History (231,232).

6 hours of American Government (231,232).

Grade point averages:

2.25 in each teaching field.

2.25 in professional education.

2.25 overall.

2.25 in required English courses or satisfactory performance on the English proficiency examination.

Satisfactory performance on the National Teacher Examination.

BACHELOR OF SCIENCE IN EDUCATION--SECONDARY

The minimum requirements for the Degree of Bachelor of Science in Education--Secondary Level--including physical education are as follows:

	Hours
1. English	12
2. Mathematics OR Foreign Languages	6-8
3. Government 231-232	6
4. American History 231-232	6
5. Laboratory Science	8
6. Speech 239, Sociology 230 AND Philosophy 230	9
7. Psychology 230 OR Physical Education 230 OR Fine Arts	3
8. Psychology 335	3
9. Teaching Fields No. 1 and No. 2 (Confer with Department)	24 Minimum Each

Biology, Business Education, Chemistry, Drama, Economics, English, French, Geography, German, Government, Health and Physical Education, History, Journalism, Latin, Mathematics, Physics, Spanish, Speech.

OR

10. Teaching Broad Fields (Confer with Department) 48 Minimum

Art, Business Education, Music, Science, Social Science.

11. Professional Education 24

S ED 330 S ED 334 S ED 436 and
ED 332 S ED 462

six hours of education electives approved by your education advisor

12. Electives to reach total of 124 semester hours, not including physical education, band, or basic ROTC.

13. Physical Education, Band, or basic ROTC 4-6

Secondary Education 330 and Education 332 may be taken concurrently and are prerequisites to Secondary Education 334. Secondary Education 334 is a prerequisite to 436. Students should plan to take Secondary Education 436 and Secondary Education 462 concurrently.

Students are encouraged to find out who their education advisors are and to confer regularly with them in regard to degree and certification requirements.

PLANNING A MASTERS DEGREE PROGRAM: SECONDARY EDUCATION

In planning a masters degree program in secondary education, it is desirable that the student develop or be able to demonstrate an adequate background in each of the following areas:

- | | |
|-----------------------------|------------------|
| (1) Philosophy of education | (5) Guidance |
| (2) Psychology of education | (6) Evaluation |
| (3) Sociology of education | (7) Audio-Visual |
| (4) Curriculum | (8) Reading |

The following courses may be used to develop this background:

- (1) Six(6) hours from the following are required on the professional teachers certificate: Educ 530, Educ 5346, Educ 5382, Educ 5373.
- | | |
|---------------|---------------|
| (2) Educ 532 | (6) Educ 5317 |
| (3) Educ 534 | (7) Educ 537 |
| (4) Educ 5318 | (8) Educ 5356 |
| (5) Educ 5334 | |

Other graduate level courses may be selected to meet special professional needs of the student such as meeting requirements for a Professional Teachers Certificate, an Administrator's Certificate, or a Supervisor's Certificate.

Masters Degree Plans		
Educ. 24 hours	Minor 12 hours	(a split minor in which the student has 6 hours in each of 2 fields may be used)
Educ. 18 hours	Minor 6 hours	Thesis 6 hours
Educ. 18 hours	Minor 9 hours	Report 3 hours

IMPORTANT STEPS:

1. Admitted to The Graduate School.
2. Assigned an advisor.
3. Degree plan filed.
4. Graduate Record Examination taken.
5. Applied for Admission to Candidacy (after completing 9 hours)
6. Statement of Intention to Graduate.
7. Take Masters Comprehensive Examination in last semester of Masters Program.

STAFF

Department of Secondary Education

Askins, Billy Earl, Assistant Professor		
B. S.	East Texas State University	1953
M. Ed.	Midwestern University	1959
Ed. D.	North Texas State University	1967
Beckner, Weldon Earnest, Assistant Professor		
B. S.	Wayland Baptist College	1955
M. Ed.	Texas Technological College	1959
Ed. D.	University of Colorado	1966
Bettencourt, Mildred Lucile, Assistant Professor		
B. A.	The University of Texas (Austin)	1929
M. Ed.	Texas Technological College	1951
Boze, Nancy Smith, Assistant Professor		
B. S.	East Texas State University	1940
M. S.	East Texas State University	1948
Ed. D.	Texas Technological College	1966
1		
Cornett, Joe D., Assistant Professor		
B. A.	Northwestern State College	1960
M. Ed.	Northwestern State College	1963
Ed. D.	University of Arkansas	1965
Cowan, Bessie Spain, Assistant Professor		
B. S.	Abilene Christian College	1936
M. Ed.	The University of Texas (Austin)	1957
Deethardt, John Fred, II, Assistant Professor of		
Secondary Education and Speech		
A. B.	Indiana University	1951
M. A.	Universities of Innsbruck in Vienna	1956
Ph. D.	Northwestern University	1967
Kimmel, Panze Butler, Assistant Professor		
B. S. E.	Texas Technological College	1947
M. M.	The University of Texas (Austin)	1949
Ed. D.	Texas Technological College	1964
Nagle, Levi Marshall, Jr., Professor		
B. A.	University of Florida	1947
M. Ed.	University of Florida	1949
Ed. D.	University of Florida	1952
Rebstock, Charles Wesley, Assistant Professor		
B. S.	Mankato State College	1947
M. S. E.	Mankato State College	1957
Ph. D.	University of Minnesota	1967

Verner, Zenobia Christine Brown, Assistant Professor		3
A. B.	Colorado State University	1948
M. A.	Sul Ross State College	1957
Ed. D.	Texas Technological College	1965
Webb, Holmes Andrew, Chairman and Professor		
B. A.	Texas Technological College	1930
M. A.	Texas Technological College	1935
Ed. D.	University of Southern California	1953

1 Appointment for September, 1968.

2 Appointment for September, 1968.

3 Resigned August, 1968.

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of
BILLY EARL ASKINS
Assistant Professor

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of
WELDON EARNEST BECKNER
Assistant Professor

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- English Consultant, Muleshoe High School, Muleshoe, Texas.
- English Consultant, Levelland High School, Levelland, Texas.
- English Consultant, Snyder High School, Snyder, Texas.
- English Consultant, Brownfield Junior High School, Brownfield, Texas.
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BESSIE SPAIN COWAN
Assistant Professor

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Assistant Professor

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Consultancies:

Consultant, Southwestern Cooperative Educational Laboratory, Teaching Modules Project, 1967-1968.

Consultant, Mexican American Teacher Education Program, 1966-1968.

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DEPARTMENT OF
SPECIAL EDUCATION

MEDIUM AND LONG RANGE PLANS

DEPARTMENT OF SPECIAL EDUCATION

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DEPARTMENT OF SPECIAL EDUCATION

Medium and Long Range Plans

Background Information

The Department of Education, out of which grew the School of Education, and four departments, one of which is Special Education, had for several years offered limited work in the form of two courses on an approved certification program in Mental Retardation. These courses were offered infrequently by guest faculty until employment of a director of the program in September of 1965. During that school year, the curriculum was expanded, the approved courses were offered each semester, and plans were laid for the department which was implemented in September of 1967. During the 1966-67 academic year, two additional staff members made possible sequences of courses leading to approval of an additional program by the Texas Education Agency in the area of the Physically Handicapped child. During that year and the summer terms which followed it, the enrollment in Special Education courses numbered 382 students, most of them at the graduate level. The United States Office of Education, under Public Law 88-164, as amended, awarded \$14,400 to this institution to stipend four seniors in mental retardation and to provide supporting money for this program of preparation.

The First Year of Operation

During 1967-68, the programs of this new department were implemented by an instructional staff which consisted of four faculty members with earned doctorates in various specializations related to the education of exceptional children, one of whom was jointly appointed in the Department of Speech, which shares responsibility for the program in Deaf Education.

(Continued)

Staff members during the 1967-68 academic year were the following whose vitae are appended to this projection:

Dr. Bruce Douglas Mattson, Professor and Chairman

Dr. Patrice Margaret Catlin Costello, Associate Professor

Dr. Stanley Erwin Fudell, Associate Professor

Dr. Charles Ray Jones, Associate Professor

During the year, approval of the program in Deaf Education by the Texas Education Agency brought to four the number of approved programs for which this department has responsibility. The coordinator of the deaf education program, in addition to recruiting students, teaching courses in the prescribed sequence, and supervising students in speech therapy in the Lubbock Public Schools, implemented a pre-school for very young deaf children, a joint endeavor with personnel from the Departments of Speech and Home and Family Life. This initial endeavor in early childhood education for a category of exceptional child needs to be expanded and financed by this institution as a necessary demonstration and training facility for students in these disciplines.

Personnel from the Bureau for the Education of the Handicapped of the United States Office of Education gave their approval to our programs to train personnel to teach deaf children and those who have the multiple disabilities of deafness and mental retardation. It is anticipated that funding of the programs in deaf education by that agency will occur during the next academic year, inasmuch as it appears that funds available are somewhat greater than they have been up to the present year under Public Law 88-164, as amended.

(Continued)

Proposals were written by the staff of this department for several purposes. The Bureau for the Education of the Handicapped received grant proposals for stipends to train teachers of the mentally retarded, children with minimal brain dysfunction, and deaf children. Funds were only made available in the area of mental retardation. The Bureau for Educational Personnel Development received proposals from this department to train several categories of specialized personnel to provide services to handicapped children, in sparsely populated areas. Announcement of awards by this Bureau will be made in the fall of this year.

Personnel in this department provided leadership and student advising in a new interdepartmental and interdisciplinary program to prepare administrative personnel for rehabilitation programs. Five doctoral students are pursuing work leading to the Ed.D. degree with a specialization in Educational Administration. A large block of course work is in the areas of Vocational Rehabilitation Counseling, offered in the Department of Psychology, and in Special Education. Students are stipended by the Social and Rehabilitation Administration in Washington. Selected courses in Educational Administration provide administrative knowledge and skills for these students who will administer rehabilitation programs at various levels.

During this first year of operation, the curriculum offered by this department was expanded to 27 courses, many of which are parts of sequences leading to certification in the state-approved programs. Others, primarily graduate level courses, were implemented to provide professionalization for personnel with sophistication in this or related disciplines.

(Continued)

This department implemented new techniques and technology when it acquired video-taping equipment, sponsored in-service training in the use of this equipment for micro-teaching, interaction analysis, and the supervision of student teaching, and actually taped student teachers for evaluation purposes. These techniques appear to have much merit in the preparation of Special Educators as they provide pre-student teaching experiences and more comprehensive supervision of student teaching.

The Lubbock Public Schools offered the setting for considerable observation, demonstration, and student experiences during this past year. Cooperation of personnel in this school system has been most heartening, and it is hoped that this department has reciprocated through provision of services beneficial to the personnel of the Lubbock Public Schools.

During the 1967-68 year, 6 students completed graduate programs at the Master's level with major or minors in Special Education. At the present time, there are 28 active Master's degree plans on file in the Graduate Office which reflect majors or minors in Special Education. It is anticipated that there will be 2 majors in Special Education at the doctoral level this academic year, while approximately 10 students are pursuing the Ph.D. program in the Department of Psychology with minors in Special Education.

An analysis of the certification files revealed the fact that 134 students filed plans for preparation and certification in the 4 areas for which we train personnel during the 1966-67 academic year and summer terms.

(Continued)

The 1967-68 year reflects 142 plans filed. With 18 plans inactive through certification or for other reasons, 258 students are now pursuing certification programs. Approximately 50 persons were certified during 1967-68 in three of the four categories in which this department has approved programs. No students were eligible in Deaf Education, due to the fact that this program was new during the 1967-68 academic year.

(Continued)

Projected Programs and Emphases

The Department of Special Education in the first full year of its operation has been cognizant of certain trends with implications for programming and projection of needs. The following factors appear significant:

1. The crucial shortage of personnel to teach exceptional children as observed nationally and in this state. At present, only The Bureau for the Education of the Handicapped and the Western Interstate Commission for Higher Education have manifested the imperative nature of this problem through two conferences held in the West during the past three years.
2. An awareness of the lack of Special Educational services for exceptional children in sparsely populated areas, characteristic of arid and semi-arid lands in this part of the nation. Concern for these children has been manifested by personnel from the International Center for Arid and Semi-Arid Land Studies (ICASALS).
3. The large number of children now entering our public schools who manifest multiple disabilities resulting from the contraction by mothers of German Measles during the early stages of pregnancy. These children appear to require highly specialized, multi-disciplinarily trained personnel, if educational potentialities are to be reached. A critical area is that of the deaf-retarded.

4. Increasing awareness of the number of children with minimal brain dysfunction in our schools, and interest in providing appropriate educational programming, contingent upon available specialized personnel to remediate the specific learning disabilities manifested in children with minimal brain dysfunction.
5. Increasing interest in this field as manifested in an increase of nearly 100 percent in enrollment in Special Education courses during the last 12 months. Many of the enrollees reflected in this trend are regular school personnel who desire to continue in that setting with enhanced knowledge and skills related to meeting the educational needs of exceptional children.
6. The number of certification plans active at the undergraduate and graduate levels in the four state-approved programs of this department reached 260 as of August, 1968. These individuals will become certified Special Educators.
7. The need to emphasize multi-disciplinary preparation of Special Education personnel, with emphasis on Psychology, Sociology, Child Development, Speech, Physical Education, Art, Home Economics, Music, Vocational Rehabilitation Counselor Training, etc.
8. The relationship between Special Education and Rehabilitation as parts of a continuum of services required by disabled individuals.
9. The selection, by students in other disciplines, of Special Education as a minor on the Master's and doctoral levels, or Special Education courses to enhance the professionalization of these students.

10. The increasing confidence of the Texas Education Agency in this program, as manifested by requests for implementation of institutes, workshops, and seminars to enhance knowledge and skills of professional Special Educators and new teachers in this field, and the award of several categories of summer traineeships to this program in the amount of \$19,500 for the 1968 summer terms.
11. The endorsement of the United States Office of Education as manifested in expanded stipends and support monies in the amount of \$33,600 for the 1968-69 academic year.
12. The belief that an increasing amount of stipend support for undergraduate and graduate students, and increasing amounts of support to teacher training institutions for program enhancement, innovation, and research will be made available from the United States Office of Education. Texas Technological College will likely qualify for increasing amounts of money to provide stipends to undergraduate and graduate students in the areas of mental retardation, emotionally disturbed, physically handicapped, minimal brain dysfunction, deaf, speech handicapped, and multiply handicapped children such as the deaf-retarded.
13. The opening of the new Lubbock State School for the Retarded in the Spring of 1969. This facility will open with one unit for the deaf-retarded, and this development has implications for our responsibility in recruiting and training specialized personnel to staff the educational and cottage programs of this institution.

Goals Projected for the Next Five Years

The following goals appear to be imperative in light of the trends indicated earlier in this projection:

1. Implementation of plans to train teachers and other professional personnel to expedite the education of the deaf-retarded. Approximately 8 undergraduate and 2 graduate students have indicated interest in this new specialization. We have developed a practicum and liaison network with the other training programs for teachers of the deaf-retarded, namely the Dixon (Illinois) State School, the Tennessee School for the Deaf, and the New Mexico School for the Deaf. The Lubbock State School will become the local affiliate for demonstration and practicum experiences for our students in training.
2. Implementation of a program to prepare teachers of emotionally disturbed children. The number of these children appears to be increasing on the basis of reports from elementary school personnel. The State of Texas will undoubtedly develop a program of state-reimbursed units for emotionally disturbed children. A teacher training model will evolve in the state, but the need for qualified faculty members to develop the curriculum and teach the courses leading to certification appears as crucial during the next five years.

(Continued)

3. Implementation of programs to prepare specialists to provide services for exceptional children in sparsely populated areas. This might include personnel to work with children in regular elementary classrooms, their teachers, and parents; diagnostic personnel to provide the non-existent services crucial to Special Education programming; remediators to work with individual children and small groups of homogeneous problems, their regular classroom teachers, and parents.
4. Programs to train early childhood educators of handicapped children such as the deaf, the mentally retarded, the socially and culturally disadvantaged, etc.
5. Programs to train cottage aides and teacher-cottage aides for certain categories of handicapped children in residential settings.
6. Development of a Learning Center in which research, diagnosis, demonstration, practica can be carried out under optimum, controlled conditions. This could be a wing of a new building for the School of Education and might contain classrooms for various levels in mental retardation, gifted children, children with minimal brain dysfunction, deaf children, blind children, etc. (It should be noted that funds may be available to construct a portion of the School of Education building under the Mental Retardation Facilities and Construction Act, as long as therein housing might be a training and/or research facility related to mental retardation. Other funds for research to be carried

out in such a center may become available under the Small Research Grants phase of the Higher Education Act (P.L. 89-329, as amended), the Division of Research of the Bureau for the Education of the Handicapped, under P.L. 88-164, as amended, state-supported research, and foundation-supported research, possibly expedited through the International Center for Arid and Semi-Arid Land Studies (ICASALS).

7. The recently approved Institute for Human Resources, a comprehensive rehabilitation center, will be implemented and partially operational during the 1968-69 academic year. It is anticipated that Special Education will relate to this facility through the provision of diagnostic services to school age children and youth, with diagnostic teaching in selected cases to determine educational prognosis and appropriate placement. Personnel from this department will staff this aspect of the Institute. An administrative person and a full-time teacher for the diagnostic classroom in this facility will enable this department to make its contribution to comprehensive diagnosis and to provide observation and training for undergraduate and graduate students. Research might also be done in this facility by faculty and graduate students.
8. Approved Professional Certification programs will be sought by this department from the Texas Education Agency, during the 1968-69 academic year, as will the endorsement of our deaf education program by the Conference of Executives of American Schools for the Deaf.

9. Implementation of a satellite center related to the Special Education Instructional Materials Center at the University of Texas is projected as a joint endeavor, with Region XVII Education Service Center, located in Lubbock and partially funded under Title III of Public Law 89-10. Personnel from this department will have part-time responsibility in such a center.
10. This department will undertake an extensive and comprehensive recruiting program in an effort to secure persons who will be trained to teach exceptional children and reduce the crucial shortage which now exists. Career days in high schools, Junior College contacts, and possible guest lecture presentations, filmed presentations to appropriate groups, and providing of brochures for various uses.
11. Implementation of a program to expedite educational planning and curricula for gifted children and students.

Research Activities

During the 1967-68 academic year, Dr. Bruce Douglas Mattson did a study of "Factors Influencing Career Choice in Special Education," financed by a grant from state-supported research funds.

The following staff members and proposals await the decision for state-supported research funds during the 1968-69 academic year:

<u>Staff Member</u>	<u>Proposal Title</u>
Dr. Patrice Margaret Costello	A Study to Determine Counselling Needs of Parents of Retarded Children in Region XVII, A Semi-Arid and Sparsely Populated Area of Texas
Dr. Stanley Erwin Fudell	Planning and Implementing an Incidence Study of Handicapped Children in Region XVII, A Semi-Arid and Sparsely Populated Area in West Texas (A Facet of ICASALS Objectives)

The staff members in this department are aware of the cruciality of research in terms of programming for exceptional children, so it is anticipated that proposals will be submitted regularly during the following years.

Sources of funds appear to be such as the following:

1. Texas state-supported research.
2. Small Research Grants under Higher Education Act (P.L. 89-329).
3. Education Professional Development Act (P.L. 90-35).
4. Bureau for the Education of the Handicapped under P.L. 88-164, as amended.
5. Educational Service Center, under Title VI of Public Law 89-10.
6. Foundations interested in exceptional children.

(Continued)

Financing These Goals

It is most difficult to project growth of this department and its programs, inasmuch as there are so many new developments in this comparatively embryonic discipline in Education. It is therefore equally difficult to project a budget to cover various aspects of a program which cannot be anticipated at this time. With an enrollment increase of approximately 100 percent over the 1966-67 enrollment in Special Education courses, much of it in courses in two certification sequences, some indication of trends can be ascertained. A conservative estimate of 2,000 students in 1972-73 in present and new programs at both the undergraduate and graduate levels would involve the following personnel and departmental operation costs:

(See following page.)

Projected Medium Range Plans

15.

No.	Rank	Specialization	Salary
1	Professor	Chairman-Administrator	\$25,000
1	Professor	Coordinator-Mental Retardation	\$24,000
2	Associate Professors	Mental Retardation	\$36,000
1	Assistant Professor	Mental Retardation	\$15,000
1	Assistant Professor	Physically Handicapped	\$15,000
1	Professor	Coordinator-Deaf and Deaf Retarded	\$24,000
1	Associate Professor	Deaf and Deaf Retarded	\$18,000
1	Assistant Professor	Deaf and Deaf Retarded	\$15,000
1	Professor	Coordinator-Minimal Brain Dysfunction	\$24,000
1	Associate Professor	Minimal Brain Dysfunction	\$18,000
1	Associate Professor	Coordinator-Emotionally Disturbed	\$18,000
1	Associate Professor	Supervisor of Speech Therapists	\$18,000
1	Associate Professor	Staff for Institute on Human Resources	\$18,000
1	Instructor	Teacher for Institute on Human Resources	\$12,000
1	Assistant Professor	Research Coordinator	\$15,000
1	Assistant Professor	Director-Instructional Materials Center	\$15,000
1	Secretary I		\$ 4,250
1	Secretary II		\$ 4,500
	Student Assistants and Part Time Help		\$ 3,000
	Critic Teacher Service		\$ 2,000
	Travel		\$ 5,000
	Maintenance and Operation		\$ 5,000
	Professional Development Leaves		\$30,000
	Capital Outlay(Equipment for Learning Center)		\$10,000
Total			\$373,750

Long Range Plans

Planning for needs ten years hence is nearly impossible, for trends, new teacher models, problems, and needs cannot be anticipated. Assuming the same programs and curricula, but expanded staffing due to increased enrollment, the following budget is submitted:

No.	Rank	Specialization	Salary
1	Professor	Chairman-Administrator	\$30,000
1	Professor	Coordinator-Mental Retardation	\$28,000
2	Associate Professors	Mental Retardation	\$43,000
2	Assistant Professors	Mental Retardation	\$36,000
1	Instructor	Mental Retardation	\$14,000
1	Professor	Coordinator-Deaf and Deaf Retarded	\$28,000
2	Associate Professors	Deaf and Deaf Retarded	\$43,000
1	Assistant Professor	Deaf and Deaf Retarded	\$18,000
1	Instructor	Deaf and Deaf Retarded	\$14,000
1	Associate Professor	Physically Handicapped	\$21,500
1	Associate Professor	Coordinator-Emotionally Disturbed	\$21,500
1	Assistant Professor	Emotionally Disturbed	\$18,000
1	Professor	Coordinator-Minimal Brain Dysfunction	\$28,000
2	Associate Professors	Minimal Brain Dysfunction	\$43,000
2	Assistant Professors	Minimal Brain Dysfunction	\$36,000
1	Instructor	Minimal Brain Dysfunction	\$14,000
1	Associate Professor	Supervisor of Speech Therapy	\$21,500
1	Assistant Professor	Supervisor of Speech Therapy	\$18,000
1	Professor	Coordinator of Learning Center	\$28,000
1	Associate Professor	Institute on Human Resources	\$21,000
2	Instructors	Teachers-Institute on Human Resources	\$28,000
1	Associate Professor	Coordinator of Research	\$21,500
1	Assistant Professor	Research Specialist	\$18,000
1	Associate Professor	Coordinator-Instructional Materials Center	\$21,500
1	Assistant Professor	Curriculum Consultant-Instructional Materials Center	\$18,000
Subtotal			\$631,500

(See following page.)

ng Range Plans (Continued)

No.	Rank	Salary
1	Administrative Assistant	\$ 6,000
1	Secretary II	\$ 5,400
3	Secretary I	\$15,300
Student Assistants and Part Time Help		\$ 5,000
Critic Teacher Service		\$ 3,000
Travel		\$ 7,500
Maintenance and Operation		\$ 7,500
Professional Development Leaves		\$40,000
Subtotal		\$89,700
Subtotal for preceding page		<u>\$631,500</u>
Grand Total		\$721,200

APPENDIX A

Special Education Budget for 1967-68 and 1968-69

SCHOOL OF EDUCATION

SPECIAL EDUCATION

	<u>Item</u>	<u>1967-1968</u>	<u>1968-1969</u>
Professor			
Bruce Douglas Mattson, Chairman	1	\$13,772.00	\$14,600.00 *
Associate Professor			
Mrs. Patrice Margaret Catlin Costello	2	6,800.00(a)	7,200.00(a)
Stanley Erwin Fudell	3	14,200.00	14,750.00
Charles Ray Jones	4	10,494.00	11,543.00
George Franklin Swenson	5	-0-	6,800.00(b)
Part-time Instructor			
Joe Wayne Burks	6	-0-	-0- (c)
Secretary I (115; 12 Months)	7	1,680.00(d)	1,770.00(d)
Student Assistants and/or Part-time Help	8	200.00	-0-
Critic Teacher Service	9	190.00	190.00
Travel	10	600.00	-0-
Maintenance and Operation	11	600.00	1,310.00
Capital Outlay	12	<u>400.00</u>	<u>450.00</u>
Total -----	13	<u>\$48,936.00</u>	<u>\$58,613.00</u>

- (a) Also one-half time in Speech at a salary of \$6,800.00 (1967-1968) and \$7,200.00 (1968-1969). Total salary for 9 months, \$13,600.00 (1967-1968) and \$14,400.00 (1968-1969).
- (b) Also one-half time in Speech at a salary of \$6,800.00 for 9 months. Total salary for 9 months, \$13,600.00.
- (c) One-half time for 9 months. This salary (\$3,250.00) is to be paid from grant funds, Account No. 391-1128.
- (d) One-half time.

* Dr. John Gladden will be employed as Visiting Professor for the Fall Semester, 1968, to teach one course at a projected salary of \$1,000. See appendix C.

APPENDIX B

Special Education Biennium Budget Request
Including Justification and Capital Outlay

TEXAS TECHNOLOGICAL COLLEGE
LEGISLATIVE REQUEST FOR THE YEARS ENDING AUGUST 31, 1970 AND 1971

DEPARTMENTAL OPERATING COSTS

DEPARTMENT OF SPECIAL EDUCATION

(1)	(2)	(3)	(4)	(8)	(9)	(10)	(11)
Item No.	Name and/or Item	Payroll Title	Class Code	Requested		Approved	
				1970	1971	1970	1971
	Clerical Staff	Secretary II	116	4,290	\$ 4,485		
	Mrs. Nancy Jean Broadway	Secretary I	115	1,947	2,036		
	Student Assistant and/or Part-time Help			1,500	2,000		
	Critic Teacher Service			750	1,000		
	Travel			1,200	1,500		
	Maintenance and Operation			3,500	4,000		
	Capital Outlay			3,585	1,000		
	Total Maintenance, Equipment and Travel			8,258	6,500		
	GRAND TOTAL SALARIES AND M.E. & T.			\$ 16,745	\$ 16,021		

DEPARTMENT OF SPECIAL EDUCATION

Justification for Budget Request

LEGISLATIVE REQUEST FOR THE YEARS ENDING AUGUST 31, 1970 and 1971

The Department of Special Education has just completed the first year of operation as one of the four departments in the new School of Education. The instructional staff numbered 34 full-time equivalents who taught courses in which were enrolled 718 students. Enrollment in Special Education courses for the 1966-67 academic year and the 1967 summer terms totalled 382 students. These figures reflect an increase approaching 100 percent.

The department has state-approved programs leading to certification in four areas of exceptional children, namely the mentally retarded; the physically handicapped, including minimal brain dysfunction; the deaf; and the speech handicapped.

Federal funds under Public Law 88-164, as amended, provided student stipends through a grant of \$14,400 for the 1967-68 academic year. This amount was increased to \$33,600 for the 1968-69 academic year, reflecting the evaluation which the Bureau for the Education of the Handicapped in the United States Office of Education made of the program of this department.

This department will profit greatly from the new Lubbock State School, to be opened in the Spring of 1969. Preparation of teaching personnel for these mentally retarded children is already underway by this department. Observation, student teaching, and research will be advantageously carried on in the Lubbock State School.

Services for exceptional children in sparsely populated areas, a goal of this department in its preparation of professional personnel, is a definite aspect of the International Center for Arid and Semi-Arid Land Studies (ICASALS). New kinds of specialists will be trained by this department in an effort to provide services which are non-existent now.

The Texas Education Agency, Division of Special Education, is calling on this department increasingly as institutes, workshops, and seminars are needed to expand the competencies of Special Education personnel.

(Continued)

Grant applications have been submitted to the Bureau for Education Personnel Development which, if approved, will provide some of the resources necessary to train the following specialists:

- Diagnostic Remediators
- Elementary Special Services Consultants
- Teacher Aides
- Teacher-Cottage Aides for the Deaf and Deaf-Retarded.

Several of these categories of personnel are deemed necessary as planning is done for providing services for exceptional children in the sparsely populated areas which characterize much of the southwest.

Vitally related to the preparation of teachers and other personnel to work with deaf children is the projected pre-school program for young deaf children which will be jointly carried on by the Departments of Special Education, Home and Family Life, and Speech. An embryonic pre-school, taught by volunteers and housed in a church, was carried on during the 1967-68 academic year. The new staff position in Deaf Education would provide the leadership and teaching in this facility, as well as to enable the offering of additional courses in deaf education by this department.

Planning for the next biennium includes the addition of the following instructional personnel:

- 1 Associate Professor in the area of Mental Retardation,
- 1 Assistant Professor in the area of Minimal Brain Dysfunction,
- 1 Assistant Professor in the area of the Deaf,
- 1 Assistant Professor in the area of the Emotionally Disturbed,
- 1 Instructor to serve in the diagnostic Classroom of the Institute on Human Resources (newly authorized Rehabilitation Center on the campus).

Increases in the request for classified personnel, student assistants and/or part-time help, Critic Teacher Services, Maintenance, Equipment, Operation, and Travel are justified by enrollment trends, expanded curricula and programs, and greater involvement in interdisciplinary activities.

It is believed that these biennium budget requests are minimal requests in light of expanding enrollment in undergraduate and graduate courses, graduate degree programs, and in new courses in programs to be implemented in the preparation of personnel to teach the emotionally disturbed, children with minimal brain dysfunction, and deaf-retarded children. The specialization in deaf-retarded has produced much interest and enrollment at the undergraduate and graduate levels. Personnel to teach this category of exceptional child are practically non-existent, but this department has expedited a practicum relationship with the New Mexico School for the Deaf, the Tennessee School for the Deaf, and the Dixon School for the Mentally Retarded in Illinois.

Department of Special Education

Capital Outlay

1. Furnishings for 3 Staff Offices-----	\$1,065
2. Addressograph-----	\$ 160
3. Rehabilitation of Departmental Offices-----	\$1,220
4. Secretarial Desk and Chair-----	\$ 140
Total-----	<u>\$3,585</u>

APPENDIX C

Vitae of Special Education 1968-69 Faculty

FACULTY DATA SHEET

NAME: Joe Wayne Burks SCHOOL: Texas Technological College
DEPARTMENT: Special Education

Current Status; Part-time Instructor, Department of Special Education, Texas Technological College, Lubbock, Texas

Academic Degrees: Harding College, Searcy, Arkansas, B. A. (Major-Bible; Minor-Social Studies), 1954
Harding College, Searcy, Arkansas, M. A. (Major-Education; Minor-Social Studies), 1960

Certificates Held:

Provisional Life - Driver Education
Provisional Life - High School
Provisional Life - Elementary
Provisional Life - Deaf and/or Severely Hard of Hearing
(Texas) Professional Life- Administrator
Professional Life- Superintendent
Professional Life- Principal

(National) Class A Academic - Conference of Executives

Education: Graduate - 22 hours
Undergraduate - 3 hours
Special relating to the deaf - 18 hours

Experience: Practice Teaching: Arkansas School for the Deaf - 9 months

Classroom Teaching: Jr. and Sr. High mathematics - 6 years
Football and Basketball Coach - 1 year
Public School class for deaf and/or severely hard of hearing - 2 years
State School for the Deaf - 3 years
School Superintendent and Principal - 1 year

Memberships in Professional Organizations:

Texas State Teachers Association - life member
Midland County Unit of TSTA
Texas Classroom Teachers
Midland County Classroom Teachers
Parents Association for deaf and/or hard of hearing
Alexander Graham Bell Association
Council for Exceptional Children

Publications: None

FACULTY DATA SHEET

NAME: Dr. Patrice M. Costello SCHOOL: Texas Technological College
DEPARTMENT: Special Education

Current Status: Coordinator, Area of the Deaf, Associate Professor, Departments of Speech and Special Education, Texas Technological College.

Education:

B.S., 1951, College Misericordia, Dallas, Pa. Majors, Science and Chemistry
Minor, English
M.A., 1952, Teachers College, Columbia University
Major, Special Education of
the Deaf and Hard of Hearing
Professional Diploma, 1953, Teachers College, Columbia
Major, Special Education and
Supervision of the Deaf
(Complete sequence audiology)
Ed.D., 1963, Colorado State College, Greeley, Major, Special Education of
Retarded
Minor, Administration

Certifications:

Colorado
Elementary Education
Secondary Education - All areas
Special Education - All areas, All levels
New York
Elementary Education
Special Education of the Deaf
Education of the Cerebral Palsied
Pennsylvania
Secondary Education - all sciences, speech, English
Education of the Deaf - all levels
New Hampshire
Special Education - all areas, all levels
Administration
National
Conference of Executives of American Schools for the Deaf
Class A Certificate: Teacher of the Deaf

Experience:

Founder and First Director, Nursery School for Hearing Handicapped
Children, Forty Fort, Pa., 1948-1951.
Substitutue Teacher of the deaf, visually impaired, health impaired and

physically handicapped, and the mentally gifted and retarded 1952-1955, New York City.

Teacher, Summer program for normal, deprived and emotionally disturbed, 1954-1955, New York City.

Student Assistant to Dr. Paul Lindenberg, Otologist, Columbia Presbyterian Hearing & Speech Clinic, 1953-1954 in connection with practicums in audiology.

First Principal and Audiologist, Crotched Mountain School for the Deaf, Greenfield, N.H. Initiated and instructed in a teacher training program in affiliation with Keene Teachers College, Keene, N.H. Established an Audiology Clinic. Established programs for the retarded deaf, severely involved cerebral palsied, deaf, brain injured, aphasic, and autistic children, 1955-1961.

Principal, Prairie Queen School, District 108, Cornish, Colorado, 1962-1963.

Assistant Professor of Special Education, Colorado State College, 1963-1964

Assistant Professor of Special Education, Northern Illinois University 1964-1967.

Consultant to Dixon State School, Dixon, Illinois, 1964-present.

Consultant in Special Education to Rockford City Schools, Rockford, Illinois

Founder of Texas Technological College Nursery School for the Deaf, 1968.

Publications:

"Fitting the Individual Controls of the Group Hearing Aid to Deaf Children, Crotched Mountain Foundation Publications, December, 1958.

"Mother, Are You Doing Enough?" Volta Review, Vol. 61, April 1959.

"Where Does Mike Belong?" Volta Review, Vol. 62, February, 1960.

"A Complete School for the Deaf," New Hampshire Educational Journal, May 1

"Teachers Forum--Music for the Deaf" Volta Review, Vol. 62, February, 1964

Unpublished Doctoral Dissertation "Attitudes of Parents of Mentally Retarded Children Toward the Counseling They Have Received."

Several publications in 1966, area of the deaf.

Presently editing book. Area: deaf retarded. Circulated Dec. 1966. Being revised.

FACULTY DATA SHEET

NAME: Stanley E. Fudell SCHOOL: Texas Technological College
DEPARTMENT: Special Education

Current Status: Associate Professor in Special Education,
Coordinator of Mental Retardation

Academic Degrees: B.S., 1943, New York University; Industrial Education
and Secondary Education.

M.A., 1949, Southwest Texas State; Education Administration
and Curriculum, Special Education and Industrial Arts.

Ed.D., 1963, Texas University; Special Education,
Education Administration, Education Curriculum.

Certification: Administrator's Certificate
Supervision Certificate
Secondary Certificate
Elementary Certificate
Mentally Retarded Certificate
Physically Handicapped MBI Certificate
Visually Handicapped Certificate
Hearing Handicapped Certificate
Industrial Arts Certificate

Experience: Austin --- Texas Public Schools
1947-54 Teaching Industrial Arts to Latin American
culturally disadvantaged students
1955-56 Teaching Intermediate-Junior High School Age
Mentally Retarded
1956-61 High School Age Mentally Retarded, Including
Job Placement of Students
Incarnate Word College
Summer 1956, '57, '58, '59, '63 Faculty; teaching
preparation courses in Mental Retardation
Louisiana Tech University
Summer 1960, '61, '65 Faculty; teaching teacher prepa-
ration courses in Mental Retardation
University of Texas
Summer 1962 Faculty; teaching teacher preparation
courses in Mental Retardation
Colorado State College
1963-64 Faculty; teaching teacher preparation courses
in Mental Retardation
Emory University
Summer 1966 Faculty; teaching teacher preparation
courses in Mental Retardation

(Vita of Dr. Stanley Fudell)

Atlanta University

Summer 1967, Taught Mentally Retarded Teacher Training Courses

Southern Regional Education Board, Atlanta, Georgia

1964-67 Directed Handicapped Children Project, directed recruiting film, directed region activities in education and training of handicapped children. Assisted colleges university, State Departments of Special Education in development and improvement of their Special Education programs.

Participant of: 3-week workshop in Multiple Regression: University of Texas, 1963; 1-week workshop in Diagnosis of Brain Damage in School Age Children: George Peabody College for Teachers, 1964.

Memberships in Professional Organizations:

Council for Exceptional Children
American Association of University Professors
American Association for Mental Deficiency
Phi Delta Kappa

Publications: "High School Program for the Retarded," Texas Outlook, August 1958, Texas Education Association, Austin, Texas

"The South's Handicapped Children" Southern Regional Education Board, in press, Atlanta, Georgia

"Introduction" "Diagnosis of Brain Damage in School Age Children" Council of Exceptional Children, NEA, Washington, D.C., in preparation.

"How to Hold Your Job" Student Workbook; Teacher's Handbook, John Day Company, New York, New York, October, 1967

Other Projects: Directed and produced 28-minute recruiting film in color and sound, titled "Take That First Step", for The Southern Regional Education Board

FACULTY DATA SHEET

NAME: John William Gladden SCHOOL: Texas Technological College
DEPARTMENT: Special Education

Current Status: Superintendent, Lubbock State School, Lubbock, Texas

Academic Degrees: Oklahoma University, 1958, B. A.
Oklahoma State University, 1960, M. S.
Oklahoma State University, 1965, Ph.D.

Major Field: Psychology

Experience: 1958-1961 Graduate Fellow, Mental Retardation Training Program
in Experimental Psychology
1961-1962 Ph.D. Psychology Intern, Austin (Texas) State School
1962-1964 Chief Psychologist, Denton (Texas) State School
1964-1965 HIP Project Director, Denton (Texas) State School
1965-1966 Assistant Superintendent, Denton (Texas) State School
6-66-9-66 MHMR Community Developer, Lubbock, Texas
9-66-7-67 Associate Professor, Special Education, Texas Tech
College, Lubbock, Texas
67-Present Superintendent, Lubbock, Texas, Lubbock State School
10-62-9-63 1/6 time Instructor in Clinical Psychiatry, South-
western Medical School, Dallas, Texas
9-66 Consultant, Administration on Aging, Washington, D. C.

Publications: "The Effects of Realization and Non Realization of Positive
and Negative Reinforcement upon the Rotary Pursuit Performance
of Mentally Retarded Subject." (Unpublished thesis)

"The Effects of Certain Reinforcement Variables upon the
Performance of Normal and Retarded Elementary School Children
in a Probability Learning Situation."

"The Measurement of Certain Objective Role Concepts Via the
Semantic Differential" Journal of Perceptual Motor Skills, 1964.
(with C. Jack Freidman)

Over 20 papers given at state and regional professional meetings,
e.g., Southwestern Psychology Association, South Central Regional
AAMD, etc.

FACULTY DATA SHEET

NAME: Charles Ray Jones SCHOOL: Texas Technological College
DEPARTMENT: Special Education

Current Status: Associate Professor of Education, Departments of Special Education & Guidance & Counseling, School of Education, Texas Technological College.

Academic Degrees: B.S. & M.S. 1938-40, North Texas State University; History, Education, & Government.

Ed. D., 1966, Texas Technological College; Guidance & Counseling major field with minor in Psychology.

Additional graduate work in elementary education at Southern Methodist University, East Texas State, Texas University, North Texas State; guidance & counseling certification at East Texas State.

Certification: Teaching Certificates - Elementary, Secondary; Administrative Certificates - Principal, Superintendent; Special Certificates - Counseling; Psychologist.

Experience: Teaching - Second Grade through Junior College & University; Administrative - Elementary Principal, 13 years; Secondary school counselor & Director of Guidance Services, Van, Texas; Elementary School Counselor & School Psychologist, 6 years, Lubbock Public Schools. Tyler Junior College, one year; Texas Technological College, two years.

Offices Held: Past President of the West Texas Personnel & Guidance Association; Past President of the Texas Personnel & Guidance Association, the state-wide organization. 1965. Member of the Executive Council of the Texas Personnel & Guidance Association, 5 years. Member of the Board of Directors for The Family Service Association of Lubbock, 1964-1970. Member of the Board of Directors for The Planned Parenthood Association of Lubbock, 1966- . Appointed by the State Board of Education to serve as a member of the State Commission to Study the Standards for Preparation of Public School Counselors, Supervisors, and Visiting Teachers, January, 1966 through October, 1967.

Memberships in Professional Organizations: National Education Association, TSTA, American Personnel & Guidance Association, American School Counselors Association,

Association for Counselor Educators & Supervisors, Texas Personnel & Guidance Association, West Texas Personnel & Guidance Association, Council for Exceptional Children both State and National, Texas Association for Children With Learning Disabilities, American Association for Children With Learning Disabilities, Phi Delta Kappa (professional fraternity for men in Education), Phi Kappa Phi Honor Society.

Service:

Consultant for Texas Education Agency Workshops on guidance, counseling, testing, vocational choice, personnel services, & special education on numerous occasions.

Consultant for area schools in guidance & counseling & special education.

Guest speaker on frequent occasions to P.T.A. groups, A.A.U.W. groups, Child Study Clubs, civic organizations, public school in-service programs, TSTA organizations, mental health groups, etc.

Consultant for the Summer Workshop of the Texas Elementary Principals & Supervisors Association, June, 1965.

Consultant for South Plains College Workshop on Elementary School Guidance, November, 1965.

Consulting Psychologist for the Plainview-Hale County Health Unit, 1964-1965.

Consultant for the Health Careers Program of the Texas Hospital Association, 1966-1967.

Consultant for Home & Family Life Workshop, Texas Technological College, summer, 1964.

Consulting psychologist for various area school Head Start Programs

Regional educational psychological consultant for Head Start Program, 1966- present.

Member of Head Start Training Team for personnel involved in the Head Start Program, Texas Technological College Regional Center, 1966- .

Consulting psychologist for The Regional Evaluation Center of the Lubbock State School for The Mentally Retarded, 1967- .

Private practice as a counseling psychologist.

Region V and National Consultant/Specialist for Community Action and Head Start Programs, April, 1968- .

Publications:

Consultant to American Guidance Services in preparation of a series of guidance readers for the elementary school, 1965-.

'Guidance in the Formative Years," Texas Outlook, Novemeber, 1962.

Problems In Vocational Choice, December, 1964. Paper prepared for ; distributed by the Texas Education Agency.

Occupation Information at the Elementary School Level, December, 1964. Paper prepared for & distributed by the Texas Education Agency.

Elementary Guidance: Development, Status, Trends. Paper presented to the National Catholic Guidance Conference, St. Paul, Minnesota, April, 1965. Reproduced & distributed.

The Pre-School & Elementary Child in Developmental Guidance. Paper presented at the American Personnel & Guidance National Convention, Minneapolis, Minnesota, Aprial, 1965. Reproduced & distributed.

Proceedings of A Behavioral Sciences Workshop. United States Depart ment of Defense, 1967.

FACULTY DATA SHEET

NAME: Bruce D. Mattson SCHOOL: Texas Technological College
DEPARTMENT: Special Education

Current Status: Professor and Chairman of the Department of Special Education,
Texas Technological College.

Academic Degrees: Mankato State College, 1949, B.S. in Social Studies and English;
Mankato State College, 1956, M.S. in English and Special Education;
Colorado State College, 1962, Ed.D., in Special Education (Mental
Retardation Educational Administration).

Experience: UCP Center for Handicapped, Greeley, Colorado, 1958-1959, Directing
Program, Supervising Speech and Occupational Therapist, teaching
Retarded Children.

Laboratory School, Colorado State, Summer 1958, Teaching Educable
Retarded Children.

Junior High Social Studies, Mankato, Minn. Public Schools, 1956-1958,
Teaching Jr. High Students World Geography.

Mankato State College, Mankato, Minnesota, 1959-1965, Associate
Professor of Special Education, Taught Sequence of courses in
Mental Retardation leading to certification.

Texas Technological College 1967-present, Program Chairman for
Special Education, Development of Special Education, Program in
Mental Retardation.

Texas Technological College, 1965-1967, Taught courses leading to
certification in mental retardation.

Offices Held: President of the Texas Chapter of the Council for Exceptional
Children.

Memberships in Professional Organizations:

American Association on Mental Deficiency

Council for Exceptional Children

National Association for Retarded Children

Phi Delta Kappa

Texas State Teachers Association

(Vita of Bruce D. Mattson)
continued

Publications: "Personal Characteristics of Teachers of Children Who Are Mentally Retarded," Unpublished Doctoral Dissertation, Colorado State College, 1962.

The Exceptional Child: A Study Guide. Mankato State College, 1964.

A Resource Guide for Teachers of the Educable Mentally Retarded in Minnesota. Minnesota State Department of Education, 1966.

What the Research Says About Teaching the Mentally Retarded in the Regular Classroom. West Texas School Study Council, 1967 (with William Butefish).

FACULTY DATA SHEET

NAME: George F. Swenson SCHOOL: Texas Technological College
DEPARTMENT: Special Education and Speech

Current Status: Associate Professor and Supervisor of Clinical Practice

Academic Degrees: Utah State University, 1948, B. S.
Utah State University, 1949, M. S.
University of Southern California, 1956, Ph. D
Major Field- Speech Pathology Specialty: Voice and Articulation
Minor Field- Psychology

Certificate of Clinical Competence- Speech ASHA

Experience: 1967- Supervision of Clinical Practice- Texas Technological College
Lubbock, Texas
1963-1967 Director, Northeastern New York Speech Clinic, Albany, N. Y.
1959-1963 Instructor, Brigham Young University
1953-1963 Director of Speech and Hearing Services, Ogden Public Schools,
Ogden, Utah
1951-1953 Instructor, University of Hawaii

Publications: "An Experimental Study of the Relationship of Parental Attitudes
to Functional Disorders of Articulation in Children in Two Different
Cultural Environments." Doctoral Dissertation(unpublished)

One article in progress. Will be doing research study involving
Learning Theory during the 68-69 school year and will seek publication.

SECTION II

COLLEGE OF HOME ECONOMICS

COLLEGE OF HOME ECONOMICS
LONG RANGE PLANS

DEPARTMENT OF
CLOTHING AND TEXTILES

MEDIUM AND LONG RANGE PLANS
DEPARTMENT OF CLOTHING AND TEXTILES
August, 1968

PART ONE

A SUMMARY OF THE HISTORY
of
THE DEPARTMENT OF CLOTHING AND TEXTILES

DEPARTMENT OF CLOTHING AND TEXTILES

OBJECTIVES

1925-1929

CLOTHING AND DESIGN. Intended for the student who wishes more intensive training along the lines of clothing and design. A student with this major may prepare herself for such positions as (a) a teacher of clothing and applied design; (b) dressmaker; (c) milliner; (d) work in department stores, such as textile buyer or shoppers' adviser.

General Catalogue 1926 Vol.I No.2 p. 123

FACULTY - 1925-1926

- A. Dean Margaret Weeks
- B. Professor Jonnie McCreary
- C. Adjunct Professor Dorothy McFarlane

Together these three presided over the two departments - Clothing & Textiles and Food and Nutrition. (These two departments formed total offerings of the School of Household Economics.)

The October, 1925 Catalogue changed the School of Household Economics to the School of Home Economics.

The Home Economics Club was organized during the early months of the College.

"The Clothing laboratory is a large well lighted room fitted with lockers, dress forms, working tables and ample storage space. Adjoining are a storeroom and a fitting room. The machines used in the clothing laboratory are each equipped with an electric motor in order that the students may become familiar with labor-saving devices in clothing. In this room will be taught textiles, garment making, dressmaking and millinery."

General Catalogue 1925 Vol. 1 No.4 p.21

"The 1st unit of the Home Economics Building was ready for occupancy at the opening of the college. This unit is approximately 40' X 80' and is two stories high. It contains offices, classrooms, and laboratories of the School of Home Economics."

General Catalogue 1930 Vol.VI No.2 p.26

The building for the School of Home Economics was shared with the college bookstore and the School of Agriculture. The former was located in the present position of Dean Tinsley's office and agriculture was on the lower floor. The textile chemistry laboratory was in the present location of the main offices for clothing and textiles. Geology, also, was taught in this laboratory.

FACULTY - 1926-1927

Mabel Dean Erwin, Associate Professor & Head
Dorothy McFarlane, Adjunct Professor

"Some of the College Inn girls complained because their stockings were torn by catclaws bordering the trail they had to travel in lieu of non-existent sidewalks. Miss McFarlane, believing in direct action, took scissors and whacked off the offending thorns from the prickly shrubs down the entire length of the path. This incident not only shows Miss McFarlane's courage to undertake back-breaking toil, but presents a picture of the state of the campus and indicates the hoisery fashion of the pre-bobby sox era."

Ruth H. Andrews, The First Thirty Years, p.198.

Miss Erwin gave the first all-cotton fashion show for Texas Technological College. The garments were made and modeled by the students.

FACULTY - 1927-1928

Mabel Dean Erwin, Professor & Head

The first clothing & textiles majors to graduate from Texas Tech with a B.S. in Home Economics were Nena Roberson (formerly with Extension Staff - A&M College) and Lula Belle Rushing (Homemaker).

Miss Erwin arranged for an art exhibit on loan from New York.

FACULTY - 1928-1929

Mabel Deane Erwin, Professor & Head

C&T Graduates - B.S. in Home Economics - 2.

The Home Economics Club began its money making activities by conducting a Christmas sale annually. There was no gift shop in Lubbock at this time so this was well received by the community. The articles were sent on consignment to the department. The items were largely imports from Romania, Bulgaria, Greece, India and Mexico.

(Information gained in conversation with Miss Erwin.)



AN EARLY CLOTHING LABORATORY

(3)

OBJECTIVES

1929-1932

The Department of Clothing and Textiles offers instruction in the fundamental principles of clothing selection and construction, in textiles, and in dress design. All students registered in the School of Home Economics are required to take at least 9 term hours in this department. Students majoring in clothing must consult the head of the department regarding advanced courses and electives. Students expecting to teach Clothing in high schools should choose among their electives HEED 431, 432, 433. Students expecting to teach in vocational high schools should not major in clothing, but in teacher training.

General Catalogue 1930 Vol.VI No.2 p.200.

FACULTY - 1929-1930

Mabel Deane Erwin, Professor & Head

Mrs. Edna Walker Buster, Assistant Professor

"The home economics young women learn about carbohydrates and proteins and textiles and costume design from lectures and laboratory experiments. They learn from example about gracious living. In their building are good books and pictures, trailing vines, artistic flower arrangements, displays of glass, pottery, china, and textiles. Their dining rooms contain beautiful china, glassware, silver, and napery which they use for serving the different types of meals they cook. The latest books on good manners are available for those who may not have complete confidence in their own training. Every effort is put forth to help the students make the best of their talents."

Ruth H. Andrews, The First Thirty Years, p.204.

Former students report that Miss Erwin gave them their first glimpse of the world beyond West Texas.

"The college is provided with a system of sewers; a pressure water distributing system supplied from its own well, water tower, and mains; a permanent lighting system; complete gas lines for the distribution of natural gas; and a complete series of electric circuits and telephone circuits. Heating tunnels of permanent construction connect the principle buildings with the power plant and contain the various distributing systems."

General Catalogue 1930 Vol.VI. No.2 p.27.

C&T Graduates - B.S. in Home Economics - 1.

FACULTY - 1930-1931

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Assistant Professor

First Oriental Student to enroll in Home Economics was Laura Song, Korean girl, in 1930.

C&T Graduates - B.S. in Home Economics - 2.

FACULTY - 1931-1932

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Assistant Professor

Former students of this period report that Miss Erwin and Mrs. Buster gave them their first understanding that you could have beauty around you without great expense.

OBJECTIVES

1932-1947

The Department of Clothing & Textiles has for its objectives: training of future home makers in the best known practices of providing garments and materials for the family and home; translating these practices into principles both for the home maker and the teacher of homemaking; and providing sufficient background so that by the addition of personal initiative and practical experience a student may qualify for related commercial, professional and research positions.

General Catalogue 1933 Vol.IX No.3 p. 136.

FACULTY - 1932-1933

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Assistant Professor

Early C&T Projects:

The Department of Clothing and Textiles sent yellow broadcloth playsuits to the Dionne quintuplets.

"Another activity was in cooperation with the Tech Division of the Cotton Research Committee of Texas on the use of certain recently developed cotton fabrics."

Ruth H. Andrews, The First Thirty Years, p. 203.

C&T Graduates - B.S. in Home Economics - 6.

FACULTY - 1933-1934

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Assistant Professor

Miss Erwin published her first book during this time.

C&T Graduates - B.S. in Home Economics - 2.

FACULTY - 1934-1935

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Assistant Professor

C&T Graduates - B.S. in Home Economics - 3.

FACULTY - 1935-1936

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Assistant Professor

C&T Graduates - B.S. in Home Economics - 1.

FACULTY - 1936-1937

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Assistant Professor

C&T Graduates - B.S. in Home Economics - 3.

FACULTY - 1937-1938

Mabel Deane Erwin, Professor & Head
+Mrs. Edna Walker Buster, Associate Professor
Edna Anderson Lyles, Assistant Professor

C&T Graduates - B.S. in Home Economics - 4.

FACULTY - 1938-1939

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Associate Professor
Edna Anderson Lyles, Assistant Professor

C&T Graduates - B.S. in Home Economics - 2.

+ CHANGE IN TITLE



(Miss Weeks and Miss Erwin)

ARBOR DAY

(7)

FACULTY - 1939-1940

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Associate Professor
Edna Anderson Lyles, Assistant Professor

C&T Graduates - B.S. in Home Economics - 3.

FACULTY - 1940-1941

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Associate Professor
++ Mrs. Edna Anderson Lyles Heineman, Assistant Professor

C&T Graduates - B.S. in Home Economics - 5.

FACULTY - 1941-1942

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Associate Professor
Mrs. Edna A. Lyles Heineman, Assistant Professor

C&T Graduates - B.S. in Home Economics - 4.

FACULTY - 1942-1943

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Associate Professor
* Mrs. Edna A. Lyles Heineman, Assistant Professor
Josephine Looney, Assistant Professor
** Jewel Golden, Assistant Professor

C&T Graduates - B.S. in Home Economics - 6.

FACULTY - 1943-1944

Mabel Deane Erwin, Professor & Head
* Mrs. Edna Walker Buster, Associate Professor
Josephine Looney, Assistant Professor

A tapestry exhibit on loan from Altmans, New York City, was planned and hung in the Inn by Miss Erwin and Miss Looney.

FACULTY - 1944-1945

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Associate Professor
* Josephine Looney, Assistant Professor
** Theodora Opal Corey, Assistant Professor

C&T Graduates - B.S. in Home Economics - 2.

++ Name Change *On Leave ** Temporary Appointment

FACULTY - 1945-1946

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Associate Professor
Lucy Richardson Bibb, Assistant Professor
Irene Hoon, Assistant Professor
* Lila Allred Kinchen, Assistant Professor

C&T Graduates - B.S. in Home Economics - 5.

FACULTY - 1946-1947

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Associate Professor
Lucy Richardson Bibb, Assistant Professor
** Lila Allred Kinchen, Assistant Professor
*** Mabel Evans Dugger, Assistant Professor

C&T Graduates - B.S. in Home Economics - 9.

OBJECTIVES

1947-1948

The Department of Clothing and Textiles endeavors to train future homemakers in the best known practices of providing garments and fabrics for the family and home; to translate these practices into principles not only for the homemaker but also for teachers of homemaking and for community and government workers in this field; and to provide sufficient background so that by the addition of personal initiative and practical experience, a student may qualify for related commercial, professional, and research positions. Students majoring in this department must consult the head of the department before registering as to selection of advanced courses and electives. Students expecting to teach in non-vocational schools should elect education courses. Students wishing to teach in vocational high schools should not major in this department, but in the department of Home Economics Education.

General Catalogue 1947 Vol.XXIII No.7 p.167.

FACULTY - 1947-1948

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Associate Professor
Lucy Richardson Bibb, Assistant Professor
Lila Allred Kinchen, Assistant Professor

The first Master of Science Degree granted in the Department of Clothing & Textiles was conferred upon Delilah Isabelle Manire. -
DEVELOPING AN INSTRUMENT FOR EVALUATING THE ABILITY OF STUDENTS IN
FRESHMAN CLOTHING TO APPLY GENERALIZATIONS IN PLANNING A COORDINATED
WARDROBE.

* On Leave ** Temporary Appointment *** Temporary Appointment for 1946-1947

(In the fall of 1967 Mrs. Delilah Manire Roch became a member of the Department of Clothing & Textiles Staff.)

C&T Graduates - B.S. in Home Economics - 15.
M.S. in Home Economics - 1.

OBJECTIVES

1948-1956

The Department of Clothing and Textiles endeavors to train in a thorough understanding of basic principles and concepts in the selection, use and care of fabrics and of making them into garments and household furnishings according to standards consistent with time, money and energy available. Students who wish to teach should choose electives in home economics education. To enter such professions as merchandising and dress designing electives should form a continuity approved by the head of the department.

General Catalogue 1948 Vol.XXIV No.4 p.152.

FACULTY - 1948-1949

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Associate Professor
Lucy Richardson Bibb, Assistant Professor
Lila Allred Kinchen, Assistant Professor
Georgia Ellen Wright, Assistant Professor

Miss Wright conducted the first research in the department in cooperation with Textile Engineering --- with cotton knit fabrics.

C&T Graduates - B.S. in Home Economics - 10.

FACULTY - 1949-1950

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Associate Professor
Lila Allred Kinchen, Assistant Professor
Georgia Ellen Wright, Assistant Professor

C&T Graduates - B.S. in Home Economics - 7.

FACULTY - 1950-1951

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Associate Professor
Lila Allred Kinchen, Assistant Professor
Georgia Ellen Wright, Assistant Professor

In 1950-1951 nine home economics teachers from Germany were accepted for further training.

C&T Graduates - B.S. in Home Economics - 3.
M.S. in Home Economics - 2.

FACULTY - 1951-1952

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Associate Professor
Lila Allred Kinchen, Assistant Professor
Georgia Ellen Wright, Assistant Professor

The capacity of the Home Economics Building was almost tripled when wings were added in 1951.

This was the first year of a series of three when Mrs. Edna Bryte Bishop conducted workshops in newer methods of sewing. Her methods had a profound effect upon the teaching of clothing throughout the country.

C&T Graduates - B.S. in Home Economics - 4.

FACULTY - 1952-1953

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Associate Professor
Lila Allred Kinchen, Assistant Professor
Georgia Ellen Wright, Assistant Professor

C&T Graduates - B.S. Home Economics - 3.

FACULTY - 1953-1954

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Associate Professor
Lila Allred Kinchen, Assistant Professor

Dean Weeks retired September, 1953. Dr. Willa Vaughn Tinsley succeeded Weeks as Dean.

C&T Graduates - B.S. in Home Economics - 1.
M.S. in Home Economics - 1.

FACULTY - 1954-1955

Mabel Deane Erwin, Professor & Head
Mrs. Edna Walker Buster, Associate Professor
Lila Allred Kinchen, Assistant Professor

It is said that Home Economics has been the most closely knit college on campus --- because it was small permitted students and faculty to know each other.

"Furthermore, much of the spirit of loyalty and sympathetic understanding within the division is due to the unflagging energy and enthusiasm of Dean Weeks and her staff, now carried out in the same manner by Dean Tinsley."

C&T Graduates - B.S. in Home Economics - 3.

FACULTY - 1955-1956

Martha Gene Sheldon, Professor & Head
+ Lila Allred Kinchen, Associate Professor
Mary Agnes Gerlach, Assistant Professor

Mabel Deane Erwin retires as Head of the Department of Clothing & Textiles. Dr. Martha Gene Sheldon succeeded Miss Erwin as Head.

C&T Graduates - B.S. in Home Economics - 1.

OBJECTIVES

1956-1961

The Department of Clothing and Textiles offers courses designed to develop an understanding of the selection, use, and care of a wardrobe comprised of both ready-made garments and those made in the laboratory and in the home. Courses are also offered in selecting and using fabrics and furnishings for the home. The courses are planned for three groups: namely, (1) majors in clothing and textiles, (2) majors in other departments of home economics, and (3) students not in home economics who wish to elect certain courses.

In addition to the courses leading to a bachelor's degree, the Department of Clothing & Textiles offers graduate work leading to the Degree of Master of Science.

General Catalogue 1956 Vol. XXXII No.4 p.253.

FACULTY - 1956-1957

Martha Gene Sheldon, Professor & Head
Lila Allred Kinchen, Associate Professor
Mary Agnes Gerlach, Assistant Professor

The practice was started of having a field trip of the C&T 436 classes to Dallas to visit representative manufacturers of ready-to-wear, a department store with personnel, and the Museum of Fashion.

C&T Graduates - B.S. in Home Economics - 6.
M.S. in Home Economics - 1.

FACULTY - 1957-1958

Martha Gene Sheldon, Professor & Head
Lila Allred Kinchen, Associate Professor
Mary Agnes Gerlach, Assistant Professor

+ CHANGE IN TITLE

The first all-cotton - Vogue fashion show was give under the direction of Mrs. Beth Rothman. It was given in the Municipal Auditorium for capacity crowds. The Plains Cotton Growers financed the show and many leading manufacturers sent us fabrics for the designs provided by Vogue Patterns. The garments were made by the students.

Dean Tinsley was selected as the Woman of the Year.

C&T Graduates - B.S. in Home Economics - 5.
M.S. in Home Economics - 1.

FACULTY - 1958-1959

Martha Gene Shelden, Professor & Head
Lila Allred Kinchen, Associate Professor
Mary Agnes Gerlach, Assistant Professor
Ann Messer, Assistant Professor

The second All-Cotton - Vogue fashion was given. It was very well received with the auditorium filled for the three afternoon and night showings. Mrs. Beth Rothman, again, was in charge of the shows. The Department of Applied Arts helped plan and carried out the decorations.

C&T Graduates - B.S. in Home Economics - 3.
M.S. in Home Economics - 2.

FACULTY - 1959-1960

Martha Gene S h e l d e n, Professor & Head
Lila Allred Kinchen, Associate Professor
Mary Agnes Gerlach, Assistant Professor
Ann Messer, Assistant Professor

Beginning with this year the student had a choice of four options to follow in pursuit of the B.S. in Home Economics in the Department of Clothing and Textiles. These options were begun and have continued: Fashion, Merchandising, Textile Science, and a double major with Home Economics. This latter permitted the student to fulfill the requirements for certification and also to follow the subject matter of her choice.

C&T Graduates - B.S. in Home Economics - 16.

FACULTY - 1960-1961

Martha Gene Shelden, Professor & Head
Lila Allred Kinchen, Associate Professor
Mary Agnes Gerlach, Assistant Professor
Ann Messer, Assistant Professor



WILLA VAUGHN TINSLEY

TO THE YOUNG WOMAN OF TODAY

The college education for women who live in today's world — and that of tomorrow — must prepare them to be

women of culture and charm
intelligent leaders in a democratic
world
earners in their chosen fields
makers of successful homes

In recognition of the multiple role of the educated woman as homemaker, mother, citizen, worker, and an attractively intelligent person, the School of Home Economics at Texas Technological College is continuously revising its offerings to meet the changing needs of women in a fast-changing world.

If a career outside the home becomes a reality for a woman, it may be of the split type occupying only a brief period before marriage, then a longer period after the children are of school age. Also, many college women today experience the three-way stretch of home and job and college all at the same time.

The degree programs, course offerings, and methods of teaching in home economics reflect appreciation for the importance of the present and future roles of women in modern life.

Willa Vaughn Tinsley, Dean
School of Home Economics
Texas Technological College

WOMAN OF THE YEAR — 1958
(14)

The second foreign student, Miss Patricia Coleman, University of Otago, Dunedin, New Zealand received her M.S. in Home Economics. Miss Coleman is now the Dean of the School of Home Science, University of Otago.

C&T Graduates - B.S. in Home Economics - 12.
M.S. in Home Economics - 3.

OBJECTIVES

1961-1964

Every modern young woman realizes that well-chosen, appropriate clothing has an important role to play in making her successful, both socially and professionally. In recognition of the value of clothing as a factor in developing self-confidence and in making the most of personal appearance, the Department of Clothing and Textiles plans its courses to assist the student with these problems, as well as in making wise and discriminating choices of fabrics and other related consumer goods. Construction problems are selected in relation to individual skills, personality, figure types, and wardrobe needs.

A student may choose one of four routes to graduation with a major in the Department of C&T. They are dress design, merchandising, textile technology, and a double major with home economics education.

The C&T staff confer with the student in helping her to find the particular option which best fits her talents and interests, and is therefore the most promising for her.

The Department also offers a Master of Science Degree in Home Economics with a major in Clothing and Textiles.

Bulletin 1959-1961 Vol.XXXV No.8 p.24.

FACULTY - 1961-1962

Martha Gene Shelden, Professor & Head
Lila Allred Kinchen, Associate Professor
Mary Agnes Gerlach, Assistant Professor
Ann Messer, Assistant Professor
Dr. Shelden was in the University of Otago, Dunedin, New Zealand, as a Fulbright Lecturer from late May until February.

Miss Messer began research concerning cleansing in relation to the hard water of West Texas.

C&T Graduates - B.S. in Home Economics - 13.

FACULTY - 1962-1963

Martha Gene Shelden, Professor & Head
Lila Allred Kinchen, Associate Professor
Mary Agnes Gerlach, Assistant Professor
Ann Messer, Assistant Professor
C&T Graduates - B.S. in Home Economics - 14.
M.S. in Home Economics - 2.

FACULTY - 1963-1964

Martha Gene Shelden, Professor & Head
Florence Eloise Petzel, Professor
Lila Allred Kinchen, Associate Professor
Mary Agnes Gerlach, Assistant Professor

Miss Mabel Irwin set up a scholarship fund of \$300.00 per year for majors in Clothing and Textiles. The first recipient was Carolyn Andrie who later received a scholarship in Michigan State University and received her master's degree from that institution.

C&T Graduates - B.S. in Home Economics - 18.
M.S. in Home Economics - 1.

OBJECTIVES

1964-1967

The department offers programs leading to the Degree of Bachelor of Science in Home Economics with a major in Clothing and Textiles. Instruction is designed to prepare the graduate for a career in one of the many aspects of the clothing and textile industry, or for teaching in the public schools. Whichever curriculum is chosen, emphasis is placed on the psychological and sociological aspects of clothing, as well as on the wise selection and purchase of clothing and textiles for individual and the home. The student may choose one of four options.

The C&T staff confers with the student in helping her to find the particular option which best fits her talents and interests, and which therefore appears to be the most promising one for her.

General Catalogue 1964 Vol. XL No. 3 pp. 327 & 329.

FACULTY - 1964-1965

Martha Gene Shelden, Professor & Head
Hazel Marie Fletcher, Professor
Florence Eloise Petzel, Professor
Lila Allred Kinchen, Associate Professor
Mary Agnes Gerlach, Assistant Professor

Dr. Petzel began a research project on the qualities of stretch cottons, slack mercerization.

Miss Rebecca Meadows was awarded the Erwin Scholarship for 1965.

C&T Graduates - B.S. in Home Economics - 26.
M.S. in Home Economics - 1.

FACULTY - 1965-1966

Martha Gene Sheldon, Professor & Head
Hazel Marie Fletcher, Professor
Florence Eloise Petzel, Professor
Lila Allred Kinchen, Associate Professor
Mary Agnes Gerlach, Assistant Professor
Johnny Dorsey, Assistant Professor

The Erwin Award was received by Miss Charlotte Jeffcoat.

C&T Graduates - B.S. in Home Economics - 35.
M.S. in Home Economics - 1.

FACULTY - 1966-1967

Martha Gene Sheldon, Professor & Head
Hazel Marie Fletcher, Professor
Florence Eloise Petzel, Professor
Maynette Derr, Associate Professor
Lila Allred Kinchen, Associate Professor
+ Mary Agnes Gerlach, Associate Professor
Johnny LaRue Dorsey, Assistant Professor

The Erwin Scholarship Award was received by Miss Gay Nell Beyers.

A course in History of Textiles, C&T 438, was added this year.

C&T Graduates - B.S. in Home Economics - 31.
M.S. in Home Economics - 1.

OBJECTIVES

1967-

This department supervises the following degree programs: Clothing and Textiles, Bachelor of Science in Home Economics and Master of Science in Home Economics. In the undergraduate program options are available in Fashion, Merchandising, Textile Science, and in a double major in cooperation with the Department of Home Economics Education. Instruction is designed to prepare the graduate for a career in one of the many aspects of the clothing and textiles industry or for teaching clothing and textiles. In each of the programs, emphasis is placed on selection and purchase of clothing and textiles for the individual and for the home. One of the four options may be chosen. A student in another school may have a minor in this department by completing 18 hours selected in conference with the department head.

FACULTY - 1967-1968

Martha Gene Shelden, Professor & Head
Mary Agnes Gerlach, Associate Professor
Pauline P. Hall, Associate Professor
Josephine Marques, Associate Professor
Delilah Manire Roch, Associate Professor
Johnny LaRue Dorsey, Assistant Professor
Katie May Varnell, Assistant Professor

A course in textiles, C&T 331, Textile Fabrics: Properties and Performance, was added to the curriculum.

Miss Janet Douglass was awarded the Erwin Scholarship.

C&T Graduates - B.S. in Home Economics - 51.
M.S. in Home Economics - 6.

Clothing and Textile majors of Texas Technological College are found in many types of careers in addition to homemaking. These careers include the merchandise field --- buyers, department heads, fashion coordinators, designers, editors for education materials with leading merchandise companies, fashion writers for magazines, advertising, and teaching at college, high school, and junior high levels.

PUBLICATIONS
Department of Clothing and Textiles

ARTICLES:

Fletcher, Hazel Marie, Professor

"Dimensional Stability and Elastic Properties of Plain Knit Wool Fabrics With and Without Wurlun Finish," Textile Research Journal (with S. Helen Roberts), accepted for publication.

"Elastic Properties of Plain and Double Knit Cotton Fabrics," Textile Research Journal, 35 (June, 1965): 497-503 (with S. Helen Roberts).

"Knited Fabrics," Consumers All, United States Department of Agriculture Yearbook (1965): 348-352.

"Geometry and Properties of Cotton Two-Bar Raschel Fabrics," Textile Research Journal, 32 (March, 1962): 173-180 (with S. Helen Roberts).

"Performance of Knit Fabrics of Pima S-1, Peeler and Karnak Cotton and of Cotton Nylon Blends," Knitting Industry (July, 1965): (with S. Helen Roberts).

"The Geometry and Properties of Two-Bar Tricot Fabrics of Acetate, Viscose, and Cotton," Textile Research Journal, 31 (February, 1961): 151-159 (with S. Helen Roberts).

"Three Methods for Measuring Elastic Recovery of Knit Fabrics," Textile Research Journal, 34 (July, 1964): 649-652 (with S. Helen Roberts).

Hall, Pauline P., Associate Professor

"Behavior of Liquids on Various Cords for Seams in Chemical and Biological Protective Overgarments," Textile Research Journal, Vol. 34 (July, 1964).

"New Chemical Finishes Strengthen Cotton in Today's Textile Race," Progressive Agriculture in Arizona, Vol. 19 (March-April, 1967).

"Quarrel Application and Test Methods for Cotton Thread," QM R&E Etr., Natick, Massachusetts, Textile Series Rpt. No. 124 (January, 1963): (with E.B. Frederick and H.D. Corkum).

"Some Observations of Liquid Behavior on Various Cords for Seams of Chemical and Biological Protective Overgarments," HQ QM R&E Cmd., U.S. Army, Natick, Massachusetts, Textile Eng., Rpt. No. 303 (October, 1962).

"Stretch Cottons," Progressive Agriculture in Arizona, Vol. 16 (March-April, 1964).

Articles published by Pauline P. Hall continued.

"What's in a Label?," Progressive Agriculture in Arizona, Vol. 19 (January-February, 1967).

Kinchen, Lila Allred, Assistant Professor

"Clothes on Your Back Should Be Off Your Mind," Practical Home Economics, XXII, 538: 557-559 (December, 1944).

Editor, The Texas Newsletter (Lubbock: The Texas Home Economics Association, 1961-1962), 8 to 10 pp.; also Co-Editor for The Texas Home Economists, same publication but new title, 1964-1965.

Petzel, Florence Eloise, Professor

ARTICLES:

"A Comparison of Physical Properties of Lightweight Cotton Corduroys of Different Constructions," American Dyestuff Reporter, 43 (July 5, 1954), 442-444.

"A Study of Certain Factors Related to Consumers' Choices in the Purchase of 'Silk' Street Dresses and Silk Yard Goods," Journal of Home Economics, 31 (June, 1939): 393-398 (with Ethel L. Phelps, Allene Sewell Loring, and Eleanor Anderson Nielson).

"Absorption of Water by and Drying of Untreated, Laundered, and Used and Laundered Cotton and Linen Toweling," American Dyestuff Reporter, 46 (August 12, 1957): 569-574-576.

"Colorfastness of Lightweight Cotton Corduroy to Light, Laundering, and Rubbing," Journal of Home Economics, 45 (June, 1953): 397-400.

"Effects of Laundering on Corduroy and Seams," Journal of Home Economics, 44 (January, 1952): 48-49 (with Henrietta M. Thompson and Helen A. Wellington).

"Effect of Laundry Sours Upon the Tensile Strength of Fabrics," Laundry Age, (with Stevenson, Lillian and Roudebush, Margaret).

"Fifty Years of Research in Textiles," Journal of Home Economics, 50 (October, 1959), pp. 701-704. (Also included in the bulletin, Home Economics Research, 1909-1959, American Home Economics Association, 1960.)

"Maintenance of Wool and Acrylic Blankets. I. The Effects of Laundering," Journal of Home Economics, 52 (May, 1961): 371-377 (with Barbara Buckwalter, Margaret Hunter, and Fern Vincent).

"Mandatory Textile Labeling," Journal of Home Economics, 50 (June, 1958): 410-413.

Articles published by Florence Eloise Petzel continued.

"The Behavior of Certain Cotton and Linen Fabrics with Respect to the Absorption of Water and Drying," American Dyestuff Reporter, 45 (June 18, 1956): 399-404.

"The Behavior of Certain Cotton and Linen Fabrics with Respect to the Absorption of Water and Drying," Journal of Home Economics, 47 (March, 1955): 210-211.

BULLETINS:

"A Study of the Values Sought and the Practices Followed by Consumers in the Purchase of 'Silk' Street Dresses and Silk Yard Goods," Miscellaneous Report I, Agricultural Experiment Station, University of Minnesota, (September, 1939) - (with Ethel L. Phelps, Allene Sewell Loring, and Eleanor Anderson Nielson).

"A Comparative Study of Cotton and Rayon Glass Curtain Fabrics," Bulletin 645, Ohio Agricultural Experiment Station (October, 1943).

"A Laboratory Evaluation of Certain Features of Cotton Housework Dress Construction," Circular No. 889, United States Department of Agriculture, (May, 1952): (with Mary C. Whitlock, Bess V. Morrison, and Fletcher, Hazel M.).

"Certain Properties of Cotton Bath Towels," University of Alabama Bulletin, 48 (December, 1954): 14 pages.

"Certain Properties Related to the Serviceability of Lightweight Cotton Corduroy," University of Alabama Bulletin, 47 (December, 1953).

Contributor to Textile Handbook, American Home Economics Association, 1960.

"Factors Relating to the Selection of Sewing Thread," Bulletin 649, Ohio Agricultural Experiment Station, (March, 1944).

"Laundering Procedures for Pinwale Corduroy and Their Effects on Three Types of Seams," Bulletin No. 16, University of Alabama (January, 1952): (with Henrietta M. Thompson and Helen A. Wellington).

"The Diameter of the Fiber Used in Certain Wool Fabrics and its Relation to Fabric Properties," Technical Bulletin 199, University of Minnesota Agricultural Experiment Station, (January, 1952): (with Ethel L. Phelps, Gypsy Frankenburg, and Helen Ward Norton).

MIMEOGRAPHED PUBLICATION:

"Directions for Laboratory Work in Textile Chemistry," Maxson Business Service, Corvallis, Oregon, 1955, 30 pages. Revised 1963.

Shelden, Martha Gene, Professor and Head

"A Clothing Course for Gifted Ninth Grade Students," Journal of Home Economics (with Louise Wells McCormick), 1966.

"A Comparative Study of Blankets of Natural and Man-Made Fibers and Their Blends," Journal of Home Economics, 51 (1959): 196-198 (with Patricia Coleman).

"A New Venture in School Fashion Shows," What's New In Home Economics, 24 (1960): 56-57; 97-100 (with Willa Vaughn Tinsley).

"Down Under in New Zealand," Journal of Home Economics, 57 (1965): 272-273.

"Abstract of Doctoral Thesis, 'A Study of the Physical Properties of Textiles and of Construction Techniques Used in Converting Them into Women's Garments,'" Journal of Home Economics, Vol. 43, No. 3 (March, 1956): 208-216.

"Better Use of Zig-Zag," Modern Miss, (October, 1956).

"It Works!," Practical Home Economics, 1956.

"Physical Properties of Cotton, Linen and Rayon - Mixed Fabrics with All-Linen Fabrics and All-Rayon Fabrics," Rayon Textiles Monthly (December, 1941; January, 1942): (with Fletcher and Zink).

Review of Curtis, How to Give a Fashion Show (Washington: American Home Economics Association), Journal of Home Economics, 50 (1958): 62-63.

"Workshop Experiments with New Textiles," Journal of Home Economics, 52 (1960): 110-111.

Wright, Georgia Ellen, Assistant Professor

"A Plan for Clothing Internships," Journal of Home Economics, XLIII, 27-31 (January, 1951).

"Clothing and Textile Internships in Texas," Journal of Home Economics, XLI, 190-192 (April, 1949).

"Co-operation between Retail Stores and Home Economics Teachers," Journal of Home Economics, XXXI, 386 (June, 1939).

"Texas Tech Launches New Tricot," Modern Miss, XIV, No. 4, p.31 (Summer, 1951).

Wichita Falls, Texas, Bulletin of the American Association of University Women, Washington, 1947.

"Workshop Scores a 'First'," Journal of Home Economics, XL, 525 (November, 1948).

BOOKS:

Erwin, Mabel Deane, Professor

Practical Dress Design. (New York: The Macmillan Company, First Edition, 1933; Second Edition, 1940; Third Edition, 1954).

Clothing for Moderns. (New York: The Macmillan Company, First Edition 1949; Second Edition, 1957).

Erwin, Mabel Deane, Professor AND Kinchen, Lila Allred, Assistant Professor

Clothing for Moderns. (New York: The Macmillan Company, Third Edition, 1961).

Shelden, Martha Gene, Professor & Head

Design Through Draping. Minneapolis, Minnesota: Burgess Publishing Company. 1967.

MASTERS OF SCIENCE
CLOTHING AND TEXTILES

- Roch, Delilah Isabelle Manire 1948
DEVELOPING AN INSTRUMENT FOR EVALUATING THE ABILITY OF STUDENTS
IN FRESHMAN CLOTHING TO APPLY GENERALIZATIONS IN PLANNING A
COORDINATED WARDROBE.
- Compton, Vellene Sanders 1951
A STUDY, FROM THE CONSUMER'S STANDPOINT, OF THE SERVICEABILITY OF
DOUBLE WARP TRICOT MADE OF SUPER-CARDED COTTON.
- Mouser, Dorothy Harris 1951
A SURVEY OF THE LAUNDERING PRACTICES IN DRANE HALL AT TEXAS
TECHNOLOGICAL COLLEGE.
- Curry, Alberta Morton 1954
AN INVESTIGATION OF THE ACCEPTANCE OF SOME CURRENTLY ADVOCATED
CLOTHING CONSTRUCTION TECHNIQUES.
- Guy, Margaret Beryl 1957
A STUDY OF THE CLOTHING OF OLDER WOMEN: THEIR PREFERENCES,
PROBLEMS, AND PRACTICES.
- Elkins, Doris Iola 1958
A STUDY OF CERTAIN SEAM AND HEM FINISHES ON SELECTED FABRICS
LAUNDERED IN AN AUTOMATIC WASHER.
- Coleman, Patricia Dorothy 1959
A COMPARATIVE STUDY OF BLANKETS OF NATURAL AND MAN-MADE FIBERS
AND THEIR BLENDS.
- Mitchell, Marjorie Fleming 1959
A STUDY OF HOME SEWING PRACTICES OF A GROUP OF 100 WOMEN IN
LUBBOCK, COUNTY, TEXAS.
- Blackmon, D'Lyle Brooke 1961
A STUDY IN THE APPLICATION OF THE PRINCIPLES OF DESIGN IN CLOTHING
CLASSES ON THE JUNIOR HIGH LEVEL.
- Knowles, Betty Brooks 1961
FACTORS WHICH INFLUENCE THE DEVELOPMENT OF GOOD TASTE IN THE
CLOTHING HABITS OF THE SENIOR GIRLS IN THE HIGH SCHOOLS OF
LUBBOCK, TEXAS.

- Williams, Maynette Derr 1961
A COMPARATIVE STUDY OF SOME SOCIO-CULTURAL FACTORS INVOLVED IN THE SELECTION OF THE WARDROBES OF SENIOR GIRLS IN HIGH SCHOOLS, LUBBOCK, TEXAS.
- Dorsey, Johnny LaRue 1963
CLOTHING AND GROOMING AS RELATED TO PERSONALITY ADJUSTMENT IN A GROUP OF COLLEGE FRESHMEN GIRLS.
- Miller, Mary Elizabeth Rye 1963
A STUDY OF MATERNITY WEAR INCLUDING RECOMMENDATIONS OF PHYSICIANS AND WOMEN IN WEST TEXAS.
- McCormick, Louise Wells 1964
PLANNING AND EVALUATING A CLOTHING AND TEXTILE COURSE FOR GIFTED NINTH GRADE STUDENTS.
- Hawk, Barbara Lynn 1965
AN EXPERIMENTAL PROGRAM IN PERSONAL IMPROVEMENT FOR LOW INCOME LATIN-AMERICAN WOMEN.
- Caddel, Doris K. Wildman 1966
THE RELATION BETWEEN PERSONALITY TRAITS AND COLOR SELECTION OF FABRIC AS FOUND IN A GROUP OF STUDENTS AT TEXAS TECHNOLOGICAL COLLEGE.
- Moudy, Bula Jean 1967
THE DETERGENCY OF THREE CLEANING AGENTS IN HARD AND SOFT WATER.
- Arledge, Carol A. Coldwell 1968
THE EFFECT OF FABRIC SOFTENER ON WHITE TERRY CLOTH LAUNDERED IN HARD WATER.
- Haynie, Laura Lathrop 1968
FABRIC TEXTURE PREFERENCE OF MALE COLLEGE STUDENTS AS AN EXPRESSION OF PERSONALITY DEFENCE MECHANISMS.
- Kunishige, Pamela 1968
CLOTHING KNOWLEDGE AND CHARACTERISTICS ESSENTIAL TO PROBABLE SUCCESS AS CLOTHING MERCHANDISE MANAGERS.
- Lindley, Patricia F. 1968
THE RELATIONSHIP OF DRESS AND GROOMING TO THE SUCCESS IN HIGH SCHOOL OF THE MEXICAN AMERICAN STUDENT IN A SELECTED HIGH SCHOOL.
- Perry, Lemmah 1968
EVALUATION OF RETENTION OF CONSUMER INFORMATION AS TAUGHT IN CONSUMER TEXTILES AT TEXAS TECHNOLOGICAL COLLEGE.
- Thurman, Doris 1968
THE UNDERSTANDING AND USE OF AVAILABLE INFORMATION ON PIECE MATERIALS AS PRACTICED BY A GROUP OF WOMEN IN LUBBOCK, TEXAS.

Department of Clothing and Textiles

A SUMMARY TABULATION OF ENROLLMENT FOR THE PAST TEN YEARS.

FALL SEMESTER				SPRING SEMESTER		
Enrollment last 10 yrs.	No. of Reg- istrations	Semester Cr. Hrs.	Stu.-Teacher Ratio	No. of Reg- istrations	Semester Cr. Hrs.	Stu.-Teacher Ratio
1957-58	257	761	14.29	243	691	11.24
1958-59	269	801	14.24	250	732	13.94
1959-60	285	815	13.75	292	840	14.00
1960-61	328	960	14.55	310	906	14.38
1961-62	315	931	14.78	298	846	14.10
1962-63	359	1,035	15.68	381	1,121	14.95
1963-64	414	1,222	15.09	369	1,093	14.01
1964-65	461	1,335	15.89	438	1,278	15.21
1965-66	648	1,884	16.53	664	1,956	18.11
1966-67	798	2,378	15.54	749	2,173	14.49

A SUMMARY TABULATION OF BUDGETS FOR THE PAST TEN YEARS.

School Year	Instructional Salaries	Secretarial Salaries	Stu.Asst. and/ or P-T Help	ME&T	TOTAL
1957-58	\$ 19,350.00	\$	\$ 525.00	\$ 1,708.00	\$ 21,583.00
1958-59	20,675.00		525.00	2,990.00	24,190.00
1959-60	23,000.00	2,115.00	525.00	4,539.00	30,179.00
1960-61	27,275.00	2,115.00	700.00	4,550.00	34,640.00
1961-62	29,050.00	695.00	800.00	7,840.00	38,385.00
1962-63	32,300.00	720.00	800.00	3,150.00	36,970.00
1963-64	45,300.00	960.00	900.00	3,050.00	50,210.00
1964-65	50,200.00	1,080.00	900.00	3,050.00	55,230.00
1965-66	73,000.00	1,987.00	1,050.00	4,178.00	80,215.00
1966-67	95,785.00	3,180.00	1,450.00	3,915.00	104,330.00

PART TWO

CURRENT DEPARTMENTAL STATUS

ENROLLMENT OF UNDERGRADUATE AND GRADUATE CLASSES

1967-1968

FALL 1967:	Freshmen <u>266</u>	Sophomores <u>245</u>	Juniors <u>205</u>	Seniors <u>122</u>	Graduate <u>32</u>
SPRING 1968:	Freshmen <u>266</u>	Sophomores <u>270</u>	Juniors <u>218</u>	Seniors <u>112</u>	Graduate <u>18</u>
TOTALS	<u>532</u>	<u>515</u>	<u>423</u>	<u>234</u>	<u>50</u>
GRAND TOTAL:	<u>1,754</u>				

RANKS AND NUMBERS OF FACULTY AND THEIR COMPENSATION

1967-1968

RANK	NUMBER	COMPENSATION
Professor	<u>1</u>	<u>\$ 15,000.00</u>
Associate Professor	<u>4</u>	<u>36,970.00 *</u>
Assistant Professor	<u>2</u>	<u>17,030.00</u>
Instructor	<u>5</u>	<u>38,400.00</u>
Teaching Assistant	<u>5 **</u>	<u>5,400.00</u>

* One semester only for one.

** An equivalent of 5.

Total space available to the department/classrooms and laboratories:

<u>ROOM NO.</u>	<u>SQUARE FEET</u>	<u>ROOM NO.</u>	<u>SQUARE FEET</u>
HE 103	844.8	HE 207	1027.5
HE 104	1069.6	HE 208	1010.36
HE 203	936.0	HE 205	1050.94
HE 206	156.6	HE 206-A	85.0
<u>OFFICE NUMBER</u>	<u>SQUARE FEET</u>	<u>OFFICE NO.</u>	<u>SQUARE FEET</u>
HE 101	121.5	HE 254	83.6
HE 107	113.0	HE 257	204.0
HE 257-A	154.0	HE 257-B	127.4
HE 257-C	117.6	HE 259	165.0

CLASSROOMS AND LABORATORIES = 6,180.8 sq. ft. OFFICES = 973.1 sq. ft.

RESEARCH ACTIVITIES - 1967-1968

TITLE: A COMPARATIVE STUDY OF THE RELATIONSHIP OF CLOTHING GROOMING,
AND PERSONALITY ADJUSTMENT OF A GROUP OF MOTHERS AND DAUGHTERS.

INVESTIGATOR: Mrs. Johnny Dorsey, Assistant Professor ---
organized research

June 1 - July 31, 1968

TITLE: IN-USE PERFORMANCE OF DURABLE PRESS GARMENTS OF FIBER BLENDS.

INVESTIGATOR: Mrs. Delilah Roch, Associate Professor

September 1, 1967 - June 1968

$\frac{1}{2}$ time T.E. Research funds

Expenses: Line-Item Appropriation for Home Economics

TITLE: X-RAY DIFFRACTION ANALYSIS OF VARIOUS COTTON FIBERS.

INVESTIGATOR: Miss Mary Jo Campbell, Instructor

$\frac{1}{4}$ time September 1, 1967 - June 1968; June 1 - July 1, 1968

Line-Item Appropriation for Home Economics

TITLE: PERFORMANCE OF DRAPERY FABRICS MADE OF WOOL AND MOHAIR.

INVESTIGATOR: Miss Leona A. Kocher, Instructor

$\frac{1}{4}$ time September 1, 1967 - June, 1968; June 1 - July 1, 1968

Line-Item Appropriation for Home Economics

TITLE: INVESTIGATION OF PROPERTIES AND CONSUMER ACCEPTANCE OF FABRICS
MADE FROM NATURAL FIBERS OF TEXAS.

INVESTIGATOR: Dr. Pauline P. Hall, Associate Professor

$\frac{1}{2}$ time January 15 - June, 1968

Full-time June 1 - July 15, 1968

Line-Item Appropriations

Department of Clothing and Textiles

SPECIAL EQUIPMENT FOR TEXTILE RESEARCH:

- | | |
|----------------------------------|--|
| 1. Stand Delineascope | 30. Tester Fabric Stretch |
| 2. Launder-Ometer | 31. Chemicals |
| 3. Fade-Ometer | 32. Fabrics, in wide assortment |
| 4. Micro Projector | 33. X-Ray Camera |
| 5. Microscope | 34. Film & Developing Supplies |
| 6. Abrasion Machine Taber | 35. Tapes |
| 7. Scott Textile Tester | 36. foils for X-Ray Camera |
| 8. Permeometer | 37. Wear Tester |
| 9. Projector Film Slide | 38. Washer and Dryer |
| 10. Portable Mineoscope | 39. Examolight |
| 11. Hot Plate - Gas - One Burner | 40. Weighing Scale |
| 12. Hot Plate - Gas - Two Burner | 41. Elemendorf Tear Tester |
| 13. Tester C and R Modulator | 42. PH Meter |
| 14. Flammability Test Apparatus | 43. Mettler Balance |
| 15. Illuminator B&L Microlite | 44. Dec-O-Gram Balance |
| 16. Reflectometer | 45. Set-AATCC Durable Press 3-dimensional replicas |
| 17. Abrasion Test Set Universal | 46. Set-Wash & Wear and Durable Press Photogenic Standards |
| 18. Vacuum Cleaner | 47. Detergent |
| 19. Balance | 48. Stereomicroscope |
| 20. Oven | 49. Stop Watch |
| 21. Microscope | 50. Light Meter |
| 22. Set of Weights Beker Balance | 51. Water Hardness Tester |
| 23. Wrinkle Recovery Tester (6) | 52. Stiffness tester |
| 24. Interval Timer | 53. Suter Pick Counter |
| 25. Projector Opaque Scope | 54. Black Panel Thermometer (Atlas) |
| 26. Tester Twist | 55. Multi fiber fabric |
| 27. Tester Static Load Stretch | 56. Blue Wool Light Standards AATCC |
| 28. Crockmeter | |
| 29. View Light Test Box | |

EQUIPMENT ON ORDER:

1. Microscopes (3)
2. Fabric Inspection Cabinet
3. Shears, regular length 10", blade 5"
4. Shears, regular length 12", blade 7 1/8"

CLOTHING & TEXTILE S LABORATORIES USED FOR TEXTILE RESEARCH:

HE 206 and 206A (Control Room) = 241.6 square feet

Classroom HE 208 is also used for some of textile research = 1,010.36 square feet.

1967-1968 OPERATING BUDGET

FOR THE

DEPARTMENT OF CLOTHING AND TEXTILES

Instructional Salaries	\$ 112,800.00
Secretarial Salaries	3,360.00
Student Assistants and/or Part-time help	5,400.00
Maintenance, Equipment and Travel	4,047.00
TOTAL	\$ 125,607.00

Laboratories are used on Saturday for the 4-H activities and many Home Economics students give assistance. In the summer this group uses the labs for judging and evaluating garments for the district dress review.

The department yearly conducts the District I "Make It With Wool" Contest. The principal advantage of this is the large number of students introduced to our campus and the influence it has upon their choice of this school.

PART THREE

SUMMARY OF PROJECTIONS FOR FIVE AND TEN YEARS HENCE

DEPARTMENT OF CLOTHING AND TEXTILES

PART THREE

SUMMARY OF PROJECTIONS FOR FIVE AND TEN YEARS HENCE

OBJECTIVES AND GOALS - 1968-1973

At this present time, 1968, the area of textiles is the weakest in our department as to course offerings and enrollment beyond the introductory course, C&T 231. Our faculty in this area is strong with our additions of the last two years so we plan to expand and develop rapidly in this direction. We shall need other textile scientists. We can build with our present facilities and will further expand with the laboratories and equipment of the new building. Our opportunity to work with the departments Textile Engineering and Physics as well as the School of Agriculture is an advantage to us.

OBJECTIVES FOR THE DEPARTMENT OF CLOTHING AND TEXTILES:

1. To have a well-developed curriculum for textiles at both the graduate and undergraduate levels;
2. To revise the curriculum according to the findings of the 1968-1969 curriculum study;
3. To develop strong programs in design and pattern making in keeping with the requests of the clothing industry;
4. To strengthen the program for merchandise majors in C&T and to give selective advisement on the requirements of this option;
5. To adopt the newer audio-visual techniques suitable to effective efficient teaching in our classes;
6. To develop a challenging program of research in the widespread study included in our relation to ICASALS (This will include a knowledge and understanding of the cultures of these areas as well as our work in fibers and dress.);
7. To provide ways and means for faculty and students to attend more professional meetings and field trips to gain new ideas and knowledge for this ever changing field of study;
8. To place greater emphasis on the clothing needs for rehabilitation groups and old age citizens through adult education work;
9. To have a doctoral degree in general home economics.

COURSES NEEDED 1968-1973

Our plan is to petition in the fall of 1968 to add the following courses:

- C&T 222. New Construction Techniques. (2-0-4)
- C&T 439. Clothing and Textiles Economics. (3-3)
- C&T 532. Advanced Textile Analysis. (3-1-4)

OBJECTIVES AND GOALS FOR - 1973-1978

1. To further evaluate the curriculum in relation to the needs of the time;
2. To strengthen courses required of those following the merchandise option in C&T;
3. To continue to study, adapt, and evaluate the new developments in teaching;
4. To further strengthen the Fashion Option for design oriented students;
5. To develop greater interest in cross-discipline graduate studies;
6. To strengthen the masters' program by the addition of more 500-level courses;
7. To develop a doctoral degree within the department;
8. To seek more fellowships and research funds;
9. To expand in these areas recommended by the McGrath report: a. teaching, b. work with Extension, and c. research.

COURSES NEEDED - 1973-1978

It is our plan to petition for the following courses:

C&T 532. Clothing Design. (3:1:4)

C&T 536. Textiles for Graduate Problems. (3:1:4)

PROJECTED ENROLLMENT *

1968-1973	No. of Registrations	1973-1978	No. of Registrations
1968-69	763. **	1973-74	1040
1969-70	811.	1974-75	1090
1970-71	871.	1975-76	1152
1971-72	929.	1976-77	1204
1972-73	986.	1977-78	1252

* Method Used: (Based on Figures October 25, 1967, Director of Institutional studies)

No. of Women X 20% = projected no. in Home Economics (Clewett)
 49.8 = average per cent of all Home Economic Women in C&T
 course for a ten year period (1957-1967)
 No. of Women X 20% X 49.8% = No. of Registrants in C&T

** NOTE: This number is according to the projected enrollment which does not agree with the actual registrants in the Spring 1968. See Part Two. If figured by the actual number of registrants, all the projected figures would be larger.

NEEDED PERSONNEL

SECRETARIAL:

1968-1973

Two step promotion for secretary 1969.
One step promotion for present secretary each year thereafter.
Add secretarial help - one-half time.

1973-1978

Two full-time secretaries.

FACULTY:

<u>YEAR</u>	<u>NO. TO BE ADDED</u>	<u>RANK</u>
1969	1	Professor
	1	Instructor
1970	1	Assistant Professor
1972	1	Associate Professor
1973	1	Instructor
1974	1	Assistant Professor
1976	1	Instructor
1977	1	Assistant Professor
	1	Instructor
	<hr/>	
ADDED	9	
NO. - 1968	<u>12</u>	
TOTAL	21	

RESEARCH ACTIVITIES

See Part Two - pages 28 & 29.

Our plan is to increase the amount of research done, have more cooperative work with the Textile Research Center, and have secured more assistance from industry.

SPACE NEEDED

We believe the building as being planned at present should supply the needs of the department. However, it should be stated, that this department is at the end of its growth; except for two courses in textiles and one in construction until we do have the new space.

The new building, still in the planning stages, will give us the facilities and equipment for development of this program. The needs of growth in number of students and in courses required at the different levels, the enrichment of the curriculum, provisions for added research and for adult education, and for the increased size of the faculty are all considered in our planning.

A SUMMARY TABULATION OF BUDGETS FOR THE DEPARTMENT OF CLOTHING & TEXTILES

1968-1978

SCHOOL YEAR	INSTRUCTIONAL SALARIES	SECRETARIAL SALARIES	Stu.Asst. and/or P-T Help	ME&T	TOTAL
1968-69	\$ 122,250.00	\$ 3,717.00	\$ 1,600.00	\$ 5,319.00	\$ 132,886.00
1969-70	136,630.00	3,902.00	1,725.00	13,319.00	155,576.00
1970-71	140,430.00	4,097.00	1,850.00	9,819.00	156,196.00
1971-72	142,730.00	4,277.00	1,850.00	10,319.00	159,176.00
1972-73	150,930.00	4,457.00	1,975.00	10,369.00	167,731.00
1973-74	166,630.00	* 4,637.00	2,225.00	10,410.00	183,902.00
1974-75	187,570.00	4,817.00	2,225.00	10,619.00	205,231.00
1975-76	187,570.00	4,997.00	2,475.00	10,315.00	205,357.00
1976-77	198,470.00	** 5,177.00	2,725.00	10,514.00	216,886.00
1977-78	218,870.00	5,357.00	2,975.00	10,314.00	237,516.00

* Added half-time secretary

** Added full-time secretary

RECOMMENDATIONS

To insure the development of real quality in the future program of the University we recommend:

1. To the Coordinating Board that the senior colleges become stabilized in number and that registrations then be limited to the facilities available. The date set would of necessity allow schools to complete the building programs now approved;
2. To the board responsible for the Junior College regulations that the number of courses in specialized fields be limited to the beginning classes. The reason for this recommendation is the difficulty students have in transferring because (a). in many junior colleges several courses are combined in one resulting in a weak course which is difficult to classify in a strong program, and (b). consumer course or non-lab course be given in junior colleges when laboratory equipment is not available. (Example: the beginning textile course should be a non-lab course.)

DEPARTMENT OF
FOOD AND NUTRITION

REPORT TO THE PRESIDENT FROM THE DEPARTMENT OF
FOOD AND NUTRITION

September 1, 1968

MEDIUM AND LONG-RANGE PLANS FOR DEPARTMENT OF FOOD AND NUTRITION

PART I. History and Development:

In the establishment of Texas Technological College, the School of Home Economics offered three courses in food and nutrition in the opening fall term in 1925. The School of Home Economics consisted that year of 50 freshmen and 14 advanced students in a total college enrollment of 914 students. It operated a college cafeteria in a separate building, later enlarged to include the Tech Bookstore.

Miss Jonnie McCrery, designated as Professor of Foods and Nutrition in 1925-1926 was described as Head, Department of Foods and Nutrition in 1926-1927. She held this position until her retirement at the end of 1954-1955 year when she was Mrs. James Newton Michie. Dean of Home Economics, Margaret W. Weeks was designated also as Professor of Nutrition. These two ladies maintained high academic standards and personal performance in the Department of Foods and Nutrition. Their interest in community service was illustrated in providing courses in meal planning, food preparation, and service to "town's people" for non-credit and with no prerequisites. These non-credit courses reached their apex in World War II when canteen courses, emergency feeding, and nutrition for fitness were taught to help the war effort.

In 1934-1935 with the opening of the first dormitory (Deak Hall) Miss Nozelle Craddock was employed as Manager and Dietitian of the Dormitories and Professor and Head of the Department of Institutional Management which position she held until 1949-1950. Upon her leaving Texas Technological College this department was discontinued since Miss Shirely Schulz (now Mrs. Albert Bates, Director of Food Service) was appointed that year as part-time instructor in Institutional Management in Department of Food and Nutrition.

The first B.S. degree with a major in foods and nutrition was awarded on August 23, 1929, to Fannie Ferguson Davenport. The curriculum for this degree met the academic requirements specified by the American Dietetic Association for a dietetic internship and for membership in the Association. These academic requirements included two years of chemistry and one of biology including human physiology and bacteriology. By fall 1938, 27 food and nutrition majors were graduated and the first M.S. degree in home economics was awarded. On May 31, 1937, Mina Marie Wolf was awarded a master of science degree in home economics with a major in food and nutrition.

During the next decades the following numbers graduated with majors in food and nutrition:

YEAR	GRADUATES WITH MAJORS IN FOOD AND NUTRITION	
	Undergraduate	Graduate
1929-1938	27	1
1939-1948	73	5
1949-1958	61	2
1959-1968	103	26

**ENROLLMENT, GRADUATES AND FACULTY IN DEPARTMENT OF FOOD AND NUTRITION
DURING REGULAR SESSIONS THE LAST TEN YEARS**

	Total Enrollment	Graduates*		Number of Faculty
		B.S.	M.S.	
<u>10 Years</u>				
1958-1959	572	13	2	5
1959-1960	608	6	2	5
1960-1961	648	8	1	5
1961-1962	649	13	3	5
1962-1963	744	8	3	6
1963-1964	751	7	4	7
1964-1965	859	11	3	6
1965-1966	1067	10	1	8
1966-1967	1496	15	5	9
1967-1968	<u>1707</u>	<u>12</u>	<u>2</u>	<u>11</u>
TOTALS	9101	103	26	

* Majors in Food and Nutrition

INSTRUCTIONAL STAFF

(Of rank of assistant professor and higher)

1925 through 1968

Professors

Former Dean Emeritus Margaret W. Weeks	M.S.	1925-1954
Professor Emeritus Jonnie McCrery Michie		
Head, Department Food and Nutrition	M.S.	1925-1955
Emeritus 1956		
Former Professor Mozelle E. Craddock	M.S.	1934-1950
Cecilia Schuck	Ph.D.	1934-1936
Mina W. Lamb	Ph.D.	1954-Current
Sara Hunt	Ph.D.	1955-1966

Associate Professors

Dorothy McFarlane	M.S.	1928-1932
Mayme Lucinda Twyford	M.S.	1929-1955
Ada Vivian Johnson	M.S.	1934-1935
Head, Department Home Economics Education 1935		
Gladys K. Holden	M.S.	1964-Current
Margaret Kassouny	Ph.D.	1968-1969
Clara M. McPherson	M.S.	1968-Current

Adjunct Professors

Dorothy McFarlane	1925-1928
Katherine Harper	1926-1930

Assistant Professors

Katherine Harper	1928-1930
Ada Vivian Johnson	1930-1934
Martha W. Buttrill	1945-1955
Opal L. Wood	1945-1948;
	1958-Current
Gladys K. Holden	1956-1964
Barbara Zeches	1963-1967
Clara M. McPherson	1962-1968
Margaret Kassouny	1965-1966
Angela Boren	1967-Current

PUBLICATIONS OF THE FOOD AND NUTRITION FACULTY

Michie, Jonnie McCrery, Professor

"The Basal Metabolism in Pregnancy," Journal of Nutrition, XVII, 20. April, 1939.

"The Basal Metabolism of Normal College Women," Journal of Nutrition, XXV, 234-245. March, 1943.

"Calcium, Phosphorus and Iron Contents of Turnip Greens as Influenced by the Method of Sampling," Food Research, IX, 56-65. January-February, 1944.

"Eating Quality and Some Aspects of Composition of Turnip Greens at Successive Stages of Growth," Food Research, IX, 42-55. January-February, 1944.

"Leaves and Stems of Turnip Greens as a Source of Some Nutrients," Food Research, XI, 432-446. September-October, 1946.

Holden, Gladys Keen, Associate Professor

"Early Foods of the Southwest," Journal of the American Dietetic Association, 40, 218-223. March, 1962.

McPherson, Clara Mueller, Assistant Professor

"Improved Bread Made From Frozen Dough," Food Industries, 20, 1289-1291; 1407-1408. 1948.

"Trends in Dietary Practices of College Women," Journal of Home Economics, 40, 19-21. January, 1948.

"Stable Gels in Home Frozen Cream Pies," Texas Agricultural Progress, 8, 21-22. November-December, 1962.

Laboratory Manual for Elementary Food and Nutrition Courses. Lubbock: The Tech Press. 1964. 71 pages.

Lamb, Mina Wolf, Professor and Head

Wolf, M. "Basal Metabolism of Normal College Women at Texas Technological College at an Altitude of About 3200 Feet." Masters degree thesis, 1937. Texas Technological College Library.

"Comparison of the Energy Expenditure and Mechanical Efficiency of Boys and Young Men and Some Observations upon the Influence of Age and Work on the Mechanical Efficiency of Boys." Dissertation, Columbia University, 1942.

With McCrery, Jonnie and Neva Bavousett, "The Basal Metabolism of Normal College Women." *Journal of Nutrition*, 25, 245-254. 1943

"Nutritional Aspects of the Preservation of Foods." *What's New in Home Economics*, July-August, 1944.

With Drake, Phyllis, "Study of the Dietary and Food Practices of 63 Families in Lubbock, Texas." *Journal of American Dietetic Association*, 20, 528-530. 1944.

"Basal Metabolism of Eight Nursery School Children Determined at Three Month Intervals." *American Journal of Diseases of Children*, 70, 220-226. 1945.

With Corrigan, Marie T. "Further Analysis of Food Selections of 80 Families in Lubbock, Texas." *Journal of American Dietetic Association*, 22, 134-139. 1946.

With Ling, Bing-chung, "An Analysis of Food Consumption and Preferences of Nursery School Children." *Child Development*, 17, 187-217. 1946.

With McPherson, Clara M. "Improved Bread Made from Frozen Dough." *Food Industries*, 20, 1281-1291; 1407-1408. 1948.

With McPherson, Clara M. "Dietary Practices of College Students in a Cooperative House." *Journal of Home Economics*, 40, 19-21. 1948.

With Cline, Beryl and Vivian Johnson. "Nutrition Education in the Fourth Grade." *Journal of Home Economics*, 40, 77-78. 1948.

With Taylor, Clara M., Mary E. Robertson, and Grace MacLeod. "The Energy Expenditure for Quiet Play and Cycling-Boys Seven to Fourteen Years of Age." *Journal of Nutrition*, 35, 511-522. 1948.

"A Challenge to School Lunchroom Managers." *Practical Home Economics*, 38, 192-193. 1950.

"Feeding the Child at Home." *Journal of Home Economics*, 42, 719-721. 1950.

With Peeks, Stella. "The Dietary Problems and Practices of Cerebral Palsied Children." *Journal of American Dietetic Association*, 27, 870-876. 1951.

"Rural Family Living." *Practical Home Economics*, 27, 425-428; 454. 1951.

With Hattox, Fay. "Sponge Cakes at 3200 Feet." *Practical Home Economics*, 30, 32-39. 1952.

With Wolf, Ilse H. "Is Your Well-balanced Diet Nutritious?" *Practical Home Economics*, 31, 31. 1953.

With Michie, Jonnie McCrery. "Basal Metabolism of Nineteen Children from Two to Ten Years Old." *Journal of Nutrition*, 53, 93-104. 1954.

With Adams, Vivian J. and Jane Godfrey. "Food Preferences of Women in College." *Journal of American Dietetic Association*, 30, 1120-1125. 1954.

With Adams, Vivian J. and Jane Godfrey. "Study on Food Habits Reveals Food Preference of College Women." *College and University Business*, 19, 50-52. 1955.

With Ford, Era. "Dental Health of Children in the Fourth Grade of Four Elementary Schools in Lubbock, Texas." *Journal of School Health*, 30, 15-26. 1960.

With Massingill, Ellen. "Paper vs Plastic Containers in Food Service in the School Lunch." *Journal of American Dietetic Association*, 38, 459-461. 1961.

With Holden, Gladys K. "Early Foods of the Southwest." *Journal of American Dietetic Association*, 40, 218-223. 1962. Also to appear in book form with other research data on same subject.

Contributor of data on children, men and women which were published in *An Evaluation of Basal Metabolism Data*, Home Economics Research Report No. 14 Human Nutrition Research Division, Agriculture Research Service, U.S. Department of Agriculture.

With Michie, Jonnie M. and Jerry M. Rivers. "A Comparison of the Nutritive Value of Three Sorghum Grains with that of Wheat." *Cereal Chemistry*, 43, 447-456. 1966.

With McPherson, Clara M. "Home-Frozen Cream Pies." *Texas Agricultural Progress*, 8, 21-22. 1962.

With McPherson, Clara M. "Adequate One-dish Meals from the Freezer." *Texas Agricultural Progress*, accepted for publication.

With Boren, Angela R. "Uses of Grain Sorghums as Food for Humans." Private printing.

Manual for Nutrition Courses. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1963.

"Applying Current Nutrition Research in Hospital Food Service." *Journal of American Hospitals Association*. 38, 77-80; 87-88. 1964.

With McPherson, Clara. "Acceptability Studies of West Texas Sweet Potatoes." *Texas Agricultural Progress*, accepted for publication.

With Wilson, Mary Margaret. "Food Beliefs as related to Ecological Factors in Women." *Journal of Home Economics*, 60, 115-118. 1968.

DEPARTMENT OF FOOD AND NUTRITION HISTORICAL SUMMARY

A Tabulation of Enrollment for the Past Ten Years:

Enrollment last 10 yrs.	Fall			Spring		
	No. of Reg- istrations	Semester Cr. Hrs.	F-T Stu. Equiv.	No. of Reg- istrations	Semester Cr. Hrs.	F-T Stu. Equiv.
1957-1958	255	765	13.08	260	780	11.86
1958-1959	312	936	14.68	257	771	12.09
1959-1960	304	912	13.98	301	903	13.38
1960-1961	346	1,038	13.84	296	888	11.84
1961-1962	336	1,008	13.44	312	949	12.17
1962-1963	364	1,092	14.27	356	1,080	14.12
1963-1964	380	1,140	13.22	371	1,128	14.75
1964-1965	424	1,266	15.35	436	1,279	14.55
1965-1966	558	1,631	14.69	557	1,659	14.95
1966-1967	707	2,064	15.64	791	2,192	14.50

History and Development (Cont'd.)

Summary Tabulation of Budgets for Department of Food and Nutrition 1957-1958 through 1967-1968:

School Year	Instructional Salaries	Secretarial Salaries	Stu. Asst. and/ Secret-Time	Maint., Equip. & Travel	TOTAL
1957-1958	\$ 21,713.00	\$ 2,440.00*	\$ 835.00	\$ 3,165.00	\$ 28,153.00
1958-1959	25,692.50	2,540.00*	1,261.00	5,085.00	34,578.50
1959-1960	25,692.00	2,720.00*	900.00	6,050.00	35,362.00
1960-1961	30,050.00	2,800.00*	1,000.00	6,540.00	40,390.00
1961-1962	33,325.00	5,015.00*	1,800.00	5,875.00	45,015.00
1962-1963	35,542.00	5,580.00*	1,800.00	5,045.00	47,967.00
1963-1964	41,800.00	5,760.00*	1,830.00	5,265.00	54,655.00
1964-1965	47,190.00	5,970.00*	2,030.00	5,265.00	60,455.00
1965-1966	71,997.00	9,000.00*	2,200.00	6,125.00	89,322.00
1966-1967	82,371.45	9,420.00*	2,230.00	6,625.00	100,646.45

* This total includes Laboratory Assistant Salaries in addition to Secretarial Salaries.

PART II. Current Status: Data for Department of Food and Nutrition for 1967-1968:**A. Enrollment by classification of students**

Semester	Freshmen	Sophomore	Junior	Senior	Graduate	Total
Fall 1967	191	233	198	116	21	759
Spring 1968	388	255	227	100	19	989
TOTAL	535	488	425	216	40	1,704

The above figures have been counted from current class rolls in the dean's office.

B. Enrollment by classes in 1967-1968

Class	Fall 1967	Spring 1968	Total
Freshman course	384	490	874
Sophomore course	61	80	141
Junior courses	233	286	519
Senior courses	63	87	150
Graduate courses	10	13	23
TOTALS	751	957	1,707

C. Ranks and numbers of faculty and their compensation for 1967-1968

Rank	Number	Compensation
Professor	1	\$ 14,700.00
Associate Professor	1	10,100.00
Assistant Professor	2	9,700.00 (avg.)
Instructor	6 1/2	7,406.00 (avg.)
Teaching Assistant	5/8	2,400.00 (Full-time)

D. Space used by Department of Food and Nutrition for classroom and/or laboratory in 1967-1968

	Room number Laboratory	Approx. Size	Students per Class	Clock Hours Used per Week	Use
1.	H 167	1,053 sq. ft.	20-25	52	Elementary nutrition and food classes (F & N 131) which involve student participation in food preparation and dietary calculations. 10 to 12 sections per semester.
2.	H 165	1,076 sq. ft.	20-50	20*	Food service and dining facilities for six sections of meal management classes.
3.	H 163	975 sq. ft.	20-25	31	Food preparation and meal management for food service of family meals.
4.	H 269	1,230 sq. ft.	20-25	54	Elementary nutrition and food classes (F & N 131) which involve student participation in food preparation and dietary calculations. 12 to 14 sections per semester.
5.	H 271	960 sq. ft.	20-25	30	Basic food preparation, experimental methods with food and human nutrition laboratory.

* H 165 is used for "service" functions for the professional activities of home economics students and faculty in addition to some community affairs such as those of the extension service home economists.

Each of these laboratories, except H 165, has 10 gas or electric ranges, five sink units complete with cabinets and equipment for 20 students in addition to one or two refrigerators and two have additional freezers. Some have one or two dishwashers and one garbage disposal unit.

E. Research facilities in the Department of Food and Nutrition

Room number	Approximate Size	Use
H 1	288 sq. ft.	Combined animal laboratory with four racks and 20 rat cages each and laundry room equipment for table linens used in food service. Both animals for class demonstrations and for research are here.
H 7	420 sq. ft.	Combined reading, conference, seminar and energy metabolism research room (basal metabolism respiration apparatus and oxy-calorimeter); also used to show animals (albino rats) fed demonstration diets for 23 sections of Food and Nutrition 131 classes and six sections of Food and Nutrition 334, Human Nutrition.
H 162	364 sq. ft.	Combined office for one teacher, two laboratory assistants, food and supply storage for the Department of Food and Nutrition and for graduate experimental food and cookery research, containing range, a sink, cabinets, freezer and refrigerator.
H 271	960 sq. ft.	Even though primarily a food preparation laboratory, this is used for research during "free clock hours." It contains balances, pentrometer, microscope, pH meter, freezer, refrigerator, special cooking equipment and some chemical devices like graduates, flasks, evaporating dishes, etc. Also 10 gas and electric ranges, with cabinets and five sink units.

SUMMARY OF SPACE USED BY THE DEPARTMENT OF FOOD AND NUTRITION IN 1967-1968 WITH 1,707 STUDENTS ENROLLED IN 46 SECTIONS OF COURSES OFFERED:

Laboratories -- five laboratories equipped, 5,294 square feet

Research facilities -- shared in multi-used rooms

Classroom space used in many different rooms -- 743 square feet

Office space for 11 faculty, one secretary, two teaching assistants and all student assistants -- 1,405 square feet

Storage and supply pantries -- two for use by two laboratory assistants to supply other needs to 46 sections of Food and Nutrition laboratories

F. Research Activities of the Department of Food and Nutrition

From the beginning of the Department of Food and Nutrition, research was recognized and efforts were made to initiate it into the curriculum and the activities of the faculty. The first special research equipment was purchased in 1934 with the purchase of a Benedict Roth Basal Metabolism apparatus. Since then much work has been done.

The Department of Food and Nutrition has participated in every request for research funds ever presented by Texas Technological College to the legislature and to other funding agencies. Consequently, the Department has shared in such funds and has cooperated in projects with departments in the other schools of Tech, especially with the sciences and departments in the School of Agriculture. Much of such research has been "applied" in order to assist in solving problems of local significance. By nature agricultural research is practical and mostly of local interest; naturally work is not publishable in major journals.

Some research was supported by commercial companies needing a problem solved:

Uncle Ben's Rice
Plains Co-op Oil Mill
Dorman Seed Company
Harvest Queen Mill

The total money contributed by these companies has totaled \$17,555.42 since 1960.

Since 1960, the Department of Food and Nutrition has had a total of \$47,482.00 from Texas State Organized Research. The research has been used

to strengthen the academic program by involving faculty, undergraduate and graduate students in design, methodology, analysis of data and interpretation of results.

Research in progress in 1967-1968 included a study of these problems:

- Bioassay of grain sorghum as the ground whole kernel and of the various fractions removed by dry-milling (Harvest Queen Mill, Plainview, Texas).
- Development of products composed of 60% grain sorghum and appropriate supplementation to control nutritional quality and establish the palatability for human consumption.
- Further study of food aversions of teenage youth to determine the nutrition educational methods most effective in training this group to eat for adequate health.
- Determination of frame size as a determinant in body composition in the assessment of adiposity of college-age women.

Numerous research projects are pursued by faculty in certain problem classes; these projects are not financed, are used as teaching tools, and at times faculty fail to compile them into manuscripts. These, however, add to the educational program of a department.

The Department of Food and Nutrition applied to the USPHS in the Department of Health, Education and Welfare for an "Allied Health Professions Development Grant" and in April, 1968, a Basic Improvement Grant was awarded for \$17,220.00. The application was for a three year educational improvement program based on anticipated enrollment of majors in dietetics. The enrollment is based on students as of October each year and the anticipated fund is \$20,000.00 for 1969, and \$23,000.00 for 1970, provided that all stipulations are met and that the Public Health Service has the funds

allocated to Division of Health Manpower Educational Services. The major of Dietetics at Texas Technological College was the only one of the Allied Health Fields which qualified in terms of student enrollment for such a grant.

RESEARCH FUNDS, DEPARTMENT OF FOOD AND NUTRITION

Texas Organized Research Fund:

1960-1964	\$ 567.00
	2,755.00
	2,520.00
	1,100.00
	3,270.00
	4,280.00
	1,100.00
	3,540.00
	1,383.00
	4,227.00
1965-1966	3,700.00
1966-1967	1,987.00
1967-1968	<u>17,033.00</u>
TOTAL	\$ 47,482.00

Commercial Contract Research:

Uncle Ben's Rice	\$ 1,246.00
	3,054.35
	2,845.00
	<u>1,794.00</u>
Total	\$ 8,939.35
Dorman Seed Company	100.00
Plains Co-op Oil Mill	382.19
Vincent Tudor (1966-1967 direct payment)	1,580.82
Harvest Queen Mill (1967-1968)	<u>6,653.42</u>
TOTAL	\$ 17,655.42

G. Extension or Adult Education Activities and Community Services

Because of the extreme congestion of laboratory space and no rooms for meetings, community services are confined to after class hours and to Saturday and Sunday. Several times during each semester, a Sunday function has to be scheduled in order to have the laboratory (H 163) and dining facilities (H 165) available for food service to student, faculty, or community home economics groups for professional meetings.

In fact, the demonstration rooms at Southwestern Public Service serve as an "Extension Center" for the Department of Food and Nutrition. Several times each month several faculty in the Department of Food and Nutrition must go out into the community to conduct demonstrations, workshops, lecture to special interest groups because no classroom or laboratory in the Home Economics building is vacant for use, especially not the food preparation and meal service laboratories in the Department of Food and Nutrition.

H. 1967-1968 Operating Budget for the Department of Food and Nutrition

Instructional Salaries	\$ 94,950.00
Secretarial Salaries	3,540.00
Laboratory Assistant Salaries (2)	6,900.00
Student Assistant and/or part time help	2,200.00
Maintenance, Equipment* and Travel	6,995.00
(*Participation in Title VI Funds)	
TOTAL	\$ 114,085.00

PART III. Goals:

The goals for the next five-year and ten-year periods of the chairman and faculty of the Department of Food and Nutrition are to be presented in these categories:

- I. The continued expansion and improvement of the academic program in the Department of Food and Nutrition at undergraduate and graduate levels.
- II. The development and functioning of the Nutrition Institute approved by ICASALS in 1968.
- III. Initiation of the dietetic internship in administrative dietetics cooperatively with the Dormitory Food Service, the Student Union, and a medical school when such a subdivision of this university materializes.

The Department of Food and Nutrition plans to have faculty, space, and equipment in order to increase the courses and degree programs now available in the Department of Food and Nutrition to include these at the undergraduate level:

- A. The science-oriented program for these professional areas:
 - dietitians (academic requirements specified by the American Dietetic Association)
 - nutritionists (including academic requirements specified by the American Public Health Association)
 - nutrition specialists for extension service
 - college teachers
 - food technologists
- B. The business-oriented program for these professional areas:
 - administrative dietitians (academic requirements of American Dietetic Association)
 - dietitians in business enterprises (may meet American Dietetic Association or may not)
 - test kitchen, product development, and food promotion specialists
 - equipment and utility company food demonstrators and home economists
 - institutional and restaurant managers

C. The behavioral science-oriented program for these professional areas:

- community nutrition specialists
- food editors and journalists
- team-work nutritionists on programs involving public health, Peace Corp, church- and religious-oriented programs

The Department of Food and Nutrition plans to continue to increase efforts at a cross-discipline graduate degree to include:

- Food technology with Agriculture and Engineering
- Food and Nutrition Science with Chemistry and Biology as well as Agriculture
- Public Health Nutrition and Human Behavior with Psychology, Sociology, and History
- Program with other areas of Home Economics especially Home and Family Life, Home Economics Education, and Home Management

GOALS TO BE ACHIEVED WITHIN A FIVE-YEAR PERIOD
(Provided Certain Building Facilities Are Available)

I. ACADEMIC PROGRAM IN FOOD AND NUTRITION

Undergraduate Program

A. Improvement of teaching.

1. Continued effort to improve methods of teaching.
2. Research in effectiveness of teaching machines, programmed learning, and other devices.
3. Development of programs in nutrition for presentation on educational television such as for example, a film on "The Food Makes a Difference" showing by bioassay using albino rats the addition and omission of certain ~~foodstuffs~~ essential nutrient organize the "Lead teacher" technic in teaching certain aspects of a multisection course in order to utilize abilities and talents of an outstanding teacher.
4. Furnish a laboratory for developing teaching materials and visual aids, such as slides, film strips, etc.

B. Expansion of courses to allow for greater specialization to meet needs of students with various majors related to food science, food technology, food service administration, therapeutic dietetics, research and all levels and types of teaching technic unique to nutrition.

1. Subdivision of certain courses, i.e., one currently entitled, *Technics of Research in Food and Nutrition (F & N 531)* into specific research courses:
 - a. *Technics in Bioassay Research*
 - b. *Research in Energy Metabolism*
 - c. *Research in Food Service*
 2. Addition of advanced level courses in World Food and Nutrition problems.
- C. Expansion of faculty in five years:
1. Increase to 1,704 students registered in the Department of Food and Nutrition in 1967-1968, is a 127% increase over the 751 registered in 1963-1964. Such an increase means a doubling of enrollment each four to five years and a subsequent need for increase in number of faculty at the top level, one to two per year or five to seven additional assistant and associate professors and professors in a five-year period.
 2. These faculty need during the next five years:
 - a. Adequate office space for each faculty member.
 - b. Workrooms for preparation of teaching materials.
- D. Plans for laboratories and classrooms to meet enrollment of larger numbers of undergraduate and graduate students.
1. Redesign or arrange current laboratories to accomodate more students per day and week by having additional rooms specially equipped for showing films, demonstrations, television viewing, and for multiple laboratory sections meeting together for lecture.
 2. Arrange for a central supply room for food and equipment managed by a person to coordinate housekeepers and laboratory assistants needs to be added.
 3. Have secretarial and typist office with space to use equipment involved (e.g., copiers, calculators, special typewriters, etc.) needs to be added.

Graduate Program

- A. Strengthen M.S. degree program offered since 1936.
1. Increased and improved research program and facilities.
 2. More faculty with terminal degrees and experience in research with publications to direct graduate study.
 3. Increased interdisciplinary utilization of faculty, courses, and facilities for research (e.g., physiology, psychology, biochemistry, certain areas of agriculture, etc.)
- B. Expand nutrition education through the doctor of education with minor in nutrition degree program initiated in 1966 cooperatively with the Department of Education in the School of Education.

1. Increased facilities to develop and produce teaching aids in film strips, slides, charts, etc.; use for single concept teaching devices, teaching machines.
 2. Research facilities to explore new learning procedures, etc.
- C. Development of a doctor of philosophy degrees in food science or technology and in nutrition with interdisciplinary cooperation from other departments.

II. DEVELOPMENT OF THE NUTRITION INSTITUTE IN ICASALS TO BE USED AS AN INTER-DISCIPLINARY MEDIUM FOR:

- A. Acquiring a more complete professional library including translations of foreign journals.
- B. Financing meetings on nutrition for regional, national and inter-national organizations.
- C. Negotiating for grants for funding faculty proposals for research related to nutrition.
- D. Providing a medium for communication for the many areas related to accumulation and exchange of knowledge in nutrition, namely food production, processing, technology, and science, human physiology and medicine, behavioral sciences including home and family life, and the many facets included in nutrition.

III. DEVELOPMENT OF INTERNSHIP IN ADMINISTRATIVE DIETETICS REQUIRES:

- A. A design for 12 month experience, on-the-job training program in administrative dietetics for 12 to 15 graduates with majors in dietetics from universities from the United States and from foreign countries.
- B. Cooperation in the incorporation of the food service facilities in Central Food Service and Student Union in addition to these commercial ones such as Furr's Cafeterias and local hospitals.
- C. Services of certain dietitians in the Dormitory and Student Union Food Service in addition to one full-time faculty equivalent from the Department of Food and Nutrition.
- D. An educational stipend for the internees in addition to providing room and board and professional laundry.

TEN-YEAR PROJECTION OF GOALS OF DEPARTMENT OF FOOD AND NUTRITION

These goals center on:

- I. The firm establishment of the Doctor of Education degree with a minor in nutrition to meet the needs of teacher training in nutrition education and the Doctor of Philosophy degree in Food Science and in Nutrition.
- II. The active operation and functioning of the interdisciplinary Nutrition Institute. In this decade it should have sponsored and financed a national meeting, Western Hemisphere Nutrition Congress, special guest and distinguished lecturers, etc. Also, the Nutrition Institute through its connection to ICASAL should have assisted in funding research in food, nutrition, and closely related areas.
- III. The Dietetic Internship will be progressing so that a combination of an internship and a master of science degree in institutional food administration can be designed and initiated in this decade.

Graduate credit can be arranged for some organized training units ultimately master of science degree can be combined with the internship so that such a trainee can complete requirements for the internships and for the masters degree in 18 months to two years.

The establishment of a medical school would be a tremendous advantage and would provide facilities on an internship in therapeutic or medical dietetics in addition to administrative dietetics.

The intern program would require no additional facilities other than those needed to meet the needs of expanded enrollment in the undergraduate and graduate academic programs when these include facilities for the Ph.D. degree.

In planning for medium and long range goals of an area of instruction, the physical plant and services such as classrooms, laboratories, faculty office space and other space becomes a crucial aspect of achievement of these goals. Under services would be included a central visual aid supply and maintenance center, a statistical advisory and computer center, a publication center, etc.

The new building plans for the School of Home Economics should meet the space needs for the goals of the Department of Food and Nutrition for this decade.

DEPARTMENT OF
HOME AND FAMILY LIFE

TEXAS TECHNOLOGICAL COLLEGE

Department of Home and Family Life

School of Home Economics

Report to Dr. Grover E. Murray, President

August, 1968

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Department of Home and Family Life
School of Home Economics
August, 1968

I. HISTORICAL SUMMARY

When the School of Home Economics first opened, there were a few courses offered in home management and in child development and family relations but because there were not enough courses, instructors or facilities, the first young ladies who began to be vitally interested in these areas were listed as majors in General Home Economics. Later, the Department of Home and Family Life evolved from what had been established as two separate departments; namely, Home Management, which was established as a department in 1932 with Dean Margaret W. Weeks as head, and Child Development and Family Relations Department in 1936 with Miss Sannie Callan as head.

Early special facilities included a brick Spanish-type, two-story home management house specifically built for this use in 1928. Seven young ladies and an advisor lived there and put into practice all the things the students had been learning in their various classes. Beginning in 1931, a nursery school laboratory was conducted in the home management house living and dining rooms during the summer sessions. This lasted until 1938 when a small frame cottage was built north of the college bookstore to house the then expanding child development program. With the new building, operation of the nursery school laboratory became possible during both regular school semesters as well as the summer terms. Three years later, an addition to the frame cottage was necessary to accommodate the increasing child development classes. Since the plans for the Home Economics Building made no provision for instructors' offices, space for the faculty was limited to small entrance areas within the laboratory buildings.

In the beginning, the total staff for this department included only one full time faculty member for Child Development and Family Relations plus one graduate assistant in the nursery school laboratory. Home Management acquired its first full time faculty member in 1936, and a second in 1944. Child Development and Family Relations added a second faculty member in 1941, a third in 1948 and a fourth in 1956. During these years, several part time teachers were needed to augment the regular staff because of the gradually expanding enrollment.

The Department of Home and Family Life was established as such in 1958. This was done by combining the Department of Child Development and Family Relations and the Department of Home Management. These two departments were placed under the leadership of Dr. Elmer M. Knowles in what is still, in 1968, known as the Department of Home and Family Life.

In the fall of 1960, the home management residence laboratory was moved to what had been the home of Texas Tech college presidents. This facility was a makeshift, at best, but it would accommodate more students each semester, and the building erected in 1928 would no longer meet the needs. Additional residence laboratory space needed was acquired in 1966 with the consignment of two mobile homes for home management residence by the national Mobile Home Manufacturers Association. This was a "first" such use in the nation as home economics residence laboratories. This innovative experiment was written up in several professional educational and trade journals.

Upon the resignation of Dr. Elmer M. Knowles in 1961 as department head, Dr. Kenneth L. Cannon, on sabbatical from another university, was temporarily named to that position for one year. In 1963, Mrs. Estelle H. Wallace was made acting head and in 1965 was named head of the department.

Department of Home and Family Life
School of Home Economics

I. HISTORICAL SUMMARY (CONTINUED)

As the years progressed and enrollment grew, the increase of child development classes brought about a need for a second child development laboratory group in 1954. In the spring of 1961, a third laboratory group was necessary and was housed in the lower floor of the then vacated home management residence. In 1963, due to expansion of the college bookstore, the small, already inadequate child development cottage had to be removed from the campus. The former home management house was completely renovated, and the child development laboratories were moved into this improvised preschool laboratory in the building vacated as a home management residence. It was then possible and necessary to operate four preschool laboratory groups: two in the morning and two in the afternoon for five days each week. The ages of these preschool children range from two to six years.

Course enrollments in family relations have grown in an unprecedented manner. Additional courses were added to the curriculum and multiple sections began to be taught. New courses evolved to meet the needs of the time. Infant development classes grew, but no course grew in enrollment as rapidly as did the course, "Preparation for Success in Marriage", which increased from 260 students in 1963-64 to approximately 2,000 in 1967-68.

The provision for classroom, laboratory and office space through these growing years was always less than minimum. The space situation became critical by 1966. This phenomenal growth in faculty and students necessitated the use of widely-scattered temporary buildings for the majority of classes and offices. At this time, the Department of Home and Family Life was housed and held classes in ten different buildings--widely scattered across the campus. The number of faculty members has increased from seven in 1958 to a total of 30 full time and one part-time in the fall of 1967: five professors, five associate professors, 11 assistant professors, 9 instructors.

With the expansion of the national preschool education interest through the Office of Economic Opportunity, the child development faculty members assisted the federal government in training several hundred Head Start teachers. The department applied for and received a grant for the Head Start Regional Training Officer to be attached to the Department of Home and Family Life. This training officer brings many public school and community personnel to the campus for observation and conferences.

The consciousness of the faculty for the importance of the student becoming involved in and developing a concept of the total community and its responsibilities to children and families has led to the development of elective courses geared toward this direction. Because of the broadened concept of the Department of Home and Family Life, young men began to major in these areas; consequently, in 1968 the first two young men were graduated with a Home and Family Life major.

Department of Home and Family Life
School of Home Economics

II. UNDERGRADUATE DEGREES AWARDED THROUGH 1968

In the earlier years of the college, child development, family relations and home management courses were taught but there were not sufficient courses available for the student to major in these specific areas. In some instances, the students majored in Home Economics Education or General Home Economics with the most of their electives in either child development, family relations or home management. The first majors in this area are shown in 1946; consequently, this report begins at that date.

<u>YEAR</u>	<u>NUMBER</u>
1946	2
1947	1
1948	2
1949	2
1950	0
1951	1
1952	1
1953	2
1954	1
1955	2
1956	4
1957	4
1958	4
1959	2
1960	2
1961	5
1962	4
1963	10
1964	11
1965	7
1966	18
1967	22
1968	24

Department of Home and Family Life
School of Home Economics

III. INSTRUCTIONAL STAFF HOLDING THE RANK OF ASSISTANT PROFESSOR OR HIGHER
SINCE THE INCEPTION OF DEPARTMENT

1932-33	Margaret Watson Weeks Mayme Lucinda Twyford	Professor, Head of Home Management, Dean Associate Professor
1933-34	Margaret Watson Weeks Mayme Lucinda Twyford	Professor, Head of Home Management, Dean Associate Professor
1934-35	Margaret Watson Weeks Mayme Lucinda Twyford	Professor, Head of Home Management, Dean Associate Professor
1935-36	Margaret Watson Weeks Sannie Callan Mayme Lucinda Twyford	Professor, Head of Home Management, Dean Associate Professor Associate Professor
1936-37	Margaret Watson Weeks Sannie Callan Margaret E. Winkelhake	Professor, Head of Home Management, Dean Professor, Head of Child Development and Family Relations Assistant Professor
1937-38	Margaret Watson Weeks Sannie Callan Margaret E. Winkelhake	Professor, Head of Home Management, Dean Professor, Head of Child Development and Family Relations Assistant Professor
1938-39	Margaret Watson Weeks Sannie Callan Margaret E. Winkelhake	Professor, Head of Home Management, Dean Professor, Head of Child Development and Family Relations Assistant Professor
1939-40	Margaret Watson Weeks Sannie Callan	Professor, Head of Home Management, Dean Professor, Head of Child Development and Family Relations
1940-41	Margaret Watson Weeks Sannie Callan Doris Hittle	Professor, Head of Home Management, Dean Professor, Head of Child Development and Family Relations Assistant Professor
1941-42	Margaret Watson Weeks Sannie Callan Bernice Dena Borgman Frances K. Urban	Professor, Head of Home Management, Dean Professor, Head of Child Development and Family Relations Assistant Professor Assistant Professor
1942-43	Margaret Watson Weeks Sannie Callan Bernice Dena Borgman Frances K. Urban	Professor, Head of Home Management, Dean Professor, Head of Child Development and Family Relations Assistant Professor Assistant Professor

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III. (CONTINUED)

1943-44	Margaret Watson Weeks Sannie Callan	Professor, Head of Home Management, Dean Professor, Head of Child Development and Family Relations
	Bernice Dena Borgman Frances K. Urban	Assistant Professor Assistant Professor
1944-45	Margaret Watson Weeks Sannie Callan	Professor, Head of Home Management, Dean Professor, Head of Child Development and Family Relations
	Frances K. Urban	Assistant Professor
1945-46	Margaret Watson Weeks Sannie Callan	Professor, Head of Home Management, Acting Head of Food and Nutrition, Dean Professor, Head of Child Development and Family Relations
	Grace Durham Hittle Frances K. Urban	Assistant Professor Assistant Professor
1946-47	Margaret Watson Weeks Sannie Callan	Professor, Head of Home Management, Dean Professor, Head of Child Development and Family Relations
	Hattie Charlotte Ballow Grace Durham Hittle Frances K. Urban	Assistant Professor Assistant Professor Assistant Professor
1947-48	Margaret Watson Weeks Sannie Callan	Professor, Head of Home Management, Dean Professor, Head of Child Development and Family Relations
	Hattie Charlotte Ballow Lola Marie Drew	Assistant Professor Assistant Professor
1948-49	Margaret Watson Weeks Sannie Callan	Professor, Head of Home Management, Dean Professor, Head of Child Development and Family Relations
	Hattie Charlotte Ballow Lola Marie Drew	Assistant Professor Assistant Professor
1949-50	Margaret Watson Weeks Sannie Callan	Professor, Head of Home Management, Dean Professor, Head of Child Development and Family Relations
	Charlotte Ballow Camp Lola Marie Drew Winnifred Garland Gifford	Assistant Professor Associate Professor Assistant Professor

Department of Home and Family Life
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III. (CONTINUED)

1950-51	Margaret Watson Weeks	Professor, Head of Home Management, Dean
	Sannie Callan	Professor, Head of Child Development and Family Relations
	Lola Marie Drew	Associate Professor
	Winnifred Garland Gifford	Assistant Professor
1951-52	Margaret Watson Weeks	Professor, Head of Home Management, Dean
	Sannie Callan	Professor, Head of Child Development and Family Relations
	Lola Marie Drew	Associate Professor
	Winnifred Garland Gifford	Assistant Professor
1952-53	Margaret Watson Weeks	Professor, Dean
	Sannie Callan	Professor, Head
	Lola Marie Drew	Associate Professor
	Winnifred Garland Gifford	Assistant Professor
1953-54	Willa Vaughn Tinsley	Professor, Dean
	Sannie Callan	Professor, Head
	Lola Marie Drew	Associate Professor
	Winnifred Garland Gifford	Assistant Professor
1954-55	Willa Vaughn Tinsley	Professor, Dean
	Sannie Callan	Professor, Head
	Lola Marie Drew	Associate Professor
	Winnifred Garland Gifford	Assistant Professor
1955-56	Willa Vaughn Tinsley	Professor, Dean
	Sannie Callan	Professor, Head
	Lola Marie Drew	Associate Professor
	Winnifred Garland Gifford	Assistant Professor
1956-57	Willa Vaughn Tinsley	Professor, Dean
	Sannie Callan	Professor, Head
	Hattie Charlotte Camp	Assistant Professor
	Lola Marie Drew	Associate Professor
	Winnifred Garland Gifford	Assistant Professor
	Willie May Wolfe	Assistant Professor
1957-58	Willa Vaughn Tinsley	Professor, Dean
	Sannie Callan	Professor, Head
	Charlotte Ballow Camp	Assistant Professor
	Lola Marie Drew	Associate Professor
	Winnifred Garland Gifford	Assistant Professor
	Willie May Wolfe	Assistant Professor

Department of Home and Family Life
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III. (CONTINUED)

1958-59	Willa Vaughn Tinsley	Professor, Dean
	Elmer Myler Knowles	Professor, Head
	Charlotte Ballow Camp	Assistant Professor
	Lola Marie Drew	Associate Professor
	Winnifred Garland Gifford	Assistant Professor
	Estelle Hays Wallace	Associate Professor
	Willie May Wolfe	Assistant Professor
1959-60	Willa Vaughn Tinsley	Professor, Dean
	Elmer Myler Knowles	Professor, Head
	Carolyn Adams Attneave	Assistant Professor
	Charlotte Ballow Camp	Assistant Professor
	Lola Marie Drew	Associate Professor
	Winnifred Garland Gifford	Assistant Professor
	Estelle Hays Wallace	Associate Professor
1960-61	Willa Vaughn Tinsley	Professor, Dean
	Elmer Myler Knowles	Professor, Head
	Charlotte Ballow Camp	Assistant Professor
	Lola Marie Drew	Associate Professor
	Winnifred Garland Gifford	Assistant Professor
	Estelle Hays Wallace	Associate Professor
	Willie May Wolfe	Assistant Professor
1961-62	Willa Vaughn Tinsley	Professor, Dean
	Elmer Myler Knowles	Professor, Head
	Charlotte Ballow Camp	Assistant Professor
	Lola Marie Drew	Associate Professor
	Winnifred Garland Gifford	Assistant Professor
	Estelle Hays Wallace	Associate Professor
	Clarice Dechent Wills	Associate Professor (Visiting Part-time)
1962-63	Willa Vaughn Tinsley	Professor, Dean
	Elmer Myler Knowles	Professor, Head
	Charlotte Ballow Camp	Assistant Professor
	Lola Marie Drew	Associate Professor
	Winnifred Garland Gifford	Assistant Professor
	Estelle Hays Wallace	Associate Professor
1963-64	Willa Vaughn Tinsley	Professor, Dean
	Charlotte Ballow Camp	Assistant Professor
	Kenneth Lynn Cannon	Professor, Head
	Lola Marie Drew	Associate Professor
	Winnifred Garland Gifford	Assistant Professor
	Estelle Hays Wallace	Associate Professor
	Willie May Wolfe	Assistant Professor
	Kay Francis King	Assistant Professor
	Floy Glenn Sides	Assistant Professor
	Phyllis Drake	Associate Professor

Department of Home and Family Life
School of Home Economics

III. (CONTINUED)

1964-65	Willa Vaughn Tinsley	Professor, Dean
	Estelle Hays Wallace	Associate Professor, Acting Head
	Charlotte Ballow Camp	Assistant Professor
	Lola Marie Drew	Associate Professor
	Phyllis Drake	Associate Professor
	Wildring Sherrod Edwards	Assistant Professor
	Winnifred Garland Gifford	Assistant Professor
	Kay Francis King	Assistant Professor
	Floy Glenn Sides	Assistant Professor
1965-66	Willie May Wolfe	Assistant Professor
	Willa Vaughn Tinsley	Professor, Dean
	Estelle Hays Wallace	Associate Professor, Acting Head
	Charlotte Ballow Camp	Assistant Professor
	Phyllis Drake	Associate Professor
	Lola Marie Drew	Associate Professor
	Wildring Sherrod Edwards	Assistant Professor
	Winnifred Garland Gifford	Assistant Professor
	Jeannette Carter Greenwaldt	Assistant Professor
1966-67	Verna Butcher Hildebrand	Assistant Professor
	Helen Caldwell Randle	Associate Professor
	Floy Glenn Sides	Assistant Professor
	Willie May Wolfe	Assistant Professor
	Ilse Hildegard Wolf	Professor
	Willa Vaughn Tinsley	Professor, Dean
	Estelle Hays Wallace	Associate Professor, Head
	Charlotte Ballow Camp	Assistant Professor
	Phyllis Drake	Associate Professor
	Henry Edward Draper	Associate Professor
	Lola Marie Drew	Associate Professor
	Wildring Sherrod Edwards	Assistant Professor
	William Clark Ellzey	Professor
	Winnifred Garland Gifford	Assistant Professor
	Jeannette Carter Greenwaldt	Assistant Professor
	Verna Butcher Hildebrand	Assistant Professor
	Cylian Skinner Law	Assistant Professor
	Donald Sherman Longworth	Professor
	Frances Urban Lyle	Associate Professor
	Mildred Webb Medlock	Assistant Professor
	Helen Caldwell Randle	Associate Professor
	Floy Glenn Sides	Assistant Professor
	Herman Williams	Assistant Professor (Part-time)
	Ilse Hildegard Wolf	Professor
	Willie May Wolfe	Assistant Professor

Department of Home and Family Life
School of Home Economics

III. (CONTINUED)

1967-68	Willa Vaughn Tinsley	Professor, Dean
	Estelle Hays Wallace	Associate Professor, Chairman
	Russell L. Bliss	Associate Professor
	Charlotte Ballow Camp	Assistant Professor
	Phyllis Drake	Associate Professor
	Lola Marie Drew	Associate Professor
	Wildring Sherrod Edwards	Assistant Professor
	William Clark Ellzey	Professor
	Jannie Lou George	Assistant Professor
	Jeannette Carter Greenwaldt	Assistant Professor
	Winnifred Garland Gifford	Assistant Professor
	Irene Gromatzky	Assistant Professor (SS 1968)
	June Henton	Assistant Professor
	Kay Francis King	Associate Professor
	Cylian Skinner Law	Assistant Professor
	Donald Sherman Longworth	Professor
	Frances Urban Lyle	Associate Professor
	Mildred Webb Medlock	Assistant Professor
	John Joel Moss	Professor (SS 1968)
	Dorothy Victoria Mummery	Professor
	Helen Caldwell Randle	Associate Professor
	Floy Glenn Sides	Assistant Professor
	Billie Williamson	Associate Professor, Assistant Dean
	Ilse Hildegard Wolf	Professor
	Willie May Wolfe	Assistant Professor

Department of Home and Family Life
School of Home Economics

IV. PUBLICATIONS BY MEMBERS OF THE DEPARTMENT

Charlotte Ballow Camp

"An Inquiry into Methods Used in Dealing with Home and Family Problems in Public Housing Projects in Region V in Wartime". Master's Thesis.

Lola Marie Drew

"Home Management at Home for the Married Student", Journal of Home Economics
(With Willa Vaughn Tinsley)

Wildring Sherrod Edwards

"Preparation for Community Action", Journal of Home Economics.

"The Wind". Honorary English Magazine.

William Clark Ellzey

How to Keep Romance in Your Marriage. Association Press. Published in Japanese,
Charles E. Tuttle Company, Tokyo.

Romance in Christian Marriage. Association Press.

Making the Most of Interfaith Marriages. Association Press.

Preparation for Marriage Through Formal Education in the United States. Report
of the Proceedings of the International Conference on the Family, Vigyan
Bhavan, New Delhi.

Pamphlets: "Sex, Love, and Marriage, N.C.C."

"Finding God Through the Family"

"High School Course Text and Teacher's Manual for United Church."

"Inside Marriage". Kansas City Country Squire weekly newspaper.

June Marcum Henton

"The Effect of Married High School Students on Their Unmarried Classmates".
Journal of Marriage and the Family.

Kay Francis King

"New Role for Women in the Ministries of the Church". (manuscript). Texas Tech
Press.

"Family Crisis: Understanding Parents of Exceptional Children". (manuscript).
Texas Tech Press.

"The Relationship between Student's Self Concept Discrepancies to Academic
Achievement, Dating Practices, Extracurricular Activities, and Church Activity".
Master's Thesis, Brigham Young University.

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IV. PUBLICATIONS BY MEMBERS OF THE DEPARTMENT (CONTINUED)

Kay Francis King

"Teacher's Perceptions of Adolescent Males from Culturally Deprived Families".
Doctoral Dissertation, Florida State University.

"Early Marriage: A Record Linkage Approach". (Research Progress Report:
Number 191-5810, State Research Budget, Texas Technological College.

Eddy Eubanks Landers

"The Effects of Specified Pre-Student Teaching Experiences on the Attitudes and
Understandings of Prospective Home Economics Education Student Teachers".
Master's Thesis, Texas Tech.

Donald Sherman Longworth

The Implications of Social Change for Asian Families. Report of the Proceedings
of the International Conference on the Family, Vigyan Bhavan, New Delhi.

Contributor in: Vance Packard, The Sexual Wilderness, David McKay Company, Inc.
New York.

Chapter: "Consumer Problems of Married People", in Lantz, Herman R., and
Snyder, Eloise C., Marriage: An Examination of the Man-Woman Relationship.
John Wiley & Sons, Inc.

"Certification of Teachers of Family Living: A Proposal". Marriage and Family
Living.

"Use of a Mail Questionnaire". American Sociological Review.

"Critique of Attempts to Evaluate Marriage Teaching". Marriage and Family Living.

"Construction of a Scale to Measure Disposition of Sharing". Ph.D. Thesis,
Ohio State University.

John Joel Moss

Chapter: "Why Boys Marry", Faber and Wilson, eds., Teenage Marriage and Divorce.
Berkeley, California: Diablo Press.

"Newcomer Family-Community Relations and the Process of Assimilation". Rural
Sociology.

"The Relationship of Personality to the Incidence of Early Marriage". (With
Ruby Gingles). Marriage and Family Living.

"Teenage Marriage: Crossnational Trends and Sociological Factors in the Decision
of When to Marry". ACTA Sociologica, also reprinted with minor modifications
in Journal of Marriage and Family.

"Family Networks and Family Innovations". Family Perspectives.

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IV. PUBLICATIONS BY MEMBERS OF THE DEPARTMENT (CONTINUED)

"West Virginia and Her Population". Research Bulletin, West Virginia Agricultural Experiment Station.

"Eddyville's Families". (Monograph with Reuben Hill and Claudine Wirths).

Betty Malone Wagner

"Camp Cooking is Easy". The Progressive Farmer, Birmingham, Alabama.

"Tips from Peter Rabbit". The Progressive Farmer

"Our Antique Wash Kettle Makes a Barbecue Grill". The Progressive Farmer.

Estelle Hays Wallace

"Double Your Space and Double Your Pleasure". Trailer Topics.

"The Homemaking Teacher in the Community". Practical Home Economics.

"Students Like Expanded Home Management Courses". What's New in Home Economics.

"Home Management and Resident Facilities at Texas Technological College Utilize Mobile Homes". (With Wolf, Medlock, Drew). Journal of Home Economics.

"Comparison of Two Methods of Child Development Observations". Master's Thesis, Iowa State University.

Billie Williamson

"Family Relations"; "Management"; "Child Development"; "Housing"; "Food and Nutrition"; "Clothing and Textiles"; "Teaching"; "Family Living"; "Evaluation"; "Care of Clothing"; "Department Management"; "New Products"; "Working Mothers"; "Teenagers"; "Decision-Making"; "Family Finance"; "The Community"; "Tomorrow's Parents"; "Teaching Family Relationships"; "Teaching Housing"; "Communication"; "Art in Daily Living"; "People in Transition"; "Concept Development"; "Textiles".
Tips and Topics.

Ilse H. Wolf

"What Makes Management Teaching Effective?". What's New in Home Economics.

"Ways to Determine Reliability of Materials". What's New in Home Economics.

"Eight Areas of Study for Consumer Education". What's New in Home Economics.

"Teaching Concepts in Family Economics". Issues in Family Economics.

"Diamonds and Contracts in Home Economics Education". Oklahoma A & M Magazine.

"Success on Your Field Trips". Practical Home Economics.

"Are Your Well-Balanced Meals Nutritious?". Practical Home Economics.

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IV. PUBLICATIONS BY MEMBERS OF THE DEPARTMENT (CONTINUED)

Ilse H. Wolf

"A Glimpse into International Relations". Oklahoma Nurse.

"What Are You Teaching in Your Foods Classes?". Practical Home Economics.

"Family Economics--Home Management Abstracts". Journal of Home Economics.

Willie May Wolfe

Editor, The Texas Home Economist (Lubbock, Texas: The Texas Home Economics Association.)

"Organized Conversation: A Technique for Family Life Education". Journal of Marriage and the Family.

The following are publications of former faculty members:

Bernice Dena Borgman

"Relation of Degree and Consistency of Parental Control to Children's Behavior in Six Selected Categories". Abstract of Doctoral Thesis. Journal of Home Economics.

"Children in Focus NANE Conference Theme". Journal of Home Economics.

Verna Butcher Hildebrand

"Academic Orientation of College Student's Views". Personnel and Guidance Journal.

"Gaining Maximum Educational Value from Pre-School Field Trips". Childhood Education.

"Organized Conversation with Adults: A Classroom Device". Journal of Marriage and the Family.

"Organized Conversation: A Technique for Family Life Education". (With Willie May Wolfe) Journal of Marriage and the Family.

"You're the One to Teach Your Daughter to Sew". Farm and Ranch.

"Your Reading Habits Are Catching". Farm and Ranch.

"Boys' and Girls' Books". The Instructor.

Abstract of: "Net Income of Employed Wives with Husband Present". Marriage and Family Living.

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IV. PUBLICATIONS BY MEMBERS OF THE DEPARTMENT (CONTINUED)

Verna Butcher Hildebrand

Contributions to The Progressive Farmer: "Buy the Right Toys"; "A Cookie-Making Party"; "Suddenly It's Spring"; "Baby Andy Wanted a Book Too"; "Does Your Child Lick the Platter"; "Make Rainy Days Fun Days"; "Water-Proof Your Children"; "Is Robby Ready for School?"; "Let's Educate Daughters"; "A Mental Health Clinic on Main Street"; "Can Kids Make Sense With Cents"; "Teach Children to Write--Thanks"; "Let's Teach Discipline"; "Why Kindergartens?"; "That They Shall Have Music"; "Baby Sitters Sit Safely"; "Let's Sew, It's Fun!"; "Where Did I Come From Mommy?"; "Should Mothers' Work?"; "Education is More than the 3 R's"; "Let Children Be Creative"; "Dolls and Clowns in Santa's Toy's Shop"; "Let's Play with Clay"; "Every Child a Wanted Child"; "Pint Sized Religion"; "Play School is Fun for Teens and Tots"; "Mrs. Homemaker, You're an Artist"; "Family Fun"; "Special Children Need Special Help"; "Summertime is for Learning"; "Mama's Enrolled in School".

Frances Urban Lyle*

"State Associations Proud of Headquarters". Journal of Home Economics.

"Mid Century Conference Follow-up Council Meets". Journal of Home Economics.

Dorothy Victoria Mummery

"An Analytical Study of Ascendant Behavior of Preschool Children". Child Development.

"The Reliability and Validity of the Mummery Ascendance Score for Five-Year-Old Children". Child Development.

"A Comparative Study of the Ascendant Behavior of Northern and Southern Nursery School Children". Child Development.

Clarice DeChent Wills

Living in the Primary Grades (With William H. Stegeman) Chicago: Follett.

Chapters: "Preschools Abroad", "Guiding Physical Activity, and "Readiness: Recognized or Developed?". Nursery-Kindergarten Education, ed. Jerome E. Leavitt. New York: The McGraw-Hill Book Company.

"Families on the Move". International Journal of Religious Education.

*Presently Head Start Training Officer

Department of Home and Family Life
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IV. PUBLICATIONS BY MEMBERS OF THE DEPARTMENT (CONTINUED)

Kenneth L. Cannon

"Marriage and Divorce in Iowa 1940-47." Marriage and Family Living.

"Personal Appearance as a Factor in Social Acceptance." (With Ruth Staples and Irene Carlson). Journal of Home Economics.

"Home Economists Study Our Teen-agers." (With Ruby Gingles). Neb. Exp. Station Quarterly.

"What about Teen-age Marriages". (With Ruby Gingles). Neb. Exp. Station Quarterly and Nebraska Farmer.

"Because of Medical Science--More Mothers and Babies Live." Neb. Exp. Station Quarterly.

"An Analysis of Divorce in Nebraska". Neb. Exp. Station Quarterly.

"Social Factors Related to Divorce Rates for Urban Counties in Nebraska." (With Ruby Gingles). Rural Sociology.

"Effect of War Upon Early Marriage." (With Rezan Sahinkaya). Journal of Home Economics.

"The Relationship of Social Acceptance to Socio-economic Status and Residence Among High School Students." Rural Sociology.

Boy Marries Girl. (With Hazel Anthony). Keystone Education Press.

"Stability of Social Acceptance Scores of High School Students." Journal of Educational Research, and in Readings in Educational Psychology by Noll & Noll, Macmillan Company.

"Temple Versus Non-Temple Marriage in Utah: Some Demographic Considerations." (With H.T. Christensen). Social Science.

"Incomplete Stories as a Technique for Understanding Parent-Adolescent Interaction." (With Ruby Gingles). Journal of Home Economics.

Bibliography of Recent Publications in Human Development and Family Relations. (With Blaine Porter). Brigham Young University.

Family Life References--A Selected Annotated Bibliography. (With Don Carter, Blaine M. Porter, Dorothy T. Dyer). Utah Council on Family Relations.

Youth and Parents Share in Looking Ahead to Marriage. B.Y.U. Extension Publications.

Marriage Preparation. B.Y.U. Press.

What You Bring to Marriage. B.Y.U. Extension Publications.

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IV. CONT'D

Kenneth L. Cannon

Selected Readings in Marriage and the Family for L.D.S. Students. B.Y.U. Press.

What You Bring to Marriage, Revised Edition, B.Y.U. Extension Publications.

Selected Readings in Marriage and the Family for L.D.S. Students. B.Y.U. Press.,
Revised Edition.

"Utah's Divorce Situation." Family Perspective.

Willa Vaughn Tinsley, Dean of the School of Home Economics, Part-time Professor
in the Department of Home and Family Life.

Chapter: "As the Twig is Bent". Food--The Yearbook of Agriculture. The United
States Department of Agriculture.

"Promote a Better Understanding of Nutrition Now." Forecast for Home Economics.

"Teaming Up Teachers--Nutrition Wise." Forecast for Home Economics.

"The Lunchroom as a Laboratory for Social Development and Better Nutrition."
Forecast for Home Economics.

"Enlisting Parents on the Side of Improved School-Home Nutrition Habits."
Forecast for Home Economics.

"The School Lunch as a Health Asset." Marriage and Family Living.

"Home Management at Home for the Married Student." (With Lola M. Drew) Journal
of Home Economics.

"Present Day Concepts of Learning--Their Use in Nutrition Education for Elementary
School Children." Nutrition Committee News, U.S. Department of Agriculture.

"A New Venture in School Fashion Shows." (With Gene Shelden). What's New in Home
Economics.

"Nutrition of the Elementary School Child." Food and Nutrition News.

"Nutrition Made Meaningful." Journal of Home Economics.

"School Lunch Program." Journal of Home Economics.

"Teaching Intellectual Aspects of Home Economics Through the Identification of
Basic Concepts." Journal of Home Economics.

"Development of Instruments for Evaluating Food Practices, Nutrition Information,
and School Lunch Programs and Their Use in Nutrition Education at the Elemen-
tary Level". Doctoral Thesis. Abstract in Journal of Home Economics.

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V. TABULATION OF ENROLLMENT FOR THE PAST TEN YEARS

Enrollment last 10 yrs.	FALL SEMESTER			SPRING SEMESTER		
	No. of Reg- istrations	Semester Cr. Hrs.	F-T Stu. Equiv.	No. of Reg- istrations	Semester Cr. Hrs.	F-T Stu. Equiv.
1957-58	378	1,134	12.10	328	962	9.94
1958-59	400	1,200	11.67	388	1,120	10.74
1959-60	477	1,431	14.79	482	1,410	14.48
1960-61	714	1,814	15.75	527	1,505	13.80
1961-62	818	2,078	15.87	623	1,771	14.81
1962-63	973	2,483	14.74	786	2,260	14.25
1963-64	1,007	2,527	15.32	821	2,343	14.50
1964-65	1,143	2,803	17.30	1,098	3,164	18.36
1965-66	1,637	4,075	19.54	1,836	5,272	23.43
1966-67	2,363	6,028	18.91	2,460	7,134	19.10

VI. 1967-1968 UNDERGRADUATE AND GRADUATE ENROLLMENT BY CLASSES

	Freshmen	Sophomores	Juniors	Seniors	Graduate
Fall Semester					
H.Mgt.	224	111	106	100	4
CD & FR	670	636	421	290	4
Spring Semester					
H.Mgt.	166	82	87	130	9
CD & FR	<u>741</u>	<u>582</u>	<u>430</u>	<u>373</u>	<u>10</u>
TOTAL.....	1801	1411	1044	893	27

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VII. TABULATION OF DEPARTMENTAL BUDGETS FOR THE PAST TEN YEARS

(Home and Family Life)

School Year	Instructional Salaries	Secretarial Salaries	Stu.Asst.and/ or P-T Help	ME&T	TOTAL
1957-58	\$ 33,750.00		\$ 1,080.00	\$1,424.00	\$ 36,254.00
1958-59	38,175.00		1,080.00	1,764.00	41,019.00
1959-60	39,775.00		1,080.00	2,775.00	43,630.00
1960-61	44,300.00		1,500.00	3,000.00	48,800.00
1961-62	52,875.00	\$ 1,500.00	2,000.00	6,125.00	62,500.00
1962-63	71,750.00	1,125.00	2,350.00	3,780.00	79,005.00
1963-64	77,000.00	1,192.00	2,350.00	4,780.00	85,322.00
1964-65	89,497.00	1,192.00	2,400.00	3,780.00	96,869.00
1965-66	131,940.00	2,655.00	2,500.00	6,000.00	143,095.00
1966-67	213,520.00	3,540.00	2,900.00	6,100.00	226,060.00

(Preschool Laboratory)

School Year	Lab Assistant Salaries	Stu.Asst.and/ or P-T Help	ME&T	TOTAL
1957-58	\$2,048.00	\$ 500.00	\$2,185.00	\$4,733.00
1958-59	2,100.00	660.00	2,480.00	5,240.00
1959-60	2,257.00	1,044.00	1,836.00	5,137.00
1960-61	2,300.00	1,840.00	2,150.00	6,290.00
1961-62	2,450.00	1,200.00	3,192.00	7,842.00
1962-63	2,785.00	1,900.00	3,600.00	8,285.00
1963-64	2,940.00	2,000.00	3,865.00	8,805.00
1964-65	3,097.00	2,000.00	3,865.00	8,962.00
1965-66	3,255.00	2,000.00	3,865.00	9,120.00
1966-67	3,255.00	2,500.00	3,865.00	9,620.00

VIII. TABULATION OF 1967-1968 DEPARTMENTAL BUDGETS

(Home and Family Life)

Instructional Salaries	Secretarial Salaries	Stu.Asst.and/ or P-T Help	ME&T	TOTAL
\$264,800.00	\$3,900.00	\$3,335.00	\$6,800.00	\$278,835.00

(Preschool Laboratory)

Lab Assistant Salaries	Stu.Asst.and/ or P-T Help	ME&T	TOTAL
\$5,358.75	\$2,875.00	\$4,454.00	\$12,687.75

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IX. TOTAL SPACE AVAILABLE TO THE DEPARTMENT, FALL, 1967

Building space used by the Department of Home and Family Life as figured by Mr. Gary Spears in Miss Clewell's Office:

<u>A. Office Space</u>	<u>Square Feet</u>
Home Economics Building	1,694
X10	756
X51	578
X71	207
X97	<u>204</u>
TOTAL....	3,439

<u>B. Classroom Space</u>	<u>Square Feet</u>
Preschool Laboratory	3,692
Home Economics Building	3,710
Administration Building	11
X11B	689
X52B	441
X55A	823
X55B	564
X75A	625
X75B	129
X94A	149
Home Management Residence Classes	<u>5,592</u>
TOTAL....	16,425

Total of Office and Classroom Space Available19,864 square feet

X. RESEARCH ACTIVITIES

1967-1968

Title: "Predicting Academic Success of Home Economics Students: Analysis of High and Low Achievers and Drop-Outs for Purposes of Identity at the Freshman Level."

Investigator: Phyllis Drake, Associate Professor.

Title: "The Development of an Instrument to Measure Student's Perceptions of Marital Interaction Via Animated Characterizations of Specific Marital Situations."

Investigator: Kay Francis King, Associate Professor.

Proposed 1968-1969

Title: "Factors in Protective and Developmental Family Life Modifications in Spanish-American Families."

Investigator: John Joel Moss, Professor.

Title: "Concepts and Background of College Women at Texas Technological College in the Area of Family Economics."

Investigator: Ilse H. Wolf, Professor.

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XI. EXTENSION OR ADULT EDUCATIONAL ACTIVITIES

As was stated earlier in the history of the department, the chairman applied for and received contracts from the Office of Economic Opportunity for teacher education workshops in Head Start during the summers of 1965 through 1967. This comprised our first attempt at wholesale adult education, for it was through these adult education workshops that we trained several hundred individuals to work with the preschool child. Teachers, social workers, aids, nurses and administrators from Texas and seven nearby states came to the campus for orientation. In 1966, a staff of seven went to El Paso and conducted an adult Head Start orientation for approximately 500 teachers who also needed help in learning how to work with the preschool child, his family, and his community. In the summer of 1966, an eight week course was taught for 30 full year Head Start teachers from Texas, Oklahoma, Arkansas and Louisiana.

Through the years, the requested adult education courses in the Department of Home and Family Life were met through summer workshops of various types. These workshops varied in length from one or two weeks to a full term of six weeks. At times, the regular staff provided the leadership; in other instances, outside nationally known guest professors were employed as the lecturers.

The child development staff originated and gives leadership to the South Plains Preschool Association, the purpose of which is to raise the level of child care throughout Texas and particularly in this area of Texas.

The home management area of the department has sponsored such activities as a Laundry and Home Facilities Conference which brought to the campus nationally known manufacturers of household equipment, with their exhibits and speakers of renown in their respective fields. Special advanced groups in Consumer Studies have been carried on by this area of the department.

Beginning in January, 1969, approval has been granted for an extension course in child development and family relations for homemaking teachers in Amarillo. Also, the Extension Division has requested this department to develop a correspondence course in CD & FR 235, Preparation for Success in Marriage. The approval of this course is now in its final stages and will be in the listings of courses of the Extension Division Catalog for 1968-69. Negotiations are under way for a family relations course, The Beginning Years of Marriage, to be taught at Reese Air Force Base.

Preparation of a graduate program in Home and Family Life is in the process of being developed. As soon as it can be completed, approved and accepted by the Graduate School, the Board of Directors and the Coordinating Board, more adult education and extension courses will undoubtedly be offered.

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XII. RANKS AND NUMBERS OF FACULTY AND THEIR COMPENSATION

<u>YEAR</u>	<u>RANK</u>	<u>NUMBER</u>	<u>COMPENSATION</u>
1967-68	Professors	4 $\frac{1}{4}$ (a)	\$ 57,200.00
	Associate Professors	5 (Plus Head Start R.T.O.)	61,000.00
	Assistant Professors	11	86,100.00
	Instructors	9 (b)	<u>60,500.00</u>
	Total...		\$264,800.00
1966-67	Professors	4 $\frac{1}{2}$ (a)	\$ 55,815.00
	Associate Professors	3 $\frac{1}{4}$ (Plus Head Start R.T.O.)	38,465.00
	Assistant Professors	9 2/5	72,735.00
	Instructors	6	39,700.00
	Part-time Instructors	2	<u>6,805.00</u>
	Total...		\$213,520.00
1965-66	Professors	2 (a)	\$ 12,180.00
	Associate Professors	5 (b)	48,825.00
	Assistant Professors	7	57,970.00
	Instructors	4 (b)	9,965.00
	Teaching Assistants	3 (b)	<u>3,000.00</u>
	Total...		\$131,940.00
1964-65	Professors	1 (a)	
	Associate Professors	3	\$ 22,400.00
	Assistant Professors	7	50,600.00
	Instructors	5	16,250.00
	Teaching Assistants	1	<u>247.00</u>
	Total...		\$ 89,497.00
1963-64	Professor	1 (a)	
	Associate Professors	3	\$ 22,400.00
	Assistant Professors	5	33,000.00
	Instructors	4	18,700.00
	Part-time Instructors	1	<u>2,900.00</u>
	Total...		\$ 77,000.00

(a) Willa Vaughn Tinsley, Professor and Dean of School of Home Economics, teaches part-time in Department of Home and Family Life.

(b) Some of these part-time personnel or were just employed for one semester.

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XII. (CONTINUED)

<u>YEAR</u>	<u>RANK</u>	<u>NUMBER</u>	<u>COMPENSATION</u>
1962-63	Professors	2 (a)	\$ 10,000.00
	Associate Professors	2	16,000.00
	Assistant Professors	3	18,700.00
	Instructors	5	26,000.00
	Part-time Instructors	1	550.00
	Teaching Assistants	1	<u>500.00</u>
		Total...	\$ 71,750.00
1961-62	Professors	2 (a)	\$ 9,800.00
	Associate Professors	2	11,200.00
	Assistant Professors	2	12,600.00
	Instructors	4	14,775.00
	Part-time Instructors	3	<u>4,500.00</u>
		Total...	\$ 52,875.00

(a) Willa Vaughn Tinsley, Professor and Dean of School of Home Economics, teaches part-time in Department of Home and Family Life.

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XIII. OBJECTIVES AND GOALS OF THE DEPARTMENT FOR FIVE TO TEN YEARS HENCE

Through the proposed Self Study Program in the School of Home Economics, beginning in the fall of 1968, it is hoped that the Department of Home and Family Life will be able to review, evaluate and strengthen the present undergraduate program. Only through a most critical look at student background and needs, course sequence, and through a thorough analyses of current trends in home economics curriculum planning, as well as socio-economic trends, scientific and technological developments can the department establish the basic undergraduate program that is needed. Evaluation should give careful consideration to the requirements and offerings of other leading colleges and universities in the United States in these areas in order that the offerings here at Texas Technological College should be consistent with the requirements of these outstanding schools in the given fields of child development, family relations, and in the areas of home management.

Accordingly, it is imperative that constant vigilance be established in order that a frequent review be given the course offerings, their objectives and relative importance to the overall goals of the school and the university in light of its changing directions, goals and needs of the times. Periodic review needs to be maintained in re-evaluating courses, deleting when necessary, adding new courses when needed, altering courses, their description and content, as well as analyzing and reassessing prerequisites and back-up or strengthening courses needed. The department should explore the feasibility of a study that requires the setting up of more rigid requirements for students who express a desire to major in child development, family relations or home management.

Updating instructional procedures, techniques and use of the latest equipment should be the constant objective of every instructor within the department.

Two major goals that stand out as the essentials to be accomplished in the very near future are the completion of the Master's Degree proposal and the preparation of a Ph.D. degree program in Home and Family Life. The Master's Degree proposal is now in the final stages of preparation for the approval of the Graduate School, the Board of Directors of Texas Technological College, and the Coordinating Board. There is a particularly acute need to develop a high quality graduate program in child development, family relations and home management. Graduates in these fields are unavailable to fill the many openings that exist. From the many requests received by the dean of the School of Home Economics and the department chairman, there should be a steady growth of graduate students in these fields. The proposed terminal degree is to be in cooperation with the other departments of the school. It is hoped that such a doctoral program may be proposed with a major field in any of the departments or a combination major approved by the different departments concerned in a cooperative or interdepartmental manner.

The wish of this department is to develop a graduate school second to none in the region. A program should be developed so that it can offer such breadth and depth that it will draw both top quality faculty and students of superior ability to the campus of Texas Technological College and to the School of Home Economics in particular. With the changing emphasis of our American way of life today, this department is of the opinion that it has a major contribution to make to the university and to society.

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XIII. OBJECTIVES AND GOALS OF THE DEPARTMENT FOR FIVE TO TEN YEARS HENCE (CONT'D)

As faculty are selected and recruited for the graduate program, it will be of utmost importance that due consideration be given to individuals possessing the Ph.D., with the facility and the interest in research and, whenever possible, demonstrated success in obtaining financial grants for research projects. Joint appointments between this department and other related areas are deemed feasible. In some instances, joint projects with ranking professors of other universities might be of value. With the growth of the graduate program, the acquisition of more teaching assistants for utilization as instructional staff will, in turn, guarantee the continuation of the graduate program and should advance both the quality and the number of staff available.

Another major goal of the department is to expand the kind, type, and amount of research carried on within the various areas of the department. The three distinct phases of the department offer a multiplicity of aspects of research which would be of intrinsic value to many disciplines other than the ones named in the department. It is of importance that this department propose and do more active studies related to child development, housing, homemaking and family life in the semi-arid and arid lands. By so doing, the department can make a more definite contribution to ICASALS as well as to society in general.

Another of the major objectives of this department is to take advantage of and to offer every opportunity to other departments to do cooperative or interdisciplinary work. It is deemed advisable by those concerned to work very closely with such other disciplines as psychology, sociology, the various physical sciences, education, special education, economics and marketing, law, ICASALS, and the proposed School of Medicine, to name just a few. One is cognizant of the fact that cooperation with other disciplines will give strength to the total university, as well as to produce innovative programs.

It is hoped that an interdepartmental arrangement may be worked out with elementary education so that child development majors may have the opportunity of acquiring a double major in these areas without having to do the vast amount of leveling that is now required. If child development can be accepted as a subject matter area in education, then the majors in child development will not have to do an additional 25 hours of another subject as an "area of specialization" that is now required for elementary education certification. The department has provided the courses, the qualified staff, and the facilities for observation and participation in working with the preschool child and is willing to share with and to work cooperatively with the elementary education department. However, to date, we have been unable to work out any arrangements.

As the graduate program grows, the department should work toward structuring and financing programs whereby visiting professors could be brought to the campus periodically for a day, a few days, or for the year, depending on the availability of the person, the budget, and the need of the department. These specialists could contribute new insight and encourage academic growth among faculty as well as students.

It is hoped that the Self Study Program Evaluation will be a stimulus for improved intellectual growth and will inculcate in each faculty member a desire to update his own intellectual competencies by doing advanced study. This could be done at Texas Technological College, but much greater value will be attained at some other university. At least every few years, one should consider going away to some

Department of Home and Family Life
School of Home Economics

XIII. OBJECTIVES AND GOALS OF THE DEPARTMENT FOR FIVE TO TEN YEARS HENCE (CONT'D)

university with a specialty in his field in order that he might be more aware of the new growth as revealed in other universities across the nation.

Although the Department of Home and Family Life has been quite successful in building a faculty of dedicated and capable teachers--if it is to maintain its position of leadership, it is essential that significant advances be made in the educational upgrading of the present staff which will, in turn, bring about advances in the salary structure, especially at the lower academic ranks. Younger staff members will most assuredly be encouraged to study for the doctorate.

Monies are badly needed for research. It is of the greatest urgency that some provision be made for a reduction of teaching load to partially free those faculty members who have an interest in doing research. If they are to be productive, effort should be exerted in scheduling and teaching assignments in order to achieve the highest possible level of efficiency in the utilization of faculty time so that more individuals may devote part of their time to research activities. Ultimately, it will be necessary to develop a method of compensation by which a professor is rewarded for contributions in research and in program development as well as in teaching.

A continued study should be made to ascertain the feasibility of conducting additional extension credit courses within commuting distances of the university. Possibilities should be explored relative to the advisability of serving the needs of children, youth and families of this area of West Texas by offering a type of non-credit study program for various ethnic and socio-economic groups. In some instances, this could be carried out by bringing an outstanding individual to the campus to conduct a family life conference. The departmental staff should also be available to go out in the state for similar types of activities. In another phase of work, staff members could prepare pertinent information to be transmitted via radio, television, and other mass media. Some individual faculty members are state and national consultants; other faculty members should explore possibilities for serving as consultants or resource persons to regional, state and community agencies.

Faculty members shall give study and consideration to producing educational as well as commercial radio and television programs in lieu of a portion of the academic teaching load. Cooperation with Western Information Network shall be encouraged.

An exploratory study should be conducted for the purpose of determining the need for providing a child guidance, parent education, student and family counseling service in this department. If such a need is found to exist, further investigation could aid in defining the types of counseling needed and the types of courses that need to be added to the program which would best meet this need.

With the development of the Home and Family Life graduate program, it is the objective of the department to expand the summer school offerings significantly. Consideration should be given to a pattern of development in order that students might develop an overall plan of continuing a well rounded and balanced program of study at the graduate as well as at the undergraduate level in the summer sessions.

Department of Home and Family Life
School of Home Economics

XIII. OBJECTIVES AND GOALS OF THE DEPARTMENT FOR FIVE TO TEN YEARS HENCE (CONT'D)

Investigation and thought should be given to a study to ascertain the things that motivate a student who has had only one or two courses in either child development, family relations or home management to major in that field. The focus of the study should identify what the students' needs are and should help determine how these needs can best be met in the existing or proposed curriculum.

The current trend of using committees in the decision-making processes of the functioning of the department should be continued and strengthened. An additional objective is to make these committees more active, more responsible, and to expand the scope of the committee functioning.

One goal of the department is to encourage all faculty to belong to professional associations, attend some professional meetings, and to contribute to professional or other types of publications. Still another objective is to secure a more liberal travel budget for the department personnel in order that they may be encouraged to participate in national, regional and state meetings, in holding an office, participating on a committee or presenting a paper, with a larger percent of their expenses paid by the department.

With continued growth, this large diversified department will, of necessity, have to be sub-divided into two departments. One would possibly include child development and family relations with related areas, and the other include home management, housing, household equipment, household science, family economics, consumer problems, and etc.

In light of this separation, the long-range goals are herewith inserted for the areas of Home Management, Family Economics including Consumer Problems, Housing and Equipment, as prepared by the faculty in those areas.

Department of Home and Family Life
School of Home Economics

XIII. OBJECTIVES AND GOALS OF THE DEPARTMENT FOR FIVE TO TEN YEARS HENCE

Long-Range Goals for the Areas of Home Management,
Family Economics Including Consumer Problems,
Housing and Equipment

Over-all Program Development Within the Next Five Years:

1. Strengthen the undergraduate curriculum.

Evaluate present course content on the basis of socio-economic trends and scientific-technological developments as well as student background and needs.

- a) Begin with courses required of home economics majors.
- b) Include courses offered as electives and for majors.
- c) Revise as desirable on the basis of evaluation and research.

2. Study and use new developments in teaching methods and facilities.

- a) Make better use of present equipment as slides and films, other projectors, etc.
- b) Explore use of teaching machines, programmed learning and other new developments.
- c) Guide students toward more independent study and thinking.
Perhaps some honors courses may be desirable.
- d) Explore development of teaching materials such as slides, charts and other illustrative materials by faculty and students who have ability for such work.
- e) Explore feasibility of making wider and more effective use of community facilities (business enterprises and government agencies closely related to these areas of study).
 1. Speakers to class
 2. Interviews by students (after being prepared to do this)
 3. Educational toursIt may be desirable to develop a field study course in consumer education on the graduate level to be offered in the summer probably on alternate years or once every three years.
- f) Do some research in the use of different teaching methods and aids to assess comparative effectiveness with different teachers and different groups of students.
- g) Explore possibility of the use of radio and television in teaching.
- h) Develop work opportunities with guidance for majors in their respective areas. Determine whether this should be offered as a credit course combined with study on the campus or as planned and supervised work experience only.
- i) Explore size of classes and teacher-student ratio for both undergraduate and graduate courses--theory and laboratory, for effectiveness of student achievement.

3. Encourage all faculty to belong to professional associations, attend some professional meetings, short courses and workshops and study as needed. Encourage young members to study toward the doctorate.

Department of Home and Family Life
School of Home Economics

XIII. OBJECTIVES AND GOALSCONTINUED

Areas of Home Management

4. Explore needs and interests of individuals not now served and strive to meet their needs.
 - a) Students from other schools on the campus
 - b) Adults through night classes and extension courses, clinics, conferences, and short programs. Include both credit and non-credit classes.
 - c) Students from other countries.
5. Do more to inform students about ICASALS and explore the possible contribution home economists from these areas can make.
6. Improve library facilities for these areas; this would include film library in this community.
7. Work more closely with the Extension Service especially the home economists, and the specialists and researchers in these areas.
8. Continue and increase participation of some faculty and students in the rehabilitation center that may be established on the campus. This involves primarily management for physically handicapped homemakers and management by homemakers with handicapped family members.
9. Develop some faculty research and encourage publications among faculty.
10. Work with faculty in child development and family relations to develop an effective master's degree program with high standards.
11. Explore feasibility of cooperating with Western Information Network.
12. As the undergraduate program for majors is strengthened and a master's degree program is developed:
 - a) Increase publicity through various methods.
 - b) Explore possibilities for financial aid for students primarily on master's level.
13. Begin development of some interdisciplinary work with departments outside the School of Home Economics that can make significant contributions to the preparation of majors in these areas such as the behavioral sciences, economics, business, journalism, speech, radio and television.
14. Contribute to over-all goals and programs of Home Economics and the university.

Within 10 Years:

1. Evaluate achievement of first five year program to decide what aspects should be continued, which need further improvements and perhaps expansion and which should be changed or dropped.
2. By this time, the undergraduate and master's degree program should be well

Department of Home and Family Life
School of Home Economics

XIII. OBJECTIVES AND GOALS....CONTINUED

Areas of Home Management

enough established and the necessary faculty have been employed for the areas of home management, family economics including consumer education, housing and equipment to become a separate department in the School of Home Economics.

3. Contribute to the doctorate offered in the School of Home Economics.
4. Complete the furnishings of the facilities--especially those needed for research--of the new building.
5. Continue development and improvement as needed in teaching and research.
6. Contribute to over-all goals and programs of the university and Home Economics.

Curriculum Development (The Program of Study)

Major Purposes:

On the undergraduate level, this curriculum is planned to contribute to the development of the students (man and woman) as a person, as a family member, particularly as a parent and homemaker, as a citizen and as a professional worker.

On the graduate level, the program will emphasize improvement of professional courses.

Careers for Which a Major in One or More of These Areas Can Prepare Individuals

Undergraduate Majors

Home Economists in the Extension Service (county level), with utility companies, household equipment manufacturers and distributors, and housing projects.

Double Majors

With Home Economics Education--to qualify individual to teach consumer education in high school. (Some states--Illinois, for example--require high school youth to study consumer education. It is also in the Economic Opportunity program and adult education promoted by labor unions.)

With Food and Nutrition--to qualify individuals as consumer marketing specialists with the Extension Service.

With Journalism and Speech, including radio and television; there are some openings with magazines and probably with television.

Graduate

For individuals with advanced degrees, a great demand exists in the following:

1. Extension Service--Specialists in Family Economics, Home Management, and Housing and Equipment.
2. Colleges--Teachers and researchers in each of these subject matter areas.

Department of Home and Family Life
School of Home Economics

XIII. OBJECTIVES AND GOALS....CONTINUED

Areas of Home Management

3. Family Service Association of America (especially in large cities)--Family financial counseling often with emphasis on credit counseling.
4. Federal government--Some positions are available in Bureau of Labor Statistics, Consumer and Food Economics Research Division, U.S. Department of Agriculture, Food and Drug Administration in national and regional offices.
5. Some business enterprises and associations also need individuals with preparation in these areas. Examples are the Institute of Life Insurance, Household Finance Corporation, some large banks and other financial institutions.

Over-all Curriculum Objectives

1. Grow in understanding the meaning, concepts and procedures of personal and group management.
2. Appreciate the contribution of effective management to satisfying family life.
3. Grow in judgment in deciding on the standard of living desired for self and family which is in harmony with one's philosophy of life and available resources.
4. Grow in managerial and decision-making competences essential for attaining personal, family and community goals.
 - a) Ability to manage personal and family finances.
 - b) Ability to manage time and energy.
5. Develop increasing ability as an ethical consumer-buyer of goods and services for personal, family and community well-being.
6. Increase understanding of the privileges and responsibilities of the consumer as citizen in a private enterprise, competitive economy, and with a free choice market.
7. Growing awareness of the significance of socio-economic-political trends and scientific-technological developments in this and other countries and their effect on family life with emphasis on management.
8. Understand and apply the principles necessary for effective selection, operation, care and arrangement of equipment in the home and its relation to the well-being of the family.
9. Increase the ability to use work simplification as a tool of personal and home management.
10. Understand the influence of the environment on the individual and his managerial practices.
11. Understand the contribution of the house, its design, size, contents and environment to individual and family living.
12. Grow in judgment in the selection, financing, furnishing and use of housing to meet family needs.

Department of Home and Family Life
School of Home Economics

XIII. OBJECTIVES AND GOALS....CONTINUED

Areas of Home Management

13. Grow in understanding of community planning and development.
14. Develop judgment in the selection and use of sources of reliable information and assistance with problems in any of these areas.
15. Recognize the application of the social, biological and physical sciences, and the humanities of these areas of study.
16. Develop further the ability to develop and apply basic concepts and generalizations and to verbalize orally and in writing in both personal and professional roles.
17. Prepare for a career--earning a living.

Faculty Additions in 5 Years and in 10 Years

Employ two or three faculty members with doctor's degrees, both of whom would spend some of their time for research. The number employed would depend on growth of department and availability of qualified personnel willing to come to Texas Tech.

In 10 Years:

An additional two to three faculty members with doctor's degrees will probably be needed as well as some two to three younger faculty, and five to six teaching and research assistants.

Facilities Needed for Next 5 to 10 Years

Because of increased enrollment, the present building and all facilities are greatly over-crowded and inadequate. Facilities needed and planned for the expansion of the present building may be summarized as follows:

Additional lecture rooms; two with movable partitions that make it possible for each room to accommodate two small classes of 30 or more each or one large class; one home management laboratory; one combination home management housing laboratory; these two laboratories will provide one housing laboratory primarily for H.Mgt. 432, 331 and 431; two household equipment laboratories; one household science laboratory; one combination household equipment and household science laboratory; these laboratories will provide for H.Mgt. 233, 333 and 433, plus some experimentation and research; one home management research laboratory; three seminar rooms, two would have a movable partition; one resource laboratory; one work room; one storage room near office of chairman to provide for storage of office supplies, teaching aids and equipment, etc.; 16 offices including one for department chairman.

Department of Home and Family Life
School of Home Economics

XIII. OBJECTIVES AND GOALS OF THE DEPARTMENT FOR FIVE TO TEN YEARS HENCE (CONT'D)

Library facilities and publications in the main library need expansion. A more adequate budget for new publications is needed. Funds will have to be increased significantly if the needed resource materials are made available for the proposed graduate program.

A computer course should be a part of each faculty member's recent personal educational program. Greater and more efficient use of computer facilities by the faculty should be encouraged.

PHYSICAL PLANT

At the present time, the facilities for the Department of Home and Family Life are grossly inadequate, outmoded, scattered and most unsatisfactory. If the required needs through 1975 are met in the proposed new building plans--then this department will have no immediate need for concern. If not, then the morale of the department will be at such a low ebb that the functioning and growth of the department and the staff will be greatly reduced.

AUDIO VISUAL EQUIPMENT

Through the grant applied for under Title VI and the monies earned through contracts with the Office of Economic Opportunity, the present pressing needs of the department are sufficiently met; however, with the proposed growth, the proposed availability of a new building and the advancement of new techniques and new equipment, an increased budget for these facilities is deemed essential.

PRESCHOOL LABORATORY

The facilities now used in the converted old home management house are, at best, very hampering to the growth of the child development program. Inadequate play room, lack of inside and outside storage space, no observation facilities at all, no space for expansion, and no work room available make the program stymied in many respects.

Here again, if the expected new building needs are met in the very near future, we shall be adequately served.

This program needs conference rooms for parents, teachers and students. Unless the department can very quickly move into parent education programs, then the department itself will become professionally lacking in the growth of a well rounded program that is very essential at the present time. The envisioned interdisciplinary program with psychology and sociology, etc., for work with parents and children cannot be developed until more adequate facilities become available.

The provisions made for the departmental Master's Degree program will remain grossly hampered until we are provided with the necessary physical facilities.

If the department secures buildings and facilities requested along with the closed circuit television that is needed to take care of the viewing of the laboratory procedures that is essential for the growing multitude of students enrolled in these courses, it will be adequate for our needs. Especially are these new

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facilities, updated equipment and increased staff with terminal degrees necessary if we are to actively participate in the interdisciplinary activities and graduate studies that are envisioned for the department in the study of the infant, the preschool child, the adolescent in the family, in parent education, and in total family life education and counseling.

OFFICE SPACE

At the present time, this department has 22 small, inadequate offices in seven different buildings for a teaching faculty of 31. This does not include space for four secretaries and approximately 37 part-time student assistants who are crowded in with the faculty members. It is ascertained that in 1975, child development and family relations alone will need between 57-60 offices, while home management will need between 16-20 faculty offices. These figures are based on those agreed upon through the cooperation of the building committee for plans for the new building which is supposed to be adequate for our use through 1975.

CLASSROOM SPACE

From the work being done by the building architects, who are studying the proposed growth of each course through 1975, it is estimated that this department will have to have more than four times the space to use than it now has available. According to figures from the Office of the Space Coordinator for the fall of 1967, this department had the use of 16,425 square feet of classroom space to use during any given week. These classes were scattered through 12 different buildings in various corners of the campus. If it were not for the fact that the faculty had to come to the Home Economics Building to get mail and duplicating material done, it would be almost impossible for the department chairman to ever contact them. All this scattering of offices and classes prevents the establishment of a cohesiveness and rapport that is so essential to the growth and ongoingness of a department of this nature.

Most new classrooms must be adequately equipped with audio visual aids that are so necessary for good teaching. Many resources are available to assist the good teacher in presenting the latest and most challenging materials to students. It is hoped that, in the future, the faculty will have the space and the opportunity to have more time and facilities available for preparation of some of their own audio visual facilities for class room presentation.

Due to the nature of the subject matter taught in this department, it is hoped that it is never necessary for classes to become too large. Many classes must, of necessity, be kept small. In other instances, it is anticipated that the graduate classes will be relatively small except for the special workshops. When these workshops are presented in the summer and large enrollments are anticipated, there will be large or combination classrooms available.

ENROLLMENT GROWTH

The attached charts show the growth of the Department of Home and Family Life through the years 1960-1967. According to the budget presentation for the last number of years, this department has had a very rapid growth pattern. For

Department of Home and Family Life
School of Home Economics

example, the number of semester hours taught in 1965-1966 over 1964-1965 was a 53% increase. Over the past few years, this department has had a 103% growth increase. Even though it is conceivable that this continued rate of growth will not be as phenomenal, it is within reason to believe that the undergraduate program will continue to grow and that the addition of the graduate program will increase the enrollment in proportion to staff and space available.

Obviously, the chart below speaks for itself in showing the growth for the past few years. On the basis of needs, as proposed in the new building plans, estimates of the growth of the department to 1974-1975 are also depicted.

NUMBER OF CLASS SECTIONS TAUGHT IN 1963 AND 1967, WITH PROJECTED NUMBER OF SECTIONS NEEDED IN THE DEPARTMENT OF HOME AND FAMILY LIFE IN 1974-1975:

Child Development and Family Relations

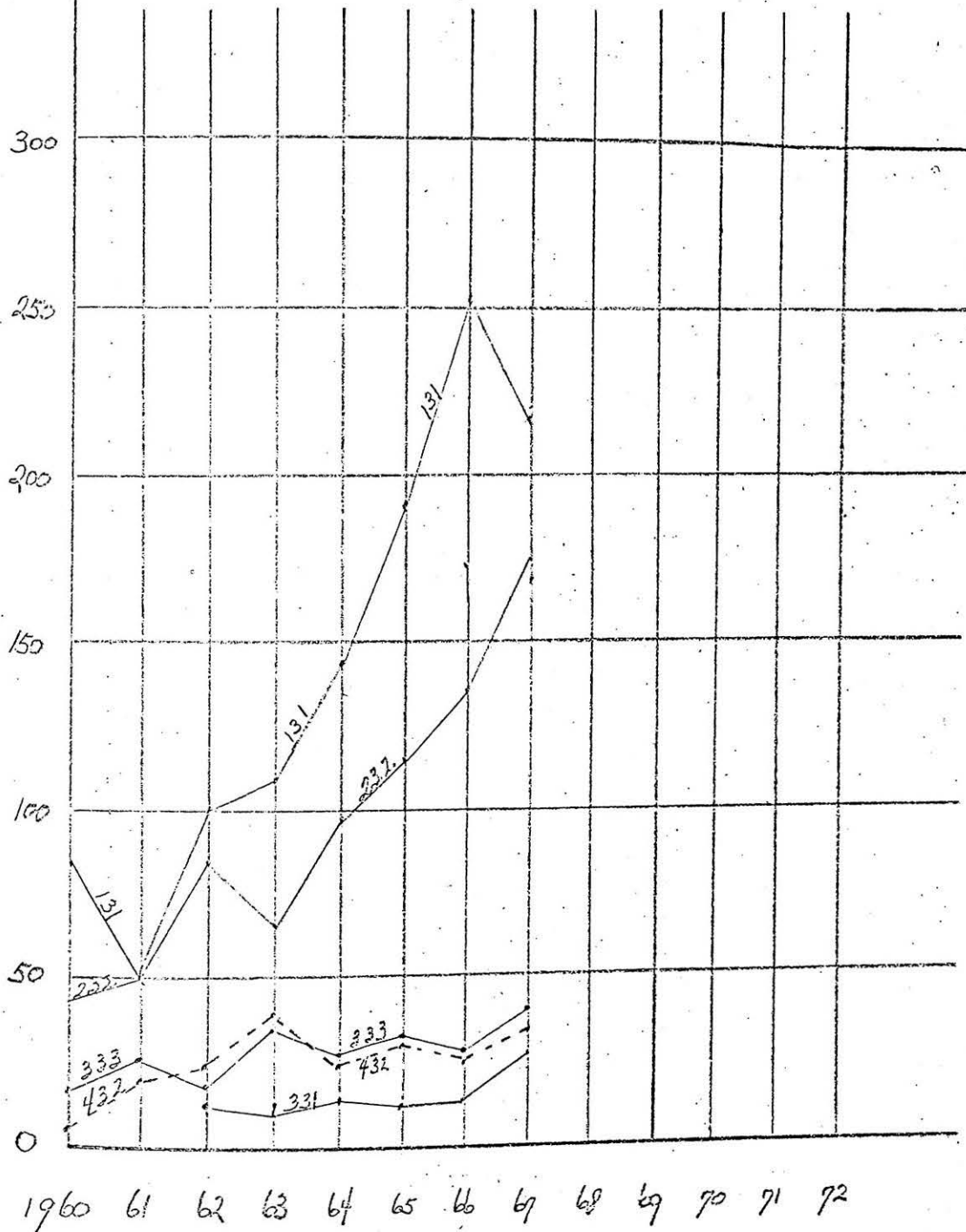
<u>1963</u>	<u>1967</u>	<u>Projected 1974-1975</u>
26	80	170

Home Management

<u>1963</u>	<u>1967</u>	<u>Projected 1974-1975</u>
16	36	74

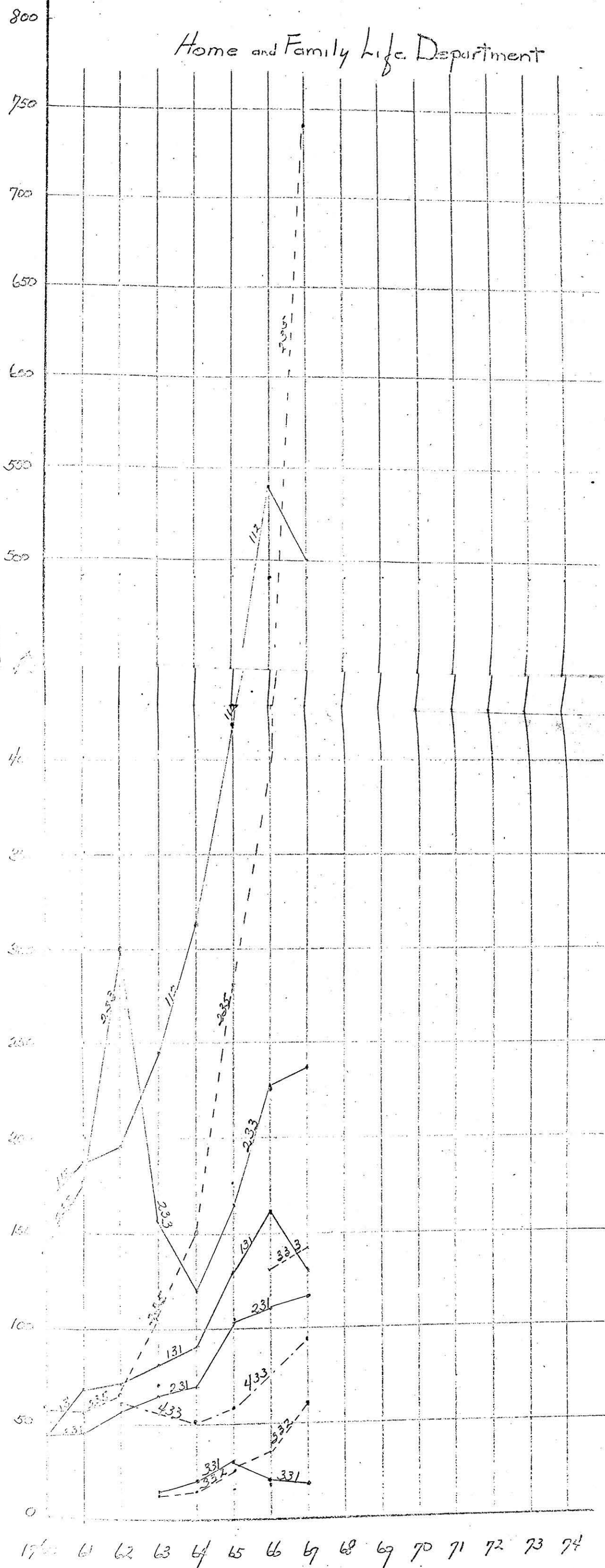
According to the current trends of the times when study and aid to the individual, the family and the community are of such ultimate concern in our society's structure, the importance for the growth of this department is essential to this program within the School of Home Economics.

Home and Family Life Department



Registrations for Courses in Home Management

Home and Family Life Department



Required for Courses in Child Development & Family Relations

DEPARTMENT OF
HOME ECONOMICS EDUCATION

MEDIUM AND LONG RANGE PLANS
FOR
THE DEPARTMENT OF HOME ECONOMICS EDUCATION
THE SCHOOL OF HOME ECONOMICS
TEXAS TECHNOLOGICAL COLLEGE

A REPORT
SUBMITTED TO:
PRESIDENT GROVER E. MURRAY
AUGUST, 1968

BY:
CAMILLE G. BELL, CHAIRMAN
THE DEPARTMENT OF HOME ECONOMICS EDUCATION

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PART ONE

A SUMMARY OF THE HISTORY

OF

THE DEPARTMENT OF HOME ECONOMICS EDUCATION

BRIEF HISTORY OF HOME ECONOMICS EDUCATION DEPARTMENT

TEXAS TECHNOLOGICAL COLLEGE

On October 1, 1925, Texas Technological College opened its doors for the first time. The School of Home Economics was among the original schools of the College. Dean Margaret W. Weeks from Nova Scotia had been among those who had helped shape the plans for the new College. In the book entitled "The College That Is To Be," written in 1925, an interesting description of some of the goals are given. The first President of Texas Tech, Paul Whitfield Horn, had extremely high ideals for the quality of faculty members that would pioneer in the efforts to begin a new college. His concern was evidenced in a statement that he made at the first faculty meeting as recorded by Dean Weeks. She wrote:

"He wishes for a faculty of men and women able to teach with enthusiasm for their subject with due regard to relation of these subjects with the world in general."

The above statement has been reflected in the basic philosophy of the Department of Home Economics Education in the School of Home Economics. Although there were no Home Economics Education courses offered the first year of the College's existence, reference is made in the 1926 General Catalogue to Teacher Training in Home Economics as one of the four majors in the School of Home Economics. This major was described with the following quotation:

"Teacher Training in Home Economics - For the student who wishes to prepare herself for the profession of teacher of home economics in the high schools of the state."

The courses listed under the heading of Home Economics Education in the 1926 catalogue were:

- Education H-331 - Child Care Prerequisite: Education
- Education H-431 - Problems in Home Economics
- Education H-432 - Special Methods in Home Economics
- Education H-433 - Practice Teaching in Home Economics (This course will not be given in 1926-27)

In the Second General Catalogue, January 1927, the Department of Home Economics listed the same courses as in the 1926 General Catalogue with a brief description. The course referred to as "Education H-433" in 1926 was changed to "H-333 - Practice Teaching in Home Economics. Prerequisite: Education H-332."

"The practice teaching is done in the city schools of Lubbock under the supervision of the city teachers and the director of Home Economics teaching at the College."

The increase of the number of courses was gradual until 1935-36 when the number of courses were tripled. This increase is shown in Appendix A.

By 1940, the courses had increased to fourteen, and the faculty had increased to four who taught part-time in the department. The following description was included in the 1940 General Catalogue:

"The curriculum in the Department of Home Economics Education is planned to meet the requirements for the Vocational Certificate of Approval and the Permanent Teachers Certificate in Home Economics; it also meets the requirements for the six-year high school certificate."

The course offerings of the Home Economics Education Department have expanded from three in number in 1927-28 to nineteen courses in 1967-68 (Appendix A).

The faculty has increased from one part-time professor in 1927-28 to six full-time and one one-half time professors in 1967-68 (Appendix B).

The student teacher program has grown steadily from fourteen student teachers in 1933 to one hundred twenty four pre-enrolled for the coming 1968-69 year.

The graduates from the School of Home Economics with a home economics education major have also increased at a steady rate (Appendix C). An increase from fourteen graduates in 1933 to sixty three in 1967 indicates the progress in home economics education.

Home Economics Education at Texas Technological College has experienced a wide-scale development in the past which affords a sound basis for exciting new avenues in the direction of success in the future.

A TABULATION OF ENROLLMENT FOR THE PAST TEN YEARS

1957 - 1967

Enrollment Last 10 Yrs.	No. of Reg- istrations	Semester Cr. Hrs.	F-T Stu. Equiv.	No. of Reg- istrations	Semester Cr. Hrs.	F-T Stu. Equiv.
1957-58	112	336	7.47	149	377	8.38
1958-59	99	294	6.53	147	396	8.12
1959-60	130	400	8.89	203	523	9.13
1960-61	136	404	7.69	178	432	8.23
1961-62	169	486	9.13	173	478	8.98
1962-63	197	547	10.42	233	659	11.87
1963-64	201	563	9.38	244	686	10.51
1964-65	227	640	10.67	239	659	10.98
1965-66	255	708	9.44	348	916	10.62
1966-67	289	775	11.82	316	847	12.22
1967-68	372	990	13.20	472	1,187	12.66

SUMMARY TABULATION OF BUDGETS

1957 - 1968

School Year	Instructional Salaries	Secretarial Salaries	Stud. Asst. and/or P-T Help	M. E. & T.	Total
1957-58	21,300.00	2,600.00		2,100.00	26,000.00
1958-59	30,650.00	2,600.00		2,100.00	35,350.00
1959-60	27,875.00	2,780.00	200.00	2,750.00	33,605.00
1960-61	31,209.00	2,780.00	250.00	3,300.00	37,539.00
1961-62	27,850.00	3,000.00	700.00	5,210.00	36,760.00
1962-63	28,950.00	3,000.00	900.00	6,010.00	38,860.00
1963-64	33,900.00	3,180.00	1,260.00	6,367.00	44,707.00
1964-65	39,300.00	3,360.00	1,700.00	6,167.00	50,527.00
1965-66	58,265.00	3,540.00	1,800.00	6,167.00	69,772.00
1966-67	60,075.00	3,540.00	2,200.00	6,267.00	72,082.00
1967-68	66,951.00	3,900.00	2,000.00	9,047.00	81,898.00

PART ONE
APPENDICES

APPENDIX A
A COMPARISON OF COURSE OFFERINGS
in
HOME ECONOMICS EDUCATION
1926-27 and 1967-68

A COMPARISON OF COURSE OFFERINGS
for
Home Economics Education

1926-27

- Education H-331 - Child Care Prerequisite: Education
Education H-431 - Problems in Home Economics
Education H-432 - Special Methods in Home Economics
Education H-433 - Practice Teaching in Home Economics (This
course will not be given in 1926-1927)

1967-68

- H. E. Ed. 331 - Philosophy and Principles of Vocational
Home Economics
H. E. Ed. 411 - Home Economics Seminar
H. E. Ed. 414 - Problems in Home Economics Education
H. E. Ed. 426 - Problems in Student Teaching
H. E. Ed. 432 - Methods of Teaching Home Economics
H. E. Ed. 433 - Introduction to Research in Home Economics
H. E. Ed. 434 - Current Issues and Developments in Home
Economics Education
H. E. Ed. 436 - Home, School, and Community Experiences in
Home Economics Education
H. E. Ed. 461 - Student Teaching in Home Economics
H. E. Ed. 514 - Specific Problems in Teaching Home Economics
H. E. Ed. 518 - Seminar in Home Economics
H. E. Ed. 531 - Administration and Supervision of Home Eco-
nomics Education
H. E. Ed. 532 - Curriculum Development in Home Economics
H. E. Ed. 533 - Evaluation in Home Economics
H. E. Ed. 534 - Techniques of Research in Home Economics
H. E. Ed. 536 - Problems in Home Economics Education
H. E. Ed. 537 - Techniques of Supervision in Home Economics
H. E. Ed. 630 - Master's Report
H. E. Ed. 631 - Master's Thesis

APPENDIX B
INSTRUCTIONAL STAFF
HOME ECONOMICS EDUCATION
1927-2968

INSTRUCTIONAL STAFF - HOME ECONOMICS EDUCATION

1927 - 1968

<u>Year</u>	<u>Name</u>	<u>Rank</u>
1927 - 1928	Mabel Deane Erwin	Professor of Clothing
1928 - 1929*	Vivian Johnson	Instructor
1929 - 1930	Margaret Weeks Mabel Deane Erwin Vivian Johnson	Professor Professor Instructor
1930 - 1931	Margaret Weeks Mabel Deane Erwin Vivian Johnson	Professor Professor Instructor
1931 - 1932	Margaret Weeks Mabel Deane Erwin Vivian Johnson	Professor Professor Assistant Professor
1932 - 1933	Margaret Weeks Mabel Deane Erwin Vivian Johnson	Professor Professor Assistant Professor
1933 - 1934	Margaret Weeks Mabel Deane Erwin Vivian Johnson	Professor Professor Assistant Professor
1934 - 1935	Margaret Weeks Mabel Deane Erwin Vivian Johnson	Professor Professor Assistant Professor
1935 - 1936	Margaret Weeks Mabel Deane Erwin Vivian Johnson	Professor Professor Associate Professor
1936 - 1937	Margaret Weeks Mabel Deane Erwin Vivian Johnson	Professor Professor Associate Professor
1937 - 1938	Margaret Weeks Mabel Deane Erwin Vivian Johnson	Professor Professor Professor
1938 - 1939	Margaret Weeks Mabel Deane Erwin Vivian Johnson	Professor Professor Professor

* School of Home Economics, Home Economics Education became vocational.

Instructional Staff (Continued)

<u>Year</u>	<u>Name</u>	<u>Rank</u>
1939 - 1940	Vivian Johnson	Professor
	Mabel Deane Erwin	Professor
	Doris Lavinia Buchanan	Assistant Professor
1940 - 1941	Vivian Johnson	Professor
	Mabel Deane Erwin	Professor
	Ilse Wolf	Assistant Professor
1941 - 1942	Vivian Johnson	Professor
	Mabel Deane Erwin	Professor
	Ilse Wolf	Assistant Professor
	Geraldine Clewell	Assistant Professor
1942 - 1943	Vivian Johnson	Professor
	Mabel Deane Erwin	Professor
	Ella Mae Lyle	Assistant Professor
	Doris Nesbitt	Assistant Professor
	Johnne Bowles	Assistant Professor
1943 - 1944	Vivian Johnson	Professor
	Mabel Deane Erwin	Professor
	Ella Mae Lyle	Assistant Professor
	Doris Nesbitt	Assistant Professor
	Johnne Bowles	Assistant Professor
1944 - 1945	Vivian Johnson	Professor
	Mabel Deane Erwin	Professor
	Ella Mae Lyle	Assistant Professor
	Doris Nesbitt	Assistant Professor
	Johnne Bowles	Assistant Professor
1945 - 1946	Vivian Johnson	Professor
	Geraldine Clewell	Associate Professor
	Doris Nesbitt	Assistant Professor
1946 - 1947	Vivian Johnson	Professor
	Geraldine Clewell	Associate Professor
	Doris Nesbitt	Assistant Professor
1947 - 1948	Vivian Johnson	Professor
	Geraldine Clewell	Associate Professor
	Martha Ellen Graves	Associate Professor
	Doris Nesbitt	Assistant Professor
1948 - 1949	Vivian Johnson	Professor
	Mabel Deane Erwin	Professor
	Geraldine Clewell	Associate Professor
	Martha Ellen Graves	Associate Professor
	Doris Nesbitt	Assistant Professor

Instructional Staff (Continued)

<u>Year</u>	<u>Name</u>	<u>Rank</u>
1949 - 1950	Vivian Johnson Adams	Professor
	Geraldine Clewell	Associate Professor
	Doris Nesbitt	Assistant Professor
1950 - 1951	Vivian Johnson Adams	Professor
	Geraldine Clewell	Associate Professor
	Doris Nesbitt	Assistant Professor
1951 - 1952	Vivian Johnson Adams	Professor
	Geraldine Clewell	Associate Professor
	Doris Nesbitt	Assistant Professor
1952 - 1953	Vivian Johnson Adams	Professor
	Geraldine Clewell	Associate Professor
	Doris Nesbitt	Assistant Professor
1953 - 1954	Vivian Johnson Adams	Professor
	Geraldine Clewell	Associate Professor
	Doris Nesbitt	Assistant Professor
1954 - 1955	Vivian Johnson Adams	Professor
	Geraldine Clewell	Professor
	Doris Nesbitt	Assistant Professor
1955 - 1956	Vivian Johnson Adams	Professor
	Geraldine Clewell	Professor
	Doris Nesbitt	Assistant Professor
1956 - 1957	Vivian Johnson Adams	Professor
	Geraldine Clewell	Professor
	Doris Nesbitt	Assistant Professor
1957 - 1958	Vivian Johnson Adams	Professor
	Billie Frances Williamson	Associate Professor
	Doris Nesbitt	Assistant Professor
1958 - 1959	Vivian Johnson Adams	Professor
	Billie Frances Williamson	Associate Professor
	Doris Nesbitt	Associate Professor
1959 - 1960	Vivian Johnson Adams	Professor
	Doris Nesbitt	Associate Professor
	Billie Frances Williamson	Associate Professor
	Jessie Adele Bateman	Professor
1960 - 1961	Vivian Johnson Adams	Professor
	Jessie Adele Bateman	Professor
	Doris Nesbitt	Associate Professor
	Billie Frances Williamson	Associate Professor

Instructional Staff (Continued)

<u>Year</u>	<u>Name</u>	<u>Rank</u>
1961 - 1962	Vivian Johnson Adams	Professor
	Jessie Adele Bateman	Professor
	Doris Nesbitt	Associate Professor
	Billie Frances Williamson	Associate Professor
1962 - 1963	Vivian Johnson Adams	Professor
	Willa Vaughn Tinsley	Professor
	Doris Nesbitt	Associate Professor
	Billie Frances Williamson	Associate Professor
	Estelle Wallace*	Associate Professor
1963 - 1964	L. Ann Buntin	Professor
	Doris Nesbitt	Associate Professor
	Billie Frances Williamson	Associate Professor
1964 - 1965	L. Ann Buntin	Professor
	Phyllis Drake	Associate Professor
	Billie Frances Williamson	Associate Professor
1965 - 1966	L. Ann Buntin	Professor
	Thelma Leonard	Professor
	Phyllis Drake	Associate Professor
	Billie Frances Williamson	Associate Professor
1966 - 1967	L. Ann Buntin	Professor
	Thelma Leonard	Professor
	Phyllis Drake	Associate Professor
	Billie Frances Williamson	Associate Professor
	Margaret Sitton	Assistant Professor
	Virginia Tompkins	Assistant Professor
1967 - 1968	L. Ann Buntin	Professor
	Camille G. Bell	Associate Professor
	Margaret Sitton	Associate Professor
	Phyllis Drake	Associate Professor
	Virginia Tompkins	Assistant Professor
	Irene M. Gromatzky*	Assistant Professor
	Mary M. Paswell*	Assistant Professor
	Barbara Clawson**	Visiting Associate Professor
	Thelma Whigham **	Visiting Instructor

* Joined staff in February, 1968.

** Visiting Associate Professor and Visiting Instructor for Instructional Materials Center. Employed by Texas Education Agency and associated with Department of Home Economics Education.

APPENDIX C
NUMBER OF UNDERGRADUATE
and
GRADUATE DEGREES
HOME ECONOMICS EDUCATION
1928-1967

NUMBER OF UNDERGRADUATE AND GRADUATE DEGREES

1928 - 1967

<u>Year</u>	<u>Number of B. S. Degrees</u>	<u>Number of M. E. Degrees</u>	<u>Number of M. S. Degrees</u>
1928	10 General Home Economics	-	-
1929	14 General Home Economics	-	-
1930	7 General Home Economics	-	-
1931	24 General Home Economics	-	-
1932	27 General Home Economics	-	-
1933	14 General Home Economics	-	-
1934	17 General Home Economics	-	-
1935	21 Vocational Homemaking	-	-
1936	14 Vocational Homemaking	-	-
1937	31 Home Economics Education	-	-
1938	45 Home Economics Education	-	-
1939	33 Home Economics Education	-	1
1940	51 Home Economics Education	-	3
1941	48 Home Economics Education	-	1
1942	48 Home Economics Education	-	-
1943	40 Home Economics Education	-	1
1944	38 Home Economics Education	-	-
1945	36 Home Economics Education	-	-
1946	16 Home Economics Education	-	1
1947	20 Home Economics Education	-	1
1948	22 Home Economics Education	-	2
1949	25 Home Economics Education	-	2
1950	34 Home Economics Education	-	2
1951	31 Home Economics Education	-	2
1952	40 Home Economics Education	-	2
1953	26 Home Economics Education	-	2
1954	22 Home Economics Education	1	-
1955	17 Home Economics Education	2	1
1956	28 Home Economics Education	-	2
1957	43 Home Economics Education	4	2
1958	32 Home Economics Education	2	-
1959	27 Home Economics Education	1	2
1960	36 Home Economics Education	1	1
1961	32 Home Economics Education	1	-
1962	35 Home Economics Education	-	-
1963	57 Home Economics Education	-	2
1964	58 Home Economics Education	-	1
1965	61 Home Economics Education	-	1
1966	60 Home Economics Education	-	9
1967	63 Home Economics Education	-	7

APPENDIX D
PUBLICATIONS OF FACULTY MEMBERS
in HOME ECONOMICS EDUCATION
1927-1968

PUBLICATIONS

<u>Department Member</u>	<u>Publications</u>
Adams, Virginia Johnson	"Little Green Elf." <u>Instructor</u> , 60:21, May 1951. "Food Preferences of College Women." <u>Journal of the American Dietetic Association</u> . Vol. 30 (November 1954) (Co-authors: Mina W. Lamb and Jane Godfrey). "Food Preferences of College Women." <u>College and University Business</u> . Vol. 19, No. 4 (October 1955) (Co-authors: Mina W. Lamb and Jane Godfrey).
Bateman, Jessie W.	"A Study of Factors Related to Losses of Students from Texas Tech School of Home Economics Prior to Graduation." (Unpublished Report of Research) 1960. (Co-author: Vivian Johnson Adams)
Bell, Camille G.	"Achieving Goals Through Organization of Possessions." Educational Division of 3M Company. "An Investigation of the Effectiveness of Microteaching in the Development of Teaching Performance in Home Economics Teacher Education at Texas Technological College." (At Publishers).
Drake, Phyllis	"Study of the Dietary and Food Practices of 63 Families in Lubbock, Texas." <u>Journal of the American Dietetic Association</u> , Vol. 20, No. 8 (September 1944). "Use of Milk by Rural Families." South Carolina 1953, South Carolina Agricultural Experiment Station, November 1955. Bul. 431.

(Continued)

Department Member

Publications

Drake, Phyllis (Continued)

"Use of Milk by Urban and Rural Families in South Carolina." South Carolina Agricultural Experiment Station, Bul. 437, May 1956.

"Use of Label Information on Ready-Made Dresses." Texas Agricultural Progress, Vol. 4, No. 2, March-April, 1958.

"Label Information on Dresses in Retail Stores." Texas Agricultural Progress, Vol. 5, No. 2, March-April, 1959.

"Labeling of Ready-Made Street Dresses." Texas Agricultural Experiment Station, Bul. 943, November 1959.

"Use of Fruits and Vegetables by Urban and Rural Families, South Carolina." South Carolina Agricultural Experiment Station, Bul. 465, October 1958.

"Wool Marketing Problems in Texas." Texas Agricultural Experiment Station, Bul. 974, February 1961.

"Teenage Girls' Attitudes and Satisfaction with Clothing." Texas Agricultural Experiment Station, Bul. 1003, March 1964.

Erwin, Mabel Deane

"Clothing for Moderns." 3rd Edition New York: MacMillan 1964. (Co-author: Lila A. Kinchen).

"Clothing for Moderns." New York: MacMillan Co., 1949 IX.

"Practical Dress Design: Principles of Fitting and Pattern Making." New York: The MacMillan Company, 1940.

Graves, Martha Ellen

"Our Club Creed." Practical Home Economics, 21:224, June 1944.

Department Member

Publications

Gromatzky, Irene M.

"Consumer Education for Mexican Americans." Monograph Presented at National Conference on Educational Opportunities for Mexican Americans, April 25-26, 1968, Austin, Texas. Printed by a Unit of the Educational Resources Information Center of the Bureau of Research U.S.O.E.

Nesbitt, Doris

"Let the Flannel Board Help You in Teaching Home Arrangements." Practical Home Economics, Vol. 34, No. 4 (December 1955).

Sitton, Margaret A.

"Teaching the Intellectual Aspects of Home Economics." Journal of Home Economics, Vol. 59, No. 2, February 1967. (Co-author: Willa V. Tinsley)

"Development of an Experimental Pre-Service Education Program in Home Economics Teacher Education." School of Home Economics, Texas Technological College. Bulletin, Spring, 1968.

Williamson, Billie F.

"Adventures in Apprenticing: A Report of Apprentice Teaching in the Summer Phase of the Homemaking Education Program in Selected High Schools in Texas." Summer 1957 (Bulletin).

"Tips and Topics." An educational publication of the School of Home Economics with wide distribution in the United States and Canada. Titles are: Family Relations (Fall 1960), Management (Spring 1961), Child Development (Fall 1961), Housing (Spring 1962), Food and Nutrition (Fall 1962), Clothing and Textiles (Spring 1963), Teaching (October 1963), Family Living (December 1963), Evaluation (February 1964), Care of Clothing (April 1964), Department Management (October 1964), New Products (December 1964), Working Mothers (February 1965),

(Continued)

Department Members

Publications

Williamson, Billie F.
(Continued)

Teenagers (April 1965), Decision-Making (October 1965), Family Finance (December 1965), The Community (February 1966), Tomorrows Parents (April 1966), Teaching Family Relationships (October 1966), Teaching Housing (December 1966), Communication (February 1967), Art in Daily Living (April 1967), People in Transition (November 1967), Conceptual Teaching-Learning (December 1967), Textiles (February 1968), Expanding Knowledge in Food and Nutrition (April 1968)

Wolf, Ilse H.

"Diamonds and Contracts in Home Economics Education." (Co-author: Miss Larra Zola Coe)

"Success on Your Field Trips"

"What Do You Teach in Your Food Classes?"

"How Nutritional Are Your Well-Balanced Meals?" (Co-author: Dr. Mina W. Lamb)

Practical Home Economics

"Why Your Money Never Seems to Reach" by C. W. Moore - Book Review. Journal of Home Economics.

"Facilities for Home Management Residences." Journal of Home Economics. (Co-author with home economists from three other institutions)

"Home Economics Careers and Homemaking" by Olive A. Hall - Book Review. Kappa Delta Pi Journal

"A Brief Look at U. S. Foreign Affairs." Oklahoma Nurse.

"Eight Areas of Study for Consumer Education."

"Ways to Determine Reliability of Information."

"What Makes Management Teaching Effective?"

"Advertising Calls for Consumer Analysis." What's New in Home Economics

Department Members

Wolf, Ilse H. (Continued)

Publications

"Application of Concepts to Resident Teaching." Issues in Family Economics.

Proceedings of a National Conference sponsored by Family Economics-Home Management section of American Home Economics Association. Issues in Family Economics.

PART TWO

CURRENT DEPARTMENTAL STATUS

DEPARTMENT OF HOME ECONOMICS EDUCATION

SUMMARY STATEMENT OF 1967-68 DEPARTMENTAL STATUS

Enrollment by Classes (1967-68)

	Freshmen	Sophomores	Juniors	Seniors	Graduates
Fall 1967	0	0	139	96	10
Spring 1968	0	0	131	68	11
Total	0	0	270	164	21

Ranks and Numbers of Faculty and Their Compensation (1967-68)

Rank	Number	Compensation
Professor	1	\$ 15,200.00
Associate Professor	2 1/4	23,751.00
Assistant Professor	4	38,000.00
Instructor	0	0
Teaching Assistant	0	0
Total		\$ 66,951.00

Total Space Available to Department

Classrooms	Offices
773 square feet	1,457 square feet

RESEARCH ACTIVITIES - 1967-68

Title

Pre-Service Training Program for Prospective Home-making Teachers.

Investigator: Margaret Sitton

The purpose of the project was to experiment with ways to provide breadth and depth in the pre-service preparation of home economics education students at Texas Technological College. Data were collected through course evaluation check lists, rating scales and multiple choice items. Pre-testing and re-testing was done to determine whether or not the experiences in community action programs made a significant difference in students' understandings and self-expressed capabilities. Results of the project led to the following conclusions:

Students acquired a meaningful concept of processes of teaching and of the role of the teacher.

Student's appreciation for and understanding of persons of differing racial, socio-economic and cultural backgrounds were increased.

The experiences contributed to increased self-confidence of many students.

Students gained increased understanding of factors affecting student learning, teaching behavior and self-evaluation.

Title

An Investigation of the Effectiveness of Micro-teaching in the Development of Teaching Performance in Home Economics Teacher Education at Texas Technological College.

Investigator: Camille G. Bell

As a result of the increased emphasis being placed upon the use of media in teaching, research and experimental programs dealing with the effectiveness of the use of newer media in teacher education are of major importance. The purpose of this study was two fold. First, the study is designed to develop

RESEARCH ACTIVITIES (Continued)

a microteaching program for prospective student teachers which would aid them in acquiring a skill in specific technical aspects of teacher behavior. The second purpose of the study is designed to compare the acquisition of specific behavioral goals such as those found in the Stanford Appraisal Guide of Teacher Competence of students who participated in the field teaching and observation with students who had microteaching experience. It is believed that microteaching enhances the guided active involvement during the pre-service training period which helps the student teacher to develop competencies in certain teaching techniques with increased economy of operation. The use of microteaching in this study provided opportunities to isolate specific aspects of teaching as well as afford appropriate experiences for the beginner in the field of teacher education.

RESEARCH ACTIVITIES (Continued)

SPECIAL EQUIPMENT USED IN MICROTEACHING RESEARCH:

1. MTC-15 Camera
2. VTR-600-1 Video Recorder
3. MR-700 Monitor
4. RFC-5 or RFC-6 RF Adaptor
5. SP3T Coax Switch
6. D-600 Mike
7. TPR-16 Tripod
8. TVL-20 Wide-Angle Lens
9. V VCC-6 Carrying Case
10. VCT-1 Terminating Plug
11. VT-1 40-Minute Recording Tape
12. VER-7 Empty Reel

CONTINUATION OF THE DEVELOPMENTAL
PROJECT FOR THE CENTER FOR THE
DEVELOPMENT OF HOME ECONOMICS
INSTRUCTIONAL MATERIALS

Problem. The major educational problem involved is the preparation of students for successful employment in home economics-related occupations. In high school programs in Texas, occupational courses are offered in Cooperative Part-Time Training programs in Pre-Employment Laboratory programs.

Description. The major purpose of the Home Economics Instructional Materials Center Project is to prepare instructional materials to be used by individual students in their preparation for employment in approved home economics-related occupations. Instructional materials are needed to direct the study of each student so that he becomes competent in the occupation of his choice.

Objectives. The major objectives for the Continuation of the Home Economics Instructional Materials Center for the period from July 1, 1968, to June 30, 1969, are:

To develop and expand the operation of the Home Economics Instructional Materials Center

To evaluate and revise materials developed during 1967-68

To print and distribute materials developed during 1967-68

To develop instructional materials designed for use by students enrolled in cooperative part-time training programs in four additional areas.

Procedures. The scope of the program of the Home Economics Instructional Materials Center will be broad and comprehensive.

a. General design. The general design will include:

- (1) Development of instructional materials for four additional home-economics-related occupational programs which are being taught in the State in cooperative part-time training programs

- (2) Collection and filing of materials to maintain an up-to-date library related to occupational programs
- (3) Development of plan for evaluating all materials
- (4) Assistance to teachers in use of materials through visits
- (5) Provision of in-service education to teachers of occupational programs to help them strengthen their programs and to find out the types of additional helps they need

b. Methods and Materials. The responsibilities for the development of Home:Economics instructional materials for occupational programs will be carried out by the director of the Center working in cooperation with the personnel of the Cooperating Agency and the Division of Homemaking Education in Texas Education Agency.

EXTENSION AND ADULT WORK

One of the most outstanding phases of adult work for 1967-68 was the interdisciplinary workshop in media sponsored jointly by the Home Economics Education Department and the School of Education.

Approximately 65 faculty members from colleges and universities in Texas and Oklahoma were on the Texas Tech campus March 7-8 for a Workshop in Teacher Education sponsored by Tech and the American Association of Colleges for Teacher Education.

Dr. Walter J. Mars, director of the AACTE Media Project, coordinated the program dealing with the use of instructional media in undergraduate teacher education.

Such subjects as micro-teaching, interaction analysis, nonverbal behavior in the classroom and simulation were evaluated in demonstration and discussion sessions in Wiggins Commons.

Consultants were Dr. William Johnson of the University of Illinois, Dr. Russell French of Ohio State University, Dr. Edmund J. Amidon of Temple University, and Dr. Donald M. Cruickshank of the University of Tennessee.

Tech chairmen were Dr. L. Ann Buntin, Professor of Home Economics Education, and Dr. Morris Wallace, Professor of Education. They presided at workshop sessions, along with Dr. Berlie Fallon, Chairman of the Department of Education, and Dr. Camille G. Bell, Assistant Professor of Home Economics Education.

Extension work for 1967-68 was conducted by Camille G. Bell and Virginia Tompkins in Areas II and IV. The meeting for Area II was held in Big Spring, Texas, on June 6, 1968. One hundred and thirty vocational homemaking teachers were present. The subject for the in-service study was "Innovations in Communication." Demonstrations on microteaching, interaction analysis, making behavioral objectives, and evaluation were some of the topics studied during the meeting.

A similar program was given in Area IV in Abilene, Texas, with approximately one hundred vocational homemaking teachers present. As a result of working with these groups, several of the participants have attended Texas Tech this summer. Several others are interested in taking an individualized course which will be offered this fall and includes some action research.

Most of the schools cooperating with the student teaching program in home economics education have a Chapter of Young Homemakers of Texas which is advised by the homemaking teacher. The supervising teachers willingly and ably assist student teachers to gain experience which helps them to know how the organization functions and to work with the organization in the role of advisor. The Chairman, Department of Home Economics Education, serves as an advisor for these Area I Young Homemakers.

The establishment of a Center for the Development of a Home Economics Instructional Materials sponsored by the Texas Education Agency is being used state-wide by home economics teachers in the development of competencies needed by trainees for employment in home economics related occupations. During the summer of 1968, a group of eight selected home economics teachers joined the Instructional Center staff at Texas Technological College to study and develop materials suitable for teaching a wage-earning program.

Adult and extension work conducted by the staff of the Instructional Material Center for 1967-68 included the following activities:

Revised the three sets of materials (Child Care Aide, Food Service Employee, and Clothing Specialist) in keeping with committee recommendations. These revisions were then sent to committee members to insure that suggestions they had given were correctly interpreted.

Grouped the competencies in the three sets of materials into appropriate topics for developing instructional materials.

Visited the 'cooperative home economics programs' in Amarillo, Fort Worth, and Houston for the purpose of observing their needs for instructional materials.

Visited Project Impact in Lubbock to see the variety of media being used. A visit was also made to the Education Service Agency to become familiar with the services offered at ESA and to explain the purpose of the HEIMC.

Continued contacting employers and representatives of related organizations, as appropriate, to discuss job analyses and competencies and to gain their reactions to plans and materials. A meeting was also held with Mr. John Crawford, Executive Director, Texas Nursing Home Association, to discuss materials for the Dietitian Aide.

Met with research personnel at Texas Tech to discuss plans for evaluation for the instructional materials. Plans include the development of a post-test, questionnaires to be used by teachers and students, and a check list for use by the employer. Materials will be revised where these evaluation devices indicate weaknesses in the student's preparation for the job.

Participated in three area in-service training meetings for vocational homemaking teachers.

TEACHER TRAINING AGREEMENT 1967-68

Texas Education Agency, Vocational Division
and
Department of Home Economics

The School of Home Economics of Texas Technological College has met the requirements of the Texas Education Agency for plans for teaching education in home economics in the teacher training agreement between Home Economics Education Department of Texas Technological College and the Teacher Education Agency, Vocational Division.

Qualified teacher trainers and other personnel, adequate facilities and approved courses for the counseling, selection and pre-employment training of vocational teachers of homemaking as specified in the State Plan for Vocational Education have been provided as follows:

The undergraduate curriculum provides a total of 127 semester hours with 45 hours distributed among the major areas of Home Economics including 6 hours in related art; 46-48 hours in general education; 18 hours in professional education which includes 12 hours in Home Economics Education; 16-18 hours in free electives. Of the 46-48 hours in general education, 12-14 hours may be selected from a certain specified group of courses and, in a sense, may be considered electives also.

Through these courses provision is made for residence in the home management house; for directed experience with children; for home and community experiences; for counseling and guidance in relation to work experiences and to supervised teaching experience and observation.

The Home Economics staff numbers 68 including the dean of the school.

It is estimated that there will be approximately 125 student teachers in home economics during the period of September 1, 1968 to August 31, 1969.

The proposed length of the student teaching period for each college vocational student teacher is the entire day for one-half of the semester.

The program of student teaching for college vocational students in public schools makes it possible for student teachers to observe, under direction, the varied aspects of teaching in situations additional to those in which the student herself teaches.

It is planned that each student teacher will be visited two to four times by her college supervisor, more frequently when advisable.

OPERATING BUDGET 1967-68
DEPARTMENT OF HOME ECONOMICS EDUCATION

<u>Instructional Salaries</u>	66,951.00
<u>Secretarial Salaries</u>	3,900.00
<u>Student Assistants and/or</u> <u>Part-time help</u>	2,000.00
<u>Maintenance, Equipment and</u> <u>Travel</u>	9,047.00
<u>TOTAL</u>	81,898.00

The above budget has met the requirements of the Texas Education Agency.

PART THREE

A SUMMARY OF PROJECTIONS FOR FIVE AND TEN YEARS HENCE
THE DEPARTMENT OF HOME ECONOMICS EDUCATION

STATEMENTS OF INTENDED GOALS

FOR THE NEXT TEN YEARS

HOME ECONOMICS EDUCATION

Some of the ultimate goals of the home economics education department for the next ten years are:

1. To encourage the improvement of vocational homemaking teacher preparation by:
 - (a) Providing an environment in which teachers in preparation can learn and practice professional skills including all domains of educational objectives throughout their course work in home economics education.
 - (b) Identifying and validating teaching techniques included in recognized logical dimensions of teaching through appropriate analysis, synthesis, and evaluation of ideas and teaching procedures.
 - (c) Integrating self-instructional techniques into the total teaching effort through strategies such as:
 - self-analysis
 - simulation
 - micro-teaching
 - interaction analysis
 - preservice level of teaching activities
 - structure of content organization
 - (d) Conducting research in training procedures and aspects of vocational homemaking programs.
 - (e) Increasing opportunities for experience throughout the entire professional sequence.

2. To provide more diversity of home economics education majors to include emphasis in specialized areas such as:

- (a) Extension programs (addition of courses which emphasize extension programs including a methods course in extension work).
- (b) Adult education programs in home economics.
- (c) Community programs related to home economics.
- (d) Home economics in business (addition of courses which emphasize a variety of home economics professions in business).
- (e) Home economics and media (addition of courses pertaining to writing for newspapers, magazines, television, and radio).

3. To expand the graduate program by:

- (a) Increasing the quality of master's degrees.
- (b) Increasing the quantity of master's degrees.
- (c) Developing a doctoral program.

4. To improve departmental research by:

- (a) Familiarizing home economic students with general techniques and interpretations of research appropriate to all areas of home economics.
- (b) Encouraging the discovery of new ideas and methods that will improve the program of teacher education.
- (c) Sequencing research topics for systematic production of more useful and generalizable principles of home economics education.
- (d) Cooperating in interdisciplinary research.
- (e) Integrating some research to ICASALS in such ways as:
 - determining types of problems that are unique to home economics education in arid and semiarid land.
 - solving a variety of problems in different types of arid and semiarid lands through simulation.

(e) Continued.

- encouraging foreign students and students from arid and semiarid states to study home economics education at Texas Technological College.

5. To provide extension and adult educational activities through:

- (a) Developing mini-courses (programmed instruction on video tape to be used for in-service training of teachers and in course work).
- (b) Providing television courses in home economics.
- (c) Developing off-campus extension work.
- (d) Expanding graduate course offerings.

6. To meet the challenge of a complex and changing society through research on wage-earning programs related to home economics by:

- (a) Developing specialized curriculum and instructional materials for wage-earning programs.
- (b) Preparing teachers for wage-earning programs.

ENROLLMENT PROJECTION

Home Economics Education

Summary Tabulation of Enrollment for the Next Ten Years

<u>Year</u>	<u>Number of Registrations</u>
1968	419
1969	472
1970	532
1971	599
1972	676
1973	762
1974	859
1975	970
1976	1094
1977	1236

Method Used for Calculation:

Based on enrollment figures secured from the Director or Institutional Studies, 1957-1967, the rate of percentage increase of 1967 compared to 1957 was 232.4%. This same percentage rate, 232.4%, was used to project the enrollment of 1236 for 1977. This would be an average yearly increase of 12.8%.

OBJECTIVES AND GOALS

COURSES NEEDED 1968-1973

Each of the objectives and goals for the next ten years will be worked on each year to some extent. For the first five years emphasis will be placed on improving quality of teacher education, research, and graduate study.

Besides the courses that have been taught regularly, the following courses will be needed:

A Graduate Seminar Course - Number to be designated

Home Economics Education 434 - Depending upon the need, this course could emphasize preparation for home demonstration programs and basic preparation for home economics in business or use of new media.

Home Economics Education 536 - Specific Problems.
(Tentative plans for making this a semi-extension course for graduate students who live too far from Texas Tech to come to campus each week to meet classes)

Home Economics Education 537 - Supervision involving new techniques and use of technology.

Other graduate courses will be added as the need develops.

NEEDED PERSONNEL

SECRETARIAL

1968 - 1969 One-half time clerk-typist
One step promotion for present secretary

1969 - 1973 Two full-time secretaries

FACULTY:

<u>Year</u>	<u>Number to be Added</u>	<u>Rank</u>
1969	1	Assistant Professor
1970	1	Professor
1971	1	Instructor
1972	1	Associate Professor
1973	1	Assistant Professor
1974	1	Instructor
1975	1	Associate Professor
1976	1	Professor
1977	1	Assistant Professor

SPACE NEEDED

The undergraduate program of home economics education has grown to the extent that the one classroom designated to the department is uncomfortably crowded for the majority of classes held in it. Since the outstanding purpose in home economics education courses is to demonstrate and encourage effective methods and procedures of directing vocational homemaking programs most effectively, the ready availability of media is important. It is impossible to use equipment that facilitates methodology of teaching when classes are taught in other buildings on the campus.

The research conducted on microteaching has proven to be successful in diagnostic teaching and self-evaluation. The forty-five students who have participated in microteaching training have recommended that this technique be started in Home Economics Education 331, the beginning course in the home economics education department, and continued throughout the teacher training program. If microteaching is continued, more space will be needed. Graduate students have expressed interest in workshops on microteaching. After a demonstration on the use of microteaching at the Area II In-service meeting for Vocational Homemaking Teachers held in Big Springs, Texas, and the Area IV In-service meeting for Vocational Homemaking Teachers held in Abilene, Texas, fifteen inquiries about a course in microteaching in relation to in-service training for teachers have been received. It is believed that the creation of proper facilities and an environment for the effective use of media could result in improving the quality of both the undergraduate and graduate programs of the home economics education department.

With improved programs, enrollment should continue to increase at an even greater rate than it has in the past. Consequently, more classrooms and more office space will be needed to meet the challenges of the future.

RESEARCH ACTIVITIES

The essential difficulty in the development of a scientific technology of instruction is the serious lack of relevant theory and experimental evidence. The faculty members of the home economics education department believe that both graduate students and faculty members need to make a concerted effort to emphasize the interdisciplinary research that is related. There are a number of opportunities for the home economics education department to participate in interdisciplinary research. For example, a research proposal pertaining to ICASALS has been submitted by the department for 1968-69, to determine the unique problems of teaching vocational homemaking in arid and semiarid lands. These problems could be the basis for using simulation to determine the factors to be considered when teaching in various types of arid and semiarid lands.

Another concerted effort can be made by directing some research that could be reinforced by the Instructional Materials Center for Wage-Earning Programs. This phase of the home economics education program has new potentialities for training teachers to meet individual needs in a different type of vocational homemaking program.

It is obvious through research done in microteaching that the introduction of technology to the research done in teacher education can offer a fruitful avenue to future research. Structured methodology has provided a stimulus for study of person interactions with patterns of teacher behavior. Continuation of research on interaction of student and the teacher as a determinant of learner achievement can be pursued in the near future.

PART 3

PROPOSED RESEARCH

1968-69
Phase I

An Analysis of a Method for Improving Problem-Solving Skills Possessed by College Students Preparing to Pursue Vocational Homemaking Teaching as a Profession.

Investigator: Camille G. Bell

The recent emphasis on problem-solving approaches to teaching in the secondary school places new and greater demands on teacher educators. In the future, teachers will be expected to teach vocational homemaking as a process of inquiry and actively involve students in the type of problem-solving activity that will develop fundamental concepts which will enable them to cope with new and undetermined situations.

The primary study of this study will be to develop a method of instructions involving the use of video tape and simulation which will provide an opportunity for college students to combine theory and practice as they engage in individual and group problem solving focused upon certain critical teaching problems such as student behavior, individualizing instruction, evaluation and motivation. A second purpose of the study would be to determine the effectiveness of the instructional method by comparing pre-test scores with post-test scores on such instruments as the Minnesota Rating Scale, and the Watson-Glaser Critical Thinking Appraisal. A third purpose would be to determine if a significant relationship existed between the problem-solving skills measured by the instruments which tested problem-solving ability and students' anxiety concerning student teaching, grade point average, and courses in home economics.

1972
Phase II

Investigator: Camille G. Bell

This research involves preparing home economics teachers to teach in arid and semiarid areas, and should be an extension of the proposed research "An Analysis of a Method for Improving Problem-Solving Skills Possessed by College Students Preparing to Pursue Vocational Homemaking Teaching as a Profession."

Additional objectives for expanded research referred to as Phase II would be:

1972

Phase II (Continued)

1. To identify the kinds of significant problems which are found in arid and semiarid environments.
2. To develop a teacher preparation pattern appropriate to the problems encountered in arid and semiarid environments.

This research would be valuable for teacher preparation, in-service training of teachers in arid and semiarid environments, and the development of ICASALS.

1968-69

An Experimental Study of Teaching Occupational Courses Related to Home Economics.

Investigator: Margaret Sitton

A study of the usefulness of selected instructional materials for home economics related occupational courses is proposed. As there is a nation-wide emphasis on occupational courses related to home economics, and as materials for specific occupational courses are being developed in the Center for Development of Home Economics Instructional Materials, Texas Technological College, research is needed to determine the ways in which the materials may be used, as well as to determine the usefulness of the specific materials. During the 1968-69 school year, a limited number of locations will be selected to try out the materials sighted above. Data will be collected and analyzed. Results will provide basis for revising the instructional materials and for suggesting possible uses of the materials. Reports of findings will be prepared, and articles submitted to professional journals; such as Journal of Home Economics, Journal of Teacher Education.

CONTINUATION OF DEVELOPMENTAL PROJECT
SUBMITTED TO THE COMMISSIONER OF EDUCATION
FOR SUPPORT THROUGH AUTHORIZATION OF THE
OCCUPATIONAL RESEARCH COORDINATING UNIT

Title: Establishment of a Center for the Development
of Home Economics Instructional Materials

Cooperating Agency: Texas Technological College
Lubbock, Texas 79409

Initiated by: Dr. Willa Vaughn Tinsley, Dean
School of Home Economics
Texas Technological College
Lubbock, Texas 79409

Investigator: Dr. Camille G. Bell
Department of Home Economics Education
School of Home Economics
Texas Technological College
Lubbock, Texas 79409

BUDGET PROJECTION

Summary Tabulation of Budgets 1968 - 1977

School Year	Instructional Salaries	Secretarial Salaries	Student Assistants	M. E. & T.	Total
1968	75,215.00	4,586.00	1,835.00	10,089.00	91,726.00
1969	84,241.00	5,137.00	2,055.00	11,301.00	102,734.00
1970	94,350.00	5,753.00	2,301.00	12,657.00	115,061.00
1971	105,672.00	6,444.00	2,577.00	14,175.00	128,868.00
1972	118,352.00	7,217.00	2,887.00	15,877.00	144,333.00
1973	132,555.00	8,083.00	2,233.00	17,782.00	161,653.00
1974	148,871.00	9,078.00	3,631.00	19,970.00	181,550.00
1975	166,278.00	10,139.00	4,056.00	22,306.00	202,779.00
1976	187,871.00	11,456.00	4,582.00	25,202.00	229,111.00
1977	211,543.00	12,899.00	5,160.00	28,378.00	257,979.00

Method Used for Calculation:

The above extension or projection was made at the rate of a total of 215% increase for the past ten years (1957-1967).

Percentages for the total budget for each category for the past ten years (1957-1967) were used to estimate the amount for each category for the next ten years.

Instructional Salaries	82% of total budget
Secretarial Salaries	5% of total budget
Student Assistants and Part-time Help	2% of total budget
Maintenance, Equipment and Travel	11% of total budget

PART THREE

APPENDIX A

Graphical Projection of
Enrollment in Department of
Home Economics Education
for Next Ten Years
1968-1977

ENROLLMENT PROJECTION

FOR
NEXT TEN YEARS
1968 - 1977

Number of
Registrations

1250
1200
1150
1100
1050
1000
950
900
850
800
750
700
650
600
550
500
450
400

1968 1969 1970 1971 1972 1973 1974 1975 1976 1977

