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Montana State University
Bozeman

HOME ECONOMICS FACILITIES

FOR

MONTANA STATE UNIVERSITY

Part I

Undergraduate Thesis in
Architectural Design

By

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Submitted to the School of
Architecture as partial
fulfillment of the requirements
for the degree of Bachelor
of Architecture

at
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PROBLEM STATEMENT

FOREWORD *in material taught in each laboratory. More*

research facilities would also be needed. These factors

The basic philosophy of the Home Economics Field is that need to be met while providing for the existing conditions of "family service". This central concept has never changed which are the only concrete elements in design, and probably never will; however, its direction must change now to keep pace with the changes in the life style it is to serve. When Home Economics was created, the style of living it served was mainly rural and agriculturally oriented- this has changed drastically to urban and industrially oriented. The problems that need to be dealt with have also changed accordingly. Home Economics is becoming aware of the social problems of the Negro, the city dweller, and the poor. To deal with these problems, the field overlaps others: sociology, welfare, urban renewal, nursing, etc. As this happens, potential Home Economics majors will go into these other fields and rely on the Home Economics Department to provide them with specific skills. This indicates a future national drop in Home Economics majors and a need for an increase in the number of service courses. Dr. Keiser, director of the Home Economics Department informed me that the opposite is presently happening here at Montana State University.

This prospective change in emphasis increases the need for laboratory instruction, while providing for increased

flexibility in material taught in each laboratory. More

research facilities would also be needed. These factors

The expansion of educational facilities for the various need to be met while providing for the existing conditions, departments on campus always seem to be behind the need for which are the only concrete elements in design.

the facilities. The conditions which lead to this need for

the School of Home Economics can be classified in terms of existing conditions and future conditions.

Existing Conditions- The School of Home Economics is presently occupying approximately half of Herrick Hall; the Art Department uses the other half. Home Economics has its offices, laboratory and discussion spaces, and upper division lecture spaces in Herrick Hall, which was originally built to be a classroom. Other lecture spaces are located in Reid Hall, Roberts Hall, and Montana Hall. Other labs and lab discussions are held in Montana Hall, the North Barrack, Montana Hall Annex, Home Management House, and the Student Union Building cafeteria.

Dr. Kaiser, Director of the Home Economics Department, described the laboratory conditions and showed me the facilities. The amount of space available restricts the number of courses offered and the number of students allowed in many of the courses. The facilities for some courses make the equipment available for teaching entirely inadequate.

PROBLEM STATEMENT The laboratories are poorly adapted to the equipment used.

The expansion of educational facilities for the various departments on campus always seem to be behind the need for the facilities. The conditions which lead to this need for

the School of Home Economics can be classified in terms of existing conditions and future conditions.

Existing Conditions- The School of Home Economics is presently occupying approximately half of Herrick Hall; the Art Department uses the other half. Home Economics has its offices, laboratory and discussion spaces, and upper division lecture spaces in Herrick Hall, which was originally built to be a classroom. Other lecture spaces are located in Reid Hall, Roberts Hall, and Montana Hall. Other labs and as lecture and discussion areas, and offices as there is a lab discussions are held in Montana Hall, the North Barrack, present shortage of these facilities.

Montana Hall Annex, Home Management House, and the Student Union Building cafeteria.

Future Conditions- According to the survey made for the long range building requirements and current enrollment Dr. Keiser, Director of the Home Economics Department, states, the Home Economics Department is growing at approximately 4.29 per cent per year. This indicates that the general facilities. The amount of space available restricts the trend of each course is of having a larger enrollment each number of courses offered and the number of students allowed year. This is varied by some courses losing their importance in many of the courses. The facilities for some courses make and by others gaining in popularity. An increase in student the equipment available for teaching entirely inadequate. numbers must be accompanied by more lab and class spaces.

The dimensions of the laboratories are poorly adapted to the equipment used.

Specifically, the activities that need new or improved facilities are:

1. Nursery and Child Development Laboratory
2. Quantity Cooking Laboratory
3. Household Equipment Laboratory
4. Clothing Laboratory
5. Textile Laboratory
6. Food and Nutrition Laboratory
7. Home Management House, and
8. Research

The existing spaces used for these activities will be used as lecture and discussion areas, and offices as there is a present shortage of these facilities.

Future Conditions- According to the survey made for the long range building requirements and current enrollment lists, the Home Economics Department is growing at approximately 4.29 per cent per year. This indicates that the general trend of each course is of having a larger enrollment each year. This is varied by some courses losing their importance and by others gaining in popularity. An increase in student numbers must be accompanied by more lab and class spaces,

and more faculty and administrative space within the department. The number of non-majors enrolled in the department is also expected to increase.

The Art Department is scheduled to move out of Herrick Hall in the near future, with the Home Economics Department to use the spaces they leave. These spaces would be of doubtful value in filling the needs of the department.

DESIGN INFLUENCES

MASTER PLAN

The placing of the building according to the campus master plan and according to best use of facilities is vital to this research problem. Both Dr. Keiser, Home Economics Director, and Andy Van Teylingen are in agreement with my assumption that the additional facilities should be near or connected to the existing building. Mr. Van Teylingen showed me that campus expansion allowed for building space to the south and west of Herrick Hall.

SITE location, mostly in the form of rain or hail. Snowfall

The site for the proposed building is the land adjacent to Herrick Hall--to both the south and the west.

Natural Conditions

These conditions deal with aspects of the site found in or expected from nature.

Meteorological Conditions:

To determine future meteorological conditions, various government agencies have recorded past weather behavior. See the following charts for the data summarized in the next four sections.

1. Temperature- Bozeman's climate is a climate of extremes, with a possible daily variation of 60 degrees F. In January the mean daily minimum temperature is 11 degrees F., with the lowest at -31 degrees F. In July the mean maximum temperature is 81 degrees F., and a high of 98 degrees F. For a ten year period the mean number of days greater than or equal to 90° is 17 days and the number less than or equal to 32° is 182 days.

2. Precipitation- The normal annual precipitation at the Bozeman Agricultural College Station is 17.38 inches. Spring and early summer months have the greatest amounts of

precipitation, mostly in the form of rain or hail. Snowfall is naturally the most common form of winter precipitation. The average annual snowfall at the Belgrade Airport is 52 inches. The charts; however, seem to indicate a general trend toward less precipitation per year.

3. Wind- The wind is extremely variable, in both direction and velocity; however, I have observed that the wind most often on campus is from the west and southwest, since the campus occupies a position exposed in those directions.

4. Cloudiness- The average annual number of clear days is approximately 100 days.

Due to the cold weather experienced during the school year, the building should be warm and secure in materials, structure, and character. The building should be oriented to the outdoor environment, especially because Montana culture is so oriented to weather, seasons, etc. Building overhangs and sun control devices must be planned with consideration for the low winter sun angles and glare from snow. Drainage, snow removal and icing conditions on sidewalks and driveways must be considered.

MEAN NUMBER OF DAYS WITH TEMPERATURE $\geq 90^{\circ}$ OR $\leq 32^{\circ}$

STATION	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	ANN
BOZEMAN AGR COLLEGE	90	0	0	0	0	0	4	3	0	0	0	0	7
RECORD	32	30	27	29	21	6	1	+	3	14	26	30	187
BOZEMAN 12 NE	90	0	0	0	0	0	1	0	0	0	0	0	1
RECORD	32	30	28	30	27	18	6	12	10	10	10	10	233

MEAN TEMPERATURE

YEAR	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	ANN
1951	16.3	24.5	29.5	41.0	51.7	52.1	66.0M	61.7	52.4	41.6	30.5	19.0	40.0
1952	18.9	29.8	35.8	46.0	51.2	60.0	64.7	65.8	58.5	48.7	27.9	20.4	43.1
1953	19.7	27.5	32.9	38.3	45.4	51.9	60.7	67.3	59.6	47.6	28.6	20.6	46.0
1954	20.6	28.7	34.6	44.0	51.7	55.8	69.5	70.5	62.4	47.4	25.3	25.6	40.7
1955	19.5	26.4	31.7	40.0	50.4	58.9	65.3	68.0	55.4	47.6	23.3	25.6	40.7
1956	21.1	29.9	35.8	46.0	51.7	55.8	69.5	70.5	62.4	47.4	25.3	25.6	40.7
1957	20.4	28.7	34.6	44.0	51.7	55.8	69.5	70.5	62.4	47.4	25.3	25.6	40.7
1958	20.4	28.7	34.6	44.0	51.7	55.8	69.5	70.5	62.4	47.4	25.3	25.6	40.7
1959	20.4	28.7	34.6	44.0	51.7	55.8	69.5	70.5	62.4	47.4	25.3	25.6	40.7
1960	20.4	28.7	34.6	44.0	51.7	55.8	69.5	70.5	62.4	47.4	25.3	25.6	40.7
PERIOD	21.3	28.9	34.6	44.0	51.7	55.8	69.5	70.5	62.4	47.4	25.3	25.6	40.7
RECORD	20.4	28.7	34.6	44.0	51.7	55.8	69.5	70.5	62.4	47.4	25.3	25.6	40.7
YEARS	65	65	65	65	65	65	65	65	65	65	65	65	65
NORMAL	20.7	29.8	35.1	45.2	51.3	57.7	66.4	64.9	55.8	46.0	31.9	25.4	43.0

YEAR	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	ANN
1951	18.0W	25.8	31.0	41.0	51.0	56.3M	61.7	52.4	41.6	30.5	19.0	40.0	40.0
1952	20.1	27.9	32.9	42.0	51.0	56.3	61.7	52.4	41.6	30.5	19.0	40.0	40.0
1953	20.1	27.9	32.9	42.0	51.0	56.3	61.7	52.4	41.6	30.5	19.0	40.0	40.0
1954	20.1	27.9	32.9	42.0	51.0	56.3	61.7	52.4	41.6	30.5	19.0	40.0	40.0
1955	20.1	27.9	32.9	42.0	51.0	56.3	61.7	52.4	41.6	30.5	19.0	40.0	40.0
1956	20.1	27.9	32.9	42.0	51.0	56.3	61.7	52.4	41.6	30.5	19.0	40.0	40.0
1957	20.1	27.9	32.9	42.0	51.0	56.3	61.7	52.4	41.6	30.5	19.0	40.0	40.0
1958	20.1	27.9	32.9	42.0	51.0	56.3	61.7	52.4	41.6	30.5	19.0	40.0	40.0
1959	20.1	27.9	32.9	42.0	51.0	56.3	61.7	52.4	41.6	30.5	19.0	40.0	40.0
1960	20.1	27.9	32.9	42.0	51.0	56.3	61.7	52.4	41.6	30.5	19.0	40.0	40.0
PERIOD	20.1	27.9	32.9	42.0	51.0	56.3	61.7	52.4	41.6	30.5	19.0	40.0	40.0
RECORD	20.1	27.9	32.9	42.0	51.0	56.3	61.7	52.4	41.6	30.5	19.0	40.0	40.0
YEARS	10	10	10	10	10	10	10	10	10	10	10	10	10

MEAN DAILY MAXIMUM TEMPERATURE

STATION	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	ANN
BOZEMAN AGR COLLEGE	PER 10 31.2	34.7	39.6	52.4	63.2	71.2	81.7	80.4	70.9	58.6	41.7	30.1	55.2
RECORD	64 29.4	33.2	39.6	52.7	62.2	70.3	79.9	78.9	67.7	56.2	41.6	32.2	55.8
BOZEMAN 12 NE	PER 9 30.5	33.7	36.9	46.6	57.3	65.1	76.3	74.0	64.0	54.3	39.6	35.0	51.5
RECORD	9 30.5	33.7	36.9	46.6	57.3	65.1	76.3	74.0	64.0	54.3	39.6	35.0	51.5

MEAN DAILY MINIMUM TEMPERATURE

STATION	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	ANN
BOZEMAN AGR COLLEGE	PER 10 11.4	15.3	18.6	29.6	39.0	45.3	51.8	50.0	41.9	33.5	21.4	16.4	31.2
RECORD	45 10.8	15.4	19.9	30.1	38.1	44.5	50.5	49.0	40.8	32.6	21.9	16.7	30.5
BOZEMAN 12 NE	PER 9 9.6	12.5	14.1	23.4	31.8	37.7	42.4	40.5	34.7	28.2	16.0	14.6	29.6
RECORD	9 9.6	12.5	14.1	23.4	31.8	37.7	42.4	40.5	34.7	28.2	16.0	14.6	29.6

HIGHEST TEMPERATURE

STATION	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	ANN
BOZEMAN AGR COLLEGE	PER 9 57	57	68	76	89	91	96	96	89	87	84	59	88
RECORD	80 65	65	75	82	94	99	104	112	97	85	71	62	112
BOZEMAN 12 NE	PER 9 53	57	61	74	81	85	93	89	85	79	61	55	93
RECORD	9 53	57	61	74	81	85	93	89	85	79	61	55	93

LOWEST TEMPERATURE

STATION	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	ANN
BOZEMAN AGR COLLEGE	PER 10 -31	-29	-23	9	16	26	32	32	23	12	-26	-18	-31
RECORD	81 -53	-53	-56	-16	15	26	29	26	12	-10	-27	-45	-53
BOZEMAN 12 NE	PER 9 -37	-32	-29	-4	2	22	29	25	11	8	-33	-18	-37
RECORD	9 -37	-32	-29	-4	2	22	29	25	11	7	-33	-18	-37

TOTAL SNOWFALL

YEAR	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	ANN
BELGRADE AP													
1951	6.2	8.5	17.8	11.5	4.0	T	.0	T	2.4	7.9	3.6	17.3	79.2
1952	15.5	9.0	10.7	2.4	4.8	.0	T	.0	T	.0	8.5	6.0	56.9
1953	4.5	13.4	4.8	4.5	1.6	T	.0	T	.0	2.0	2.9	4.0	37.7
1954	21.5	1.0	13.2	1.8	.2	T	T	.0	.6	T	.3	3.0	41.6
1955	7.2	8.7	20.0	16.7	2.0	.0	T	.0	T	4.3	10.7	18.8	89.4
1956	10.8	1.9	7.6	1.9	5.5	.0	.0	.0	.0	3.1	3.1	6.4	40.3
1957	12.4	2.3	10.0	2.3	5.0	.0	.0	.0	T	4.9	3.0	4.0	43.9
1958	3.7	5.9	7.0	3.4	.0	.0	.0	.0	1.0	.3	2.3	9.5	39.1
1959	5.7	15.2	4.1	4.9	.5	T	.0	.0	2.3	1.2	12.2	4.1	49.2
1960	13.0	2.4	7.4	9.3	.3	T	.0	.0	.0	T	.6	5.5	41.5
PERIOD YEARS	10.1	7.5	10.3	5.8	2.4	T	T	T	.6	2.4	4.7	7.9	51.7
	10	10	10	10	10	10	10	10	10	10	10	10	
RECORD YEARS	10.9	7.6	11.4	4.5	1.7	.1	T	T	.9	1.8	6.6	9.0	54.5
	19	19	19	19	20	20	20	20	20	20	20	20	

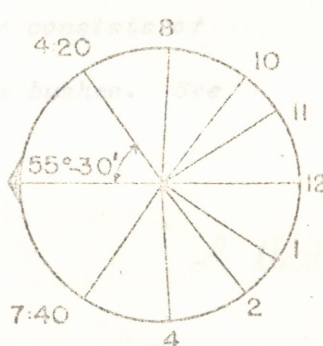
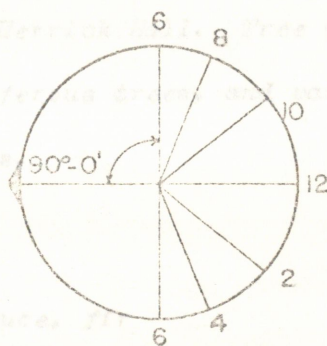
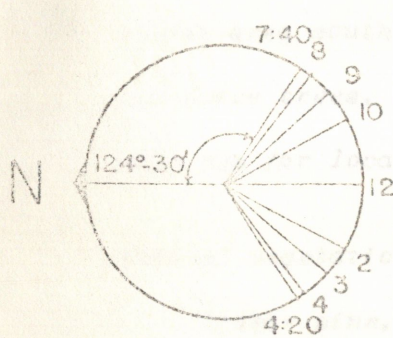
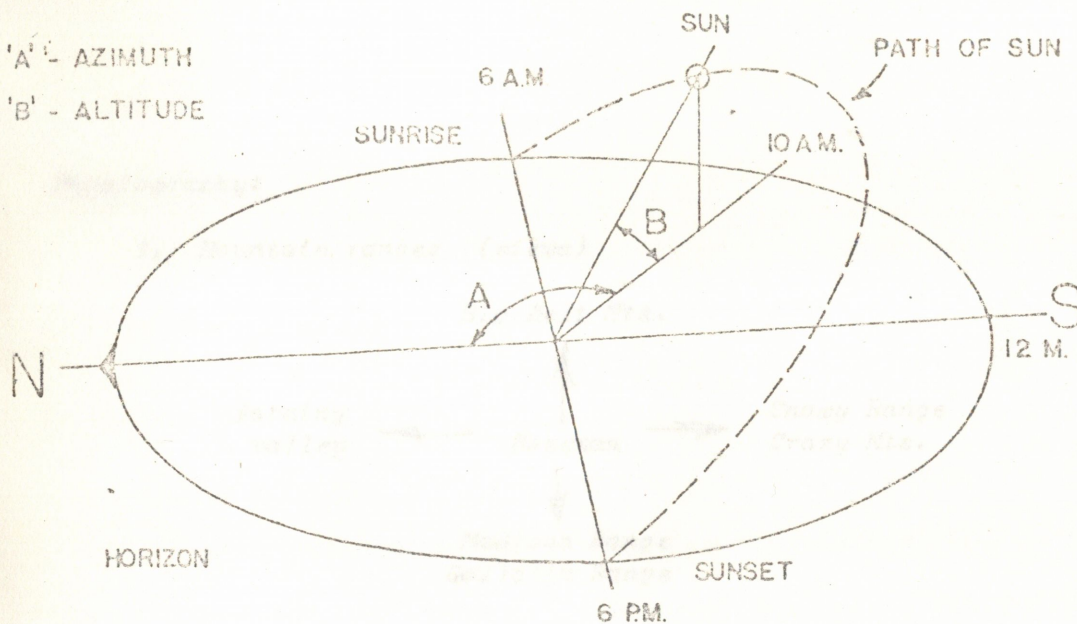
TOTAL PRECIPITATION

YEAR	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	ANN
BOZEMAN AGR COLLEGE													
1951	.46	.49	1.75	1.84	1.52	1.81	.87	2.36	2.23	4.86	.81	1.80	20.20
1952	1.24	1.19	1.59	1.99	6.63	2.02	1.28	1.16	.56	.21	1.29	.41	19.57
1953	.65	1.05	1.04	2.05	3.23	3.13	.63	.42	1.00	1.39	1.13	.68	18.40
1954	1.10	.13	1.19	.44	1.70	3.70	.66	1.32	1.21	.83	.07	.28	12.68
1955	.54	1.00	1.33	3.51	2.70	2.23	1.55	.12	1.11	2.04	.78	2.16	19.07
1956	.75	.16	1.27	1.86	2.05	1.06	.46	.95	.97	1.12	.52	.29	11.30
1957	.74	.70	1.16	1.27	2.80	4.68	1.52	.70	.95	1.46	.56	.58	16.52
1958	.82	.88	1.52	1.91	.37	2.43	3.25	2.42	1.40	.41	1.69	.91	19.11
1959	.79	1.12	1.58	1.47	4.08	2.42	1.63	.74	2.35	1.53	.90	.67	19.58
1960	.78	.71	1.77	2.32	2.33	1.18	.37	2.14	.43	.88	1.02	.68	14.61
PERIOD YEARS	.79	.69	1.42	1.84	2.74	2.45	1.22	1.24	1.21	1.48	.88	.65	16.81
	10	10	10	10	10	10	10	10	10	10	10	10	
RECORD YEARS	.87	.78	1.32	1.69	2.97	2.90	1.27	1.12	1.65	1.42	1.02	.97	17.96
	83	83	83	85	85	84	83	84	84	84	84	84	
NORMAL	.90	.74	1.52	1.73	2.34	2.95	1.14	1.17	1.57	1.40	1.05	.87	17.36
BOZEMAN 12 NE													
1951	2.65	2.00	2.29	4.01	3.43	3.13	1.44	2.81	2.37	3.84	1.44	2.44	32.15
1952	1.04	1.44	2.94	1.74	7.25	3.97	3.33	1.20	2.48	.22	1.25	.84	27.72
1953	3.00	3.75	2.12	2.46	8.71	6.49	.29	1.33	1.30	.49	2.01	2.92	35.37
1954	2.63	1.61	2.19	3.02	1.81	7.78	1.00	1.77	1.67	1.62	1.43	1.02	27.54
1955	2.72	2.32	2.95	3.24	3.79	6.29	3.65	.13	2.74	3.85	3.27	4.57	39.93
1956	2.59	1.83	4.27	2.42	2.98	1.77	.76	1.42	2.83	3.01	1.43	1.44	26.95
1957	1.86	1.87	2.56	3.28	4.14	5.81	1.85	.64	1.56	2.73	2.97	2.19	31.64
1958	1.38	3.19	2.24	3.73	1.86	6.14	3.42	2.93	1.58	2.30	2.92	3.35	35.04
1959	2.33	2.51	3.17	2.67	5.71	4.50	2.14	1.05	4.49	3.92	2.47	.50	35.46
1960	1.58	3.03	2.75	4.49	4.56	2.68	.77	5.74	.72	1.95	2.63	1.78	32.68
PERIOD YEARS	2.21	2.35	2.75	3.11	4.42	4.86	1.86	1.92	2.22	2.39	2.18	2.15	32.43
	10	10	10	10	10	10	10	10	10	10	10	10	
RECORD YEARS	2.21	2.35	2.75	3.11	4.42	4.86	2.13	2.00	2.29	2.43	2.29	2.14	32.99
	10	10	10	10	10	10	11	11	11	11	11	11	

MEAN NUMBER OF DAYS WITH PRECIPITATION ≥ 0.10 OR ≥ 0.50 INCH

STATION		JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	ANN
BOZEMAN AGR COLLEGE	0.10 YEARS	2	2	5	5	7	6	6	4	4	4	3	5	49
	0.50 YEARS	7	7	7	7	7	7	7	7	7	7	7	7	83
	0.50 YEARS	10	10	10	10	10	10	10	10	10	10	10	10	10
BOZEMAN 12 NE	0.10 YEARS	8	8	9	10	10	10	8	6	6	7	7	7	94
	0.50 YEARS	7	7	7	7	7	6	7	7	7	7	7	7	83
	0.50 YEARS	10	10	9	10	9	8	9	10	10	10	10	10	10

ANGLE 'A' - AZIMUTH
ANGLE 'B' - ALTITUDE



WINTER

DEC. 22

FALL

SEPT 23
MARCH 22

SPRING

JUNE 22

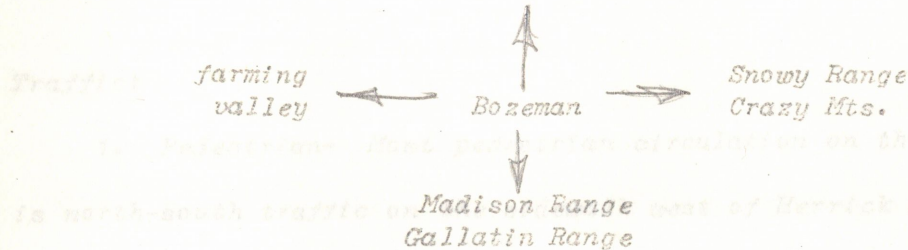
SUMMER

AM.	PM.	AZIMUTH	ALT.	AM.	PM.	AZIMUTH	ALT.	AM.	PM.	AZIMUTH	ALT.
NOON		180°-0'	21°-30'	NOON		180°-0'	45°-0'	NOON		180°-0'	68°-30'
10:00	2:00	151°-30'	16°-0'	10:00	2:00	141°-0'	38°-0'	11:00	1:00	145°-30'	65°-30'
9:00	3:00	139°-0'	10°-0'	8:00	4:00	112°-0'	20°-30'	10:00	2:00	121°-30'	57°-30'
8:00	4:00	127°-30'	2°-30'	6:00	6:00	90°-0'	0°-0'	8:00	4:00	93°-0'	37°-30'
7:40	4:20	124°-30'	0°-0'					4:20	7:40	55°-30'	0°-0°

Physiography:

1. Mountain ranges (views) daily with human movement

and can see elements of Big Belt Mts.



is north-south traffic on the site. Presently,

2. The site slopes generally to the north. See site *east* plan for topography.

Vegetation: Forest, outdoor sitting area to the south of

The entire site is mowed lawn except where paved or at garden area south of Herrick Hall. Tree cover consists of deciduous trees, coniferous trees, and various bushes. See site map for locations. There are not on the site,

Natural vegetation

trees- pine, spruce, fir
grass- low, grama, grass
driveway locations:

Utilities:

Most of the needed mechanical service comes from the campus physical plant. The locations of these systems are shown in the utilities plan.

Human Conditions

These conditions deal specifically with human movement and man-made elements of the site.

Traffic:

1. Pedestrian- Most pedestrian circulation on the site is north-south traffic on the sidewalk west of Herrick Hall. The most heavily used entrance is the west entrance. Presently, most of the traffic is students taking Art courses. The site lies within the 8 minute circle of pedestrian circulation on campus. The formal, outdoor sitting area to the south of Herrick Hall is rarely used because of the weather and our car-oriented society. See site plan for sidewalk locations.

2. Vehicular- The east and north entrances to Herrick Hall are approached by driveways. These are not on the site, but their relation to the Nursery for the circulation of children could be important. Easy access to laboratories by service trucks may also be important. See site plan for driveway locations.

Utilities:

Most of the needed mechanical service comes from the campus physical plant. The locations of these systems are shown in the utilities plan.

Adjacent Environment:

Southeast: Bobcat cage- infrequently visited

Danforth Chapel- mainly used on Sundays

formal garden- on the site

*West: large open space- well used for atmosphere,
recreation, circulation.*

*North: traditional vehicular access to campus-
poor condition*

distant view of mountains- excellent

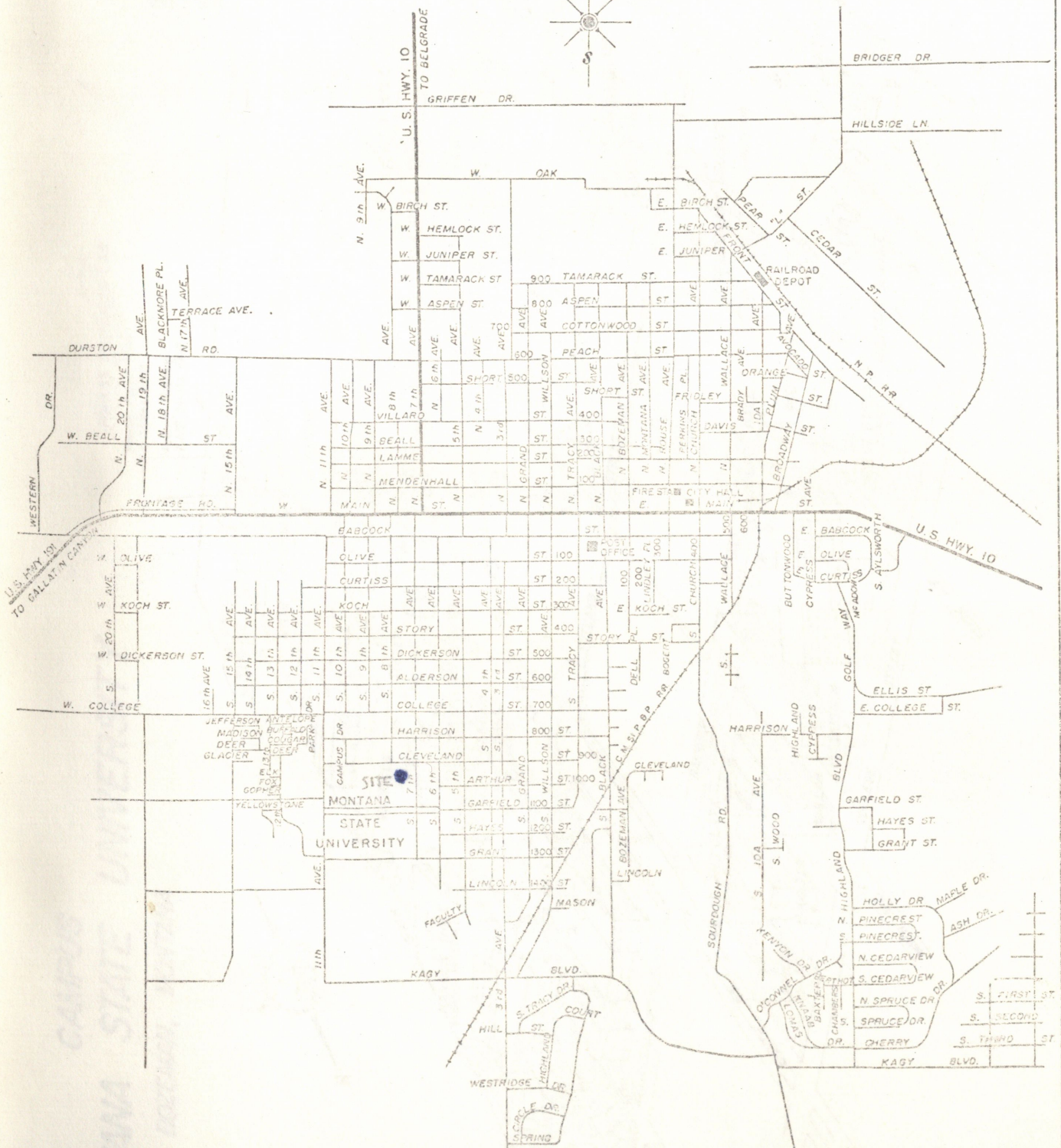
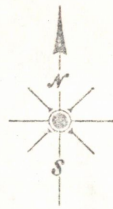
*Hapner Hall across street- freshman girl's
dormitory*

Cleveland Street- lots of activity

*East: Hannon Hall across street- freshman girl's
dormitory*

Seventh (7 th) Street- lots of acitvity

PUBLIC SERVICE OFFICE
MONTANA STATE UNIVERSITY
BOZEMAN

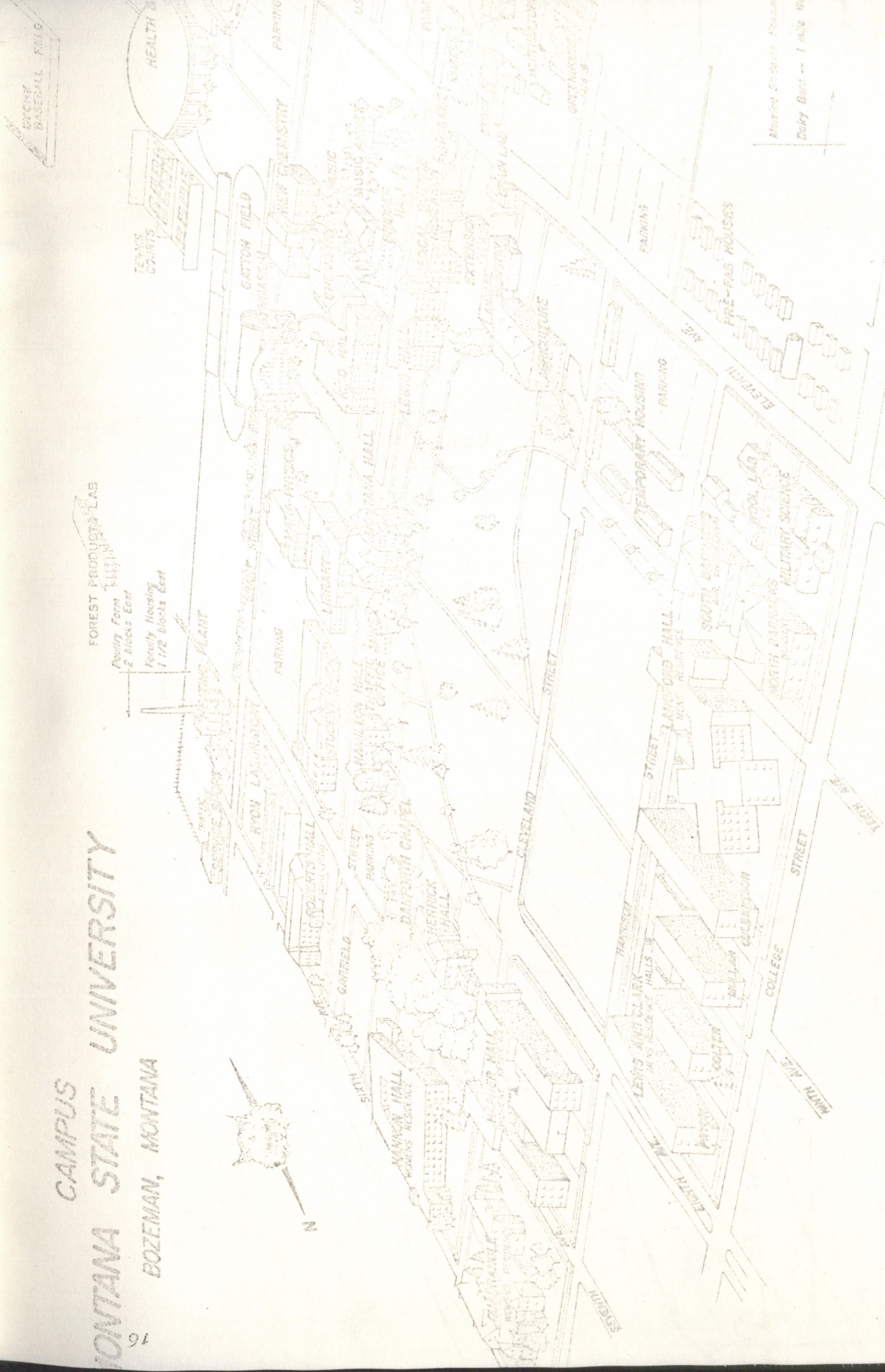


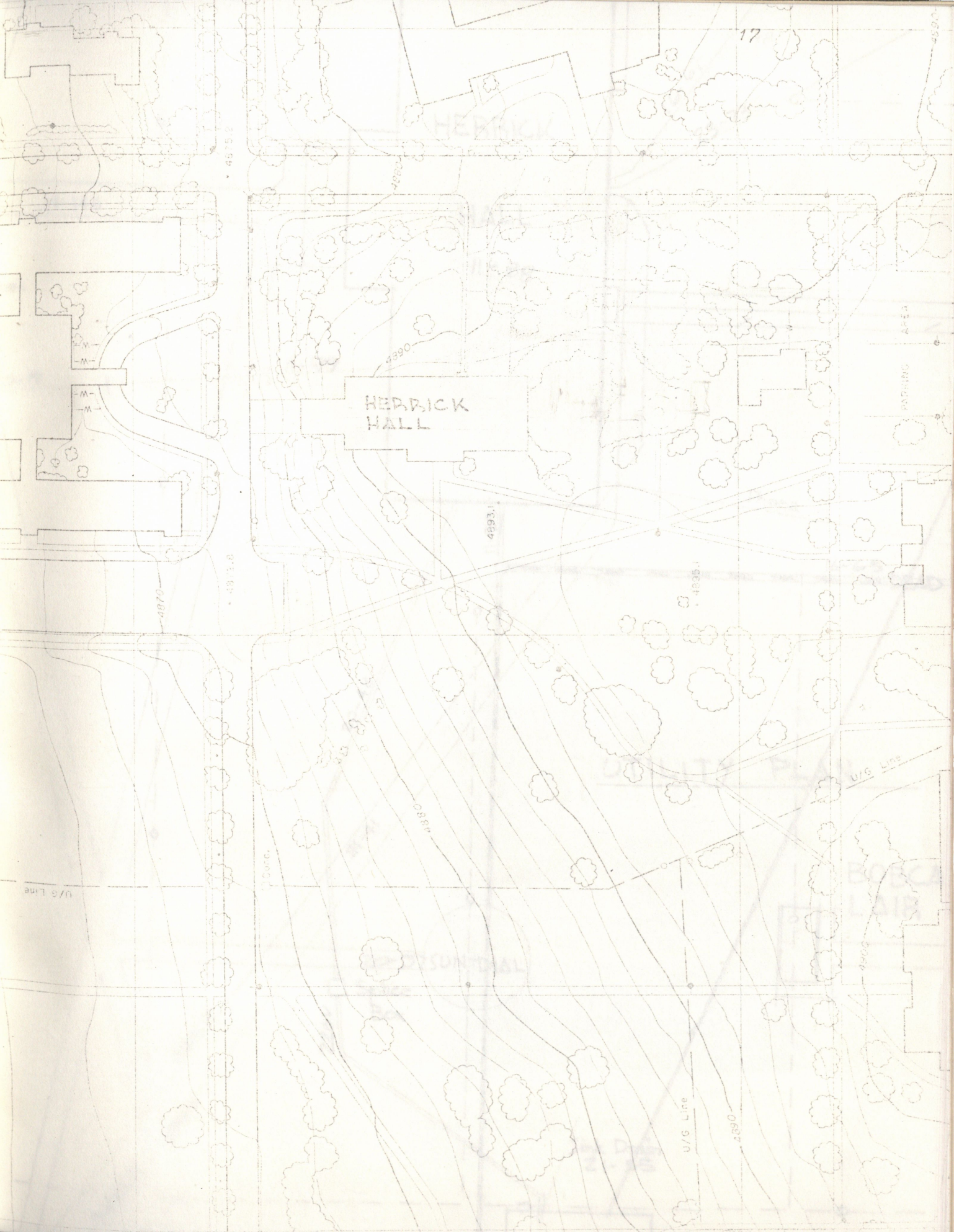
CAMPUS

MONTANA STATE UNIVERSITY

BOZEMAN, MONTANA

16





HERRICK
HALL

PARKING
AREA

U/G Line

U/G Line

U/G Line

HERRICK

HALL

11-38

14-140

18

16-67

23-73

rain

20-18

11-09

Phone

16-65

DEAD

20-42

24-41

UTILITY PLAN

BOBCA
LAIR

20-57 SUN DIAL

Splice
Box

220V

4160V

DEAD

Sink Drain
21-35

2300V

Herrick Hall



West Elevation



Southwest View

Herrick Hall



East Elevation



Northeast View

Herrick Hall



West Entrance - Main



Corner Detail

North Barracks - Nursery



West View



Northwest View

North Barracks, Nursery



Playground - East View



East View

North Barracks



Main Entrance

Home Management House



South Elevation



Northwest View

ECONOMICS

As always, economics plays an important role in the planning and design of a building. The cost of state-built facilities has special emphasis because taxpayers are generally not anxious to pay higher taxes to buy expensive public buildings.

Funding would probably be accomplished by a state appropriation. There is a possibility; however, that other money could be involved through Federally granted research projects.

Factors affecting costs:

Construction- Materials available

Materials best suited to the area

Labor force available

Maintenance- Durability of materials

NORMAL COST RANGES AND AVERAGES

Type- Science

Description- Building's with a large amount of laboratory space and plumbing

Class- A and B

Cost Range/ sq.ft.	\$21.50-\$35.00
Average Cost- cooling and/or heating	\$4.30
Average Cost- cu.ft.	\$2.73
sq.ft.	\$27.30

Class- C and D

Cost Range/ sq.ft.	\$19.00-\$26.50
Average Cost- cooling and/or heating	\$2.60
Average Cost- cu.ft.	\$2.33
sq.ft.	\$23.25

Local Multipliers

	Class A	B	C	D
Montana	1.05	1.04	1.03	1.02
Billings	1.04	1.03	1.02	1.00
Butte	1.07	1.07	1.06	1.05

Class types refer to type of construction

- A. fireproofed steel
- B. reinforced concrete
- C. Masonry or concrete walls
- D. wood or steel skeleton

TEACHING METHODS

Recent studies of educational techniques have shown that, for many subjects, lectures are of only limited value. I believe that laboratory instruction will increase in emphasis. This makes the quantity and quality of laboratory spaces available quite important. Technology makes teaching methods and equipment change more and more rapidly, thus facilities must be flexible.

Experiences with music - structural and spontaneous stories - read and told finger plays songs and stories

children sit at an assigned desk and work on an adult

9:00 - 9:40 WORK-PLAY INDOORS

Emphasis on small muscle development:
Experiences with art materials
manipulative play equipment
science discoveries

Water play

Role playing

Solitary - Parallel - Group Play

Individual programming may be carried out at this time.

Large muscle development activities may be selected:

carpentry area
rocking boat area
block-building area

9:40 - 10:00 SNACK TIME

During this period, children will gather at low tables
or in a circle on the floor and enjoy snack time as a
group experience.

10:00 - 10:50 OUTDOOR PLAY

Emphasis on large muscle development: (fundamental movements)

Experiences involving: climbing
running
jumping

This period of play is generally of more vigorous nature...
with opportunities for more restful activities at any time:

sandbox play
swinging

10:50 - 11:00 PREPARE FOR LUNCH AND QUIET ACTIVITY

Wash hands (with soap) in preparation for lunch time

Join group for quiet activity

11:00 - 11:20 QUIET ACTIVITY

Emphasis on group experience -- children remain in one large group
-- children may be divided into small
groups

Experiences with music - structured and spontaneous
stories -- read and told
finger plays
puppets
flannel board stories

11:20 - 11:50 LUNCH TIME

Emphasis on small group experiences -- children sit at an assigned
table with 2 or 3 other children and an adult

11:50 - 12:00 CHILDREN PREPARE TO GO HOME

SCHEDULE FOR AFTERNOON PRESCHOOL GROUP
4 - 5 Year Olds

30

1:00 - 2:00

WORK-PLAY INDOORS

Emphasis on small muscle development:
Experiences with art materials

science discoveries
manipulative play activities

Water play

Role playing

Solitary - Parallel - Group play

Individual programming may be carried out at this time.

Large muscle development may be selected:

carpentry area

large block building area

rocking boat area

2:00 - 3:00

OUTDOOR PLAY

Emphasis on large muscle development: (fundamental movements)

Experiences involving: climbing

running

jumping

This period of play is generally of more vigorous nature...
with opportunities for more restful activities at any time:

sandbox playing

swinging

3:00 - 3:15

SNACK TIME

During this period, children will gather in small groups
(not more than 5 children nor fewer than 2 children in any
one group) to have quiet snack time and an activity thought-
fully planned by the adult in charge of each small group:

Special activities:

Colors and numbers concepts

Community workers and Community helpers

Science concepts

Nature study

3:15 - 3:50

STRUCTURED QUIET ACTIVITY

Teachers will continue with same group extending special
activity or relating activity to:

Flannel board stories

Finger plays

Songs

Poetry

Stories -- read or told

Puppets

Picture Lotto games

Some children may become restless and may need to join a
group of children involved in more vigorous play

3:50 - 4:00

CLEAN UP TIME

Children participate in clean up
Prepare to go home.

SCHEDULE FOR TODDLER GROUP 1 1/2 - 2 1/2 Year Olds

9:00 - 10:00 WORK-PLAY INDOORS

Emphasis on small muscle development:

Experiences with art materials:

manipulative play equipment
science experiences

Water play

Role playing

Solitary - Parallel - Group Play

Individual programming may be carried out at this time.

Large muscle development activities may be selected:

block-building area

rocking boat area

toddler gym

10:00 - 10:15 SNACK TIME

Emphasis on group experience

During this period, children will gather at low tables
and enjoy snack time as a group experience.

10:15 - 10:30 QUIET ACTIVITY

Emphasis on group experience -- children remain in one large group

-- children may be divided into small
groups

Experiences with music -- structured and spontaneous

stories -- read and told

finger plays

puppets

flannel board stories

10:30 - 11:00 OUTDOOR PLAY

Emphasis on large muscle development: (fundamental movements)

Experiences involving: climbing

running

jumping

This period of play is generally of more vigorous nature...

with more restful activities encouraged at any time:

sandbox play

11:00

CHILDREN LEAVE FOR HOME

DESIGN PHILOSOPHY

The philosophy of home economics education is evolving from the problems of rural living to the problems of urban living. As discussed in the forword this change will affect the type of facility needed. The building should follow these guidelines:

1. The Home Economics program provides education in three areas:
 - personal development
 - family living
 - professional specialization
2. Continuity of the educational process is important and should be apparent in the spaces
3. The space and the equipment serve the program
4. The program serves both students in major and nonmajor areas.
 - majors- both general courses and specific skills
 - nonmajors- more general courses
5. Research is an essential part of the educational process.
6. Teaching proceeds in five basic areas:

ARCHITECTURE

1. Clothing and Textiles; Home Furnishing
2. Food and Nutrition; Institution Management
3. Housing; Home Management, Equipment
4. Child Development; Family Life
5. Home Economics Education

The facility proposed is mainly for laboratory teaching situations. Research has uncovered a variety of experiences in home and family living curriculums. These suggestions are not specific to this project, but I feel all of them are worthy of consideration:

- The total atmosphere should convey a feeling of a natural living environment.
- Individualism should be reflected in the spaces and the way activities happen.
- Student participation is the best method of learning.
- Preparation, through education, of students to be contributing members of society is foremost.
- Rapidly evolving technology and teaching of the techniques demand facilities that are flexible.

are the nature of the climate, and the people.

AESTHETICS

1. Unity of physical nature is desirable at most state institutions. Because men are definers and attach symbolic or abstract meanings to many parts of their environment, the relationships of the elements of a university should be easily recognizable. Men need to have a sense of order to function efficiently- especially in an educational situation. The tangible and visual aspects of the campus appear to be the most used media to provide this element of unity.

When this campus was constructed, the first buildings did relate conceptually. Renderings done in 1918 of future campus expansion, in my opinion, show Montana State University with a distinguished character. Subsequent buildings have practically destroyed this visual unity.

2. Regional character can be considered in much the same way as campus unity. Although our mass communication systems have negated many of the effects of Montana's geographical isolation, the area we live in has a definite feeling and aspect. This feeling is typified by many of the original buildings of the area, but best of all examples are the mountains, the climate, and the people.

BUILDING CODES

The following building codes are used at Montana State University and have to be applied to the proposed building:

- 1. Fire Exit Safety Code*
- 2. Uniform Building Code*
- 3. National Electrical Code*
- 4. Montana Plumbing Code (UPC)*

FUNCTION

EXISTING ACTIVITIES AND NUMBERS

Nursery-

351 students

28 periods

20 maximum children

5 adults

12/period

future
50/period

outdoor:

playarea- climbing
 running
 creative play
 sandbox

observation-

indoor:

playarea- house
 music
 large muscles
 small muscles
 reading
 art
 blocks and trucks

observation-

storage

storage-

dining-

Food and Kitchen-

bathroom-

equipment storage

dressing room-

entrance-

Quantity Cooking-

8 students

1 period

1 instructor

cooking

washing

storage

freezing
planning and management
teaching

121 students

periods

Household Equipment-

58 students

period

operation, materials, construction, selection,
arrangement, use, and care

cleaning- vacuum cleaner, carpet shampooer

cooking- mixers, oven, stove, disposals

sewing- cutting patterns, sewing machine, fitting

Home Management - House-

13 students

 $\frac{1}{2}$ quarter/ each

cooking

cleaning

eating

sleeping

studying

lounging

bathroom - room storage and laundry

grooming - wardrobe and storage

storage

laundry

storage

laundry storage

Food and Nutrition-

similar to quantity cooking

no
period

equipment differing

Storage-

Research-

nutrition and food experiments

laboratory tests

chicks- feeding, cleaning, testing

Clothing-

191 students

periods

fitting

demonstrations

storage-

garment

equipment

display

grooming

visual aids

spot removal

mending

washing

ironing

pressing

designing

cutting out

sewing

finishing

new -
10 per

19/51

3000 ft.

Textiles-

no
periods

humidity room storage and testing

chemical equipment and storage

laundering

display

visual aids

textile storage

Entry-

Maintenance- (storage) and funds.

Storage-

Bathrooms-

2 students per unit

DESIRED ACTIVITIES AND NUMBERS

*Housing for early
childhood Ed.*

Nursery-

50 $\times$ 20 sq.ft. = 1000 sq.ft. / student
 20 children $\times$ 35 sq.ft. / child minimum = 700 sq.ft.
 free space indoor

20 children $\times$ 75 sq.ft. / child minimum = 1500 sq.ft.
 outdoor

50 student $\times$ 15 sq.ft. / student = 750 sq.ft.
 observation

all existing activities

3 rooms for play

observation for all areas

including dining observation

isolation room

medical attention area

Home Management House-

32 students- minimum per quarter

3 levels of living: achieved by varying space, equipment,
 and funds.

low- 4 living units

medium- 2 living units

high- 2 living units

2 students per unit

Home Management House

Existing Space:

7 students/ quarter, per 4125 sq.ft. = 600 sq.ft./ student

less area for low-level units

usually two cooks

should use kitchen equipment easily

various types of storage areas

provide for more flexibility of furnishings

dining for twice the student number

living-in may be optional

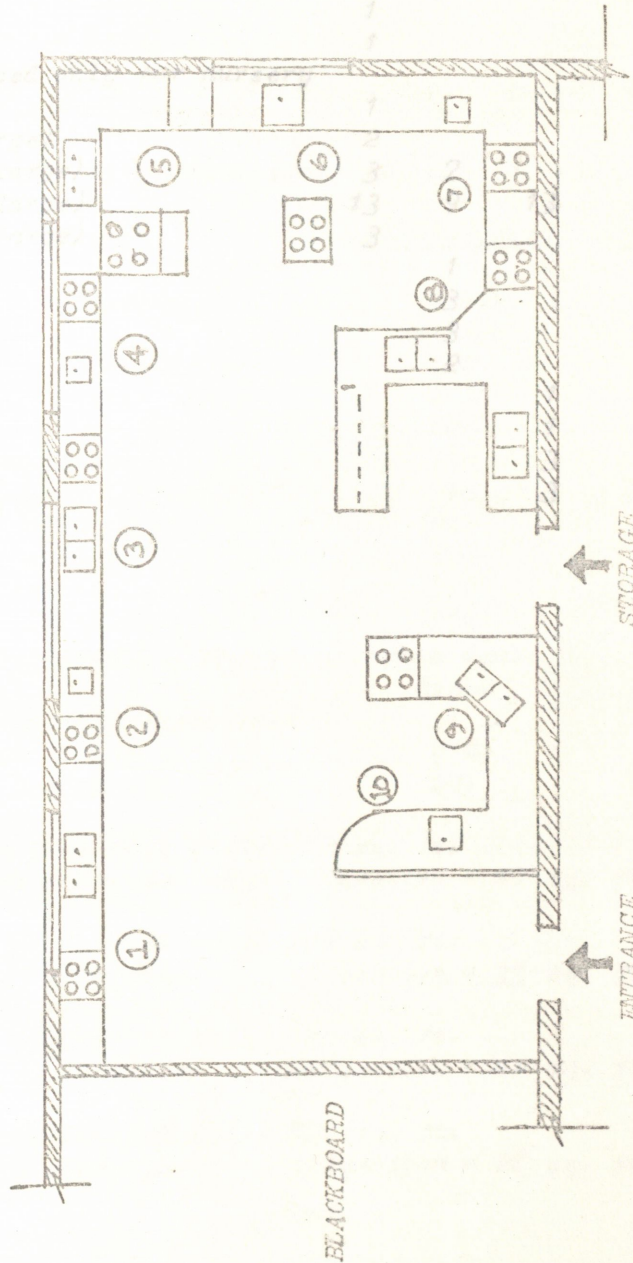
married students may live in



EQUIPMENT REVISION FOR HERRICK HALL

scale: $1/8" = 1'-0"$

Food and Nutrition- individual work stations



FUNCTION: SPACE-USE ANALYSIS

Lecture rooms used outside
of Herrick Hall

Times used
per week

A. W. Sp.

206 MH	1		
314 MH	1		
NB-- used only for nursery			
112 MHA	1		
101 RH (large)	2		
103 Reid (large)	3	7	
105 Reid (large)	13	9	13
108 Reid (large)	3		
19 MH	1		
202 Reid	3		351
302 Reid	3		
SUB	120		79
210 MH	210	1	37
304 MH	205	1	34
102 Reid	120	3	64
104 Reid	16	3	10
111	117		59
112	114		70
113	210		17
114	210		21
115	Home Mgmt.		13
116	House		
117	-		2
118	210		2
119	205		10

Clothing: 210 Herrick Hall- 812 sq. ft.
74 students- max. 21/section = 40 sq. ft./student

205 Herrick Hall- 797 sq. ft.
47 students- 15/section = 53 sq. ft./student

120 Herrick Hall- 820 sq. ft.
193 students- 20/section = 41 sq. ft./student

117 Herrick Hall- 824 sq. ft.
29 students- 30/section = 28 sq. ft./student

FUNCTION- PARTIAL SPACE ANALYSIS

- to determine how many students use what classrooms,
how many times.
- taken from enrollment charts, schedule book and floor
plans for Herrick Hall.

Autumn Quarter 1969- Laboratory Courses

<u>Course</u>	<u>Class</u>	<u>Herrick Hall</u>	<u>Students</u>
105	Child Development	North Barracks	351
120	Gen. Food & Nutrition	120	79
209	Clothing Const. (L-L)	210	37
		205	34
316	Food Management	120	64
318	Weaving	16	10
331	Basic Nutrition	117	59
215	Textiles (L-L)	114	70
315	Tailoring	210	17
332	Family Clothing (L-L)	210	21
408	Home Management Practice	Home Mgmt. House	13
415	Institutional Experience	-	2
424	Adv. Tailoring	210	2
425	Dress Design	205	10

Clothing: 210 Herrick Hall- 812 sq. ft.
74 students- max. 21/section = 40 sq. ft./student

205 Herrick Hall- 797 sq. ft.
47 students- 15/section = 53 sq. ft./student

Food: 120 Herrick Hall- 820 sq. ft.
143 students- 20/section = 41 sq. ft./student

117 Herrick Hall- 824 sq. ft.
59 students- 30/section = 28 sq. ft./student

2 sections

DEPARTMENT HOME ECONOMICS

	<u>1967</u>	<u>1973</u>	<u>1979</u>
FTE Lower Division	<u>200</u>	<u>239</u>	<u>253</u>
Upper Division-Graduate	<u>65</u>	<u>88</u>	<u>114</u>
Grad-Degree	<u>8</u>	<u>16</u>	<u>25</u>
Weekly Student Contact Hours:			
PEAK QTR. LD Lab	<u>574</u>	<u>685</u>	<u>726</u>
UD-G Lab	<u>570</u>	<u>772</u>	<u>1,004</u>
Instructional Staff	<u>10.4</u>	<u>16</u>	<u>18</u>
Research Staff	<u>1.9</u>	<u>2</u>	<u>2</u>
Grad Teach. Asst.	<u>5</u>	<u>7</u>	<u>9</u>
Associated			
Extension Staff	<u>5</u>	<u>5</u>	<u>5</u>

SPACE NEEDS

LD - WSCH @ 2.81	<u>1,613</u>	<u>1,925</u>	<u>2,040</u>
UD-G - WSCH @ 2.81	<u>1,602</u>	<u>2,169</u>	<u>2,821</u>
Grad-degree @ 100	<u>800</u>	<u>1,600</u>	<u>2,500</u>
Staff @ 160	<u>1,968</u>	<u>2,880</u>	<u>3,200</u>
Research Staff @ 90 extra	<u>360</u>	<u>540</u>	<u>585</u>
Grad Teach. Asst. @ 60	<u>300</u>	<u>420</u>	<u>540</u>

Extension Staff	<u>800</u>	<u>800</u>	<u>800</u>
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Other	<u>9,275</u>	<u>9,275</u>	<u>9,275</u>
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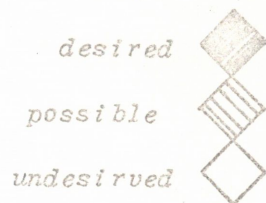
TOTAL	<u>16,718</u>	<u>19,609</u>	<u>21,761</u>
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INVENTORY	<u>16,969</u>		
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Assume one-fourth of instructional staff are involved in research.

Home Management House - 4125; Nursery - 4,600; Hospitality area (fireplace room, etc.) - 1150.

RELATIONSHIPS



ACTIVITY RELATIONSHIP- FUNCTIONS

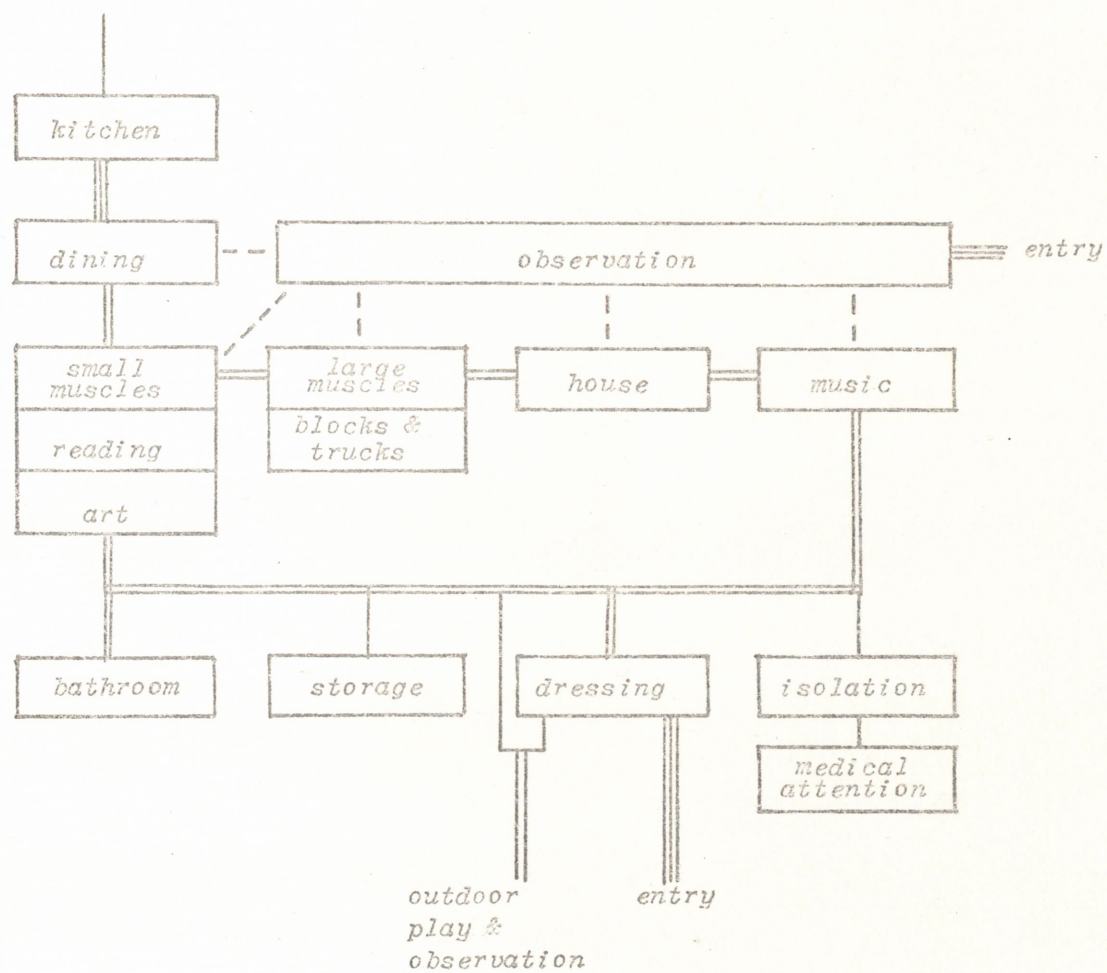
Activities:

Functions:

	H.M.H.	Child Devel.	O. Cooking	Food & Nut.	H. Equip.	Clothing	Textiles	Research	General
Clothing Care									
Clothing Const.									
Cooking									
Equipment									
Visual Aids									
Fitting									
Demonstrations									
Display									
Designing (Art)									
Grooming									
Storage-									
Garment									
Equipment									
Textile									
Chemical									
Humidity, Temp.									
Testing- Chem., Humidity									
Refrigeration									
Freezing									
Washing, sinks									
Entrance									
Bathroom									
Observation									
Children Playing									
Dining									
Informal Gathering									
Formal Gathering									
Sleeping									
Studying									
Laboratory Practice									

ACTIVITY RELATIONSHIPS

Child Development Center



GENERAL, SPACE, and LOCATION from children

Nursery- away from student traffic

eye level windows while children are seated

ramps rather than stairs

outdoor areas fenced with fastened exits

toilet provisions, open to supervision

storage- faculty and observing students

state requirements for nurseries

playroom- orient to sunshine, light, and playground

student circulation not to disturb

supervise and observe entire room

homemaking area- for individual and small group play

out of traffic

quiet areas for privacy

music storage in a quiet area

flexibility of use

low shelves and drawers

playground- adjacent and level to indoor space

sufficient distance from classrooms so noise does

not disturb

tricycle walk with rounded corners*

small animal facilities*

Observation- separated from children

encompass maximum number of activities

possibilities for more than one booth

Clothing Selection and Construction- chalkboards

recommended height- 80 inches

Textile Selection and Construction- controlled temperature and

humidity of the room

Textile Testing- controlled temperature and humidity of the

room,

Clothing Selection and Construction- light weight, movable furniture

dark room

Textile General- student workrooms

Food and Nutrition- avoid placing large equipment between

stationary cabinets

taste panel rooms

Food and Nutrition (institutional)- located where noise and

odors will not disturb classes

Clothing Design- drawing boards, tables

Home Equipment- large doors, 36-42 inches or double

windows- 48 inch minimum height at bottom

Clothing Construction- tables

adjust light and ventilation

appliance is variety of machines except for

appliances should not be enclosed by fixed cabinets

or walls

student workroom

student workroom

chalkboards

*- optional

EQUIPMENT worktables: padded, standard height of 36 inches

Nursery- clothing dryer*

light weight furniture

low easily movable screens

low shelves and drawers

high teacher storage

playground- child operative doors

storage: building blocks, wagons, tricycles, play-

boards and ladders

Clothing Selection and Care- light weight, movable furniture

three-way mirrors

Textile Sewing- sewing machines- 5 minimum

projectors

magazine racks

display forms, manikins

Textile Sewing- chalk and bulletin boards

backdrops, stands, stools, shelves

spot removal, washing, ironing, pressing, mending

Clothing Design- drawing boards, tables

Food and Nutrition- heavy, bulky, and permanent equipment
magazine racks

Clothing Construction- tables

sewing machines (a variety of machines except for

beginning students)

ironing boards- minimum, 1 to 2 students

bulletin boards, chalkboards

worktables: padded, standard height of 38 inches

dish of higher disposal

chairs- swivel or nonswivel layouts

sleeve boards and group arrangements

Food and Nutrition (distilled water material)-

files steam, wash garbage units

Textile Selection and Construction- desks with tops impervious

to stain

Food and Nutrition files, tables, projectors, microscopes

Food and Nutrition laundering equipment and storage

Food and Nutrition usual chemical equipment machines, washers and

Textile Testing- many test machines- 5 minimum testing equipment

Food and Nutrition distilled water

fire extinguisher, fume hood*

Textile General- chalk and bulletin boards

magazine racks

sinks

Food and Nutrition- heavy, bulky, and permanent equipment

T.V.

films, slides, china, linens, placemats, tablecloths

aprons, towels (drying)

carts (rubber tired)

refrigerators, ranges, sinks, tables, stools, chairs

SPERIMENTAL small equipment and table appointments

dishwashers and disposals

DESIGN - in slots, corners or edges

"unit kitchens"- variety in layouts

DESIGN - waterproofing

single and group arrangements

water or "muddy play"- plastic or vinyl covered counter space

Food and Nutrition (institutional)-

DESIGN - 2. playground- concrete, grass, "digging" area

rinse, steam, wash garbage units

DESIGN - 2. observation- one-way glass*, ventilation screen*, sound

walk-in refrigerators

DESIGN -

walk-in freezers*

DESIGN - 2. work surfaces waterproofed

Home Management Labs.- files, shelves, worktables

DESIGN - 2. light-colored wood (aids lighting)

Home Management House- adjustable equipment and storage

DESIGN - 2. resilient and grease resistant flooring

Household Equipment- ranges, sewing machines, washers and

Food and Nutrition (institutional)- resilient and grease resistant

dryers, ironers, home maintenance, cleaning equipment

DESIGN - 2. flooring, waterproof, not slippery when wet

Research- various equipment

Home Management- wood floor, nonresilient

floor impervious to soil, acid, hot detergent water

floor impervious to organic solvents

work surface materials- variety

hardwood, stainless steel next to ranges

vinyl, linoleum, plastic cabinets and ranges

porcelain enamel and stainless steel sinks and

drain counters

SPECIFIC FINISH

Nursery- no sharp corners or edges or drains

1. playroom- soundproofing

water or "messy play"- plastic or vinyl covered counter space

2. playground- concrete, grass, "digging" area

3. observation- one-way glass*, venetian screen*, sound

control

Clothing Design- work surfaces waterproofed

Textile General- light-toned wood (aids lighting)

Food and Nutrition- resilient and grease resistant flooring

Food and Nutrition (institutional)- resilient and grease resistant
flooring, waterproof, not slippery when wet

Home Equipment- hard floor, nonresilient floors with drains

floor impervious to soil, acid, hot detergent water

Home Maintenance- floor insensitive to organic solvents

Home Equipment- work-surface materials- variety: excess moisture

Research- hardwood, stainless steel next to ranges

vinyl, linoleum, plastic cabinets and ranges

Finishing- porcelain enamel and stainless steel sinks and

drain counters

Nursery- also good quality

draft-free

MECHANICAL CH. and NUTRITION

Nursery- water or "messy play"- floor drain

playground- adequate drainage on color distortion

Observation- adequate ventilation with floor

Clothing Design- water connections light at 6 ft. on center

Clothing Construction- hot and cold water wiring

Textile Selection and Construction- hot and cold water

Textile General- hot and cold water

Food and Nutrition- hot and cold water, special venting or

Exhaust*, general ventilation

steam*, compressed air* distribution of lighting

controlled temperature and humidity

Food and Nutrition (institutional)- sloped floors with drains

water connections next to steam-jacketed kettles

Home Management Lab.- connections at various places various places

Home Equipment- ventilation and removal of excess moisture

Research- ventilation and water

Home Equipment- 40 ft. candles minimum

HEATING uniform shadow-free illumination

spot lighting

Nursery- floor level quality

draft-free

ILLUMINATION, GAS, and ELECTRICITY

Nursery- safety electrical plugs

Clothing Selection and Care- minimum color distortion

Clothing Construction- outlets flush with floor

outlets- ironing board height at 6 ft. on center

master safety switch, additional wiring

Textile Selection and Construction- illumination for

microscopic work

Textile Testing- gas and electricity

Textile General- maximum daylight

nonglare, uniform distribution of lighting

shadow-free fluorescent and incandescent

Food and Nutrition- gas and electric outlets

illumination- minimum distortion of color

Home Management Lab.- gas, electricity located at various places

convenient and heavy duty outlets

additional circuits

Home Equipment- 40 ft. candles minimum

uniform shadow-free illumination

spot lighting*

SUPPLEMENT

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Personal Interviews:

1. Dr. Keiser, Director of the Home Economics Department.
2. Miss B. Bigej, Child Development.
3. Mrs. Beckwith, Home Management House
4. Mr. A. Van Teylingen, MSU Architect.

APPENDIX

Termination: INFORMATION FOR PARENTS

MONTANA STATE UNIVERSITY CHILD DEVELOPMENT CENTER

Parents may choose one of three plans to terminate attendance of the 4-year-old who will become a 5-year-old during the school year: discontinue preschool with

General Information:

by session -- or continue preschool until the end of that Quarter -- or continue preschool until the end of the academic school-year. Parents and The MSU Child Development Center is operated by the School of Home Economics to serve as a laboratory for the study of child growth and development during the preschool years.

The MSU Child Development Center is presently housed in the North Barracks, corner of Tenth and College Streets, on the edge of the University campus.

Telephone: 587-3121 Ext. 432 Child Development Center
587-3121 Ext. 531 School of Home Economics

Functions of the Child Development Center:

FOR THE CHILD: The Child Development Center is a place where young children learn as they play with materials and equipment in an environment designed to stimulate learning; where a child can develop physically, socially, mentally, emotionally, and morally; where individual needs and differences are respected; and where experiences are shared with others who are also learning.

FOR THE STUDENT: Students majoring in Home Economics, Nursing, Elementary Education, Physical Education, Psychology, and Sociology have opportunities to learn through scheduled observations the many aspects of behavior of children. Students in advanced child development courses will have opportunity to guide children in various learning experiences of the curriculum -- putting into practice current theories of learning based upon valid research.

FOR PARENTS AND TEACHERS: Both the home and the Child Development Center have important functions to serve in educating the child. Neither can work effectively without the understanding, support and assistance of the other. Guiding the total development of the child is a cooperative endeavor.

Enrollment According to Age of the Child:

TODDLER GROUP: ($1\frac{1}{2}$ to $2\frac{1}{2}$ year olds) Tuesday and Thursday 9:00 - 11:00 a.m.

12 Children between the ages of 18 months and 30 months are enrolled in these special sessions.

PRESCHOOL MORNING GROUP: ($2\frac{1}{2}$ to 4 year olds) Monday-Wednesday-Friday, 9:00-12:00

18 Children between the ages of two and a half years and four years are enrolled in the morning session three mornings per week. These children are served lunch at 11:15 a.m.

PRESCHOOL AFTERNOON GROUP: (4 year olds) Monday through Friday 1:00 - 4:00 p.m.

20 Children between the ages of four and five years of age are enrolled in the afternoon according to the following schedule:

- 2 afternoons per week -- Tuesday and Thursday
- 3 afternoons per week -- Monday - Wednesday - Friday
- 5 afternoons per week -- Monday through Friday

Payments:

Checks should be made payable to the MSU TREASURER. Monthly fees must be paid at the TREASURER'S OFFICE located on campus in Montana Hall. Payments should be made promptly after the monthly statement has been received in order to reserve space for your child in the Child Development Center.

Termination:

Parents may choose one of three plans to terminate attendance of the 4-year-old who will become a 5-year-old during the school year: discontinue preschool with the fifth birthday occasion -- or continue preschool until the end of that Quarter -- or continue preschool until the end of the academic school-year. Parents and staff should decide together the value of continued or discontinued participation of the five-year-old in the group. Only under very special circumstances will a five-year-old be enrolled.

Records of Each Child:

A Home-History Record and a Physician's Report of a recent physical examination signed by the physician are required to be on file before the child enters the Child Development Center. These forms will be sent to parents as soon as their child has been accepted for placement and parents have been notified of an existing vacancy.

School Calendar:

The Child Development Center is conducted on a Quarter-plan coinciding with the University calendar. Vacations and holidays observed by the University are also observed by the Child Development Center. Parents will be notified of these special holidays and vacations.

Fee Schedule:

Tuition is to be paid each month according to the following schedule:

(All fees are based on an hourly rate of \$.75 per hour per child)

TODDLER GROUP	2 mornings per week Tuesday and Thursday
Morning Session:	\$12.00 per month
9:00 - 11:00	

PRESCHOOL GROUP	3 mornings per week Monday - Wednesday - Friday
Morning Session:	\$27.00 per month
9:00 - 12:00	

PRESCHOOL GROUP	2 afternoons per week Tuesday and Thursday
Afternoon Session:	\$18.00 per month
1:00 - 4:00	

	3 afternoons per week Monday - Wednesday - Friday
	\$27.00 per month

	5 afternoons per week Monday through Friday
	\$45.00 per month

Payments:

Checks should be made payable to the MSU TREASURER. Monthly fees must be paid at the TREASURER'S OFFICE located on campus in Montana Hall. Payments should be made promptly after the monthly statement has been received in order to reserve space for your child in the Child Development Center.

Arrival and Dismissal:

Parents are requested upon arriving, to accompany their child into the Child Development Center. Parents, upon arrival, are asked to inform the Head Teacher, Mrs. Vesta Anderson, of any situations which may alter or affect the child's typical behavior: for example, any small or major crisis in the family, such as: lack of sleep, poor appetite, irritable disposition, absence of parents, special guests, an exciting experience, etc. This information will help the staff to understand the child's behavior; and the staff, in turn, will be better able to help the child under these circumstances.

Parents are urged to make sure that the teacher-in-charge knows when a child is being taken from the group at the end of the session, or occasionally, before the end of the session. If, on occasion, other transportation arrangements are made for a child getting home, please inform the head teacher of these new arrangements. We urge parents to be prompt in calling for their child.

If a child is unable to attend because of illness or other reasons, please call the Child Development Center as soon as possible after 9:00 a.m. or 1:00 p.m. to inform the staff of a delay or absence. Special activities may have been planned and the group may be waiting for all to arrive.

Illness:

For the protection of others, please do not send a child to the Child Development Center if he is ill, has a cold in a contagious stage, or appears to be coming down with a cold or disease. The head teacher reserves the right to send a child home if she does not think he is well enough to remain in the group. Note: If a child is not feeling well enough to play outdoors, he is, generally, not well enough to attend preschool.

Clothing:

We request that children wear play clothes to the Child Development Center and have suitable warm wraps to wear outdoors any time during the year. Each child should have a complete change of clothes to be retained in his locker in case of an "accident". Please mark apparel such as boots, snow pants, jackets, and mittens with the child's name -- for easy identification.

Things from Home:

Books and pamphlets are available for loan to parents at the Child Development Center. Children are discouraged from bringing toys, books, and pets from home unless special arrangements are made with Mrs. Anderson. Occasionally a child may want to bring "something special" to share with his group during SHARE AND TELL TIME.

TODAY'S CHILD
PARENTS MAGAZINE
CHILDREN'S HOUSE

Parents are encouraged to check the Parents' Bulletin Board located in the Locker Area for special notices and items of interest to parents.

Excursions and Special Trips:

In keeping with special areas of learning, the staff will want to take the children on short trips away from the Child Development Center. Whenever possible, children and teachers will walk to and from the "special point of interest". There will always be a sufficient number of adults to provide adequate supervision. If distance makes it impossible to walk, the staff will provide for adequate and safe transportation by private cars driven by insured drivers. Parents will be notified of special trips and permission will be asked before taking the children on such excursions.

Parent-Teacher Conferences and Parent-Teacher Meetings:

From time to time the head teacher will schedule private parent conferences, and the parents are urged to schedule conferences at any time they deem them helpful or necessary.

Several parent meetings will be planned during each Quarter throughout the year. Meetings will be scheduled according to the wishes of the parents and content of meetings will be planned according to the needs and interests of the parents and staff.

Parent Observations:

Parents should feel free to observe their child in the Child Development Center whenever they wish. Special arrangements need not be made ahead of time. There is usually a space in the observation area where parents may sit and observe without the child fully aware of the presence of the parent. We believe much can be gained from these observation periods.

Parent Involvement in the Program:

We believe one of the most valuable ways of enhancing the effect of the Child Development Center is to involve the parents actively in the program. Parents are encouraged to consider ways in which they might like to participate. One doesn't need to have special talents to promote a closer, more continuous relationship between young children and their parents.

Information for Parents:

Books and pamphlets are available for loan to parents at the Child Development Center.

Magazines of particular interest to parents are also available, such as:

TODAY'S CHILD
PARENTS MAGAZINE
CHILDREN'S HOUSE

Parents are encouraged to check the Parents' Bulletin Board located in the Locker Area for special notices and items of interest to parents.

Enrollment - School of Home Economics

Food and Nutrition; Institution Management

	Su67	A67	F68	S68	Su68	A68	W69	S69	Su69	A69	W70
120				150		79	48	69		79	
217 - 1			25								
2			60								
3			63								
306						11					
307			5				4				
308				8							
316		64				24		32		15	
331			63			40	12			59	
401		32						45			
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415		1				2	1			2	
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423											
431							6				
432								4			
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323 lab for IM			8								
		112	247	163	4	164	90	120	10	157	

Enrollment - School of Home Economics

CHILD DEVELOPMENT & FAMILY LIFE

Clothing and Textiles, Home Furnishing

65

	Su67	A67	F68	S68	Su68	A68	W69	S69	Su69	A69	F70
116- 1			87				83				
2			66				60				
209- 1		17		18		14		-		14	
2		17		13		17		9		11	
3		17		18		14		10		19	
4		20				18		12		12	
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215- 1			28				22			18	
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3			13				20				
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315		13	11		12	17	15			12	
318		10	9			9	6		8	9	
332		21				11				19	
335 -1	13			28				21	14		
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411				4							
424		2			1		3			2	
425		10				7				6	
426	1										
436 - 1	5			16				9	12		
470	1		1	1			1				
480	4		9								
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(Fl. Patt.)											
520				2	5						
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