

"Not So Technical" Is The

New Curriculum

By Patricia Durey

MOST women at Iowa State have heard the complaint that the home economics curriculum is too technical. A lot of them have done some of the complaining themselves.

Each June, they say, we turn out hundreds of technicians trained in boiling point determinations and pH values. How about some courses to train students for good citizenship and practical problems of living?

The new freshman home economics curriculum, which will begin next fall for new students, is the home economics division's answer to the "too technical" complaint. Though it will not affect sophomores or upper classmen directly, it is a new development on campus of interest to everyone in the home economics field.

The new curriculum is designed to meet more adequately the needs of new students—especially those who plan to attend college for only 2 years. Those who come to school for only 1 or 2 years can receive a broader education now than was previously possible.

The curriculum, designed by a home economics faculty committee with student recommendations, has two outstanding characteristics. It is more practical and allows the student more freedom of choice—good news to elective-hungry students.

Four main classifications make up the new freshman year:

- Written and spoken English
- Biological and physical sciences
- Social sciences
- Home economics

Freshmen select one course from each of the four

groups, giving them a well-rounded list of subjects each quarter.

To illustrate, a freshman may choose to take her two quarters of chemistry in her first year or she may prefer to wait until the sophomore year. If she chooses the latter, she would take physics and a household equipment course in her freshman year.

Women who plan to major in food and nutrition or institution management are advised to take chemistry as freshmen in order to begin the required courses in foods at the start of their sophomore year. All those planning to major in other departments may wait until the sophomore year to take their chemistry if they prefer.

Credit Changes

The curriculum as it is now set up provides 15 credits each quarter with a total of 45 credits for the year. This is also a change. Before, the college catalog showed that the number of credits carried each quarter was 16 or 17. The curriculum committee found that in actual practice this didn't work out. A woman might take 17 credits one quarter and only 14 the next. By setting the number at a uniform 15, no one will be carrying too heavy a load in addition to the problem of becoming adjusted to college.

The new curriculum also is beneficial to the student because it helps her choose a major field in home economics. More home economics courses are available in the freshman year and in this way students can become more familiar with the various departments before their sophomore year. Faculty and students on the planning committee also feel that the increased number of home economics courses in the core curriculum means better training for successful family living.

Course	Changed to	Reason
General Psychology Child Psychology	Combined into one five-credit course, Developmental Psychology.	Higher credit courses mean fewer subjects and increased concentration on each for freshman.
Home Economics 105	Three credits instead of two.	More emphasis on home economics careers and personal adjustment to college life.
Nutrition course in Hygiene 105	Introduction of Foods and Nutrition—no pre-requisite.	More home economics in freshman year. Breaks path for more technical material in sophomore year.
Fundamentals of Household Equipment and Introduction to Sociology	Both available now in freshman year.	Broadens basic knowledge of student and is designed especially for 1- or 2-year college students.