

**NEW YORK STATE COLLEGE OF  
HOME ECONOMICS AT CORNELL  
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<sup>1</sup>Sabbatic leave, year 1959-1960.

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<sup>2</sup>Sabbatic leave, year 1959-1960.

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Hibben, Mrs. Eleanor Z., M.S., Assistant Professor of Textiles and Clothing

<sup>3</sup>Sabbatic leave, fall term 1959-1960.

<sup>4</sup>Sabbatic leave, February 1, 1960, to August 31, 1960.

<sup>5</sup>Sabbatic leave, year 1959-1960.



- Hochgrebe, Barbara F., B.S., Instructor in Housing and Design
- Hoddick, Nancy Ann, M.S., Student Counselor and Assistant Professor of Home Economics
- Holladay, Harlan H., M.A., Teaching Associate in Child Development and Family Relationships
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- Humphreyville, Theresa Ruth, Ed.D., Associate Professor of Home Economics and Student Counselor
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<sup>6</sup>Sabbatic leave, September 1, 1959, to August 31, 1960.

<sup>7</sup>Sabbatic leave, fall term 1959-1960.

<sup>8</sup>Sabbatic leave, fall term 1959-1960.

## 10 NEW YORK STATE COLLEGE OF HOME ECONOMICS

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<sup>9</sup>Sabbatic leave, spring term 1959-1960.

<sup>10</sup>Sabbatic leave, fall term 1959-1960.

- Wagner, Joseph, Ed.D., Assistant Professor of Child Development and Family Relationships
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 Clive Maine McCay, Ph.D., Professor of Animal Nutrition, College of Agriculture  
 William I. Myers, Ph.D., Dean of the College of Agriculture and Professor of Farm Finance, College of Agriculture  
 Carlton E. Wright, Ph.D., Associate Professor of Food Information in the Extension Service, College of Agriculture

## GENERAL INFORMATION

### HOME ECONOMICS: ITS DEVELOPMENT AT CORNELL

THE FIRST colleges opened to women in America were planned to give educational opportunities equal to those for men, and the courses of study were comparable to those in the men's colleges. As time went on, educational leaders realized a need for a type of education suited more particularly to women. Since the home was an important field of activity for all women, courses were introduced to train women specifically for their responsible tasks of homemaking.

Cornell was a pioneer in this type of education. Home Economics as a branch of education in this University began in 1900. It was established as a department in the New York State College of Agriculture in 1908, and money was appropriated for a separate building in 1910, though actually the move into the new quarters did not come until 1913. In 1919 the department became the School of Home Economics, and in 1925, by legislative action, it became a college. It is now one of the largest undergraduate colleges on the Cornell campus. Linked with the resident instruction and the research is the extension service, which reaches into homes and communities throughout the state.

With the creation of the State University of New York in 1948, the College of Home Economics, as one of the four state-supported units at Cornell University, became an integral part of this new State University. "Created to provide a comprehensive and adequate program of higher education," the State University includes forty-two educational institutions. The College of Home Economics, functioning as one of the professional colleges in this broad plan, offers teaching and research facilities to serve the needs of the state in its field.

In the early stages of its development, education in home economics consisted largely of teaching the efficient performance of household skills. It has broadened its scope as woman's status in society has changed, vocational opportunities have multiplied, and women have become voting citizens in the community as well as homemakers. Today the New York State College of Home Economics aims to prepare its students to be not only intelligent homemakers but also intelligent citizens and contributors in the world of work.

Courses in home economics deal with the effective feeding, clothing, and housing of the family; the care, growth, and guidance of children; the family relationships; the development of artistic sense and taste that brings beauty into the home in many ways; the organization and

running of the home on a sound economic, social, and hygienic basis; and the care and use of equipment.

There are seven departments in the College: Child Development and Family Relationships; Economics of the Household and Household Management; Food and Nutrition; Home Economics Education; Housing and Design; Institution Management; Textiles and Clothing. Effort is made to so interrelate the work of the departments that students think of them not as isolated divisions but rather as different aspects of the total program of education for homemaking. In addition, a course is offered in Orientation.

The coordination of the sciences and arts toward constructive family life appropriate to our society is a primary function of home economics. This college, as part of a university, gives students the opportunity to elect studies in many fields. Of the 120 credit hours required for a degree, one-fourth are devoted to basic courses in the biological, physical, and social sciences; at least one-third to courses in home economics; and about one-third to elective courses in the various colleges of the University. English and physical education are required of all students.

## **MARTHA VAN RENSSELAER HALL**

The New York State College of Home Economics is housed in Martha Van Rensselaer Hall, named for the founder of home economics education at Cornell. This building, which was dedicated in 1934, is on the upper terrace of the Cornell University campus.

Offices of administration, extension, and resident staff, an auditorium seating approximately 500 persons, staff and student lounges, classrooms, and laboratories are located there. Each of the seven departments of instruction has its particular section of offices and classrooms.

The east wing, which may be entered from the ground floor of the main building, includes the Departments of Child Development and Family Relationships and Home Economics Education.

Offices of resident and extension personnel of the Department of Child Development and Family Relationships are on the ground floor of Martha Van Rensselaer Hall, extending also into the east wing. The space occupied by the department includes the Nursery School and laboratories for experiments with creative activities.

The Home Management Apartments are above the Nursery School on the second and third floors of the east wing. They are fully equipped residence apartments.

The Department of Home Economics Education, with its offices for faculty and graduate assistants and its laboratory and workroom for teaching materials and equipment, is on the fourth and fifth floors.

The Department of Economics of the Household and Household Management is in the main section of the building. Classrooms, workrooms for research, and staff offices are included on the first floor. On the ground floor are offices and laboratories where staff, resident and extension personnel, students, and homemakers study home management and processes. Examples of equipment illustrate major variations in features available on the market. In the laboratories temporary walls are used to form rooms of various sizes and shapes, and easily movable equipment makes it possible to set up actual work centers for study.

The Department of Textiles and Clothing occupies the second floor. There are six laboratories, two workrooms, and staff offices. Facilities for research in these areas, in addition to those usually found, include a modern conditioning room with up-to-date testing equipment, and a unique collection of historic and foreign costumes. One large laboratory with a stage may be converted into a small auditorium that seats about 150 persons and may be used for demonstrations, assemblies, and other class activities.

The Department of Housing and Design is on the third and fourth floors, in the Martha Van Rensselaer Annex, and in the two Lustron laboratories next to the Annex. Laboratories for housing research, studios for work in design, interior design and house planning are included, as well as other classrooms.

An art gallery and lecture room has exhibitions of current work in residential architecture, interior design, crafts, painting, and industrial design from professional sources.

The Department of Institution Management occupies much of the lower part of Martha Van Rensselaer Hall. The cafeteria dining rooms and the kitchens provide the teaching laboratories for the department.

The rooms of the Department of Food and Nutrition are on the second, third, and fourth floors of the west side of the main building. They include laboratories for the study of nutrition, food preparation, and science in relation to food, and for research.

## **LIBRARY**

The State Colleges of Agriculture and Home Economics are served by the Albert R. Mann Library of about 240,000 volumes. This is supplemented by the other libraries of Cornell University, containing over 1,600,000 volumes, many of which also relate directly to subjects dealt with by the State Colleges.

In addition to materials on applied agriculture and home economics, the Mann Library contains extensive collections dealing with such related sciences as botany, biochemistry, bacteriology, genetics, entomology and medicine. It also includes large collections in economics, sociology, and education, and smaller collections on a variety of other



subjects. Of major importance are the numerous complete files of foreign and domestic periodicals and government publications, of which over 6,500 are received currently. The library includes an outstanding collection on beekeeping maintained from funds provided in honor of the late Everett Franklin Phillips.

The Albert R. Mann Library was completed in 1952. It has a capacity of 425,000 volumes and seats 600 readers, providing ample space for present needs. The principal collection on entomology and limnology is located in Comstock Hall, and that on plant pathology and mycology in the Plant Science Building, near the departments they serve. Small departmental collections of reprints, bulletins, and duplicate books and journals for use of faculty and graduate students are also provided in several other buildings.

The first floor of the library is devoted primarily to books assigned for class reading, with rooms seating 300. Also on this floor are rooms for typing and for small groups studying together, and the Ellis Room containing books and periodicals for informal reading. On the second floor are the reference, bibliography, and periodical reading rooms, offices and workrooms, the main loan desk, and the card catalog. The catalog provides a record of library materials located in all libraries and departmental collections of the Colleges. The library has a comprehensive collection of bibliographies, as well as a card catalog of publications of the United States Department of Agriculture.

The library is open, with librarians on duty to assist readers, from 8 a.m. to 10 p.m. daily except Saturday, when it closes at 5 p.m. On Mondays through Fridays the first floor remains open until 11 p.m. to permit the use of reserve books; it is also open from 3 to 11 p.m. on Sundays.

Students may borrow most books, except those on reserve, for periods of two weeks. Information on library regulations and suggestions for the use of the library are provided all new students in orientation meetings each fall. More detailed information appears in a library handbook distributed at that time.

## **HOTEL ADMINISTRATION**

In 1922, at the request and with the financial aid of the American Hotel Association, a Department of Hotel Administration was organized in the University in what was then the School of Home Economics. In 1950 this department became the School of Hotel Administration, and in 1954 the School was separated from the State Colleges to become an independent unit within the University. The printed *Announcement of the School of Hotel Administration* may be obtained by writing to Dean H. B. Meek, Statler Hall, or to the Announcements Office, Edmund Ezra Day Hall, Cornell University, Ithaca, N.Y.

## THE UNDERGRADUATE PROGRAM

### OBJECTIVES

The aim today of the College of Home Economics in its resident undergraduate program is to guide each student in the use of educational opportunities made available by the College, the University, and the community, toward effective functioning (1) in her individual living and as a member of society as a whole; (2) in homemaking; and, in the case of a majority of students, (3) in a vocation other than that of homemaking to which home economics has a major contribution to make. It is recognized that in certain of the vocations preparation may not be complete but may be of prevocational nature only.

There are certain qualities of feeling, thought, and action which should permeate all of living and which should, therefore, be included in the aims of education. Students should become increasingly able to think clearly and constructively, to express themselves clearly, concisely, and accurately, to weigh values, and to attack and solve problems. They should be able to make and to be responsible for their own decisions, to take initiative, to assume leadership, and to carry responsibility. With these qualities must be the disposition to use them with social sensitivity and refinement of feeling to sustain and develop the democratic way of life in its largest sense. This should enable students to meet changing conditions and situations in such a way that they will continue to grow into living that is increasingly intelligent and humane.

For effective functioning in all phases of living a girl should be able to understand herself and to cultivate wholesome relationships with other people; to accept herself and others; to think with and live cooperatively with others for common ends; to maintain her own physical and mental health at a high level; to assume responsibilities of citizenship in a democracy and to take an intelligent and active part in community life and in the solution of our social and economic problems; to acquire a stimulating and functioning philosophy of life and to keep a balance of interests and activities that is satisfying and constructive; to cultivate religious living that is meaningful and effective; to develop a capacity for enriching her own life and the lives of others; to develop an appreciation of our social heritage and of the significant thought and social forces of our time; to sense and to add to beauty in every phase of daily living.

In homemaking she should be able, in addition, to deal successfully with those experiences which make up family life and to use all the resources at her command for the welfare of the family and of its individual members.

In a vocation she should be able to find and to give satisfaction; to understand the technical aspects of her work and to assume responsi-

bility; to understand the demands of the job, the conditions of work, and the place of the job in its social and economic setting.

## REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE\*

The requirements for the degree of Bachelor of Science are the completion of 120 credit hours of required and elective work† during the four years and, in addition, four credits of physical education, one credit in each of the first four terms, unless excused by the University Committee on Requirements for Graduation. Official excuse slips are issued by the Secretary of the College.

The student must be in residence for at least two terms immediately prior to receiving the degree. A cumulative average of at least 70 is required.

Credits should be distributed in the following groups as indicated:

Group I	Credit hours
Basic sciences, minimum required hours .....	30
Courses in any college in the University. To include:	
A. Biological sciences .....	6
Courses taken must include at least one course in human biology, such as:	
Biology 1, <i>General Biology</i> (fall and spring semesters)	Physiology 303, <i>Human Physiology</i>
Biology 9, <i>Biological Basis of Social Problems</i>	Zoology 201, <i>The Nature of Man; Structure and Development</i>
Remaining work to be chosen from the following subject-matter areas: bacteriology, biochemistry, biology, botany, entomology, physiology, zoology. (Zoology 201 and Biology 9 may not both be used to fulfill the requirement of 6 credit hours. Conservation 9, <i>General Ornithology</i> , may be counted as a biological science.)	
B. Physical sciences .....	6
Courses to be taken in at least two of the following subject-matter areas: chemistry, physics, astronomy, meteorology, geology, except for Geology 105 ( <i>Geography</i> ), and Geology 108 ( <i>Mineral Resources</i> ), both of which are counted as social sciences. Agricultural Engineering 10 ( <i>Household Mechanics</i> ) may not be counted as a physical science.	

\*A student who is readmitted to the College will be held for the graduation requirements in effect when she re-enters. Courses offered as substitutes for home economics subject requirements will be accepted by the committee on petitions and academic standing on recommendation by the departments concerned. Courses offered as substitutes for non-home economics subject requirements must be approved by the committee on petitions and academic standing.

†A student who entered as a first-semester freshman and who completes all of the graduation requirements in less than 8 semesters may continue to register as an undergraduate until 8 semesters are completed. However, such a student will be required to carry a semester program of at least 12 credit hours in the period following the completion of the graduation requirements.

A student who entered as a transfer with advanced standing who completes all of the requirements in eight semesters or less (counting both those taken at Cornell and at the previous institution) may register as an undergraduate for a ninth semester only if this is necessary in order to complete the requirements of one of the professional programs (A.D.A., or the certification programs). She must carry a minimum of 12 credits in the ninth semester.

C. Social sciences†	12
Not more than six hours may be in any one of the following subject-matter areas: economics, government, history, psychology, sociology, philosophy.	
One course each to be taken in Areas 1, 2, 3, and 4 (below).	
Area 1. Courses which contribute to understanding the behavior of individuals.	
Area 2. Courses which contribute to understanding the social institutions of the society in which the individual lives.	
Area 3. Courses which contribute to understanding the social institutions of contemporary societies other than that in which the individual lives.	
Area 4. A second course from Areas 1, 2, or 3, or a course in any social science exclusive of courses which are technical, mathematical, or highly specialized.	
D. Basic science elective	6
Choose courses from A, B, or C. However, not more than nine hours of social science taken to meet the social science requirement and the basic science elective may be in one subject-matter area.	
<i>Group II</i>	
English, minimum required hours	6
English 111-112. Students who are exempted from English 112 may choose any other 3-credit course in English composition or literature.	
<i>Group III</i>	
Home Economics, minimum required hours	40
To include the homemaking core courses (see courses starred, pages 63-102).	
<i>Group IV</i>	
Electives	44
A. A maximum of 24 credits may be elected in the endowed divisions of the University; for example, Arts and Sciences, Architecture, Hotel Administration.	
120	
Physical education (should be taken during the first four terms of residence)	4
<i>Note:</i> Of the 10 hours of credit in Food and Nutrition 214 and 215 (pages 79-80) 6 hours are counted as chemistry and may be credited to either Group IB, ID, or Group IV; 4 hours are credited to Group III as food.	
Courses in Hotel Administration will be counted in Group IVA; they may be included in Group III only by faculty permission.	
Groups I, II, and IVA may be taken outside the State Colleges without additional charge to the student. If, however, a student fails in any course in either Group I, II, or IVA, the credit hours of the failed course are counted against Group IVA. Courses may be taken outside the State Colleges beyond this limit of 24 hours only during the student's last semester prior to graduation, and provided that the hours taken in excess of 24 credits are also in excess of the 120 hours required for graduation, and upon payment per credit hour of \$32.03125 (state residents) or \$19.53125 (nonresidents).	

†A change in the social science requirement adopted in the fall of 1950 applies to all freshman and transfer students entering in the fall of 1950 and thereafter. The counselors may be consulted for a list of approved courses in each area.



## COMMENCEMENT

Students who complete their work for the degree in February or September may participate in the Commencement exercises with their class in June if they wish to do so.

## ACADEMIC HONORS

### DEGREES WITH DISTINCTION

Degrees with distinction are awarded each year to those seniors who have consistently achieved outstanding scholastic records. Those honored are selected from the top 10 per cent of the graduating class at the end of the seventh semester. The "graduating class" is interpreted as those students who will complete work for the degree in February, June, or September of the same calendar year. The following requirements must be met by those selected:

1. The cumulative average for courses in home economics subject matter at the end of seven semesters must be 83 or above.
2. The number of credits with a grade of 79 or below must not exceed 15 per cent.
3. Transfer students must have completed 45 credits at Cornell. In determining the average, work taken previously at another college is included.

Eligible students are reviewed by the Committee on Petitions and Academic Standing, and the names of those who meet the requirements above are presented to the faculty for approval.

## OMICRON NU

Juniors and seniors with cumulative averages equivalent to "B" or better are eligible for election to Omicron Nu, the Home Economics Honor Society. Not more than one-tenth of the junior class and not more than one-fifth of the seniors (including those already elected to membership in their junior year) may be elected.

## BORDEN AWARD

The Borden Home Economics Scholarship is awarded to the top-ranking member of the senior class (see page 43).

## COUNSELING SERVICE

Each student, upon admission to the College, is assigned to a counselor who will work with her throughout her college course. The Counseling Service is maintained to foster the maximum growth and

development of the student in matters relating to personal and educational adjustment and to vocational choice. Some counseling is conducted on a group basis, as in the orientation course for new students; frequently it is on an individual basis through student conferences. The student may consult her counselor at any time.

## ORIENTATION OF NEW STUDENTS

*DURING THE SUMMER, PRIOR TO ENTRANCE IN SEPTEMBER.* . . Orientation begins with an exchange of correspondence during the summer between the student and her counselor. The counselor's letters include such information as how to apply for part-time work during the school year, arrangements for opening checking accounts in the Ithaca banks, suggestions for getting baggage to Ithaca, and a list of types of clothing appropriate for campus wear. Each year the clothing list is prepared by the students who are in the College. The entering freshman, in turn, submits an autobiography and an outline of the courses she would like to include in her first term, and raises whatever questions she may have. The final letter from the College is a request that the student come to the campus for the University Orientation Week.

*UNIVERSITY ORIENTATION WEEK IN SEPTEMBER.* . . Orientation Week is a joint project of the University and the Student Council. All new students and intercollege transfers report to the campus several days before classes begin and before former students return. Routine examinations (physical, psychological, and proficiency) which are required of all students are taken at this time so that they do not interfere with course work after college starts.

Members of the Counseling Service acquaint students with the academic program of the College, distribute to students the schedule of courses which was planned for each on the basis of the summer correspondence, explain the relationship of the Counseling Service in the College to student services available elsewhere on the campus, and instruct the students in registration procedures.

Parents who bring their daughters to the College of Home Economics are invited to participate in Orientation Week through an orientation meeting and a tea which are planned for them. In this way parents as well as students have an opportunity to meet the Dean, the instructors, and members of the counseling staff.

The University sponsors class assemblies, rallies, and social events which are designed to help students become aware of the various activities available on the Cornell campus and the procedures for joining some of them. There are opportunities for learning the way around the campus, becoming familiar with several of the buildings, and getting acquainted with classmates.

*ORIENTATION COURSE*... An orientation course is required of all freshmen in the first semester and is taught by members of the counseling staff. It is designed to help the entering student understand the relation of home economics to general education, to become aware of the variety of experiences available in the University community, and to build a four-year program that will utilize many of these in a way that will be meaningful to her as an individual, a potential homemaker, a citizen, and a professional person. Study techniques, time management, and the problems of human relationships are included. A major segment of the course deals with vocational opportunities for home economists and the professional requirements of them.

## **EDUCATIONAL, PERSONAL, AND VOCATIONAL COUNSELING**

The student plans at least one conference each term to discuss her program for the following semester. "Program" is interpreted by the College to include all of the activities—academic, personal, social, and remunerative—to which the student gives interest and time. It is thought of as the means through which each student will prepare to meet her citizenship responsibilities after graduation as well as the responsibilities of her profession and her home. The counselor helps the student in every way possible to make effective use of the resources of the University and the University community for the fulfillment of her needs and purposes, and to broaden the scope of her interests.

Most students carry schedules of 15–18 credits, exclusive of physical education. During the several terms, however, either more or fewer hours may be taken, depending on the ability of the individual and the demands which other aspects of her program put upon her physical resources and her time. To carry more than 18 credits or less than 12 in a given semester requires the approval of the faculty committee on petitions and academic standing (see page 57).

Student activities are a valuable supplement to the course of study, as are remunerative work experiences during the school year and the summer. Participation in such activities is encouraged in reasonable proportion to academic studies.

The student in academic difficulty frequently comes to her counselor to seek help in finding the cause of the problem and the means to its solution. Matters of personal-social adjustment, financial need, and vocational indecision are also the counselor's concern. Specialized services, in such areas as health, finances, remedial reading, and testing, are maintained by the University for all students, and referrals are made to these when the student's needs and problems indicate that this is desirable.

Although it is not necessary that a student prepare for a particular

vocation, each girl is encouraged to analyze her interests and abilities, to investigate opportunities, and to make a vocational plan. Most students prepare for a vocation as well as for homemaking. The counselor helps the student in selecting a vocational field through assisting her to learn how to study a vocation, to consider her interests and aptitudes, and to study these in relation to the requirements of particular vocations.

Certain vocations require specific preparation, and in such cases the counselor discusses with the student the ways in which she can most adequately plan to meet the requirements. Girls are referred to members of the teaching staff, placement officers, workers and employers, and to vocational literature for information about the various opportunities in their fields of interest and the qualifications that are usually expected. Each student is encouraged to use her courses, extracurricular activities, and work experiences to increase her knowledge and understanding of the kind of vocation she is considering.

## PLACEMENT SERVICE

The Placement Office, a division of the Counseling Service, is responsible for the program of after-college placement of seniors, graduate students, and alumnae, with the exception of those who enter the fields of teaching in the public schools. The work with the latter group is centralized in the Educational Placement Bureau in the School of Education.

The Placement Office acts as a liaison between staff, students, and employers. As a part of the Counseling Service of the College, its particular concern is to help students and staff, through sharing vocational information, to know something of the many work opportunities available for home economics graduates. Information regarding the personal and academic qualifications outlined by employers and the experience required as preparation for many jobs may help in the planning of a student's college years. Frequent bulletins of job descriptions, files of occupational leaflets for student and faculty use, and displays and other visual aids are among the media used. Guidance is given through individual conferences, the freshman orientation course, and other group meetings.

The program of summer employment also centers in the College Placement Office. Summer jobs help students to see conditions of work at first hand and to increase their knowledge of vocations. Assistance is given in the making of contacts, and follow-up conferences are held with the student to help her relate her work experience to her total program of vocational planning.

The placement program is carried on not only with undergraduates but also with graduate students and alumnae. Many requests received



in the Placement Office are for experienced workers. As part of the service to graduates of the College, and to supplement the candidate's application letter or interview, credentials are prepared and sent to employers. These include the candidate's course titles, credits and grades, college activities, summer school or postgraduate study, work experiences, and the recommendations of instructors and previous employers.

## **SUMMER AND PART-TIME EMPLOYMENT**

Summer work serves a twofold purpose. In addition to financial assistance, it provides an opportunity for the student to gain vocational experience, in some cases to see the various opportunities a given vocational field offers, and to learn something of the personal qualifications and adjustments required.

Seventy-eight per cent of the students in the College reported jobs of at least four weeks' duration for the summer of 1958. Many held camp jobs as counselors, dietitians, or assistant dietitians; others worked in resorts and summer hotels as waitresses, cooks, clerical workers, hostesses; in families as general assistants, responsible for either food preparation or the care of children; in tea rooms and cafeterias as general assistants; in department stores as salespeople; in offices as secretaries, stenographers, or clerical workers; in nursery groups and playgrounds as teachers or assistant teachers; and in industrial plants as skilled and unskilled workers. Some worked as apprentices in the dietary or nursing departments of hospitals. This is an excellent opportunity for students who anticipate postgraduate training in hospital dietetics or nursing.

There are some opportunities for regular part-time work during the college year in the laboratories and departmental offices of the College. Application for these may be made in the College Placement Office.

Some students may earn their board during the college year in the dormitory dining rooms. Occasionally a student may earn full room and board in a private family, in return for four hours of work a day in the home. This type of employment handicaps a student considerably because of the distance from the campus and the time involved. Homemakers prefer to employ students who have completed their first year at college and have shown ability to handle housework and scholastic requirements at the same time. Placements in homes are handled by the Office of the Dean of Women, and, since Cornell University requires women students to live in the Residential Halls, special permission to live elsewhere must be secured from the Dean of Women before any plans for work are made.

Students may earn small amounts by doing miscellaneous work by the hour such as caring for children, serving at teas, light housework, clerical work, stenography, and typing. Calls for this work are irregular, and one cannot depend on earning any definite amount.

Information about opportunities for employment on the Cornell campus during the school term, except for jobs in the College itself referred to above, may be obtained from the Office of Financial Aids, Edmund Ezra Day Hall.

It is hoped that earning money will not have to be a main consideration all the time a student is in college. Much valuable experience is to be gained from an apprenticeship in a field in which a student hopes to be employed later, but often such apprenticeships cannot be paid, inasmuch as the student does not yet have sufficient experience to make her valuable to the organization.

## VOCATIONAL OPPORTUNITIES

Graduates of the College of Home Economics have basic preparation for a wide variety of occupations. In certain professional fields the undergraduate courses will be followed by professional training in the next few years. Many openings exist at the upper levels for people with experience and advanced training. On the other hand, there are excellent opportunities for beginners as well.

In the area of *educational services* there is a variety of opportunity for work with young people at various age levels and, in some cases, with adults. During their college years, students may meet the state requirements for certification for teaching home economics in secondary schools. Teachers in the secondary schools often share in the community adult education programs.

The College does not offer a program leading to the certificate for either Early Childhood Education or elementary teaching. A fifth year of postgraduate work in a teacher training program is recommended for students interested to complete the certification requirements for kindergarten and elementary school teaching. In some cases, students may be able to complete training in one semester of additional study, but such a program is not available at Cornell. There are, however, other opportunities for teaching children for which they may prepare, such as those in nursery schools and in community centers serving young children and their parents.

The *state cooperative extension service positions* are also educational services, and there are opportunities for beginners as well as experienced workers in many states as home demonstration agents working with adult homemakers or as 4-H Club agents. These workers do their teaching in community centers and in homes rather than as part of formal education in public schools.

*Social service* is closely related to the educational field. Case work jobs and such group-work positions as those of the executives for the Girl Scouts or Camp Fire Girls, directors of teen-age or young-adult programs of the Y.W.C.A., directors of family development programs

and children's activities programs in the community centers all include informal teaching, as do the jobs of home economics consultants in social welfare agencies. For many positions in social work, graduate training is required. However, there are good opportunities for beginners to get experience in either case work or group work before going on to graduate study. They may find openings in public agencies of the counties or states as trainees or junior case workers. Group-work positions with many of the above-named organizations may be had at the beginning level and are excellent experience. Many good agencies have educational programs to assist the young worker who wants to start advanced study.

Home economics relates easily to many of the *health vocations*. Some graduates take additional work which leads them into the fields of nursing, physical therapy, or the teaching of homemakers who are handicapped. Occupational therapy requires graduate training but utilizes the background courses in art activities, creative materials, child development, and the dynamics of human behavior which are in the home economics program. Nutrition-education jobs fall into both the health and social service categories and graduates trained in nutrition may work with people at all income levels through such organizations as national, state, and local health agencies, industrial plants, or public schools.

Graduates trained in *institution management* may choose from a wide variety of environments. They may find themselves working in public schools in the school-lunch programs, in hospitals, colleges, industrial cafeterias, or commercial restaurants. They may work in production, supervision, administration, therapeutics, or teaching, in accordance with their interests, abilities, and training. Many graduates supplement their college course by fifth-year approved internships under the direction of such an organization as the American Dietetic Association.

The *home economist in business* may work with food, textiles, clothing, or equipment, in promotion, experimentation, writing, or combinations of these. Promotional work in foods and equipment offers increasing opportunity. Demonstrating, testing, consumer education, and research utilize home economics training in jobs in test kitchens and equipment laboratories, in utility companies, in textile firms, and in pattern companies. Designing, either in fashion or interior design, requires additional professional training in schools of design, but there are related openings for the home economics graduate.

*Home economics writing* is open to those with either a general or a specialized home economics background that has included training in writing and journalism. Home economists with writing ability are needed by magazines, newspapers, business concerns, and university

information services. Workers in the field of business, and frequently in extension, are called upon more and more to participate in radio and television programs.

The following outline shows the distribution of employed graduates of the College as of January, 1959.

## EMPLOYMENT DISTRIBUTION Of 1787 GRADUATES,\* JANUARY 1, 1959

	<i>Total</i>	<i>Per Cent</i>
BUSINESS .....	300	16.02%
Advertising 6		
Art and Photography 3		
Clerical and Secretarial 84		
Designing 5		
Food Testing and Promotion 35		
Home Service and Equipment 42		
Interior Decorating 5		
Merchandising 44		
Miscellaneous 65		
Textiles and Clothing, Testing and Promotion 11		
EDUCATION .....	806	43.05%
Administration 48		
Supervision 16		
Teaching		
Adult Education 24		
College Teaching		
Child Development and Family Relationships 40		
Economics of the Household and Household Management 21		
Food and Nutrition 33		
Home Economics Education 13		
Housing and Design 5		
Institution Management 10		
Textiles and Clothing 26		
Miscellaneous College Teaching 31		
Elementary School 39		
Kindergarten and Primary 117		
Nursery School 36		
Secondary Schools—Home Economics 301		
Secondary Schools—Other Subjects 13		
Institutes and Junior Colleges 12		
Vocational and Trade Schools 5		
Miscellaneous Education 16		

\*This group includes 1,364 graduates with the Bachelor's degree and 423 persons who received an advanced degree from the College after doing their undergraduate work elsewhere. It represents 35.07 per cent of the total living graduates. Approximately half of the employed group are married women.



# VOCATIONAL OPPORTUNITIES 29

	<i>Total</i>	<i>Per Cent</i>
COOPERATIVE EXTENSION SERVICE .....	139	7.42%
Extension Administration 12		
Extension Information 6		
Foreign Service 7		
Home Demonstration Agents 55		
4-H Club 21		
Specialists 36		
Miscellaneous 2		
FOREIGN SERVICE .....	50	2.67%
GRADUATE STUDY .....	83	4.43%
Assistantships and Fellowships 18		
Other Study 6		
Study for Advanced Degree 59		
INSTITUTION MANAGEMENT .....	229	12.23%
College Foods 34		
Commercial Restaurants 15		
Hospital Foods 94		
Industrial Foods 12		
Miscellaneous I.M. Jobs 5		
Public and Private School Foods 49		
Residence Management 5		
A.D.A. Intern 15		
JOURNALISM, RADIO, AND TV .....	39	2.08%
LIBRARY .....	5	.25%
MEDICAL SERVICES .....	18	.95%
Nursing 7		
Occupational Therapy 4		
Physical Therapy 1		
Physician 6		
MISCELLANEOUS (general) .....	16	.85%
NUTRITION AND PUBLIC HEALTH .....	28	1.49%
PERSONNEL AND GUIDANCE .....	13	.68%
RESEARCH AND LABORATORY TECHNICIAN .....	64	3.40%
SOCIAL SERVICE .....	84	4.48%
Case Work 37		
Consultant 5		
Cottage Supervision 4		
Group Work and Recreation 15		
Medical and Psychiatric 8		
Miscellaneous Social Service 9		
Religious 6		
Total employed .....	1,872	
Less duplicates included .....	85	
Final Total .....	1,787	

## **VOCATIONAL PREPARATION**

Several fields of work, such as extension, secondary school teaching, and hospital foods work, have definite preparation requirements. Some of these are discussed in the following pages.

## **EXTENSION TEACHING**

The New York State Extension Service, in cooperation with the United States Department of Agriculture and the county extension service associations, offers home economics education to the families of the state in their home communities.

Home demonstration work gives homemakers of the state an opportunity to study and practice home economics at home. The program is developed cooperatively by homemakers and the extension staff. Teaching by county and urban Home Demonstration Agents, by trained local leaders, and by members of the faculty of the Extension Service from the State Colleges is carried on through lectures, demonstrations, training schools, conferences, radio and television, newspaper articles, service letters, and exhibits.

In 4-H Club work, the boy or girl who enrolls agrees to carry on at home an educational project directed by a volunteer local leader. Local leaders are trained and supervised by 4-H Club Homemaking Agents and members of the extension faculty of the State Colleges. The program is augmented with radio and television programs, news releases, exhibits, tours, camps, demonstrations, and field and achievement days.

Openings in the field of extension teaching include the positions of Home Demonstration Agents, 4-H Club Agents, associates, and assistants, and the state positions of administrators and of specialists working in the various subject-matter fields. Positions as specialists and administrators require graduate training.

Students wishing to qualify for positions must complete satisfactorily the four-year course in home economics. There is a recommended curriculum for students preparing for extension work. In addition to home economics courses, the curriculum suggests courses in sociology, psychology, methods of teaching, recreational leadership, public speaking, and journalism.

## **TEACHING HOMEMAKING IN SECONDARY SCHOOLS**

Students in the College who have satisfactorily completed the graduation requirements and who have followed a recommended curriculum in teacher education are eligible for a ten-year provisional certificate to teach homemaking in the secondary schools in New York State.

Thirty semester hours of post-Bachelor study are required for eligibility for permanent certification.

## INSTITUTION MANAGEMENT

The Department of Institution Management offers training for such positions in the field as are outlined on pages 27 and 29. The background of preparation varies somewhat depending on which interest the student wishes to pursue, whether managerial dietetics in hospitals or other institutions or commercial food service.

For all students in Institution Management, the following subjects are important: food preparation, food science, bacteriology, food service, organization and administration procedures, the selection, care, preparation, and service of food in quantity, nutrition, menu planning, meat and meat products, personnel management, accounting, food control, kitchen planning, and the selection and care of institution equipment and furnishings. Courses in management, marketing, economics, teaching methods, applied psychology, and human relationships deal with subject matter which is closely allied to the work of the food administrator or dietitian.

A summer practice requirement must be met by students who plan to seek positions in the field of institution management. This will entail full-time employment on an approved job during one summer period of not less than six weeks, preferably in the summer between the junior and senior years. Contacts for positions are made through the Placement Office, although the College does not guarantee placement. Students are expected to present a written report to the Department of Institution Management.

## *POSTGRADUATE INTERNSHIP TRAINING IN DIETETICS...*

For positions in hospital dietetics a postgraduate internship is usually required. Certain centers have been approved by the American Dietetic Association to give internships and training. A list of these centers as printed by the American Dietetic Association is available in the Placement Office. These courses are ordinarily ten to twelve months in length.

The American Dietetic Association has outlined the following program as prerequisite to membership and to admission to approved postgraduate internship training.

## 32 NEW YORK STATE COLLEGE OF HOME ECONOMICS

<i>Subjects</i>	<i>Semester Hours</i>	<i>Subjects</i>	<i>Semester Hours</i>
Group I .....	8-10	Group III .....	12-20
Basic Foods, required		Psychology	
Nutrition, required		Education (course in Methods	
(Prerequisite or concurrent—		of Teaching recommended)	
3 courses from Group II)		Sociology	
Group II .....	20-25	Anthropology	
Inorganic Chemistry		Economics	
Organic Chemistry		Personnel Relations	
Human Physiology		Group IV .....	12-25
Bacteriology		Experimental Foods	
Physiological or Biological		Diet Therapy	
Chemistry		Quantity Cookery	
Food Chemistry		Institution Equipment	
Physics		Purchasing	
Advanced Human Nutrition		Organization and Management	
		Accounting	
		Cost Control	

**POSTGRADUATE APPRENTICE TRAINING IN COMMERCIAL FOOD SERVICE...** The National Restaurant Association has made it possible for graduates from accredited colleges and universities to receive specialized training in commercial food service operation. The following general areas of study are recommended: food selection and preparation, fundamentals of nutrition, dietetics, quantity cookery and experimental cookery, menu planning and service; fundamental science courses in general chemistry and/or food chemistry, bacteriology and biology; psychology and principles of education; principles of business administration, economics, accounting, business management and principles of marketing. Supplementary courses are recommended in food purchasing, catering, human physiology, food sanitation, and personnel management. Additional information concerning training and opportunities offered through the National Restaurant Association is available in the Placement Office.

### **AFFILIATION WITH THE MERRILL-PALMER SCHOOL**

The College carries an affiliation with the Merrill-Palmer School in Detroit. The Merrill-Palmer School is a private institution with a program centering on human development and human relations. Along with attendance in classes, students observe and participate in real-life situations involving an individual and his relationships to his family and his community. The School's emphasis on the "total" person and the entire life experience—from conception to old age—gives undergraduate and graduate students a unique opportunity to supplement their college curricula.

Students interested in various phases of child development; parent



education; social service work; nutrition; or extension, secondary school, or other teaching may apply and be selected to study there during one term of the senior year or the second term of the junior year. Selection is made by a faculty committee and is on the basis of scholarship (which should be above average), sincerity of interest, and readiness for intensive work. Application blanks may be obtained in the Office of the Secretary of the College of Home Economics and should be filed by March 1 in the academic year preceding attendance.

Students receive 15 credits at Cornell for courses taken at the Merrill-Palmer School unless they have had previous study *in absentia* (see page 61). They will register in the University *in absentia* and be required to pay a fee of \$12.50 to bind their registration at the University during the period of absence.

Tuition and fees at Merrill-Palmer amount to approximately \$69.50 per semester. Board and room total \$290. There are a few opportunities for part-time work for students who need to earn.

A limited number of graduate assistantships are available each year for work at the School. Students interested in these should consult the Merrill-Palmer catalog and should leave their names at the Placement Office of the College of Home Economics by March 1. Merrill-Palmer graduate credits may be counted toward the Doctor's degree at Cornell under certain specific conditions. Interested students should consult the Department of Child Development and Family Relationships.

## THE CORNELL UNIVERSITY-NEW YORK HOSPITAL SCHOOL OF NURSING

A combined course taken partly at the University in Ithaca and partly at the Cornell University-New York Hospital School of Nursing in New York City leads to the degree of Bachelor of Science in Nursing. Students should not apply to the College of Home Economics anticipating transfer to the School of Nursing unless they have a special interest in the program of this College. These students are expected to combine courses in home economics with those specifically required for entrance to the School of Nursing during the two years they are in the College.

Students wishing also the degree of Bachelor of Science in home economics may receive credit toward that degree for certain courses taken at the School of Nursing and will return to Ithaca for additional study after completing their work at the hospital.

Information regarding such a combination of work in the two schools may be obtained from the class counselor. The *Announcement of the Cornell University-New York Hospital School of Nursing* may be obtained by writing to Miss Muriel Carbery, Dean of the School of Nursing, 1320 York Avenue, New York 21, N. Y.

## GRADUATE SCHOOL OF NUTRITION

The Graduate School of Nutrition was established at Cornell University in 1941 to integrate the training provided on the campus in nutrition, in supporting courses in the physical and biological sciences, and in other related fields, and to expand this training. The School offers opportunity for study in several fields including human nutrition and food technology. Its curriculum provides for the training of nutrition teachers and research workers, nutritionists in public agencies and in institutional work, and personnel for laboratory work in food preparation and processing.

To be admitted to the School the applicant must hold a Bachelor's degree or its equivalent from a college or university of recognized standing. The applicant must have a definite professional interest in the field of food and nutrition.

For detailed information concerning admission to the Graduate School of Nutrition and the courses of study to be followed during the first three years of college work preparatory to entrance in the School, see the *Announcement of the Graduate School of Nutrition*.

## LIVING ARRANGEMENTS

Cornell University provides comfortable, well-furnished dormitories and cottages for the housing of undergraduate women. These residence units are supplemented by fourteen sorority houses.

Except as indicated in the following paragraph, all undergraduate women whose homes are outside of Ithaca are required by University policy to live and take their meals in a unit of Residential Halls or a sorority house (members only). Permission to live elsewhere in Ithaca is granted only under exceptional circumstances upon written application to the Office of the Dean of Women, Room 133, Edmund Ezra Day Hall.

University housing is not provided in undergraduate units for the following groups: (1) women twenty-two years of age or older; (2) married women; (3) fifth-year students in professional schools. Permission for students in these categories to live within the residence units or a sorority house may be requested under exceptional circumstances by written application to the Office of the Dean of Women.

An application for living accommodations for undergraduate women will be enclosed in the letter of provisional acceptance sent to each successful candidate by the Office of Admissions. The residence charge in the undergraduate dormitories includes board, room, and an allowance for personal laundry and totals \$990.00 for the college year.

There is one dormitory available to graduate women. Detailed information and a room application blank can be secured by writing to the Office of Residential Halls, 223 Edmund Ezra Day Hall.

## HEALTH SERVICES AND MEDICAL CARE

These services are centered in the Gannett Medical Clinic or outpatient department and in the Cornell Infirmary or hospital. Students are entitled to unlimited visits at the Clinic; laboratory and X-ray examinations indicated for diagnosis and treatment; hospitalization in the Infirmary with medical care for a maximum of 14 days each term and emergency surgical care. The cost for these services is included in the College and University general fee. On a voluntary basis, insurance is available to supplement the services provided by the health fee. For further details, including charges for special services, see the *Announcement of General Information*.

## EXPENSES

### TUITION

*Tuition* is free to undergraduate students (except those registered in the Summer School) pursuing regular or special courses in the New York State College of Home Economics, who at the time of their first registration in the College are, and for at least twelve months prior thereto have been, bona fide residents of the State of New York. Students who are not exempt from tuition on entrance are held for tuition throughout their college terms.

Any student transferring from one college or course in the University to another must pay for the hours of credit allowed in the latter college or course an amount corresponding to the difference in tuition; no such transfer shall be allowed or credit given until such payment has been made. The taking of such credit hours may not be reduced or deferred.

Students in Home Economics who are not exempt under these provisions are required to pay \$200 a term for tuition.

### OTHER FEES

*A COMPOSITE FEE OF \$138.50 EACH TERM* (see page 37) covers the following services:

*Laboratory and library.* The student is entitled to the normal amount of materials required for the course and an allowance for breakage. No additional charge should be incurred by a student who is careful in the use of supplies and equipment. Costs incurred by a student in excess of these allowances will be charged against him or her by the department.

*Administration and endowed college laboratory services.*

*Health and infirmary.* See "Health Services and Medical Care" above.

*Student Union Membership.* Membership entitles the student to a share in the common privileges afforded by the operation of Willard Straight Hall, subject to regulations approved by the Board of Managers of the Hall.

*Physical recreation.* Women students are entitled to the use of the women's gymnasium, recreation rooms and playgrounds, and to the use of a locker.

*Student activities.* Various student organizations, approved by the Student Council, are open for membership to all students.

*AN APPLICATION FEE OF \$10* must be paid at the time an application for admission is submitted.

*A DEPOSIT OF \$45* is required of every student upon acceptance for admission to the University, and when the student first registers it is used to cover matriculation costs.

*SPECIAL FEES.* Assessments, charged to the student's account and payable at the Treasurer's Office are levied upon the student in certain circumstances.

A fee of \$12.50 is charged for registration *in absentia* (see p. 61).

Fees for late registration, or for examination to make up an "incomplete," or a grade of "absence," are discussed on pages 58 and 59.

A student is held responsible for payment of appropriate fees for any injury done to any of the University's property.

## **DATES FOR PAYMENT OF BOARD AND ROOM, TUITION, AND OTHER FEES**

The charge for board, room, and allowance of laundry in the women's dormitories is \$990 a college year, payable in four equal installments. For the fall term, the first payment is due 30 days prior to the date of registration and the second payment at midterm. For the spring semester, payments are due at the beginning of the term and at midterm.

Tuition and other fees must be paid within twenty days after the last registration day of each term of the regular session. The last day of grace is printed on the registration card which the student is required to present at the Treasurer's Office.

Any student who fails to pay her tuition charges, other fees, room and board, and other indebtedness to the University, or who, if entitled to free tuition, fails to claim it at the Treasurer's Office and to pay her fees and other indebtedness within the prescribed period of grace, is thereby dropped from the University unless the Treasurer has granted



her an extension of time to complete payment. The Treasurer is permitted to grant such an extension, when, in his judgment, the circumstances of a particular case warrant his doing so. For such an extension, a fee of \$5 is assessed. A reinstatement fee of \$10 is assessed any student who is permitted to continue or return to classes after being dropped from the University for failure to pay within the prescribed time. The assessment may be waived in any instance for reasons satisfactory to the Treasurer and the Registrar, when such reasons are set forth in a written statement.

*Any tuition or other fee may be changed by the Board of Trustees to take effect at any time without previous notice.*

## PROCEDURE FOR PAYMENT OF FEES AND DEPOSITS

The Registrar provides each student with registration forms prepared on machine record cards. One of these cards in each term is a combination bill and receipt. The student presents this card to the cashier in the Treasurer's Office when she makes payment. The Treasurer does not issue term bills. Since there are penalties for late payment of fees as described above, it is important that all bills be paid within the prescribed time.

## THE CASHING OF CHECKS

Checks in payment of student accounts should be drawn in the amount owed. Students are advised to open an account in an Ithaca bank as soon as they arrive in town, or else to provide themselves with travelers' checks, drafts on New York City banks, money orders, or other forms of credit instruments such as a bank will cash in the ordinary course of business.

## ESTIMATE OF TERM EXPENSES OF STUDENTS

*Personal expenses*, such as transportation to and from home, clothing, recreation, and miscellaneous items are to be estimated by the individual.

### REQUIRED:

For all students

*Tuition .....	(waived for state residents)	\$200.00
†Room and board in dormitory .....		495.00
*University and College general fee .....		138.50
*Books and materials (estimated average) .....		50.00
Total including tuition .....		\$883.50

\*Special students also are held for these fees.

†Additional charge is made to students remaining in Ithaca during Christmas and spring vacations.

## For new students

*Deposit with treasurer (paid prior to entrance) and used for matriculation costs .....	\$ 45.00
‡Room deposit .....	\$ 25.00

## For freshmen and sophomores

Gymnasium equipment (to be purchased according to Department's instructions) .....	\$ 18.00
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*DESIRABLE BUT NOT REQUIRED:*

Freshman banquet fee .....	\$ 1.50
Music, University Concert Course (season) .....	6.50 to 14.00
Dramatic Club Production, each .....	0.60 to 1.00
Athletic games (season—estimated) .....	16.50

\*Special students are also held for this deposit.

‡Applied in full against initial room and board bill.

**OPPORTUNITIES FOR EARNING EXPENSES**

Applicants should understand at the outset that while at college there is no way to earn the entire amount necessary for college expenses. Even before launching a plan to earn a portion of the college costs, a student should give careful consideration to the amount of remunerative work that she may have to carry and still be successful in an average college program. Otherwise, health, the quality of scholastic work, and many of the opportunities which a college education affords may be unnecessarily sacrificed. In planning her college program, a student should remember that classroom work is but one part of education. Opportunities for participation in activities, time for social life, special lectures and concerts, reading, relaxation, sleep, and even spare time may be as significant in the educational program as are the courses for which the student registers. It is important for a freshman to find her place in the new community as early as possible, and this should be taken into consideration in planning the time she should take to earn a portion of her college expenses. In spite of these advantages in keeping the work load to a minimum during the first year, there are times when it is obvious that attending college will be impossible unless the student earns a substantial amount of her expenses. In such instances it is imperative that a four-year financial plan be worked out with the help of the Financial Counselor. Some types of substantial employment are best obtained during the first year. Also, when earning is spread wisely over the four college years, the student has a feeling of financial security from the beginning and may avoid carrying too heavy a work schedule at a later period in her college career. For more detailed information on employment opportunities and for help in planning a realistic budget, the student may write to the Employment Counselor, Office of Financial Aids, 147 Day Hall.

## SCHOLARSHIPS, PRIZES, GRANTS, AND LOANS

Students in the New York State College of Home Economics are eligible to compete for certain scholarships that are open to undergraduates in any college of Cornell University. The Cornell National Scholarships, the LeFevre Scholarships, and the Regents College Scholarships are among those awarded irrespective of college.

Certain scholarships available particularly to students in the College of Home Economics are described in the following paragraphs.

Home Economics Scholarships available to *freshmen* are the New York State Bankers Association Scholarship, the Sears-Roebuck Scholarship, the Elizabeth Lee Vincent Award, the Grace Schermerhorn Scholarship, and the Tuition Scholarships for nonresidents. All these scholarships are awarded during the summer prior to entrance.

Students who wish to apply for freshman scholarships may obtain application forms from the Scholarship Secretary, Office of Admissions, Edmund Ezra Day Hall. These should be requested prior to February 15 and must be filed by March 1, as indicated on the forms. The College Board Scholastic Aptitude Test should be taken in January by prospective students seeking scholarship aid.

This procedure covers all freshman scholarships except the State Bankers and the Grace Schermerhorn scholarships; *see the individual scholarship descriptions* for the procedure to be followed for these two.

Scholarships available to sophomores, juniors, and seniors are awarded in May and are effective for the following year. Applications for these must be made by April 15, on forms obtainable at the Office of the Secretary of the College.

## THE HOME BUREAU SCHOLARSHIPS

Thirteen scholarships, established by the New York State Federation of Home Bureaus, are awarded each year in recognition of leadership and financial need. Although preference is given to those interested in and preparing for the Extension Service, students with other vocational interests are also eligible. The funds for these scholarships have been established as a result of dime contributions from members of the Home Bureaus throughout the counties of the state. Awards are made to students from New York State. In general, an average of 81 is desirable.

The usual practice is to award one scholarship annually from each fund, though occasionally, when accumulated interest permits, additional awards are made.

*THE CARRIE GARDNER BRIGDEN SCHOLARSHIP* was established in 1923 and was first awarded in 1927-1928. It was named in

honor of the first president of the New York State Federation of Home Bureaus. The amount is \$240. It is available to members of the incoming senior class and was awarded for 1958-1959 to Shirley McClenon and Audrey Paolini.

*THE MARTHA VAN RENSSELAER SCHOLARSHIP* was established in 1932 and was named in honor of the first director of home economics at Cornell. Miss Van Rensselaer was a moving spirit in the organization of the Federation of Home Bureaus. She was a pioneer in the development of extension work and in the establishment of home economics at the college level. In 1923 she was chosen as one of the twelve greatest women in the United States, by a committee appointed by the League of Women Voters. The amount of the scholarship is \$200. It is awarded to a member of the incoming senior class and was held during the year 1958-1959 by Gail Gutekunst.

*THE FLORA ROSE SCHOLARSHIP*, established in 1939, was named in honor of the person who worked with Miss Van Rensselaer as co-director of home economics at Cornell and later became the second director of the New York State College of Home Economics until her retirement in 1940. The first award was made for the year 1939-1940. The amount is \$200. The scholarship is given to an incoming junior or senior and was held during the year 1958-1959 by Ruth Schneider.

*THE RUBY GREEN SMITH SCHOLARSHIP* was started in 1935 and was named in honor of Mrs. Smith, a former state leader of Home Demonstration Agents (1932-1942), and counselor of the New York State Federation of Home Bureaus. Mrs. Smith is the author of the Home Bureau Creed and the International Creed of the Associated Country Women of the World. The first award of the scholarship was in 1936-1937. The amount is \$200. It is awarded to an incoming junior or senior and was held during the year 1958-1959 by Geraldine Jordan.

*THE NETTIE M. ROODS SCHOLARSHIP* was named in honor of a former treasurer of the New York State Federation of Home Bureaus, and chairman of the Federation scholarship committee for many years. Incoming juniors and seniors may apply for this scholarship. The amount is \$200. Begun in 1943 and first awarded in 1945-1946, it was held in 1958-1959 by Mary V. Holt.

*THE ANNA GAGE PUTNAM SCHOLARSHIP*, established in 1945, was named in honor of a member of the first Board of Directors of the New York State Federation of Home Bureaus. Mrs. Putnam was for seven years the secretary of the Federation. Incoming sophomores, juniors, and seniors are eligible to hold this scholarship. The first award was in 1946-1947, and the amount is \$200. It was awarded for 1958-1959 to Dorothy Heidemann.



*THE MARTHA H. EDDY SCHOLARSHIP* was established in 1946 and awarded for the first time for the year 1947-1948. Mrs. Eddy, in whose honor it is named, was president of the New York State Federation of Home Bureaus. She was a member of the Saratoga County Home Bureau from the time of its organization and was one of the college counselors of the Federation. The scholarship is available to incoming sophomores, juniors, and seniors, preference being given to underclassmen. The amount is \$200. The scholarship for the year 1958-1959 was held by Anita Hollmer.

*THE ANN PHILLIPS DUNCAN SCHOLARSHIP*, established in 1940, was named in honor of a Home Demonstration Agent for Broome County, one of the first agents in the state. Mrs. Duncan was one of the organizers of the State Federation of Home Demonstration Agents and served on the State Fair Commission. This scholarship is available to incoming sophomores, juniors, and seniors. The amount is \$200. It was awarded in 1958-1959 to Patricia Hughes.

*THE ELIZABETH MacDONALD SCHOLARSHIP* was begun in 1947 and awarded for the first time for the year 1948-1949. It is named in honor of a past president of the New York State Federation of Home Bureaus, who was also for ten years director of the Associated Women of the American Farm Bureau Federation. The scholarship is available to incoming sophomores, juniors, and seniors, preference being given to underclassmen. The amount is \$200, and during the year 1958-1959, it was held by Norma Ruebman.

*THE ELIZA KEATES YOUNG SCHOLARSHIP* was established in 1948 and awarded for the first time for the year 1949-1950. It is named in honor of the third president of the New York State Federation of Home Bureaus, who was for many years a member of the Legislative Forum Committee. Mrs. Young's efforts in Albany made it possible for her to help secure state funds for the building of Martha Van Rensselaer Hall. Mrs. Young has also been prominent in work with the Associated Country Women of the World. The scholarship of \$200 is available to incoming sophomores, juniors, and seniors. It was held in 1958-1959 by Antigone Koufou.

*THE CORA L. TYLER SCHOLARSHIP* was established in 1949 and awarded for the first time in 1950-1951. It is named in honor of the sixth president of the New York State Federation of Home Bureaus. This scholarship of \$200 is available to incoming sophomores, juniors, and seniors, preference being given to underclassmen. It was awarded for 1958-1959 to Mary Quinby.

*THE EVALYN F. GATCHELL SCHOLARSHIP* was established in 1951 and awarded for the first time in 1952-1953. It is named in honor of the seventh president of the New York State Federation of Home

Bureaus, who was a member for many years of the State Board of Directors. Mrs. Gatchell was present at the meeting in 1919 which was called to organize the New York State Federation of Home Bureaus and represented the Rural Women of the United States at the Peace Bridge at the unveiling of the bronze plaque, given by the Associated Country Women of the World, commemorating 150 years of peace between the United States and Canada. This scholarship of \$200 is available to incoming sophomores, juniors, and seniors. It was awarded for 1958-1959 to Diane Stewart.

*THE EDITH P. WAGENBLASS SCHOLARSHIP* is the newest in the group, established in 1952 and awarded first for the year 1953-1954. It is named for the eighth president of the Federation. Mrs. Wagenblass was also chairman of the organization committee which secured a home bureau for Wyoming County. The amount of the scholarship is \$200. It is available to sophomores, juniors, and seniors. It was held in 1958-1959 by Linda Pritchard.

## HOME ECONOMICS ALUMNAE ASSOCIATION SCHOLARSHIPS

*THE MARTHA VAN RENSSELAER HOME ECONOMICS ALUMNAE ASSOCIATION SCHOLARSHIP* is given in honor of Martha Van Rensselaer, the first director of home economics at Cornell. The fund was established by the College Alumnae Association in 1941, and the first award was made for the year 1942-1943. The scholarship is awarded on the basis of academic standing, leadership, and financial need, to a member of the incoming sophomore, junior, or senior class who is an outstanding student. A minimum cumulative average of 81 is required. During 1958-1959 awards of \$100 were made to Elizabeth Praus and Elizabeth Mayer and \$300 to Martha Wennerberg.

*THE ELIZABETH LEE VINCENT HOME ECONOMICS ALUMNAE ASSOCIATION SCHOLARSHIP* was established in 1953 by the Home Economics Alumnae Association of the College in honor of Miss Vincent, upon her retirement as Dean of the College. It was awarded for the first time in 1953-1954. The award is made to an entering freshman on the basis of financial need, scholastic ability, and leadership. Application is made on blanks obtainable from the Scholarship Secretary, Office of Admissions, Day Hall (see page 39). This scholarship of \$200 was awarded for 1958-1959 to Amelia Smith.

## OTHER SCHOLARSHIPS

*THE ROBERT M. ADAMS 4-H MEMORIAL SCHOLARSHIP* was established in memory of Professor R. M. Adams by the 4-H Clubs of

the State of New York in 1938. The scholarship yields approximately \$60 a year. Students who are state residents are eligible to apply after their first year in the College, and those who have been 4-H Club members are given first consideration. The award is based on financial need, leadership, and scholarship. A minimum cumulative average of 81 is required. Donna Handy was awarded the scholarship in 1958-1959.

*THE BROOME COUNTY HOME DEMONSTRATION SCHOLARSHIP* was established in 1957 by voluntary contributions of the home demonstration members in Broome County. The scholarship of \$200 is available to a junior or senior from Broome County if there is an eligible candidate; if there is no one eligible then it will be given to a student from New York State. The award is made on the basis of financial need, scholarship and leadership. A minimum cumulative average of 81 is required. Awarded in 1958-1959 to Lorna Baldwin.

*THE BORDEN HOME ECONOMICS SCHOLARSHIP*...A fund established in 1944 by the Borden Company provides for an annual award of \$300 to the top-ranking member of the senior class. The award is made in the fall prior to graduation. The recipient must have completed two or more courses in food and nutrition. The award was made in the fall of 1958 to Martha Wennerberg.

*DAUGHTERS OF THE AMERICAN REVOLUTION INDIAN SCHOLARSHIPS*...The New York State Conference, Daughters of the American Revolution, created in 1929 a scholarship in the College of Home Economics for New York Indian students. This permanent scholarship is in memory of Olive S. Whitman, late wife of ex-Governor Charles S. Whitman. Applications must be filed with Mrs. Benjamin A. Tracy, chairman of D.A.R. Committee on American Indians, 307 S. Manlius Street, Fayetteville, N.Y., by freshmen at the time of application for admission to the College. The scholarship was not awarded in 1958-1959.

*DREYFUS MEMORIAL SCHOLARSHIPS*...Two scholarships of an annual value of \$500 each were established in 1926 by Mrs. Berta E. Dreyfus in memory of her husband, Dr. Louis A. Dreyfus. In their award preference is given first to students coming from high schools of Richmond County, New York, and next to those from Sandusky, Ohio. First consideration is given to those specializing in chemistry, engineering, or agriculture or to women in home economics or arts and sciences. These scholarships are awarded to incoming juniors and seniors. Applications should be made to the Secretary of the Faculty Committee on Undergraduate Scholarships, Office of Financial Aids, 147 Day Hall.

*THE HOME ECONOMICS CLUB SCHOLARSHIP* is awarded to a member of the incoming senior class. The holder of the scholarship is

selected on the basis of financial need, leadership, and scholarship. A minimum cumulative average of 81 is required. This annual gift was first made by the Home Economics Club in 1927. The scholarship was not awarded for 1958-1959.

*THE NEW YORK STATE BANKERS ASSOCIATION SCHOLARSHIP* was established in 1940, making \$150 available to an incoming freshman who is a 4-H Club member. Since 1948-1949 the sum has been \$200.

The recipient, selected on the basis of scholarship, leadership, and financial need, must be a 4-H Club member, and must be in the group of students accepted as freshmen by the College of Home Economics. After acceptance, freshmen may obtain application blanks from the county 4-H Club Office. Lorna Lamb held the scholarship in 1958-1959.

*THE NEW YORK STATE FEDERATION OF WOMEN'S CLUBS* offers each year two scholarships of \$250 each to junior or senior girls in an accredited college in New York State. Many have been held by students in the New York State College of Home Economics. Candidates must be state residents and must be endorsed by a member club of the State Federation.

A candidate must submit a written application, before April 1, to The New York State Federation of Women's Clubs, State Federation Headquarters, Baron Steuben Hotel, Corning, New York. She must indicate her activities in and out of school, her aim in acquiring an education, and her plans following graduation from college. She must be in good health, show interest in civic affairs, and evidence of need for financial assistance to complete her education. She must furnish credentials from her college indicating her scholastic rating, and must submit at least three references, who will be consulted by the scholarship committee of the Federation. Persons named should be able to supply information concerning the character, background, habits, health, and financial need of the candidate.

Award is on the basis of superior ability, scholarship, personality, resourcefulness, and promise.

One half of the scholarship is paid to the college at the beginning of each semester upon notice to the scholarship chairman that the candidate is in good standing.

*THE GRACE SCHERMERHORN SCHOLARSHIP* was established in 1926 by the association of Homemaking Teachers of the New York City Elementary and High Schools in memory of a former director of homemaking education there. It is awarded to a student from the New York City schools who has been accepted for admission to the New York State College of Home Economics. To be eligible to apply, a student must be outstanding in scholarship and character, must indicate a desire



to teach home economics in the New York City schools, and must be suggested, by the teacher of Home Economics in her particular high school, to the scholarship chairman of the Association of Home Economics Teachers of New York City. The Executive Board makes the final choice in the selection of a candidate. The amount of the scholarship is \$200. Awarded for 1958-1959 to Patricia Barwick.

*SEARS-ROEBUCK SCHOLARSHIPS* in home economics were established in 1950 by the Sears-Roebuck Foundation. Four awards, usually \$200 each, are made to freshman women coming from rural communities of New York State. Half of the award is paid upon matriculation as freshmen, and the remaining half is paid at the beginning of the second semester. The recipients are selected on the basis of financial need, scholarship, and potential leadership. Application may be made on blanks obtainable from the Scholarship Secretary, Office of Admissions, Edmund Ezra Day Hall. (See page 39.) Awarded for 1958-1959 to Frances All, Anna Boese, Janet Nickerson, and Mary Ryan.

*TUITION SCHOLARSHIPS FOR NONRESIDENTS*. . . Eight scholarships giving waiver of tuition are open to students who are not residents of New York State. Three give preference to foreign students. Financial need and academic achievement are considered.

Scholarships to sophomores, juniors, and seniors are awarded in May and are effective for the following year. Applications for these must be made by April 15, on forms obtainable at the Office of the Secretary of the College. A minimum average of 81 is required.

Freshmen may apply on blanks obtainable from the Scholarship Secretary, Office of Admissions, Edmund Ezra Day Hall (see page 39). Awarded in 1958-1959 to Cynthia Ferris, Barbara Leech, Josephine Nealon, Vivian Rainman, Carol West, Louise Young and Sigrid Jansson (fall term).

#### DANFORTH SUMMER FELLOWSHIP AND SCHOLARSHIP

*THE DANFORTH SUMMER FELLOWSHIP* is awarded annually by the Danforth Foundation and the Ralston-Purina Mills in St. Louis, Missouri, to outstanding juniors of thirty-nine state universities. Awards have been made to juniors in this college since 1936-1937. Application is made through the Office of the Secretary of the College and should be filed by April 15.

This fellowship provides opportunity to study problems of manufacturing, commercial research, distribution, advertising, personnel, and leadership. It covers the student's expenses for two weeks of study and observation at the Ralston-Purina plant in St. Louis and for two weeks of leadership training at the American Youth Foundation Camp on Lake Michigan.

Chosen by a faculty committee and by the scholarship holder of the previous year, the recipient is selected for her interest in the commercial field, her scholarship and leadership ability, and her physical, mental, social, and religious development. In 1958-1959 the award was made to Helen Pratt.

*THE DANFORTH GIRLS' SCHOLARSHIP* has been awarded annually to an outstanding freshman in the College of Home Economics since 1941-1942. Application is made through the Office of the Secretary of the College. Two weeks of leadership training with free tuition and expenses at the American Youth Foundation Camp on Lake Michigan is provided the recipient. The scholarship was awarded in 1958-1959 to Margaret Stack.

For information concerning *Graduate Fellowships and Scholarships*, see p. 48.

## PRIZES

*THE PAUL H. GULDIN MEMORIAL ENDOWMENT*, established by Mrs. Paul H. Guldin as a memorial to her husband, a graduate of the College of Agriculture in 1912, is to encourage undergraduate students in the Colleges of Agriculture and Home Economics to become interested, and to take part, in the development of a more adequate rural leadership. The income supports a contest for the best original articles or stories, written by undergraduates in these Colleges and published in the *Cornell Countryman*, that contribute to the purpose of the endowment. The contest includes all issues of the magazine for the academic year. A first prize of \$100, a second prize of \$50, and two third prizes of \$25 each are available. Awards will be made not later than June 1 by a committee from the Faculty, appointed by the Dean. In 1958, Brenda Dervin of the class of 1960 and Rochelle Leffert of the class of 1959 received honorable mention.

*For information concerning prizes offered in the University and open to competition of students in the College of Home Economics, see the Announcement of Prize Competitions, which may be obtained from the Visitor Information Center, Edmund Ezra Day Hall.*

## GRANTS

*ALUMNAE ASSOCIATION CASH AWARDS*. . . A small fund is maintained by the Alumnae Association of the New York State College of Home Economics from which worthy students under financial pressure may receive limited amounts. Applications should be made through the chairman of the alumnae committee on scholarships on blanks available in the Office of the Secretary of the College.

*HOME BUREAU GRANTS* of varying amounts were made from accumulated funds to seven students for 1958-1959: Ann Byrne, Doris Crane, Linda Loomis, Francis Pennisi, Kathleen Rayment, Lois Tyler, Marianne Young.

## LOANS

Loan funds are available to students after they have been in residence for at least one term. Information may be obtained through the Office of Financial Aids, 147 Edmund Ezra Day Hall, and application may be made through that office.

*LAMBDA CHAPTER OF EPSILON SIGMA PHI*, national honorary extension fraternity, maintains a small loan fund for students. Other factors being equal, preference is given, but loans are not limited, to applicants who have parents and/or other relatives who are or were members of Epsilon Sigma Phi. Miss Vera Caulum, 283B Van Rensselaer Hall, is chairman of the loan fund committee.

## GRADUATE ASSISTANTSHIPS, FELLOWSHIPS AND SCHOLARSHIPS

*Graduate assistantships*, available in each of the departments of the College of Home Economics, offer opportunities for some students to gain experience in college teaching, in preparation of teaching material, or in research, and also to secure financial aid. General information regarding assistantships and requests for application forms should be addressed to the Secretary of the New York State College of Home Economics, Cornell University. Inquiries about the stipends and duties of specific assistantships may be addressed to the head of the department concerned. Application should be filed by February 15, if possible, and notification will be sent April 1. Students must be accepted in the Graduate School before they will be considered for assistantships.

*Fellowships and scholarships* are available for a limited number of graduate students. Applications are due February 15, and fellowship awards are announced April 1. Full information and application forms are available at the *Office of the Graduate School*, Edmund Ezra Day Hall. Applications should be returned to that office together with the application for admission.

*University Fellowships*, both junior and senior, are available to graduate students in home economics in competition with all graduate students in the University. (See *Announcement of the Graduate School* for further information.)

The following fellowships are for graduate students in home economics specifically:

*GENERAL FOODS FUND FELLOWSHIPS*... Several fellowships for graduate study in the New York State College of Home Economics were established in 1956 by the General Foods Fund. Applicants may major in any department of the College of Home Economics and may register for either the Master's or Doctor's degree. The maximum amount of a fellowship will be \$3000.

*THE KATHARINE WYCKOFF HARRIS FELLOWSHIP* is available to candidates for advanced degrees who are majoring or minoring in home economics fields. The award is made on the basis of academic record, successful experience in institution management, and potential contribution to the field of dietetics. Preference is given to a qualified candidate whose major interest is in institution management. Total value of the fellowship is \$1500. The fellowship was awarded for the first time in 1957-1958.

*THE HELEN CANON SCHOLARSHIP* of approximately \$200 is available for a graduate student preferably in the field of Economics of the Household and Household Management.

*GRANT FOUNDATION FELLOWSHIPS*... Two or more of these will be offered for the academic year 1959-1960. They are for advanced students in family life education who wish to pursue work toward the Ph.D. degree in child development and family relationships. Amount of the fellowships varies but is approximately \$2000.

A Master's degree or the equivalent, in psychology, sociology, child development and family relationships, or a related field is required. Evidence of superior ability to pursue graduate work and interest in working toward the Ph.D. degree are also required.

*THE ANNA CORA SMITH SCHOLARSHIP* of \$700 is awarded for research in home economics. The research must aim "to add to home economics knowledge and to make all its teachings more useful both to the state and to the individual."



## ADMISSION TO THE COLLEGE

Home economics is the study of the home and of family life through the arts and sciences manifested in them. The home economist, by Cornell standards, is a woman prepared for satisfying personal and family life, intelligent citizenship, and economic independence. The committee on admissions selects freshman and transfer students who meet the criteria mentioned below.

## ADMISSION POLICIES

The present admission policies have grown out of the experience of the committee on admissions for this College in selecting students over a period of years. The fact that this is a state-supported college and each year has many more applicants than can be accommodated has determined the policies and practices of admission. The College is obligated to try to select those applicants who seem to give promise of being most able to profit by a home economics education, and who seem likely to make real returns to the state both through their vocational contribution and through their influence and leadership in the community.

As a state-supported institution, the College is limited in the number of out-of-state students who can be accepted—15 per cent of the entering class. There are no other quotas used by the committee on admissions in selecting students. No county, city, or school quotas exist, nor is preference given on the basis of early application or previous family connection with the University.

Since this is a competitive, selective admissions situation, it is a policy of this College that decisions about admissions be made by a committee of our faculty rather than by a single individual.

## COMMITTEE ON ADMISSIONS

The committee on admissions consists of the Dean, the Coordinator of Resident Instruction, and the class counselors. The class counselors are faculty members with psychological training who serve as advisers and work with the students on personal, educational, and vocational matters during the four years they are in college. This provides an unusual opportunity for the majority of the members of the admissions committee to be aware of how students perform after being selected in accordance with the approved selection criteria.

## SELECTION CRITERIA

Minimum academic standards have been established to ensure, insofar as possible, that accepted students will be able to meet the scholastic standards of the University. Since the College has as its goal, in the

selection of applicants, a student body composed of persons of well-balanced interests and abilities, the applicants who present the best all-round total records are admitted and not those who present high academic records only. The application of every student who is interested in the program of the College and who can meet the minimum standards described on page 51 is welcomed for this reason.

In addition to academic qualifications, the committee attempts to determine attributes of the student such as breadth and continuity of interests, characteristics of personality such as self-reliance and industry, and the basis of interest in home economics. An effort is made to determine whether it seems likely that the applicant will be successful in a large university where she is to be thrown on her own resources, where she must make her own judgments, and where she must establish herself as a member of a large group.

The committee considers the following sources of information about the candidate: the academic record submitted by her school, results of test scores, statements from high school or college staff members, reports of extracurricular activities, special interests and work experience, personal recommendations, and the interview. The personal interview, which each applicant has with several members of the committee on admissions in February or March, also provides an opportunity for the candidate to ask questions regarding the program of the College and its appropriateness for her and to learn other facts pertinent to applications. The committee on admissions advises each applicant to investigate other educational opportunities and to make alternative plans to which she may turn in case she is not accepted by this College. This suggestion is offered because the number of applicants who meet the minimum scholastic requirements for entrance greatly exceeds the number that can be admitted.

## **APPLICATION PROCEDURE FOR FRESHMAN AND ADVANCED-STANDING APPLICANTS**

### *Required Examinations*

Freshman and advanced-standing applicants are required to submit scores from the Scholastic Aptitude Test of the College Entrance Examination Board, Box 592, Princeton, New Jersey. Students are advised to take the test in January of the senior year, but the committee on admissions accepts scores from other testing periods, including those taken during the junior year in high school.

### *March 1*

Closing date for applying for admission to this College. The application form must be received on or before March 1.

Freshman and advanced-standing students are admitted in September only.

Application forms may be obtained from the Director of Admissions, Edmund Ezra Day Hall, Cornell University, Ithaca, N.Y.

Although priority of application in no way affects the decisions of the committee on admissions, high school seniors are urged to make application in the fall of the senior year in order to facilitate the gathering of application data for the use of the committee.

### *February-March*

During these months the committee on admissions interviews applicants for admission. Interviews are held in Schenectady, Buffalo, Ithaca, and New York City. Applicants are notified in February and early March of the dates scheduled in each city, and they may indicate where they wish to be interviewed.

### *April*

All applicants are notified in April of acceptance or rejection.

## **MINIMUM SCHOLASTIC REQUIREMENTS FOR FRESHMAN APPLICANTS**

In order to be entitled to consideration for admission, applicants must meet these requirements:

1. Sixteen units representing completion of a secondary-school course and in the main to be made up of English, foreign language (ancient or modern), mathematics, science, and social studies including history. Although it is not *required*, it is desirable for students to take both biology and chemistry in high school, since the degree our graduates are awarded is a Bachelor of Science and our graduation requirements (pages 19-20) include college work in both biological and physical sciences. Most of our applicants offer a typical college preparatory program.

A detailed statement with regard to high school subjects which may be offered for admission is given below under "Entrance Subjects and Units."

2. Achievement in *two* of the following three:

- a. A high school average of at least 85 at the end of the seventh semester.
- b. A scholastic rating in the upper two-fifths of the high school graduating class at the end of the seventh semester.
- c. A score of 500 or above on the verbal section of the Scholastic Aptitude Test of the College Entrance Examination Board.

## ENTRANCE SUBJECTS AND UNITS

The subjects that may be offered to satisfy entrance requirements and the number of entrance units that may be credited in each subject are listed below. A unit represents a year of study in a given subject in a secondary school. Ordinarily, it takes 120 hours of classroom work to satisfy the requirements of a year's study—that is, a minimum of 160 class periods if each period is forty-five minutes long. Two hours of laboratory are considered equivalent to one hour of classroom work. In drawing and industrial arts, 240 hours are required to earn one unit and 120 hours to earn one half-unit.

ENGLISH 4 YEARS (required of all entering students) .....4

FOREIGN LANGUAGES (modern and ancient) .....1, 2, 3, or 4

*(It is desirable to present at least two years of a foreign language for entrance credit, although credit will be granted for a single year of study in not more than two languages.)*

### MATHEMATICS

Elementary Algebra .....1	Plane Geometry .....1
Intermediate Algebra .....1	Solid Geometry ..... $\frac{1}{2}$
Advanced Algebra ..... $\frac{1}{2}$	Plane Trigonometry ..... $\frac{1}{2}$

Or (for schools following the recommendations of the College Board Commission on Mathematics):

College Preparatory Mathematics .....1, 2, 3 or 4

### SCIENCES

Biology .....1	Physical Geography ..... $\frac{1}{2}$ -1
Botany ..... $\frac{1}{2}$ -1	Physics .....1
Chemistry .....1	Zoology ..... $\frac{1}{2}$ -1
General Science .....1	

*(If a unit in biology is offered, a half-unit in botany and a half-unit in zoology may not also be counted.)*

SOCIAL STUDIES, including history (each course)..... $\frac{1}{2}$ -1

### VOCATIONAL SUBJECTS

Agriculture ..... $\frac{1}{2}$ -7	Home Economics ..... $\frac{1}{2}$ -6
Bookkeeping ..... $\frac{1}{2}$ -1	Industrial Arts ..... $\frac{1}{2}$ -1
Drawing ..... $\frac{1}{2}$ -1	

ELECTIVES—any high school subject or subjects not already used and acceptable to the University ..... $\frac{1}{2}$ -2

## UNIVERSITY HEALTH REQUIREMENTS

Each student upon entering the University is expected to assume personal responsibility for the health requirements adopted by the Board of Trustees of Cornell University. Details of these requirements will be found in the *Announcement of General Information*, which may



be obtained from the Visitor Information Center, Edmund Ezra Day Hall, or by writing to Cornell University Announcements, Ithaca, New York.

## **ADMISSION WITH ADVANCED STANDING**

In order to obtain the degree of Bachelor of Science, the student must meet the requirements for this degree as stated on pages 19-20. Advanced-standing students must complete 60 credits at Cornell, 20 of which must be in home economics. Credits earned in the Cornell Summer Session may be counted.

The records of students admitted to the College of Home Economics from other colleges in Cornell University or from other institutions of collegiate rank may be submitted for credit toward advanced standing. Credits submitted from institutions other than Cornell will be accepted for transfer only if grades are equivalent to or above the Cornell 70, and if the courses taken elsewhere can be appropriately fitted into our requirements for the Degree of Bachelor of Science (see pages 19-20). Transfer is seldom made from unaccredited institutions. If made, it is conditional and tentative until the end of the first year of residence. Applicants for admission should direct questions concerning the granting of credit to the chairman of the Committee on Admissions in the College of Home Economics.

Students may find it necessary to spend more than the normal length of time to obtain the degree in order to meet these requirements and those of their field of professional or preprofessional preparation. The amount of time varies with the extent and nature of the student's academic background at the time of admission and with her field of special interest.

## **ADMISSION OF STUDENTS FROM COUNTRIES OUTSIDE THE CONTINENTAL UNITED STATES OF AMERICA**

Because of the difficulty of evaluating course work taken at educational institutions outside the United States of America, no commitment can be made at the time a student applies for admission regarding the amount of credit a student might receive toward her degree from this College. This assessment of previous work taken can be made only after the student is enrolled in the College, when she is available personally to discuss the nature of her previous work and when the College can arrive at some judgment of her background on the basis of her performance in courses taken here. If students from other countries hope to receive college credit for work taken elsewhere, we suggest that they bring statements (in English) from their previous professors

indicating the scope of the subject matter taken, and a description of how the course was conducted, together with that professor's evaluation of the student's grasp of the subject matter taken.

Applicants for admission from foreign countries expecting to work for the Bachelor's degree usually are accepted as "Special" students (see below), until there has been opportunity to determine how well they can handle the academic program of the College.

## ADMISSION WITH SPECIAL STANDING

"Special standing" means that the student so classified has not been accepted as a regular student working for a Bachelor's degree or for an advanced degree (Master's or Doctor's).

Special students must take at least two-thirds of their work in the State Colleges of Cornell University (Home Economics, Agriculture, and Industrial and Labor Relations) each semester they are registered in the College. They are expected to maintain the same academic standards as undergraduates (see page 59). Work taken while classified as a special student may be counted toward the requirements of the Bachelor's degree, but may *not* be counted toward the requirements of advanced degrees. Applicants who wish eventually to work for a Master's or for a Doctor's degree but who cannot be accepted without qualification at the time they apply, should investigate registration in the classification of "non-candidate" in the Graduate School.

Application should be made to the University Director of Admissions for entrance with special standing in the College of Home Economics. The applicant should write to the chairman of the Admissions Committee of the College indicating the type of work she wishes to take as a special student.

Special students pay the same University fees as those paid by regular students in the University (see pages 35 and 37). Applicants should correspond with the Office of the Dean of Women regarding rooms.

Out-of-state special students taking a full-time schedule of twelve or more credit hours will pay tuition of \$200 a semester. For special students who are teaching or otherwise employed in the Ithaca community, and who are registered for less than a full-time schedule, tuition may be adjusted by the Treasurer. Special students who are state residents and who hold a first degree from the New York State College of Home Economics will be charged \$32.03125 a credit hour for courses taken in the colleges not state-supported.

## ADMISSION TO THE GRADUATE SCHOOL

Inquiries about admission and requests for specific opportunities for advanced study should be addressed to *The Graduate School*, Edmund Ezra Day Hall.

## THE GRADUATE PROGRAM

All graduate students who take their major work in some area of home economics are registered in the Graduate School and receive their higher degrees from this school. Names of the members of the faculty of the College of Home Economics who are also members of the faculty of the Graduate School will be found in the *Announcement of the Graduate School*. The graduate fields for major and minor study in the area of home economics are Child Development and Family Relationships, Economics of the Household and Household Management, Food and Nutrition, Housing and Design, Home Economics Education, Institution Management, and Textiles and Clothing. A minor in General Home Economics is also available. Course descriptions will be found on pages 63 to 102 of this *Announcement*.

Since students registered in the Graduate School of Cornell University may use the facilities in any of the colleges, graduate programs have great flexibility. Students majoring in any field of home economics frequently carry minors in related fields outside the College of Home Economics. Students majoring in other areas may carry minors in the fields within home economics.

## ADVANCED DEGREES

**MASTERS' DEGREES.** . . Graduate study leading to a Master's degree is offered in the fields in home economics mentioned above. A student may select either a major or a minor in any of these fields. Home Economics Education is also an approved subject for study leading to the professional degree of Master of Education.

**DOCTORS' DEGREES.** . . The approved major fields of study leading to the Ph.D. degree are Child Development and Family Relationships, Economics of the Household and Household Management, Food, Food and Nutrition, Nutrition, Socio-Economic Aspects of Housing, and Home Economics Education. Home Economics Education is also an approved subject for study leading to the professional degree of Doctor of Education.

Research is a significant part of the graduate program. Students work under the supervision of faculty members to gain experience and training in general research methods and in specific techniques which are related to their special fields of study. A student may share in one of the several college research studies that are in progress as departmental or interdepartmental projects. Alternatively, he may undertake individual research on some other project in which he has a particular interest. Each department carries on a continuous program of experimentation and study. The programs of the Cornell University Housing Research Center and the Cornell University Social Science Research

Center offer opportunity for university-wide cooperation in the area of research.

For full information regarding the M.S. and Ph.D. degrees, see the *Announcement of the Graduate School*; regarding professional degrees in education, (M.Ed. and Ed.D.), see the *Announcement of the School of Education* as well as the *Announcement of the Graduate School*; regarding the degrees of Master of Nutritional Science or Master of Food Science, see the *Announcement of the Graduate School of Nutrition*. All these Announcements may be obtained by writing to the Announcements Office, Edmund Ezra Day Hall, Cornell University, Ithaca, N.Y.

## PROCEDURES AND SPECIAL REGULATIONS

### PREREGISTRATION

During each semester a period designated *preregistration* is used by the students to plan their programs in consultation with their counselors. The purpose of the preregistration period is to give time for thoughtful planning of programs; therefore, it is assumed that the student will adhere to this program unless unusual circumstances make changes necessary.

### REGISTRATION

Registration permits for the fall term are sent to each student from the Office of the Registrar before the beginning of the term. With these are directions for registration in the University. If a student has not received registration cards by registration day, she should go in person to the Office of the Registrar to procure them. Instructions for registration in the College are issued by the Secretary of the College.

Registration cards for the spring term will be given out at a time and place specified by the Registrar. Notice of the time and place will be posted in advance.

Special students follow the same procedure for registration as regular students.

A student who is absent from registration is liable for the late-registration fee. (See page 58 for this and other fines for late registration and preregistration.)

### CHANGES IN COURSE REGISTRATION

A student cannot receive credit for a course unless she has registered for it in the College Secretary's office. If she attends a class without formal registration, she receives no credit for the course. Any student



whose name continues on a class list because of failure to file a change-of-registration slip will receive a failing grade. Cancellation or addition of any course must be recorded in the Secretary's Office. Procedures for change of registration are as follows:

A student must register according to the schedule she planned at the preregistration period and which she receives on registration day. During the first week of a semester a student who finds it necessary to drop a course or to add another course must obtain approval and a change-of-registration slip from the class counselor. This slip must be signed by the instructor in each course being added or dropped and must be handed in to the Secretary of the College, Room 146, before the end of the first week of classes.

From the second week of the semester through the fifth week changes may be made only through petition after consultation with the class counselor. A petition blank *and* a change-of-registration slip may be obtained from the class counselor and should be returned to her for referral to the faculty committee on petitions and academic standing. The student will be notified by the Secretary of the College of the action taken by the committee.

Beginning with the sixth week of a semester, changes in academic program cannot be made except in very exceptional cases.

## USE OF PETITIONS

A student may petition the committee on petitions and academic standing when for some unusual reason it seems impossible or unwise for her to comply with the rules of the University or College. The following examples are given in order that students may be clear on appropriate uses to be made of petitions:

(1) When it is necessary to change the schedule during the term. The student should continue to follow the program for which she is registered until officially notified that action has been taken on her petition.

(2) When a student wishes to carry a schedule of more than 18 hours, exclusive of physical education. The student should have a minimum average of 80 for the preceding term if filing such a petition. (Students receiving course credit for work in Sage Chapel Choir in spring semester may register for 17 academic hours in addition without petitioning.)

(3) When it is necessary to carry a schedule of less than 12 hours.

(4) When it is proposed to meet the graduation requirements in a special way, including permission to study *in absentia*.

When a student's petition is denied she has the privilege of requesting an opportunity to appear before the committee to present her case and appeal the decision.

## FINES

A student registering in the University after the close of registration day shall first pay a fee of \$5. Permission to register late must be obtained from the Assistant Secretary of the College.

Students failing to preregister during the announced periods will not be allowed to register until after the term commences and therefore will be held to pay a \$2 fine to file the study card after registration day.

These assessments may be waived only if failure to comply with the regulation was due to reasons beyond the student's control. Application for such a waiver should be made to the Assistant Secretary of the College.

A student who fails to follow the above procedure in changing registration, and who has initiated a change in schedule during the week of changes but failed to get it in on time, and whose petition to correct this error is granted, will be liable for a fee of \$3. This assessment may be waived only if, in the judgment of the committee on petitions and academic standing, failure to comply with the regulation was due to reasons beyond the student's control.

To remove the grade of *incomplete* and receive credit for the course, a student must obtain a permit from the Assistant Secretary of the College and must pay a fee of \$2 unless waiver of the fee is granted by that officer.

## LIBRARY FINES

Any fines or charges for loss or damage to books should be paid within ten days. The names of students delinquent in the payment of library fines or charges will be sent to the Office of the Treasurer of the University, where payment will be enforced in the same way as is the payment of other University accounts.

## GRADES

Grades in the University are reported to the Registrar on the numerical scale of 0 to 100, 60 being the lowest passing grade.

In May, 1949, the faculty of the College agreed to the following interpretation of grades assigned in courses in home economics:

<i>Freshmen and Sophomores</i>		<i>Juniors and Seniors</i>		<i>Graduate Students</i>
Superior .....	87-100	90-100		92-100
Good .....	79-86	83-89		86-91
Average .....	74-78	78-82		80-85
Fair .....	66-73	70-77		75-79
Inferior .....	60-65	60-69		Below 75
Failure .....	Below 60	Below 60		Below 60

The grade of *incomplete* (*Inc.*) is assigned if the work of a course is not completed but, in the judgment of the instructor, the student has good reason for the deficiency and has shown evidence that she can complete the work of the course satisfactorily.

A grade of *incomplete* must be removed before the expiration of two terms and a summer session, otherwise the grade automatically becomes a failure and is averaged in the student's record as 50. A grade of *Abs.* (*absence from final examination*) is treated similarly and is made up in the same manner as an *Inc.* (See above.)

At the end of the fall term a student may call for a statement of her grades at a place to be announced by the Registrar. Students desiring a copy of final spring-term grades must leave a stamped self-addressed envelope (indicate college or school in lower left corner) at the Registrar's Office, 240 Edmund Ezra Day Hall. Otherwise a copy may be obtained at that office upon the student's return to campus in the fall.

The official record of the student's credits is in the Office of the University Registrar, to whom requests for transcripts of record bearing the University Seal must be made.

## ACADEMIC STANDING

A cumulative average of 70 is required for graduation. A student whose cumulative average is below 70, or whose average for a given term is below 70, is considered as not making satisfactory progress, and her record is reviewed by the faculty committee on petitions and academic standing as soon as possible after the close of the semester. She may be warned, placed on probation or strict probation for a term, or she may be asked to leave the University. When any of these actions is taken, the student may request an opportunity to appear before the committee to present her case and appeal the decision. Parents are notified of committee decisions regarding academic standing.

Unless she is a resident of Ithaca, a student whose University attendance has been officially discontinued is expected to leave town within five days of the time of this discontinuance.

At the middle of the term during which a student is on strict probation she is requested to appear before the faculty committee and present her current academic record.

Students who are on probation or strict probation are expected to abide by the following regulations adopted by the University faculty, February 12, 1947:

"No student who is on probation shall represent the University on any student organization or individually, either at home or abroad, nor shall he participate in the performance or management of any play, nor shall he hold the position of manager or assistant manager of any student activity, or any editorial position or any class office, nor shall he

compete for any of the positions mentioned, nor shall he have membership on any athletic team or practice with such a team or have participating membership in any student organization. (The foregoing statement is not intended to apply to the intramural sports program.) If a student is placed on probation or strict probation, he is required to send immediate written notice of this fact to any and all University or student organizations with which he may be connected as officer, competitor, player, or worker of any sort whatsoever, and he shall inform such organizations that his connection with them has become non-participating.

"The term 'non-participating' is here interpreted to mean that the student may attend the meetings of and vote in any organization of which he is a permanent member but that he may not undertake any position or job in any University or student organization which consumes any of his time."

Records of students who fail to complete or to pass a total of 12 hours in any term will be reviewed by the Committee on Petitions and Academic Standing unless they have already been granted permission by that committee to carry less than 12 hours (see pages 23, 57). In the latter cases the records will be reviewed if the student fails to complete any part of her program.

## ATTENDANCE AND ABSENCES

Regular attendance at lectures, recitations, and laboratory periods is expected throughout each term, beginning with the first day of instruction. In all cases of absence from class the student herself is responsible for explaining the reason for her absence directly to the instructor concerned. The instructor will decide whether or not the work may be made up. Any student who has been ill in the Infirmary should keep the slip issued to her by the Infirmary when she is discharged and present this to her instructors when explaining her absence.

The excessive absence of any student will be reported to the class counselor concerned, in order that the counselor may investigate and help the student make whatever adjustment seems necessary.

A student whose record shows persistent absence may at any time be dismissed from the College on recommendation of the petitions committee. A student not in attendance on University duties and not a resident of Ithaca must leave town within five days after her University attendance has been officially discontinued.

## EXAMINATIONS

The schedule of term examinations is prepared in the Office of the University Registrar. There is to be no deviation from this except to avoid conflicts.



Exemptions from examinations may be granted to superior students at the discretion of the instructor concerned.

When a student misses an examination for an unavoidable reason, such as illness, a grade of *Abs.* may be given and arrangement made for a make-up (see page 59).

## PROCEDURE FOR LEAVE OF ABSENCE OR WITHDRAWAL

If a student finds it necessary to withdraw from the University, application should be made at the Office of the Secretary of the College for a leave of absence or a withdrawal.

A leave of absence is granted for one semester only. At the request of the student it may be extended for a second semester. If the student does not indicate her intention to return before the beginning of the third term her record will be closed by a withdrawal.

If the student wishes to re-enter at a later date, after having had a withdrawal, she must reapply through the Home Economics committee on admissions. Her application should be made, if possible, at least two months in advance of the date she wishes to return.

## SUMMER STUDY CREDIT

Summer study at institutions other than Cornell will be considered study *in absentia*, and credits transferred will be counted in the fifteen allowed for study elsewhere beginning with the summer of 1958. (See regulations governing study *in absentia*.)

## STUDY IN ABSENTIA

All study taken away from Cornell University after matriculation in the College of Home Economics and applied as credit toward a Cornell degree will be considered as study *in absentia*, whether it be taken in regular session, summer session, or while on leave of absence, and regardless of whether taken in freshman, sophomore, junior, or senior year. Such study may not exceed 15 credit hours. A fee of \$12.50 will be charged for study *in absentia* during the fall or spring semesters, but not for such study during summer session. Study in the Cornell Summer School is not considered as "in absentia."

The regulations concerning study *in absentia* are the same for transfers as for other students, except that students who enter as transfers from another institution will be required to complete at least 60 credits at Cornell, of which at least 20 must be in Home Economics. (See p. 53.)

Permission for study *in absentia* is granted by the faculty committee on petitions and academic standing. Request may be made on forms

obtainable from the class counselor. To receive consideration a student must be in good academic standing.

A student who registers for study *in absentia* must plan her program so as to meet all graduation requirements in biological, physical and social sciences, English, and Home Economics at Cornell University, except as approved for advanced-standing credit at the time of matriculation. Credit taken *in absentia* will be transferred only when grades for such work are equivalent to the Cornell 70 (usually interpreted as C, or 70 where the passing grade is 60), and provided it does not duplicate work taken at Cornell. The proposed program must be approved by the student's counselor, and the institution where it is to be taken must be approved by the Secretary of the College in regard to accreditation.

A student who is following a professional curriculum in which certain courses are required (for example, A.D.A., or Teacher Certification) must file her request for acceptance of credit not only with the faculty committee on petitions and academic standing, but also with the curriculum committee concerned, if she wishes credits earned through study *in absentia* applied toward any of the specific professional requirements.

A holder of a Regents College Scholarship or a Scholarship for Children of Deceased or Disabled Veterans may claim it for the term she is registered *in absentia* provided she registers for a minimum of 15 credit hours which are acceptable to the College as part of the 120 hours required for graduation. A senior who holds one of these scholarships and who studies *in absentia* in her final term is permitted to register for whatever number of credits she needs to complete her requirements for the degree.

## DESCRIPTION OF COURSES

TO OBTAIN for its students a broad background of educational experience the College of Home Economics supplements the courses offered in its various divisions of instruction with those given in other colleges of the University. Students should acquaint themselves with the catalogue descriptions of courses in these related departments.

Courses in home economics are numbered as follows:

*Courses below 300:* primarily for underclassmen.

*Courses in the 100 group:* without prerequisite.

*Courses in the 200 group:* requiring sophomore standing or a course prerequisite.

*Courses in the 300 group:* primarily for juniors, seniors, and graduates.

*Courses in the 400 group:* for graduates.

*Unless otherwise noted, all courses are given in Martha Van Rensselaer Hall.*

*\*Courses starred represent the required homemaking core (see page 20).*

## COUNSELING SERVICE

JEAN FAILING, *Chairman*; THERESA HUMPHREYVILLE, SALLY SPENCER, ESTHER STOCKS, MRS. DORIS WOOD.

100. *ORIENTATION*. Fall. Credit two hours. Required of all first-term freshmen. Miss HUMPHREYVILLE and department staff.

T Th 9. Sec. 1, Amphitheatre; Sec. 2, Room 121; Sec. 3, Room 124; Sec. 4, Room 117.

Designed to help the student understand the variety of educational experiences available within the University, and to help her acquire information and points of view that will facilitate the making of decisions relevant to her educational, vocational, and personal life. Discussion of personal, social, and study problems of college students, the making of educational and program plans, and investigation of some of the vocational opportunities in home economics.

300. *SPECIAL PROBLEMS*. Fall and spring. Credit and hours to be arranged. Department staff.

For independent work on a problem not dealt with by Orientation; or for special arrangement of course work necessitated because of previous training.

403. *SPECIAL PROBLEMS FOR GRADUATE STUDENTS*. Fall and spring. Credit and hours to be arranged. Department staff.

For graduate students recommended by their chairmen and approved by the head of the department and the member of the staff in charge of the problem for independent, advanced work.

407. *THESIS AND RESEARCH*. Fall and spring. Credit and hours to be arranged. Misses FAILING and HUMPHREYVILLE.

## CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS

ALFRED L. BALDWIN, *Head*; RUTH AMSDEN, MRS. HELEN M. BAYER, MRS. JENNIFER BIRCKMAYER, W. LAMBERT BRITTAIN, URIE BRONFENBRENNER, ROBERT H. DALTON, EDWARD C. DEVEREUX, JR., HAROLD FELDMAN, MARY FORD, JOHN HARDING, HARRY LEVIN, EUGENE PEISNER, KATHERINE M. REEVES, HENRY RICCIUTI, MRS. RUTH H. THOMAS, JOSEPH A. WAGNER.

The study of child development and family relationships is closely related to the biological and social sciences. To understand human behavior it is necessary to understand the physical and psychological structure of the person; it is also necessary to understand his economic, social, and other activities in the total social framework of a given culture. Since the development of the person is especially influenced by the intimate relationships in the family, the Department of Child Development and Family Relationships concentrates upon the study of family life.

In the laboratories for the study of child development and family relationships opportunities are provided to observe and work with children from two years of age through adolescence. In some of the laboratory groups parents are also in attendance. Arrangements may be made for visiting in the homes of certain of these families. In addition, experience is provided in the city nursery schools, the play groups in the settlement houses, and other organized groups in the community.

The Department of Child Development and Family Relationships offers the following major:

CD & FR 115	The Development of Human Behavior	3 hrs.
CD & FR 162	Family Relationships	3 hrs.

In addition to the six-hour core, the student must take a minimum of twelve hours distributed as follows:

1. CD & FR 230	Experience with Children	}	3 hrs.
or			
CD & FR 330	Participation in the Nursery School	}	3 hrs.
2. CD & FR 360	Psychodynamics of Personality		
3. CD & FR 315	Advanced Child Development	}	3 hrs.
or			
CD & FR 367	The Family and Society	}	3 hrs.
4. Elective—any course in the department			
			18 hrs.

Although the department does not offer an honors program leading to a degree with honors, it does offer an honors seminar (CD & FR 398-399) and admission to certain graduate courses for the highly competent student. Selection of students for this seminar takes place during the second semester of the junior year. Students interested in applying should discuss their plans with the instructor well in advance.

Courses in other departments of the University that are related to the work in child development and family relationships are in *psychology*, *education*, *anthropology*, *sociology*, and *zoology*.

\*115. *THE DEVELOPMENT OF HUMAN BEHAVIOR*. Fall. Credit three hours.  
Mr. BRONFENBRENNER.

T Th S 10. Room 45, Warren.

The aim is to contribute to the beginning student's knowledge and understanding of human beings through a study of their development from infancy to adulthood. Attention is focused on the role of biological factors, interpersonal relationships, social structure, and cultural values in changing behavior and shaping the individual. Special emphasis is given to the practical and social implications of existing knowledge.



This course, in addition to being part of the core requirement in Child Development and Family Relationships, is one of three interdepartmental courses dealing with the general topic of the "Nature of Man" from the perspectives of the behavioral and biological sciences. The other courses in the group which are open to but not required of students in this college are Zoology 201 and Sociology-Anthropology 204. The courses may be taken singly or in any order.

141. *INTRODUCTION TO EXPRESSIVE MATERIALS*. Fall and spring. Credit three hours. Limited to 16 students. Mr. BRITTAIN.

T Th 2-4. Room NB-19.

Designed to explore the means and materials suitable for creative expression throughout the total age range. Students are expected to acquire competence in evaluating and utilizing various media, and understanding of the creative process as seen in the various developmental stages. Experimentation in paint, clay, chalk, crayon, paper, wire, plaster, wood, and other materials.

150. *CHILDREN'S LITERATURE*. Spring. Credit two hours. Miss REEVES.  
M W 2. Room 117.

Literature as a resource in the child's living. The relation of children's literature to world literature. Traditional and modern forms. Illustration in children's books.

The student is expected to read widely in the literature for children two to twelve years of age, to participate in a story-telling group, and to work intensively on a problem of her own selection.

\*162. *FAMILY RELATIONSHIPS*. Spring. Credit three hours. Not to be taken by students who have completed Child Development and Family Relationships 102 without consultation with the instructor. Mr. FELDMAN.

T Th S 10. Amphitheatre. The class will meet as a whole on Tuesday and Thursday. The third meeting will be either a whole group meeting on Saturday or there will be small group discussions. The student is to have one of the following hours free for the discussion period: F 10, S 10 or 11.

Deals primarily with the formation, organization, and functions of the family in present day Western culture. In addition, historical and cross-cultural comparisons will be made. While the primary emphasis is on the husband-wife relationship, other topics such as dating, courtship, divorce, widowhood, and the non-married will be considered. The impact of other institutions, as well as biological and personality factors, will be considered as they are germane to the above topics.

210. *PRINCIPLES FOR CHILD GUIDANCE*. Spring. Credit three hours. Open to juniors, seniors, and graduate students. Prerequisite, one course in child development and family relationships or psychology. Mr. HARDING.

M W F 2. Room 121. Each student attends a small weekly discussion group, held T 2 or W 3. Each student plans individually for observation in the nursery school for approximately one hour per week.

Analysis of adult-child interaction from the standpoint of the effects of the adult's behavior on the child. Guidance procedures observed directly in the nursery school. Classroom discussion and assigned readings relate these procedures to those followed by parents in bringing up children, and to those followed by therapists in treating children's behavior problems.

230. *EXPERIENCE WITH CHILDREN*. Fall and spring. Credit three hours. Primarily for sophomores. Recommendation of adviser and instructor's signature required at preregistration. Miss REEVES.

Discussion, T 2-4. Room 124. Laboratory periods individually arranged. The student must have one morning (other than Saturday) and one afternoon free for participation assignment.

Directed experience with young children in nursery schools and organized groups in the community. Observation, reading, reports.



*Participating student cooperates in dramatic play of nursery school children.*

300. *SPECIAL PROBLEMS*. Fall and spring. Credit and hours to be arranged. Department staff.

For students recommended by counselors and approved by the head of the department and the instructor in charge for independent, advanced work not otherwise provided in the department; or for special arrangement of course work necessitated because of previous training. One facility for special problems is the creative arts laboratory. The signatures of the professor concerned and the head of the department are required at preregistration.

302. *HEALTH OF THE FAMILY*. Fall and spring. Offered twice each semester. Credit two hours. Open to juniors, seniors, and graduate students.

T Th 2-4. M.V.R. Annex.

The promotion of health and prevention of illness in the family; causes and symptoms of illness, care of the sick or injured in the home, and major health problems and community responsibilities are discussed. A unit is also devoted to meeting the needs of the sick or handicapped child.

Satisfies the requirements for home nursing leading to certification for teaching at the secondary school level.

303. *HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION*. Fall. Credit three hours. Miss REEVES.

M W F 10. Room 121.

The educational position of the young child in twentieth-century America; the views of social philosophers, notably Rousseau, Pestalozzi, and Froebel, concerning the problems of early childhood; family education in America out of which evolved the kindergarten and nursery school; folk movements emphasizing the significance of the child, such as the child study movement, the child health and hygiene movement, and the parent education movement. Observation in kindergartens and early grades in the city schools.

315. *CHILD DEVELOPMENT*. Fall. Credit three hours. Primarily for seniors and graduate students. Limited to thirty students. Prerequisite, Child Development and Family Relationships 215 or equivalent. Mr. LEVIN.

T Th 1:40-3. Room 121.

Behavior and development of the preschool and elementary school child. Special emphasis will be placed on the family, the peer group, and the school as major factors influencing behavior and development.

Students planning to take both Rural Education 111 and Child Development and Family Relationships 315 are advised to take Rural Education 111 first.

325. *EXCEPTIONAL CHILDREN IN THE FAMILY*. Spring. Credit three hours. Open to juniors, seniors, and graduate students. Prerequisite, six or more credit hours in child development and family relationships and/or psychology. Miss FORD. M W F 10. Room 124.

Behavior and development of gifted, retarded, and physically handicapped children; family attitudes and adjustments in relation to them, and community resources which supplement the family in providing for exceptional children. The primary emphasis is on the exceptional child in relation to his own family and peer group.

326. *BEHAVIOR PROBLEMS IN CHILDHOOD*. Fall. Credit two hours. Primarily for juniors and seniors. Prerequisite, six or more credit hours in child development and family relationships or equivalent. Miss FORD.

T Th 10. Room 124.

The nature and extent of problem behavior in childhood; psychological and social factors associated with deviant emotional and social behavior; methods of treatment. Major emphasis will be on the behavior problems of normal children.

330. *PARTICIPATION IN THE NURSERY SCHOOL*. Fall and spring. Credit three or four hours. Open to qualified upperclassmen. Number of students limited. Permission of the instructor required. Child Development and Family Relationships 310 is recommended as a preceding or parallel course. Miss ——— and Nursery School staff.

Four or six laboratory hours per week in blocks of two, three, or four morning hours (8-12:30). Discussions, T 3-4:30, Th 3-4. Room 121.

Opportunity for experience with a group of children in the teaching program of the nursery school. Readings and discussions supplement the participation experience in giving students an understanding of young children and of themselves in relationships with children.

333. *PRACTICE TEACHING IN NURSERY SCHOOL*. Fall and spring. Credit eight hours. Limited to two students. Permission of instructor required. Miss ——— and Mrs. BIRCKMAYER. Fifteen clock hours per week of supervised practice teaching in nursery school plus one class meeting each week, F 2-4. Nursery School.

Principles, methods, and material for effective teaching are studied. Individual conferences to be arranged.

343. *CREATIVE EXPRESSION AND CHILD GROWTH*. Fall and spring. Credit three hours. Registration by permission of the instructor. Mr. BRITTAIN.

T Th 8:30-10. Room NB-19.

Designed primarily for those planning to teach kindergarten and the primary grades. Aimed at an appreciation, understanding, and evaluation of the creative productions of children in relation to their developmental stages.

345. *EXPLORATION IN THE MEANING OF PLAY*. Spring. Credit three hours. Recommended for seniors and graduate students; open to juniors by permission of the instructor. Limited to twenty students. Mr. DALTON.

W 2-4. Room 3-M-11. Laboratory two hours per week to be arranged.

An attempt to understand the meaning of play in childhood and its counterpart

in adulthood. Some of the topics to be discussed are reverie and fantasy, humor, ritual, dramatic play, and the inability to play. Each student will be expected to observe, analyze, and interpret several play situations.

359. *PERSONAL RELATIONSHIPS WITHIN THE FAMILY*. Fall. Credit three hours. Mr. FELDMAN.

F 2-4:30. Room 5, East Wing.

The understanding of relationships within the family will be achieved primarily through studying families. After the selection and definition of an area of study, students will become acquainted with research procedures and methods pertinent to the investigation. The families will then be studied and the data correlated and analyzed. The course is a combined research practicum and a survey of pertinent readings; it will be conducted as a seminar.

360. *PSYCHODYNAMICS OF PERSONALITY*. Fall. Credit three hours. Recommended for seniors; graduate students admitted by permission of the instructor. Prerequisites: any one of the following courses—Child Development and Family Relationships 315, Rural Education 111, Psychology 103 or equivalent. Limited to forty-five students. Mr. DALTON.

M W F 11. Room 117.

Psychological influences in the development and functioning of persons. Special attention will be given to basic determinants of personality; structure of the personality; personality in social and cultural context; the influence of conscious and unconscious processes in behavior.

367. *THE FAMILY AND SOCIETY*. Fall. Credit three hours. Primarily for seniors and graduate students. Prerequisite, six or more credit hours in child development and family relationships, sociology, or psychology, or equivalent experience. Mr. DEVEREUX.

M F 11-12:30. Room 225, M.V.R. Annex.

A sociological approach to the study of the family, with particular reference to relationships between the family and society, and between the family and personality structure. The major focus will be upon the modern American family, but some use will be made of comparative materials on other societies.

368. *THE AMERICAN FAMILY*. Spring. Credit three hours. Primarily for seniors and graduate students. Prerequisite, Child Development and Family Relationships 367. Mr. DEVEREUX.

W F 11-12:30. Room 225, M.V.R. Annex.

An intensive analysis of the modern American family and of the theoretical and research literature bearing upon it. Represents a continuation of Child Development and Family Relationships 367, in the sense that the methods and theories in that course will here be applied to the American family.

374. *BEHAVIOR AND DEVELOPMENT IN INFANCY*. Spring. Credit three hours. Open to juniors, seniors, and graduate students by permission of instructor. Limited to fifteen students. Prerequisite, Child Development and Family Relationships 115 or equivalent. Mr. RICCIUTI.

T 10-12, Th 10. Room 225, M.V.R. Annex.

An examination of the characteristic behavior and capacities of infants at various stages of their development. Emphasis will be upon perceptual, cognitive, and emotional processes, with consideration also given to motor and physical growth. The role of constitutional and experiential determinants of individual differences in patterns of development will be stressed. Students may participate in infant observations and in pilot research studies.

398-399. *SENIOR HONORS SEMINAR*. Throughout the year. Credit three hours each term. Permission of the instructor is required for registration. Mr. LEVIN.





*Nursery school children enjoy special fun of music outdoors.*

This two-semester seminar is open to a small number of seniors whose cumulative average is 80 or above and who have been recommended for the seminar by two faculty members.

First semester is prerequisite to the second. The first will be devoted to reading, reports, and discussion of selected major problems in child development and family relationships. During the second term each student will work individually with a faculty member on a project of her special interest, in addition to which the total seminar will meet biweekly.

401. *CHILD BEHAVIOR AND DEVELOPMENT*. Spring. Credit three hours. Mr. BALDWIN.

T 1:30-4. Room 225, M.V.R. Annex.

An introduction to the field of child development for beginning graduate students who are planning to complete the work for the Ph.D. A systematic survey of theories and facts in child development. Each student will read a number of the classic research investigations in this field.

403. *SPECIAL PROBLEMS FOR GRADUATE STUDENTS*. Fall and spring. Credit and hours to be arranged. Department staff.

For graduate students recommended by their chairmen and approved by the head of the department and the instructor in charge for independent, advanced work.

405. *RESEARCH PROBLEMS AND METHODS IN CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS*. Fall. Credit three hours. Mr. DEVEREUX and Mr. HARDING.

W 3-4:30. Room 225, M.V.R. Annex.

To enable the beginning graduate student to evaluate research reports in the departmental area and to give him some understanding of the problems involved

in designing and executing research. Each student will be assisted in designing and, where practical, carrying out a small-scale research project of his own.

406. *SEMINAR IN RESEARCH IN PERSONALITY DEVELOPMENT*. Spring. Credit three hours. Mr. BRONFENBRENNER.

W 2-4:30. Room 225, M.V.R. Annex.

Each year the seminar is focused upon some selected problem in the field of personality development. Members of the seminar engage in analysis, critical evaluation, and design of research studies, and they frequently conduct research projects. May be taken more than once for credit.

407. *THESIS AND RESEARCH*. Fall and spring. Credit and hours to be arranged. Registration with permission of the instructor. Miss FORD, Messrs. BALDWIN, BRITTAI, BRONFENBRENNER, DEVEREUX, FELDMAN, HARDING, and LEVIN.

408-409. *RESEARCH TECHNIQUES FOR THE APPRAISAL OF CHILDREN*. Throughout the year. Credit three hours a term. Seniors admitted by permission of the instructor. Mr. RICCIUTI.

Th 1:30-4. Room 225, M.V.R. Annex.

Basic considerations in the evaluation, selection, and development of techniques for appraising child behavior and personality in research investigations. Available techniques will be surveyed, and special consideration will be given to the problem of developing specific techniques appropriate for particular research questions. Methods covered will include objective tests, projective techniques, rating scales, observations, play interviews, etc. Includes some practical experience in the development and use of a few techniques.

[415. *SEMINAR IN CHILD DEVELOPMENT*. Fall. Credit three hours. Prerequisite, permission of the instructor. Mr. BALDWIN. Not offered in 1959-1960.]

416. *SPACE, TIME, MONEY, AND FAMILY RELATIONSHIPS*. Fall. Credit three hours. Mr. HARDING.

W 2-4:30. Room 5, East Wing.

A seminar concerned with the effects on family relationships of material factors and physical arrangements. Each student will be expected to design and carry out a small research project.

431. *SPECIAL PARTICIPATION AND NURSERY SCHOOL PROBLEMS*. Fall and spring. Credit and hours to be arranged. Miss REEVES (Community Schools), Miss — (Campus Nursery School). For graduate students only.

Opportunity for graduate students to gain experience with children in the campus nursery school and to assist in nursery schools or cooperative play groups in the city, or to pursue a special interest in some aspect of the nursery school program.

[455. *CHILDREN IN CONFLICT*. Fall. Credit three hours. Open to graduate students by permission of the instructor. Limited to 12 students. Mr. DALTON. Not offered in 1959-1960.]

[460. *SEMINAR IN PSYCHODYNAMICS*. Fall. Credit three hours. Mr. DALTON. Not offered in 1959-1960.]

[467. *SEMINAR IN THEORY AND RESEARCH ON THE FAMILY*. Spring. Credit three hours. Mr. DEVEREUX. Not offered in 1959-1960.]

476. *THE TEACHING OF CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS AT THE COLLEGE LEVEL*. Spring. Credit three hours. Registration by permission of the instructor. Mr. FELDMAN.

T Th S 10-12. Room G-56.

To provide supervised experience in applying knowledge to the teaching situation.

Students will have practice in performing all tasks necessary for the college teaching situation, such as giving lectures, conducting group discussions, preparing examinations, and planning role-taking demonstrations. Before and after a presentation the seminar group will discuss both general and specific problems.

480. *PERSONAL COUNSELING*. Spring. Credit three hours. Prerequisite, several advanced courses in child development and family relationships or psychology and permission of the instructor. Limited to fifteen students. Mr. FELDMAN.

W 2-4:30. Room 5, East Wing.

Several selected counseling schools will be considered as they relate to the psychological growth process. Comparisons of theory and method will be made for the Freudian, neo-analytic, directive, client centered, relationship, eclectic schools. Although the focus will be on counseling of individuals, some attention will be given to group counseling.

*THE NATURE OF MAN*. This is a group of three interdepartmental courses dealing with the general topic of the nature of man from the perspectives of the biological and behavioral sciences with particular reference to the determinants of human structure, function, and development. The courses may be taken singly or in any order.

*THE NATURE OF MAN: THE DEVELOPMENT OF HUMAN BEHAVIOR* (Child Development and Family Relationships 115).

*THE NATURE OF MAN: STRUCTURE AND DEVELOPMENT* (Zoology 201). Fall. Credit three hours. Not open to freshmen. Prerequisite, a laboratory science, preferably zoology or biology. Mr. SINGER and assistants.

Lectures, T Th 10; recitations, M 9, 10, 11, T 9, 11, W 8, 9, 10, 11, Th 8, 9, 11, or F 8, 9, 10, 11.

The aim is to give the student an understanding of the structure, function, and development of the human body.

*THE NATURE OF MAN: CULTURE AND PERSONALITY* (Sociology-Anthropology 204). Spring. Credit three hours. Prerequisite, one of the following: a course in psychology (preferably Psychology 203), sociology-anthropology, child development and family relationships, or Zoology 201 (or equivalent), or consent of instructor. Messrs. OPLER and LAMBERT.

M W F 10.

A study of the individual in his society, with special emphasis on the relationship between social structure and cultural context and human behavior. Particular attention is given to the study of non-Western societies.

*METHODS OF RESEARCH IN THE BEHAVIORAL SCIENCES* (Sociology 201). Fall term. Credit three hours. Open to upperclassmen and graduate students. T Th 10 and a two-hour laboratory period to be arranged. Mr. SUCHMAN.

An introductory overview of the main methodological issues entailed in the planning and execution of empirical research in the social sciences, or in the critical evaluation of research reported in the literature. Emphasis on the level of research design and strategy rather than research techniques or tactics.

*ADJUSTMENT IN THE MIDDLE AND LATER YEARS* (Rural Sociology 137). Spring. Credit three hours. Mr. TAIETZ.

M W 11-12:30. Room 232, Warren.

A consideration of the adjustments in the middle and later years as a process of biological, psychological, and social change. Emphasis on changes in role and status, marital and family relationships, living arrangements, and employment. Study and evaluation of the provisions, public and private, which have been developed to meet the aged person's economic, social, psychological, medical, recreational, educational, and housing needs.



*A homemaker and a class in home management analyze several possible ways of organizing her kitchen. Easily movable cardboard models permit a variety of arrangements for studying location and height of equipment in relation to the homemaker's tasks.*



## ECONOMICS OF THE HOUSEHOLD AND HOUSEHOLD MANAGEMENT

MABEL A. ROLLINS, *Head*; GWEN BYMERS, L. LEOLA COOPER, ALICE DAVEY, JANE HEATH, MARJORIE KNOLL, MARY B. SPAHR, M.D., ROSE E. STEIDL, MOLLY SYLVESTER, KATHRYN E. WALKER, JEAN WARREN, ELIZABETH WIEGAND, Mrs. LUCILLE J. WILLIAMSON, MARY B. WOOD.

The Department of Economics of the Household and Household Management attempts to clarify the scope and meaning of management in the home and to help students recognize and use intelligently the many resources available to them to accomplish their individual purposes. It aims also to help students understand the relation between general economic conditions and economic problems of families and to provide a background for intelligent civic action in furthering human well-being.

Courses in other colleges of the University that are related to the work in economics of the household and household management are in *agricultural economics, agricultural engineering, anthropology, chemistry, economics, education, government, physiology, psychology, sociology, statistics*.

\*128. *MANAGEMENT AND THE WORK OF THE HOME*. Fall and spring. Credit three hours. (Graduate students register for Economics of the Household 428.) Misses DAVEY, HEATH, WALKER, and assistants.

Lecture, M W 10. Amphitheatre. Laboratory: T Th 8-10, 11-1, 2-4, W F 8-10, 11-1, 2-4. Room G-19.

Help in understanding and recognizing the procedure of management in the solution of problems in the home. Equipment involved in food preparation. Processes, supplies, and equipment used in the care of the home and in laundering. The wide range of choice in method, equipment, cost, materials, and human effort available to accomplish the ends desired. Comparison of certain home processes with commercial services in terms of cost, quality of product, and satisfaction obtained. Several laboratories may be exempt by pre-testing.

\*130. *ECONOMIC CONDITIONS IN RELATION TO THE WELFARE OF FAMILIES*. Fall and spring. Credit three hours. (Graduate students register for Economics of the Household 430.) Misses ROLLINS, WARREN, and assistant.

M W F 11. Amphitheatre.

Changes that have taken place in the economic welfare of families in this country and some of the factors related to these changes. Production and distribution as they relate to economic welfare, the national income as it relates to family incomes, the significance of price in our economic organization, the connection between outside economic conditions and personal financial problems.

260. *PROBLEMS IN PROVIDING CONSUMERS' GOODS*. Fall and spring. Credit three hours. Also open to graduate students. Prerequisite, Economics of the Household 130 or permission of the instructor. Miss BYMERS.

M W F 8. Room 124.

The basis for a better understanding of the marketing system as it is concerned with the distribution of consumer goods. Emphasis is on the joint interest of those engaged in marketing, the consumers, and the government in an efficient marketing system. Areas covered include: the functions of marketing; the growth, development and continual change of marketing institutions; consumer information available, and consumer protection in the market.

Occasional field trips to markets will be taken in place of class meetings.

300. *SPECIAL PROBLEMS*. Fall and spring. Credit and hours to be arranged individually. For students recommended by counselors and approved by the head

of the department and the instructor in charge for independent advanced work on a problem not dealt with by other courses in the department or for special arrangement of course work necessitated because of previous training. The signatures of the professor concerned and of the head of the department are required at pre-registration.

302. *HOME MANAGEMENT RESIDENCE* (formerly Homemaking Apartments 302). Fall and spring. Credit four hours. Offered twice each term in two blocks of seven weeks each. For juniors, seniors, and graduate students. Misses DAVEY, KNOLL and assistant.

M F 9-10:30 a.m.

Students preparing to teach are to schedule the course concurrently with Home Economics Education 331. Other students register for regular unblocked courses.

Students utilize learning gained from other Home Economics courses and homemaking experiences. Based on the resources available and needs, each group will choose the household activities it wishes to perform or have provided commercially.

The cost of living in the Residence is \$140.

310. *MANAGEMENT PROBLEMS IN HOMES*. Fall and spring. Credit three hours. Prerequisite for undergraduates, Economics of the Household 128 or permission of the instructor. (Graduate students register for Economics of the Household 410.) Misses KNOLL, WALKER, and assistant.

T Th 2-4. Room G-20.

Ways in which different families manage to achieve their purposes using the resources available. Experience in homes in observing the procedure of management and in recognizing values and goals, resources, and decisions made. Students work with families toward solving some of the families' management problems. Field trips included.

320. *MANAGEMENT IN RELATION TO HOUSEHOLD EQUIPMENT*. Spring. Credit three hours. For juniors, seniors, and graduate students. Prerequisite, Economics of the Household 128 or permission of the instructor. Mrs. WILLIAMSON.

W F 2-4. Room G-20.

Selection, care, and use of household equipment. Relative advantages of various types of equipment in performing certain tasks. Luxury, convenience, and essential features of appliances for cooking, refrigeration, house cleaning, and laundering. Materials, design, cost, and performance of utensils. Cost and other comparisons in the safe and efficient use of electricity, gas, and other fuels for cooking, water heating, and refrigeration. One field trip.

330. *MANAGEMENT IN RELATION TO PERSONAL FINANCES*. Spring. Credit three hours. For juniors, seniors, and graduate students. Prerequisite, Economics of the Household 130 or equivalent economics course approved by the instructor. Miss WARREN.

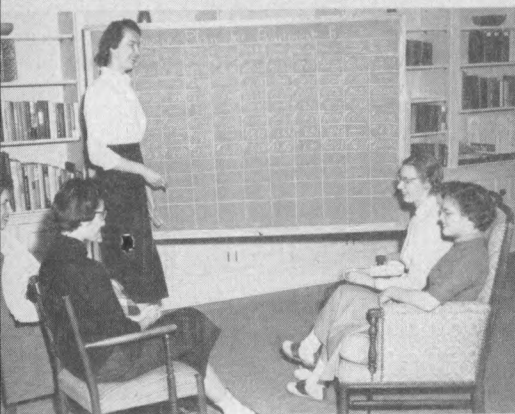
M W F 9. Room 117.

The management procedure applied to individual and family problems involving finances. The influence of economic conditions, as well as personal circumstances, on one's financial situation. The effect of standards of living on the amount spent. Problems connected with estimating future expenditures. Considerations in developing a savings program and in purchasing insurance. The nature of investments in real estate and in government and corporate securities. Advantages and disadvantages in the use of credit; variations among credit agencies. Problems in arranging for transfer of property to heirs. Various types of records helpful in managing.

340. *THE ECONOMICS OF CONSUMPTION*. Fall. Credit two hours. Prerequisite, Economics of the Household 130, elementary economics, or permission of the



*Learning and living in the  
Home Management Apartments*



instructor, Miss BYMERS. T Th 2. Room 3-M-11.

How individual preferences are translated into the theoretical structure of market demand; the role of demand in price formation under competitive and imperfectly competitive market situations; relationships between consumption, production and income; and the current thought and terminology in the area of consumer demand and consumer behavior analysis.

380. *WORK SIMPLIFICATION IN HOME ECONOMICS*. Spring. Credit two hours. For juniors, seniors, and graduate students. Prerequisite, Economics of the Household 310 or equivalent. Consult instructor before registering. Miss WALKER. T 10, Th 9-11. Room G-20.

Adaptation of work simplification techniques as developed in industry, for use in studies of activities in homes and in home economics laboratories. Development of methods for simplifying the work of the home with distinction between those suitable for teaching and for research. Work on individual problems. Field trips included.

403. *SPECIAL PROBLEMS FOR GRADUATE STUDENTS*. Fall and spring. Credit and hours to be arranged. Department staff.

For graduate students recommended by their chairmen and approved by the head of the department and the instructor in charge for independent, advanced work.

407. *THESIS AND RESEARCH*. Fall and spring. Registration with permission of the instructor and chairman of graduate committee. Misses BYMERS, DAVEY, KNOLL, ROLLINS, STEIDL, WALKER, WARREN, and Mrs. WILLIAMSON.

410. *MANAGEMENT PROBLEMS IN HOMES*. Fall and spring. Credit one or three hours. (Graduate section of Economics of the Household 310.) Consult instructor before registering. Misses KNOLL and WALKER.

T Th 2-4, and one additional hour to be arranged. Room G-20.

See description of Economics of the Household 310.

420. *APPLICATION OF PHYSICS AND CHEMISTRY TO THE WORK OF THE HOME*. Fall. Credit two hours. For graduate students only. Consult instructor before registering. Mrs. WILLIAMSON.

T Th 10, and laboratory, 2 hours, to be arranged. Room G-20.

The production, use, and control of heat. The nature of household electric circuits and currents and their safe and efficient use. Conditioning air for health, comfort, drying and storage of materials. Characteristics of household materials such as textiles, plastics, paint, and floor coverings that should be considered in using and cleaning them. Composition of detergents, waxes, solvents, and other supplies used for cleaning and protecting household goods.

428. *MANAGEMENT AND THE WORK OF THE HOME*. Fall and spring. Credit one or three hours. Graduate section of Economics of the Household 128. Consult instructor before registering. Misses DAVEY, HEATH, and WALKER.

M W 10. Amphitheatre, with Economics of the Household 128. One additional hour to be arranged

See description of Economics of the Household 128.

430. *ECONOMIC CONDITIONS IN RELATION TO THE WELFARE OF FAMILIES*. Fall and spring. Credit one or three hours. Graduate section of Economics of the Household 130. Consult instructor before registering. Misses ROLLINS and WARREN.

M W F 11 and one additional hour to be arranged. Amphitheatre. See description of Economics of the Household 130.

432. *READINGS IN PERSONAL FINANCES*. Fall. Credit two hours. Prerequisite, Economics of the Household 330 or the equivalent, and graduate standing. Consult instructor before registering. Miss WARREN.

F 2-4. Room to be arranged.



Examination of the nature of personal financial problems and of adjustments in families' financial practices under changing conditions. Review of research in family financial management.

440. *READINGS IN THE ECONOMICS OF CONSUMPTION*. Spring. Credit two hours. Prerequisite, Economics of the Household 130 and 340. Consult instructor before registering. Miss BYMERS.

Time to be arranged.

Critical review of current literature dealing with the economics of consumption.

485. *THE ADVISER'S ROLE IN HOME MANAGEMENT RESIDENCE COURSES* (formerly Home Economics Education 485). Fall. Credit two hours. Instructor's signature required at preregistration. Misses DAVEY and KNOLL.

Two-hour period to be arranged. Room to be arranged.

Planned for home management house advisers and others preparing for such teaching. Attention is focused on organization, supervision, and methods of teaching a residence course.

490. *HOME MANAGEMENT*. Spring. Credit two hours. For graduate students only. Prerequisite, Economics of the Household 310. Consult instructor before registering. Miss KNOLL.

Two-hour discussion period to be arranged.

Consideration of various concepts of management, and evaluation of methods and results of research.

495. *ECONOMIC PROBLEMS OF FAMILIES*. Fall. Credit two hours. For graduate students only. Consult instructor before registering. Miss ROLLINS.

Th 2-4. Room 108.

Analysis of a few outstanding contributions to economic thought related to this field. Examination of methods of research.

499. *SEMINAR*. Fall and spring. For graduate students. Department staff.

T 4. Room 114.

Planned to orient students to graduate work in the field, to keep students and faculty abreast of new developments and research findings, to acquaint them with subject matter in related areas, and to provide opportunity to examine and discuss problems of the field.

## EXTENSION TEACHING AND INFORMATION

### A JOINT DEPARTMENT OF THE COLLEGES OF HOME ECONOMICS AND AGRICULTURE

WILLIAM B. WARD, *Head*.

310. *PUBLICATION: THE ARTS OF WRITING AND PRINTING*. Fall. Credit three hours. Extension Teaching 15 desirable prerequisite or parallel course. Limited to 20 students. Students will be expected to type all written assignments. Miss STOCKS, Mrs. HALL, and others.

T 9, Th 9-11. Room 3-M-11.

The importance of written communication in various home economics jobs. Practice in expository writing. Study of some common media such as letters, folders, and bulletins. Production techniques, such as editing, illustrating, layout, proof-reading, type and paper selection, which are involved in designing and preparing a manuscript for publication. The printing art. Field visits to local printers.

Students who are interested in the writing and publishing aspects of home economics may wish to include some of the following courses in journalism and visual aids in their programs. Full descriptions will be found in the *Announcement of the College of Agriculture* under the Extension Teaching Department.

15. *AGRICULTURAL AND HOME ECONOMICS JOURNALISM*. Credit three hours. Fall term. M W F 10. Professor WARD.

110. *NEWS WRITING*. Spring term. Credit two hours. Prerequisite, Course 15. Th 2-4. Professor KNAPP.

112. *ADVERTISING AND PROMOTION*. Spring. Credit two hours. W 2-4. Professor WARD and guest lecturers from advertising agencies.

113. *WRITING FOR MAGAZINES*. Spring term. Credit two hours. M 2-4. Professor WARD.

130. *PHOTOGRAPHY*. Spring term. Credit two hours. S 9-12. Professor PHILLIPS.

131. *VISUAL AIDS: THEIR SCOPE, PREPARATION, AND USE*. Fall term. Credit two hours. S 9-11. Professor PHILLIPS.

## FOOD AND NUTRITION

CATHERINE PERSONIUS, *Head*; GERTRUDE ARMBRUSTER, ALICE BRIANT, MARJORIE BURNS, MABEL DOREMUS, MRS. LOLA DUDGEON, MILDRED DUNN, FAITH FENTON, NANCY FISCHER, MRS. HELEN GIFFT, HAZEL HAUCK, FRANCES JOHNSTON, RUTH LUTZ, MRS. BARBARA MAI, HELEN McDONALD, NELL MONDY, KATHERINE NEWMAN, PHYLLIS SNOW, GRACE STEININGER, ELEANOR WILLIAMS, THERESE WOOD.

The aims of the department are to help students to understand the basic principles underlying the science of food and nutrition, to gain an appreciation of the relation of food to health, and to translate into wholesome practices in daily living the knowledge they gain. The principles of good nutrition are applied to the problems of food selection for family groups as well as for the individual. Laboratory practice is offered in food preparation and in the planning, preparation, and service of attractive and nourishing meals; also to provide opportunity for understanding the scientific aspects of food preparation and the aesthetic aspects of cookery.

Students who wish to major in the Department of Food and Nutrition must complete the following courses:

Food and Nutrition 103.

Food and Nutrition 214 and 215, or equivalent. (Any student who has some college credit in chemistry but has not taken 214-215 should consult Miss Personius about ways of getting equivalent training.)

Food and Nutrition 324 (formerly 230). (Biochemistry 10 and Physiology 303 or Zoology 201 are prerequisite to this course.)

A course in bacteriology; laboratory strongly recommended.

Courses in chemistry and physics should be chosen to fulfill the physical science requirement for graduation.

Additional courses in the Department of Food and Nutrition, totaling 6 credit hours.

Students with a professional interest in hospital dietetics, in commercial food work, or in research may need more work in related sciences and in food and nutrition than the minimum listed for a major. The department counselors should be consulted as to the most appropriate courses for various professions.

Many of the courses in other colleges of the University that are related to work in food and nutrition are included in the *Announcement of the Graduate School of Nutrition*.

100. *ELEMENTARY FOOD PREPARATION*. Fall and spring. Credit three hours. Planned for students outside the College of Home Economics. Mrs. GIFFT.

Lecture and laboratory, T Th 10-12:20. Room 361.

Basic food preparation with emphasis on theory, techniques, and planning. Includes some study of nutritive value of foods.

\*103. *ELEMENTARY FOOD AND NUTRITION*. Fall and spring. Credit five hours. Misses STEININGER, McDONALD, and VERNEY.

Lecture and discussion, M W F 8. Amphitheatre, Rooms 117 and 121.

#### *Laboratory*

##### *Fall*

M W 2-4, Room 352  
M W 2-4, Room 426  
T Th 11-1, Room 426  
T Th 11-1, Room 352  
T Th 2-4, Room 426

##### *Spring*

M W 2-4, Room 352  
T Th 11-1, Room 426  
T Th 11-1, Room 352  
T Th 2-4, Room 426  
W F 11-1, Room 426

Introduction to the study of nutrition and food preparation; the importance of each in the maintenance of health. The laboratory provides some opportunity for the student to acquire experience in food preparation and in planning, preparing, and serving meals.

\*104. *ELEMENTARY NUTRITION*. Spring. Credit three hours. For transfer students only. Instructor's signature required at preregistration. Miss STEININGER. Lecture, M W 8. Amphitheatre. Discussion, F 2. Room 301.

For students who transfer with college credit in food preparation equivalent to Food and Nutrition 103. Students will meet with Food and Nutrition 103 for lectures but will not be held for the laboratory. Laboratories may be audited.

\*105. *BASIC FOOD PREPARATION*. Fall. Credit three hours. For transfer students only. Instructor's signature required at preregistration. Miss McDONALD.

Discussion, F 2. Room 301. Laboratory, M W 2-4. Room 352.

For students who transfer with college credit in nutrition equivalent to Food and Nutrition 103. Students will meet with Food and Nutrition 103 for laboratories but will not be held for the lectures. The lectures may be audited.

190. *NUTRITION AND HEALTH*. Fall. Credit two hours. Planned for students who have had no previous college course in human nutrition. Not to be elected by students who take Food and Nutrition 103 or 104. Miss HAUCK.

T Th 9. Room 426.

The relationship of food to the maintenance of health; its importance to the individual and society.

214. *CHEMISTRY AND ITS APPLICATION TO FOOD PREPARATION*. Fall. Credit five hours (1 hour, Food; 4 hours, Chemistry). Prerequisite or parallel, Food and Nutrition 103. Not to be elected by students who take Chemistry 101 or 105. Food and Nutrition 214 is designed to be the first of a two-course sequence, the second course of which is Food and Nutrition 215. Misses MONDY, WILLIAMS, FISCHER, and Mrs. MAI.

Lecture and discussion, M W F. 9. Amphitheatre and Rooms 339, 117, 121, and 124.

#### *Laboratory*

M W 2-4, Rooms 353 and 356  
M W 2-4, Rooms 353 and 358  
T Th 8-10, Rooms 353 and 356

T Th 11-1, Rooms 353 and 356  
T Th 2-4, Rooms 353 and 358  
T Th 2-4, Rooms 353 and 356

Fundamental principles and practices of food preparation approached through the study of general chemistry. Consideration of the physiochemical properties of gases, liquids, solids, and solutions; pH, titrations, buffer mixtures and hydrolysis;

and other fundamental chemical reactions. The influence of kind and proportion of ingredients and of methods of manipulation and cookery on the flavor and texture of such foods as baking powder products, fruit-ice mixtures, and sugar mixtures. Beverages as solution. Subjective scoring of food products.

Laboratory practice in chemistry and comparative cookery includes experiments using simple chemical techniques and basic cookery processes. Emphasis on the application of scientific principles to the interpretation of observed results.

**215. CHEMISTRY AND ITS APPLICATION TO FOOD PREPARATION.** Spring. Credit five hours (3 hours, Food; 2 hours, Chemistry). Prerequisite, Food and Nutrition 214; the course is planned to follow Food and Nutrition 214 and should be taken the term after it. Students who have not taken Food and Nutrition 214 but have some college credit in chemistry should register for Food and Nutrition 216. Misses MONDY, WILLIAMS, FISCHER, and Mrs. MAI.

Lecture and discussion, M W F 9. Amphitheatre and Rooms 339, 117, and 124.

#### *Laboratory*

M W 2-4:20, Rooms 353 and 356

T Th 10:30-1, Rooms 353 and 356

M W 2-4:20, Rooms 353 and 358

T Th 2-4:20, Rooms 353 and 356

T Th 8-10:20, Rooms 353 and 356

Fundamental principles and practices of food preparation approached through the study of organic and colloidal chemistry. The influence of kind and proportion of ingredients and of methods of manipulation and cookery on the palatability and nutritive value of baked products, such as cakes and yeast breads, of eggs, meats, and vegetables. Subjective scoring of food products; food storage and sanitation. Food preservation, especially canning, and the science underlying it.

Students who have completed Food and Nutrition 214 and 215 should recognize culinary quality in cooked foods and the factors that contribute to quality. They should attain some skill in specific cookery techniques and should be able to apply this knowledge and skill critically in food preparation.

Course 215 serves as a prerequisite for Biochemistry 10, 11 and, with permission of instructor, for Chemistry 201 and 303 and 305.

*Students studying chemistry applied to food preparation.*





216. *CHEMISTRY AND FOOD PREPARATION*. Fall and spring. Credit one to four hours. Prerequisite, inorganic and/or organic chemistry. Planned for students who have some college training in chemistry but have not taken Food and Nutrition 214. Misses MONDY and FISCHER.

Hours to be designated at preregistration in conference with the head of the department.

The subject matter covered will be those aspects of Food and Nutrition 214 and 215 which the student has not had in previous college work. The students with credit in inorganic chemistry, but not organic chemistry, will enroll for two hours of credit in the fall term (one hour chemistry, and one hour food) and in the spring term will take Food and Nutrition 215. Students who have college credit in both inorganic and organic chemistry will enroll for one hour of credit (food) in the fall and three hours of credit (food) in the spring. After finishing this work students will have had the equivalent of Food and Nutrition 214 and 215.

300. *SPECIAL PROBLEMS*. Fall and spring. Credit and hours to be arranged. Department staff.

For students recommended by counselors and approved by the head of the department and the instructor in charge for independent advanced work on a problem not dealt with by other courses in the department; or for special arrangement of course work necessitated because of previous training. The signatures of the professor concerned and of the head of the department are required at preregistration.



*Laboratory work in a course in nutrition and food preparation.*

304. *CULTURAL ASPECTS OF FOOD PREPARATION* (Formerly Food and Nutrition 240). Fall and spring. Credit three hours. Prerequisite, Food and Nutrition 215 or equivalent. Mrs. GIFFT.

Lecture, F 2. Room 339. Laboratory: fall, T Th 2-4:30 or M W 2-4:30; spring, M W 2-4:30. Room 361.

Historical significance of food, and its social and cultural role in other times and other places. Laboratories emphasize the creative aspects of food preparation, and include foreign and regional cookery.

305. *FOOD DEMONSTRATION*. Fall and spring. Credit two hours. Limited to ten students. Prerequisite, Food and Nutrition 215. Miss SNOW.

T Th 2:30-4. Room 352.

Purposes and techniques of demonstrations in relation to food preparation and nutrition, with application to teaching, extension, business, and social service. Field trips to nearby areas may be planned; total cost to students not to exceed \$3.00.

306. *MEAL PLANNING AND PREPARATION*. Spring. Credit three hours. Prerequisite, Food and Nutrition 103. Miss SNOW.

Lecture, T 9. Room 3-M-11. Laboratory, W F 11-1:20. Room 361.

Management principles applied to the selection of food and the planning, preparation, and serving of family meals. Ways and means of saving time, effort, and money, and the alternatives afforded by goods and services available. Work simplification techniques such as convenience in arrangement of work areas, organization of work methods, simplified standards and shortcuts. Management problems in both family and guest meals. A field trip to nearby areas may be planned; total cost to students not to exceed \$3.00.

314. *SCIENCE IN FOOD PREPARATION*. Fall. Credit three hours. Prerequisite, Food and Nutrition 215 and Biochemistry 10 or equivalent. Miss PERSONIUS.

Lecture, T Th 8. Room 339. Laboratory, S 9-11. Rooms 356 and 358.

Scientific principles underlying modern theory and practice in the preparation of batters, doughs, and starch-thickened products, and in egg and milk cookery. The relation to food preparation of the physical and chemical properties of fats, proteins, starches and leavening agents; colloidal systems—gels, sols, foams, and emulsions. Reading of original literature required. Laboratory studies of effect of varying ingredients, manipulation, and cooking conditions on quality of the product.

315. *SCIENCE IN FOOD PREPARATION. INTRODUCTORY EXPERIMENTAL COOKERY*. Spring. Credit three hours. Prerequisite, Food and Nutrition 314, or equivalent. Miss ———.

Lecture, T Th 9. Room 339. Laboratory, F 10-1. Room 356.

Continuation of Food and Nutrition 314 with emphasis on meat, fruit, vegetable, and sugar cookery, and frozen desserts. The relation to food preparation of the physical and chemical properties of sugars, fruit and vegetable pigments, and flavor constituents; properties of true solutions—solubility, boiling and freezing point, crystallization, palatability and retention of nutrients. Study of methods and techniques used in experimental work with food. Laboratories during the latter half of the semester will be devoted to independent work on a problem in food preparation.

324. *NUTRITION*. Spring. Credit three hours. Prerequisites, elementary college courses in nutrition, biochemistry, and human physiology (for home economics students, Food and Nutrition 103, Human Physiology 303, or Zoology 201, and Biochemistry 10; other students should see the instructor about equivalent preparation). Misses HAUCK and NEWMAN.

Discussion, T Th 8. Room 339. Laboratory, F 2-4 or M 2-4. Room 426.

Principles of nutrition as they relate to energy metabolism and weight control, hygiene of the digestive tract, proteins, minerals, and vitamins. Application of the principles of nutrition to needs of normal individuals. During and as a result of

this course the student is expected to establish and maintain good nutrition practices.

330. *DIET THERAPY*. Fall. Credit three hours. Prerequisite, Food and Nutrition 324 or equivalent. Miss HAUCK.

Discussion, M W F 9. Room 426.

Diet in febrile diseases, diabetes, gastro-intestinal disturbances, and other conditions. Experience in independent use of journal literature in this field.

340. *MATERNAL AND CHILD NUTRITION*. Fall and spring. Credit two hours. Prerequisite, Food and Nutrition 103 or 190. Majors interested in special training in this field may elect Food and Nutrition 340 as sophomores or request permission to register for Food and Nutrition 440 as seniors. Non-majors must have junior or senior standing. Miss NEWMAN.

Lecture and discussion, W F 8. Room 339.

Family nutrition with special emphasis upon the nutritional needs of the mother and child. Relation of nutrition to physical growth.

400. *READINGS IN NUTRITION*. Spring. Offered in alternate years. Credit two hours. Prerequisite, Food and Nutrition 324 or equivalent. Miss HAUCK.

T Th 11. Room 301.

Critical review of literature in the field of vitamin and mineral metabolism, with emphasis on the experimental data on which the principles of human nutrition are based.

[401. *READINGS IN NUTRITION*. Spring. Offered in alternate years. Credit two hours. Prerequisite, Food and Nutrition 324 or equivalent. Miss HAUCK.

T Th 11. Room 301.

Critical review of literature relating to energy metabolism, proteins, fats, and carbohydrates, with emphasis on the experimental data on which the principles of human nutrition are based. Not offered in 1959-1960.]

403. *SPECIAL PROBLEMS FOR GRADUATE STUDENTS*. Fall and spring. Credit and hours to be arranged. Department staff.

For graduate students recommended by their chairmen and approved by the head of the department and the instructor in charge for independent, advanced work. Experience in research laboratories in the Department may be arranged.

404. *READINGS IN FOOD*. Fall. Credit two hours. Prerequisite, Food and Nutrition 315 or equivalent. Miss SNOW.

T Th 11. Room 301.

Critical review of current literature. Emphasis on experimental data basic to the scientific principles underlying modern theory and practice in food preparation.

407. *THESIS AND RESEARCH*. Fall and spring. Credit and hours to be arranged. Registration with permission of the instructor. Misses BRIANT, HAUCK, JOHNSTON, LONGREE, LUTZ, MONDY, NEWMAN, PERSONIUS, SNOW, STEININGER, and YOUNG. Messrs. BARNES, FRYER, and McCAY.

420. *SEMINAR IN NUTRITION*. Fall. Credit one hour. Miss STEININGER and department staff.

T 4:30. Room 301.

421. *SEMINAR IN FOOD*. Spring. Credit one hour. Miss PERSONIUS and department staff.

T 4:30. Room 301.

440. *NUTRITION OF GROWTH*. Fall. Credit two hours. Prerequisite, Food and Nutrition 324 or equivalent. Signature of instructor required for undergraduate students. Miss NEWMAN.

T Th 9. Room 301.

Relation of nutrition to growth from the prenatal period to adulthood. A study of research literature.

*Note:* The attention of advanced and graduate students is called to the courses listed in the *Announcement of the Graduate School of Nutrition*.

## HOME ECONOMICS EDUCATION

SARA BLACKWELL, *Head*; MRS. ETHELWYN CORNELIUS, MARGARET ELLIOTT, HELEN MOSER, MRS. HELEN NELSON, IRENE PATTERSON, KATHLEEN RHODES.

The undergraduate program in home economics education is designed for (1) students who wish to qualify for certification to teach in the public schools of New York State at the secondary and adult levels, (2) students who expect to include informal teaching in their professional activities or in service to the community.

Courses in the department are designed to help students to acquire an understanding of the place of home economics in the total educational program of the community, to develop some skill in teaching home economics, and to develop a philosophy of home economics education.

The graduate program gives students an opportunity to qualify for either an M.S. or a Ph.D. degree, with either a major or a minor in home economics education. Students who are interested in qualifying for either of two professional degrees, M.Ed. or Ed.D., may select home economics education as the field of professional concentration.

[110. *HOMEMAKING EDUCATION AND THE COMMUNITY*. Fall. Credit one hour. Limited to twenty-five students. Miss RHODES. Not given in 1959-1960.]

300. *SPECIAL PROBLEMS*. Fall and spring. Credit and hours to be arranged. Department staff.

For students recommended by counselors and approved by the head of the department and the instructor in charge for independent, advanced work not otherwise provided in the department, or for special arrangement of course work necessitated because of previous training. The signatures of the professor concerned and of the head of the department are required at preregistration.

310. *THE HOME ECONOMIST AS A TEACHER*. Spring. Credit two hours. Open to upperclassmen and graduate students. Miss RHODES.

T Th 11. Room 5, East Wing.

Designed for students who plan to be extension workers, dietitians, social workers, or home service agents, or to undertake other work which will involve informal teaching on a group basis. Study of educational objectives, factors affecting the teaching-learning process, various instructional techniques applicable to informal groups, demonstrations and discussions of group teaching, conferences, and committees.

330-331. *THE ART OF TEACHING*. To be taken in two successive terms. Open to juniors and seniors preparing to teach home economics in the public schools. Miss MOSER, coordinator, assisted by Misses PATTERSON and ELLIOTT, Mrs. CORNELIUS, and cooperating teachers.

Students have an opportunity to study the community and the place of home economics in the total educational program of the community. Observation and participation in community activities, in the total school program, and in the home economics program.

330. Fall and spring. Credit two hours. Permission of instructor required. Must precede Home Econ. Education 331.

Discussion period, T Th 8. Room 5, East Wing. Field work is required half a day each week for the purpose of visiting homemaking programs in cooperating schools.



331. Fall and spring. Credit eight hours. To be taken in the senior year. Directed teaching for one half of the term and general conferences throughout the term. Hours and room to be arranged. Students live in the Home Management Apartments for one half of the term and in the communities in which they teach for the other half of the term.

Students are assigned to cooperating schools within a reasonable distance of Ithaca. They live in the communities and work under the guidance of the local homemaking teachers and under the supervision of the Home Economics Education staff.



*A student teacher and her pupils judge a completed jumper.*

403. *SPECIAL PROBLEMS FOR GRADUATE STUDENTS.* Fall and spring. Credit and hours to be arranged. Department staff.

For graduate students recommended by their chairmen and approved by the instructor in charge for independent, advanced work.

407. *THESIS AND RESEARCH.* Fall and spring. Credit and hours to be arranged. Registration with permission of the chairman of the graduate committee and the instructor. Misses PATTERSON, BLACKWELL, MOSER, RHODES, and Mrs. NELSON.

437. *ADULT EDUCATION*. Fall. Credit two or three hours. For seniors and graduate students. Miss PATTERSON.

T 4-5:45. Room 5, East Wing.

An introductory course planned for teachers, administrators, directors of adult education, extension agents, parent educators, and others. Focused on educational needs, program planning suited to adult learners, choosing teaching procedures and materials for adults, promotion of programs, philosophy and evaluation in adult education. A wide variety of adult education activities in the Ithaca area provides opportunity for students to observe the application of principles to local programs. Students taking the third credit either observe or assist in teaching adults in local programs or choose some other suitable problem.

438. *SEMINAR IN ADULT HOME ECONOMICS EDUCATION*. Spring. Credit two hours. Miss PATTERSON.

T 4-5:45. Room 5, East Wing.

Planned for students specializing in adult education. It usually follows Home Economics Education 437; however, experienced students may register by permission of the instructor without 437. Attention is given to various aspects of organizing and conducting adult programs. Special interests of the students will serve as a guide in the choice of topics and of the relative emphasis to be placed on methods and materials for teaching adults, research in adult education, evaluation of instruction, or supervision of programs.

[439. *THE TEACHING OF HOME ECONOMICS*. Fall. Credit three hours. Miss PATTERSON. Not given in 1959-1960. Will be offered in 1960-1961.]

[449. *CURRICULUM PLANNING IN HOME ECONOMICS*. Spring. Credit one to two hours. Prerequisite, Home Economics Education 470 or Rural Education 276 or permission of the instructor. Miss RHODES. Not given in 1959-1960. Will be offered in 1960-1961.]

459. *EVALUATION*. Fall. Credit three hours. Miss BLACKWELL.

M Th 1-2:30. Room 5, East Wing.

For high school and college teachers, administrators, extension agents, and educational research workers; students without experience in any of these professional positions are admitted by permission of the instructor. Basic principles of evaluation studied in relation to specific methods of appraising educational programs or individual achievement. Opportunities will be given for constructing and using evaluation instruments.

[460. *SEMINAR IN EVALUATION*. Spring. Credit two hours. Prerequisites, Home Economics Education 459 and Rural Education 253 or equivalent. Miss BLACKWELL. Not given in 1959-1960. Will be offered in 1960-1961.]

469. *ADMINISTRATION AND SUPERVISION IN HOME ECONOMICS*. Spring. Credit three hours. Miss RHODES.

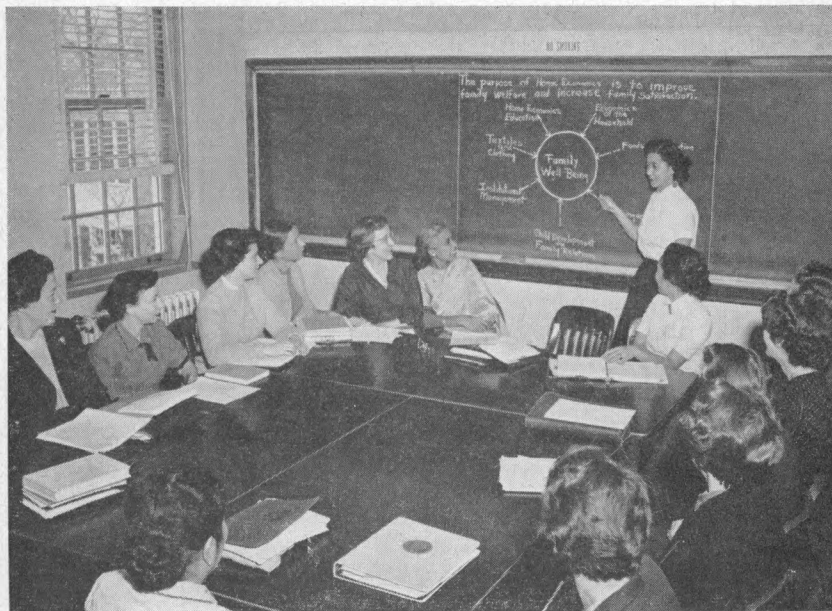
W F 8:30-10. Room 5, East Wing.

Designed for teachers, supervisors, extension workers, and others who are responsible for administration and supervision, or who are interested in qualifying for such responsibilities. Students will need to schedule a time for directed observation and participation in the field. Estimated cost of transportation, \$10.

470. *AN INTERDEPARTMENTAL COURSE IN HOME ECONOMICS*. Fall. Credit three hours. Miss RHODES, coordinator.

W F 8:30-10. Room 5, East Wing.

An interdepartmental course contributed to by all departments of the College of Home Economics. Planned for graduate students specializing in one area of home economics or allied fields who wish to increase their understanding of home economics as a field of study and as a profession.



*An interdepartmental course given in the Department of Home Economics Education brings together faculty and graduate students from all departments in the College to discuss the function of home economics in improving family welfare and increasing family satisfaction.*

475. *READINGS IN EDUCATION*. Spring. Credit two hours. Miss PATTERSON. T Th 10. Room 5, East Wing.

Open to all graduate students interested in a critical analysis of current literature in the field of education and the consideration of major issues. Students are expected to read widely, and to prepare and present an analysis of various current issues.

480. *SEMINAR IN HOME ECONOMICS EDUCATION*. Fall and spring. No credit. Fall, Miss RHODES, coordinator; spring, Department staff.

M 4. Room 5, East Wing.

An informal seminar planned for majors and minors in home economics education and for others who are interested. One major aspect of education will be considered each semester.

490. *TEACHING HOME ECONOMICS IN HIGHER EDUCATION*. Fall. Credit two hours. Miss PATTERSON.

T Th 10. Room 5, East Wing.

For students interested in preparing to teach in colleges, junior colleges, or institutes. Opportunities are provided for students to observe and analyze the teaching of college classes.

Application of the principles of teaching to aspects of home economics to be taught; for example, food and nutrition, housing, textiles and clothing, family relations, or management. Deals with (a) the contributions of home economics at the college level, (b) the philosophy involved in cooperatively planned programs, (c) the characteristics of college-age youth, (d) factors affecting student learning, (e) principles influencing the choice of teaching procedures and materials for college teaching, (f) the educative values of group teaching, and (g) evaluation of teaching.

## HOUSING AND DESIGN

VIRGINIA TRUE, *Head*; MRS. JULIA B. ADLER, GLENN H. BEYER, LEWIS L. BOWER, HELEN J. CADY, MRS. RUTH B. COMSTOCK, THOMAS DONKIN, CATHARINE U. EICHELBERGER, BARBARA F. HOCHGREBE, RUBY M. LOPER, G. CORY MILLICAN, SARAH E. NEBLETT, CLARA STRAIGHT, LORRAINE WELLING.

The Department of Housing and Design offers courses in design, interior design, and housing. *Housing courses* are planned to develop awareness of contributions the house, its design, and environment make to individual and family living; and to examine critically facts and theories of housing within the present economic and social structure. *Design courses* provide opportunity to explore basic concepts of design and to develop creative abilities and artistic judgment. *Interior design courses* are planned to develop a foundation of aesthetic acuteness and practical knowledge necessary for designing house interiors.

All students are required to take 100, 147, 220. The undergraduate who wishes preprofessional preparation should take one additional course in each area, then should choose work which emphasizes one (design, interior design, or housing). The program should consist of a minimum 20 credit hours in department courses, in addition to the 6 required. As the study of housing and design is closely allied to the fine arts and social sciences, electives should include related subjects in *anthropology, architecture, economics, fine arts, sociology, psychology*.

Graduate work for the M.S. degree is offered in housing and design, and for the Ph.D. degree in the socio-economic and/or family aspects of housing. (*See Announcement of the Graduate School.*)

\*100. *FUNDAMENTALS OF DESIGN*. Fall and spring. Credit two hours. Limited to 15 students in a section. Mrs. ADLER, Miss CADY, Mr. MILLICAN, Miss NEBLETT, and Miss STRAIGHT.

Fall		Spring	
M W	8-10, Room 327	T Th	9-11, Room 401B
T Th	8-10, Room 318	T Th	11-1, Room 322
T Th	10-12, Room 401B	T Th	2-4, Room 401B
T Th	11-1, Room 322	T Th	2-4, Room 322
T Th	2-4, Room 401B	W F	9-11, Room 318
T Th	2-4, Room 322	W F	11-1, Room 318
W F	2-4, Room 408		

An exploration of the basic elements of design (volume, plane, line, texture, color, motion, light, etc.) through an analytical examination of their varied properties and qualities. Studio assignments are intended to develop consciousness of these elements and sensitivity in their use. The student is encouraged to develop his visual experience by investigating the vast possibilities in the organization of lines, planes, textures, colors, and to exercise his intellectual curiosity in the search for universal principles of design. Minimum cost of materials, \$7.

130. *INTERIOR DESIGN FOR HOTELS*. Spring. Credit two hours. For students in Hotel Administration. Advised for juniors and seniors. Mr. MILLICAN. (For description, see *Announcement of the School of Hotel Administration.*)

T Th 2-4, Room 327.

\*147. *FUNDAMENTALS OF HOUSING*. Fall and spring. Credit two hours. Mr. BOWER.

M W 11 or T Th 2, Room 317.

A general survey of housing designed to acquaint the student with contributions the house and its environment are capable of making to individual and family living.



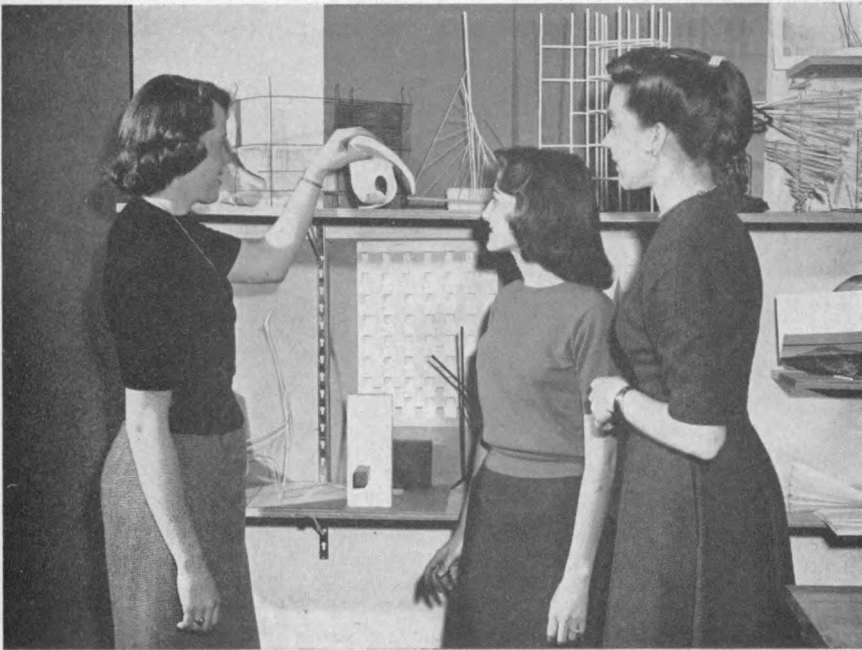
The roles the homemaker plays in the housing process as consumer and citizen are examined in relation to such human factors as the family life cycle, socio-economic status, attitudes and values. Consideration is given to the housing market and building industry, selecting and financing the home, the part played by various housing specialists in the housing process, problems of home ownership, the implementation and effects of current housing legislation, and future housing needs.

200. *ADVANCED DESIGN*. Fall and spring. Credit three hours. Prerequisite, Housing and Design 100 or equivalent. Limited to 15 students. Miss STRAIGHT.

M W 9-12. Room 322.

Color, form, texture, and composition in both two- and three-dimensional design are studied, using a variety of media and techniques.

*Students discuss some of their three-dimensional studies with the instructor in a studio course in Color and Design.*



[210. *CRAFTS STUDIO*. Fall. Credit two hours. Prerequisite, Housing and Design 100; Course 211 must precede or parallel. ———.

M W 2-4. Room 318.

To develop creative expression through experimentation with various materials and processes, such as bookbinding, block printing, weaving, wood carving, stitchery, leathercraft; helpful to students interested in occupational therapy, camp work, teaching, and homemaking. Minimum cost of materials, \$7. Not offered in 1959-1960.]

[211. *CRAFTS*. Fall. Credit one hour. Open to sophomores. ———.

F 2. Room 317.

A lecture course on the development of handicrafts from prehistoric times to the present, showing how creative expression has developed through the civilizations, and its effect on contemporary industry. Not offered in 1959-1960.]

\*220. *FUNDAMENTALS OF INTERIOR DESIGN*. Fall and spring. Credit two hours. (Two hours of outside work in studio required.) Prerequisite, Housing and Design 100. Limited to 15 students in each section. Mrs. ADLER, Miss CADY, Mr. MILLICAN, and Miss WELLING.

*Fall*

M W 8-11, Room 408  
 M W 11-1, Room 401A  
 T Th 9-11, Room 401A  
 T Th 11-1, Room 327  
 W F 10-12, Room 318  
 W F 2-4, Room 318

*Spring*

M W 11-1, Room 401A  
 T Th 8-10, Room 408  
 T Th 9-11, Room 401A  
 T Th 10-12, Room 318  
 T Th 11-1, Room 408  
 W F 8-10, Room 327  
 T Th 2-4, Room 318

A study of design as applied to residential architectural space. Interior designing based on family and individual needs involving the combination of furniture, fabrics, lighting, accessories, color, and architectural materials. Illustrated lectures, discussions, drafting techniques, offered as background information and tools for solving interior design problems.

235. *INTERIOR DESIGN FOR LIMITED SPACE AND BUDGET*. Fall and spring. Credit three hours. (Three supervised hours of outside work in studio required.) Limited to 15 students. Prerequisite, Housing and Design 220. Instructor's signature required at preregistration. Miss NEBLETT.

M W F 11-1, Room 401B.

Students anticipate furnishing problems of the young couple faced with limited space and budget. Practice in: furniture arrangement, selection, restoration, and designing and constructing simple pieces of furniture and accessories. Minimum cost of materials, \$10.

240. *HOUSE PLANNING*. Fall and spring. Credit three hours. Prerequisite, Housing and Design 220. Limited to 15 students. Mr. MILLICAN.

M W F 10-12, Room 327.

An introduction to house design. Drafting-room work consisting of plan and model studies of house and site. Lectures, discussions, local field trips, required reading.

300. *SPECIAL PROBLEMS*. Fall and spring. Credit and hours to be arranged. Department staff.

For students recommended by counselors and approved by the head of the department and the instructor in charge for independent, advanced work on a problem not dealt with by other courses in the department, or for special arrangement of course work necessitated because of previous training. The signatures of the professor concerned and of the head of the department are required at preregistration.

311A, B, C. *TEXTILE DESIGN*. Fall. Credit three hours each. Limited to 15 students. Prerequisite, Housing and Design 220, Miss CADY.

T Th 9-12, Room 408.

In different years textile design for (a) block printing, (b) silk-screen printing, and (c) weaving will be treated. This year weaving will be the term project. Minimum cost of materials, \$10.

319. *CONTEMPORARY DESIGNERS*. Spring. Credit three hours. Prerequisite, Housing and Design 220 or equivalent. Miss TRUE.

T Th 10:30-12, Room 317.

Analysis of works of selected contemporary designers; comparison of the purposes and philosophies which affect design form and expressive content. Artists' work chosen from painting, architecture, and related design fields to accent the interrelation of design in the various fields.

320. *HISTORIC FURNITURE AND INTERIOR DESIGN*. Fall. Credit three hours. Prerequisite, Housing and Design 100. This is the first course of a two-course sequence, the second of which is 322. Miss WELLING.

M W F 8. Room 317.

A study of changes in furniture and interior design (form and structure) reflecting the changing cultural framework of Western civilization through the eighteenth century.

322. *HISTORIC FURNITURE AND INTERIOR DESIGN*. Spring. Credit three hours. Prerequisite, Housing and Design 320. This is the second course of a two-course sequence and should be taken following 320. Miss WELLING.

M W F 8. Room 317.

A critical examination (beginning with the eighteenth century) of the emergence and development of contemporary furniture and interior design, with special consideration of technological growth.

325. *INTERIOR DESIGN*. Spring. Credit three hours. (Three hours of outside work in studio required.) Prerequisite, Housing and Design 240. Limited to 15 students. Miss CADY.

M W F 11-1. Room 408.

Problems in interior designing which involve form, scale, corrective design; also color, fabrics, and evaluation of design quality in furniture. Sketches, plans, and working drawings are made for built-in furniture and storage units. Treatment of background of rooms is stressed in accordance with their architectural design and family use. Field trip to New York City (approximate cost, \$25). An equivalent experience may be arranged.

339. *SEMINAR IN DESIGN*. Spring. Credit three hours. For upperclassmen and graduate students. Instructor's signature required at preregistration. Mr. MILLICAN. Hours to be arranged.



Field interviewer collects first-hand information and opinions from one of 4000 persons being interviewed in a study of the housing needs of the aged.

348. *HUMAN FACTORS IN HOUSING*. Fall. Credit three hours. Prerequisite, Housing and Design 147. Mr. BOWER.

M W F 9. Room 301.

A critical analysis of the influence of such factors as family life cycle, socio-economic status, attitudes, values, and preferences on housing requirements. Special treatment of current problems, such as housing needs of the aged, low-income families, and certain ethnic groups.

349. *HOUSING: SUPPLY*. Spring. Credit three hours. Prerequisite, Housing and Design 147. Mr. BOWER.

M W F 9. Room 301.

Certain theories and concepts in housing. Problems of suburbanization and city growth; neighborhood factors and community facilities; importance of housing finance; influence of government policies.

400. *SEMINAR IN CURRENT HOUSING PROBLEMS*. Spring. Credit three hours. Registration by permission of the instructor, based upon student's training, experience, and interest. Instructor's signature required at preregistration. Mr. BEYER.

M 4-6. Room 105. M.V.R. Annex.

403. *SPECIAL PROBLEMS FOR GRADUATE STUDENTS*. Fall and spring. Credit and hours to be arranged. Department staff.

For graduate students recommended by their chairmen and approved by the head of the department and the instructor in charge for independent, advanced work.

407. *THESIS AND RESEARCH*. Fall and spring. Registration with permission of the instructor, Mrs. ADLER, Mr. BEYER, Mr. BOWER, Miss CADY, Mr. MILLICAN, Miss NEBLETT, and Miss TRUE.

[410. *RESEARCH METHODS IN HOUSING AND DESIGN*. Fall. Credit three hours. ———.

Some of the major steps involved in the design of research problems and techniques of collecting and analyzing data.

T 2-4. Room 3-M-11. Not offered in 1959-1960.]

[425. *INTERIOR DESIGN: THEORY AND PRACTICE*. Spring. Credit three hours. Prerequisite, Housing and Design 325 and 235. ———.

M W F 8-10. Room 401-B.

Advanced problems in design and techniques integrated toward a class problem in the complete development of a room. Examination of sources for furnishing information materials. Not offered in 1959-1960.]

447. *FUNDAMENTALS OF HOUSING*. Fall and spring. Credit three hours. Graduate section of Housing and Design 147. Consult with instructor prior to registration. Mr. BOWER.

M W 11 or T Th 2. Additional hour to be arranged.

## INSTITUTION MANAGEMENT

MRS. MARY K. BLOETJES, *Head*; ALICE BURGAIN, CAROL CONNAUGHTON, REGINA GOTTLIEB, KATHLEEN CUTLAR, MARIE KNICKREHM, KARLA LONGREE, AIMEE MOORE, DOROTHY PROUD.

The Department of Institution Management offers to the student orientation and training in food administration. Practice is provided in situations where large numbers of persons are served. The students participate in preparing and serving food in the cafeteria, where approximately 1,500 patrons are fed each day. The content



of courses includes organization and administration procedures, the selection, care, preparation, and service of food in quantity, menu planning, accounting, food control, kitchen planning, and the selection and care of institution equipment and furnishings.

Students who major in Institution Management will complete the following courses totaling 16 or 17 credits: Institution Management 220, 230, 320, and either Institution Management 327, Hotel Administration 240, or Industrial and Labor Relations 461.

Some courses in other colleges of the University that are related to the work in institution management are in *personnel administration*; *personnel problems in supervision*; *human relationships*; *meat and meat products*; *food economics*; *bacteriology*.

*Summer Practice Requirement.* Students preparing for positions in the field of Institution Management are expected to meet a summer practice requirement (see page 31).

106. *INSTITUTION FOOD SERVICE OPERATIONS.* Fall and spring. Credit two hours. May be elected by any undergraduate. Recommended for students who wish to explore the fields of school lunch management, hospital dietetics, and related professions. Miss CONNAUGHTON.

T Th 11. Room G-62.

Designed to orient the student in the field of institution management and the professional opportunities for persons trained in this field. A survey of hospital organization, organization of the national school lunch program, and other institutions operating food service departments. A basic introduction to the major courses offered in the Department of Institution Management is given to familiarize the student with the field.

Field trip will be arranged. Estimated cost of trip, \$4.

200. *QUANTITY FOOD PREPARATION: PRINCIPLES AND METHODS.* Fall and spring. Credit three hours. For students in hotel administration. Prerequisite, Hotel Administration 215. Miss CONNAUGHTON.

Lecture, M 10. Room 117. Laboratory, M W 2-5:30 or T Th 2-5:30. Room G-62 and Cafeteria kitchen. (For description, see *Announcement of the School of Hotel Administration.*)

210. *QUANTITY FOOD PREPARATION: PRINCIPLES AND METHODS.* Fall and spring. Credit four hours. For students in hotel administration. Prerequisite, Hotel Administration 215. Miss CUTLAR.

Lecture, M 10. Room G-62. Laboratory, T Th 8:15-12:45. Room G-62 and Cafeteria kitchen. (For description, see *Announcement of the School of Hotel Administration.*)

220. *FOOD SELECTION AND PURCHASE.* Fall and spring. Credit three hours. Preferably taken in the junior year. May be taken in the sophomore year on the recommendation of the class counselor. Advised for all students specializing in institution management or dietetics; suggested for students preparing for positions in teaching, extension, food promotion, or home service. Animal Husbandry 92 is suggested to precede or parallel this course. Miss MOORE.

Lectures and discussion, T 9, Th 9-11. Room G-62.

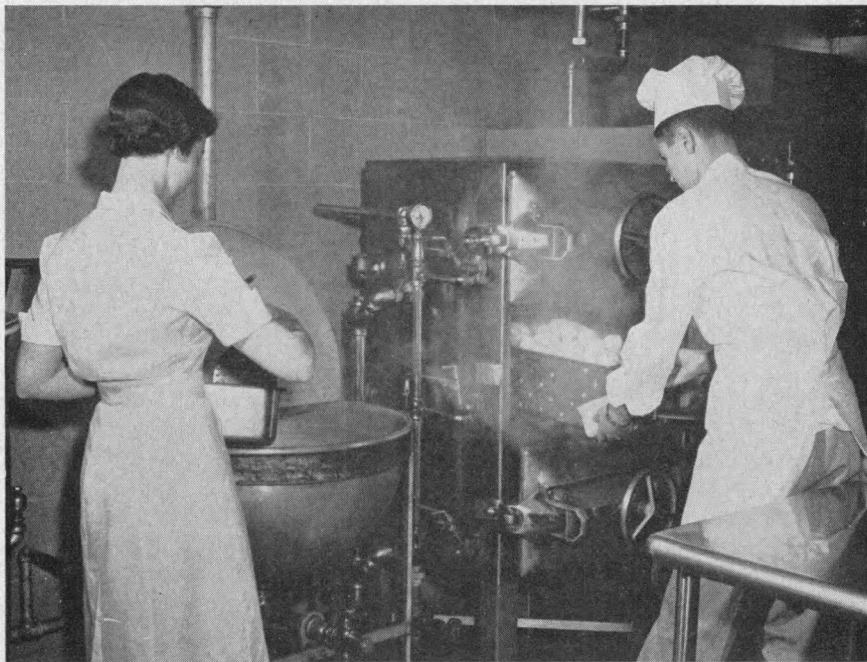
A discussion of sources, standards of quality, grades, methods of purchase, care, and storage of various classes of food. A one-day trip to Elmira, Syracuse, or Rochester markets will be included. Estimated cost of trip, \$4.

230. *QUANTITY FOOD PREPARATION: PRINCIPLES AND METHODS.* Fall and spring. Credit five hours. Should be taken in the junior year. May be taken in the sophomore year on the recommendation of the class counselor. Advised for all students specializing in institution management or dietetics; suggested for students

preparing for positions in teaching, extension, food promotion, or home service. Prerequisite, Food and Nutrition 215 or 225. Miss MOORE.

Lecture, M 9. Room G-62. Laboratory, W F 8-1, Room G-62 and Cafeteria.

White uniform, white socks, and hair net are required. A major course in institution management, with emphasis given to quantity cooking in the cafeteria kitchen; observation of management and personnel problems; use, operation, and maintenance of equipment; food costing; and menu planning. The student is expected to apply the subject matter taught in prerequisite or parallel courses, including basic principles and procedures of food preparation, food chemistry, marketing, and nutrition. Student ability for professional work in food administration is evaluated. Students have their lunch while in laboratory.



*Students learn quantity meal preparation.*

300. *SPECIAL PROBLEMS*. Fall and spring. Credit and hours to be arranged. Misses CUTLAR and BURGOIN.

For students recommended by counselors and approved by the head of the department and the instructor in charge for independent, advanced work on a problem not dealt with by other courses in the department, or for special arrangement of course work necessitated because of previous training. The signatures of the professor concerned and of the head of the department are required at preregistration.

305. *SPECIAL PROBLEMS IN EXPERIMENTAL QUANTITY COOKERY*. Fall. Credit and hours to be arranged. For graduate students in institution management and for seniors with adequate background in foods and major interest in institution management. Number of registrants limited. Instructor's signature required for preregistration. Miss LONGREE.

Selected problems are offered for special study and experimentation. All projects deal with pertinent problems in quantity food preparation.

**320. INSTITUTION ORGANIZATION AND ADMINISTRATION.** Fall. Credit two hours. Primarily for seniors. Advised for all students specializing in institution management, dietetics, or school lunch supervision. Prerequisites, Institution Management 220 and 230. Industrial and Labor Relations 461 is required to precede or parallel this course. Miss GOTTLIB.

M F 2. Room 124.

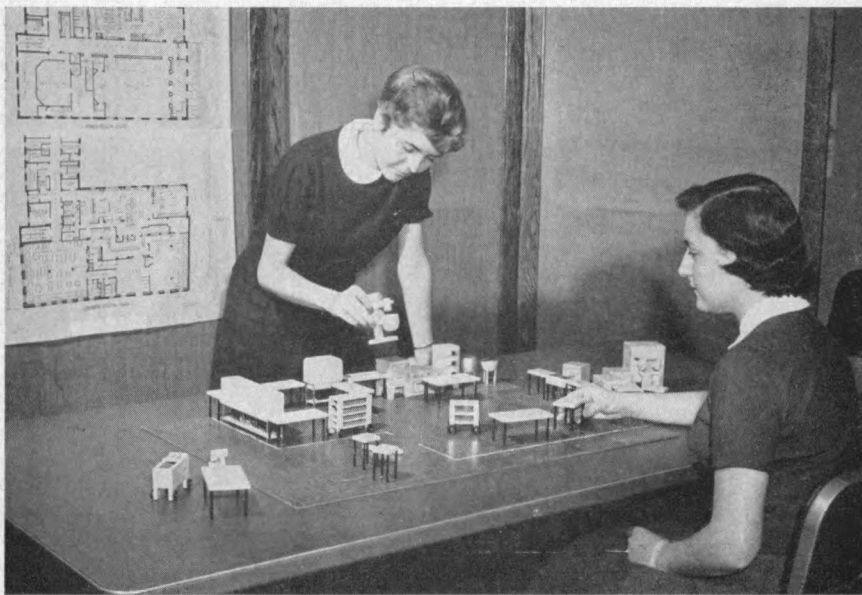
Analysis and interpretation of major administrative problems in operating a food service organization. Application of business management, budgetary, and production control principles to quantity meal preparation and service.

**327. INSTITUTION FOOD SERVICE EQUIPMENT.** Fall. Credit two hours. For juniors and seniors interested in Institution Management. Recommended to parallel Institution Management 320. Prerequisite, Institution Management 230. Miss CUTLAR.

W 2-4. Room 124.

The selection and layout of institution food service equipment in relation to production requirements, materials, and utility. Some practice in blueprint reading and specification writing will be included. A one-day field trip to a restaurant equipment firm and typical institution kitchens is planned. Cost of trip, \$5.

**350. INSTITUTION PRACTICE.** Fall and spring. Credit three hours. Open to a limited number of seniors and graduate students majoring in institution management, with the permission of the instructor. Practice assignments require approximately 10 hours a week for the full semester. Conference hour to be arranged. Students will meet with the instructor the first day of the term, 4-5, G-69. Miss BURGOIN.



Students in the Department of Institution Management study floor plans and equipment-layout for institutional kitchens.

Practice work in one of the food service units on the campus or at the Tompkins County Hospital. Students are assigned specific jobs in the unit and rotated to the extent that this is possible without jeopardizing the flow of work. Students receive meals when on the job, or an equivalent cash wage.

400. *READINGS IN INSTITUTION MANAGEMENT*. Spring. Offered in alternate years. Credit one hour. Registration with the permission of the instructor. Hours to be arranged. Miss Gottlieb and department staff.

403. *SPECIAL PROBLEMS FOR GRADUATE STUDENTS*. Fall and spring. Credit and hours to be arranged. Department staff.

For graduate students recommended by their chairmen and approved by the head of the department and the instructor in charge for independent, advanced work.

407. *THESIS AND RESEARCH*. Fall and spring. For graduate students with training and experience satisfactory to the instructor. Hours to be arranged. Mrs. BLOETJES, Misses BURGOIN, CUTLAR, LONGREE and MOORE.

Individual research in the area in which the student is particularly interested or in a study already set up in the department. Food-control procedure, job analyses, motion and time studies, experimentation, development of standardized procedures in quantity food preparation with emphasis on palatability and vitamin retention, and determination of factors underlying efficient kitchen planning are subjects suggestive of the field in which there is vital need for research.

[410. *SEMINAR IN INSTITUTION ORGANIZATION AND ADMINISTRATION PROBLEMS*. Spring. Offered in alternate years. Credit one hour. By arrangement. For graduate students with adequate training in institution management. Department staff. Not offered in 1959-1960.]

420. *FOOD PURCHASING*. Fall and spring. Credit three hours. Graduate section of Institution Management 220. Instructor's signature required for preregistration. Miss MOORE.

Lecture and discussion, T 9, Th 9-11, and one additional hour to be arranged. Room G-62. (See description of Institution Management 220.)

425. *INSTITUTION ORGANIZATION AND ADMINISTRATION*. Fall. Credit two hours. Graduate section of Institution Management 320. Students will attend designated lectures in Institution Management 320. Instructor's signature required for preregistration. Miss GOTTLIEB.

Lectures and discussions, M F 2. Room 124. One additional hour to be arranged.

427. *INSTITUTION FOOD SERVICE EQUIPMENT*. Fall. Credit two hours. Graduate section of Institution Management 327. Instructor's signature required for preregistration. Miss CUTLAR.

W 2-4. Room 124.

430. *QUANTITY FOOD PREPARATION*. Fall and spring. Credit five hours. Graduate section of Institution Management 230. Instructor's signature required for preregistration. Miss MOORE.

Lecture, M 9. Room G-62. Laboratory, W F 8-1. Room G-62 and Cafeteria.

440. *QUALITY AND QUANTITY FOOD CONTROL*. Spring. Credit two hours. Primarily for seniors and graduate students. Prerequisite, Institution Management 230, Institution Management 220, and Hotel Accounting 240. Mrs. BLOETJES.

M F 2. Room G-1.

The integration of production quantities, purchase standards, account classifications, and distribution control based on standard portioned menu items. Emphasis on the use of punched cards and their control value.



## TEXTILES AND CLOTHING

MARGARET L. BREW, *Head*; MRS. FLORENCE BOAK, MRS. MADELINE C. BLUM, MRS. GLADYS BUTT, MRS. ELEANOR HIBBEN, MARGARET HUMPHREY, MRS. ELSIE McMURRY, MRS. MARY RYAN, ADALINE SNELLMAN, FRANCES SPRATT, EVELYN STOUT, VIVIAN WHITE, FRANCES E. YOUNG.

The Department of Textiles and Clothing aims to assist students in developing discrimination in the choice of apparel and textiles, in gaining an increased appreciation of good taste in dress, in becoming familiar with the chemical and physical properties of textile fabrics important to the consumer in the purchase and maintenance of clothing and textile furnishings, in making intelligent use of market facilities in the buying of apparel, in understanding the relationship of clothing to human behavior, and in becoming aware of family clothing practices and their relation to family resources and needs.

The student who wishes pre-professional training will be expected to take the department major which is: Textiles and Clothing 141, 170, and 210, and an additional nine hours distributed in the two areas of textiles and clothing. Electives in the *fine arts, psychology, chemistry, physics, economics, sociology and anthropology* will contribute materially to work in this department.

141. *CLOTHING CONSTRUCTION AND SELECTION*. Fall and spring. Credit three hours. Each section limited to twenty students. Mrs. BOAK, Mrs. BUTT, Misses HUMPHREY and SPRATT.

### *Fall*

M W 1:40-4:30, Room 234  
M W F 11-1, Room 217  
T Th 1:40-4:30, Room 217

### *Spring*

T Th 1:40-4:30, Room 234  
M W 1:40-4:30, Room 217  
T Th 8-11, Room 217  
M W F 11-1, Room 234

Emphasis on choice of suitable construction processes for fabric and design; efficient use of commercial patterns, materials, and equipment; planning and organization for work simplification; evaluation of source materials on construction. Some work will be included on the selection of becoming line, color, and texture in the garment and its accessories.

\*170. *TEXTILES*. Fall and spring. Credit three hours. Each section limited to twenty students. Miss WHITE.

Lecture, T Th 11. Amphitheatre.

### *Laboratory*

#### *Fall*

M 2-4, Room 278  
T 8-10, Room 278  
Th 2-4, Room 278  
F 8-10, Room 278  
F 2-4, Room 278

#### *Spring*

Th 2-4, Room 278  
F 8-10, Room 278  
F 2-4, Room 278

A study of current textile technology of importance to consumers. Fibers, yarn and fabric structures, and fabric finishes commonly used in apparel and household textiles will be considered with emphasis on the chemical and physical properties and their relation to satisfaction in use.

210. *DESIGN AND COLOR IN APPAREL*. Fall and spring. Credit three hours. May parallel Textiles and Clothing 215. Prerequisites, Textiles and Clothing 141 and 170 and Housing and Design 100. May be elected by students from other colleges in the University who are approved by the instructor as having equivalent prereq-

quisites. Each section is limited to eighteen students. Mrs. McMURRY and Miss SPRATT.

*Fall*

M W 11-1, Room 216  
T Th 9-11, Room 216  
T Th 2-4, Room 216

*Spring*

T Th 9-11, Room 216  
T Th 2-4, Room 216

Opportunity is provided for experiences which help the student to develop understanding of the basic concepts and principles of design and color as applied to apparel, understanding of the creative process in apparel design, and ability to help people with such problems of clothing selection as involve aesthetic judgment.

Included are such problems as the development of a design; solving the inter-related problems of design set by the materials and technical procedures; the writing of an essay based upon a library problem; and the giving of a lecture-demonstration in which an individual is helped to solve a specific clothing selection problem.

215. *APPAREL DESIGN: PATTERN MAKING*. Fall and spring. Credit three hours. Suggested for sophomores. Especially valuable for students intending to teach. Prerequisites, Textiles and Clothing 141 and 170; prerequisite or parallel, Textiles and Clothing 210. Each section limited to sixteen students. Misses HUMPHREY and SPRATT.

*Fall*

M W 1:40-4:30, Room 215  
T Th 8-11, Room 215

*Spring*

M W 1:40-4:30, Room 215  
T Th 1:40-4:30, Room 215

Study of the principles of fitting and pattern making and their application to fabric and figures. Laboratory experiences involve testing of principles and application of principles to pattern making, sizing problems, design problems, and alteration problems of wearing apparel.

250. *APPAREL DESIGN: DRAPING*. Fall and spring. Credit three hours. Prerequisites, Textiles and Clothing 141, 170, 210, and 215 or the equivalent. Each section is limited to sixteen students. Misses HUMPHREY and SPRATT.

*Fall*

T Th 1:40-4:30, Room 215

*Spring*

T Th 9-12, Room 215

Apparel design is developed by draping fabric on the dress form. The student has opportunity to see the interrelationships of fabric, fit, and design by working with a variety of fabrics. Some design problems are executed in muslin. One is draped and carried through to completion in a fabric of the student's choosing.

275. *SCIENCE RELATED TO TEXTILES*. Spring. Credit two hours. Prerequisites, Food and Nutrition 214 or general chemistry, and Textiles and Clothing 170. Section limited to twelve students. Miss WHITE.

W F 8-10, Room 353.

Relationships between current theories of molecular structure of the most important natural and man-made fibers and their behavior in use. Consideration of some of the chemical reactions involved in the manufacture and maintenance of textiles. Laboratory experiments include observation of the effects of common reagents used in laundry and stain removal, the detection of chemical damage in fabrics, the preparation of cellulose acetate, the application of some common finishes such as mercerization of cotton, shrinkage control of wool, etc. Not intended to train students as textile chemists but rather to give them background and the ability to read the literature in the field intelligently.

300. *SPECIAL PROBLEMS*. Fall and spring. Credit and hours to be arranged. Department staff.

For students recommended by counselors and approved by the head of the depart-

ment and the instructor in charge for independent, advanced work not otherwise provided in the department; or for special arrangement of course work necessitated because of previous training. The signatures of the professor concerned and of the head of the department are required at preregistration.

[325. *CLOTHING FOR THE MODERN FAMILY*. Spring. Credit three hours. Juniors, seniors and graduates. Prerequisites, Textiles and Clothing 170; Economics of the Household 128, 130; Child Development and Family Relationships 102; or by permission of the instructor. Miss SPRATT.

Clothing as related to the welfare of families. Emphasis on the sociological, psychological, and economic aspects of clothing. Readings, lectures, and discussions to increase the student's understanding of clothing as it relates to different members of the family group. Experience given through working directly with the clothing problems of a selected number of Ithaca families. Not offered in 1959-1960.]

330. *HISTORY OF COSTUME*. Fall. Credit three hours. For upperclassmen and graduate students. Mrs. McMURRY.

M W F 2. Room 213.

A course to develop a broader and deeper understanding of dress as a basic human need throughout the ages, and an appreciation of the contributions made by the major cultures to costume as one of the minor arts.

A survey of the evolution of the apparel arts from ancient times to the present,



*Students learn to develop designs in apparel. Historic costumes may serve as inspiration.*

emphasizing the social, political, and economic factors which affected dress and the mores expressed through dress in each culture. The development of apparel forms and decoration as related to the interaction of peoples.

A major project is designed to give elementary training in research which involves the use of the costume collection, regional history collection, and other sources available at the University.

340. *APPAREL DESIGN: CONSTRUCTION TECHNIQUES*. Spring. Credit three hours. Prerequisite, Textiles and Clothing 250. Open to juniors and seniors. To be taken parallel with Textiles and Clothing 355. Miss HUMPHREY.

T Th 10-1. Room 234.

Provides opportunity for students to experiment with and develop suitable methods of executing apparel designs. Selected designs developed in Textiles and Clothing 355 are carried to completion. Consideration is given to the need for adjusting the design execution to the fabric, choice of methods to achieve silhouette desired, the preservation of the functional needs of dress, and feasible methods to achieve decorative detail. One problem will include differences in the execution of a design for low-cost and high-cost commercial production.

345. *APPAREL DESIGN: TAILORING*. Fall. Credit three hours. Prerequisite, Textiles and Clothing 215. Open to juniors and seniors. Registration limited to sixteen students. Miss HUMPHREY.

T Th 9-12. Room 234.

Experimental procedures in executing outerwear designs. Students are expected to acquire competence in exploring, creating and evaluating methods of executing designs; to develop judgment in choice of methods adaptable to cost, style, and use of garments. Laboratory experience involves execution of two designs. Choice of problem is student's decision.

355. *DESIGN AND COLOR IN APPAREL: ADVANCED COURSE*. Spring. Credit two hours. Prerequisites, Textiles and Clothing 170 and 250; prerequisite or parallel, Housing and Design 200 or the equivalent. Must be taken parallel with Textiles and Clothing 340. Mrs. McMURRY.

T Th 8-10. Room 234.

Problems include the development of several designs to partial completion. Source materials such as the Department's collection of historic costumes, costume books, and fabrics are used for inspiration; designs are modified as they are developed in chosen media. Attention is given to designing apparel for both mass production and the custom trade and for specialized uses, such as active sports, underwear, children's play clothes. Selected designs are carried to completion in Textiles and Clothing 340.

A two-day trip to New York to study museum exhibits and designers' collections is arranged when feasible. Students are responsible for transportation and living expenses.

[360. *TEXTILES AND CLOTHING IN BUSINESS*. Spring. Credit three hours. Prerequisite, Textiles and Clothing 170; prerequisite or parallel, Economics of the Household 260. Mrs. BOAK.

Lecture, M W F 12. Room 213. Not offered in 1959-1960.]

370. *TEXTILE FURNISHINGS*. Spring. Credit three hours. For Home Economics, Hotel, and other students. Lecture-demonstration-discussion. Misses STOUT and WHITE.

M W F 11. Room 278.

Types and qualities available on the market of widely used textile furnishings such as blankets, sheets, towels, mattresses, rugs, draperies, upholsteries, and curtains. Relation of fiber, finish, and other processing to price, specific end-use, and maintenance. Methods of manufacture and marketing peculiar to the production and distribution of these articles. Standards and specifications that are in use or under





*A textile student measures the width of fabric before testing in the humidity- and temperature-control laboratory.*

consideration for these furnishings and federal and state legislation pertaining to their sale or use.

373. *NEW DEVELOPMENTS AND TRENDS IN TEXTILES*. Spring. (In future years will be offered in the fall term.) Credit one hour. Prerequisite, Textiles and Clothing 170 or 370 or the equivalent. Misses STOUT and WHITE.

M 12. Room 278.

Lecture and, discussion. For students who have some knowledge of textiles and who wish information on new developments, particularly those of importance to consumers.

375. *TEXTILES: ADVANCED COURSE*. Spring. (In future years will be offered in the fall term.) Credit two hours. Prerequisite, Textiles and Clothing 170 or 370 or the equivalent; prerequisite or parallel, Textiles and Clothing 373. Misses STOUT and WHITE.

T Th 8-10 (1960 only). Room 278.

A series of cooperative class problems involving procedures for testing mainly the physical properties of fabrics. Laboratory work includes use of various testing instruments and standard and other approved test methods. Research type evaluation, interpretation, and preparation of reports.

401. *RESEARCH METHODS IN TEXTILES AND CLOTHING*. Fall. Credit two hours. For graduate students. Mrs. RYAN.

W F 9. Room 213.

Discussion of methods of choosing a research problem, including a review of various areas of possible research in textiles and clothing. Each student will carry out a minor research problem under the direction of the staff member and report her progress to the class at various stages.

403. *SPECIAL PROBLEMS FOR GRADUATE STUDENTS*. Fall and spring. Credit and hours to be arranged. Department staff.

For graduate students recommended by their chairmen and approved by the head of the department and the instructor in charge for independent, advanced work.

407. *THESIS AND RESEARCH*. Fall and spring. Registration with permission of the instructor. Department staff.

408. *SEMINAR IN TEXTILES AND CLOTHING*. Fall. Credit one hour. Miss BREW and department staff.

F 4. Room 215.

430. *SEMINAR: CLOTHING AS RELATED TO HUMAN BEHAVIOR*. Spring. Credit two hours. For graduate students; upperclassmen by permission. Mrs. RYAN. T Th 2. Room 213.

A critical review of literature concerned with social-psychological aspects of clothing with emphasis on methods of approach. The formulation and planning of a problem in this field.

478. *SEMINAR IN TEXTILES*. Spring. Credit one hour. Graduates; undergraduates by special permission of Textiles and Clothing staff. Time to be arranged. Misses STOUT and WHITE.

Critical discussion of research literature. Class activities may include panel discussion, field trips, reports by students, staff, or others with special knowledge in certain areas of the textile field.

## SOME COURSES IN OTHER COLLEGES FOR HOME ECONOMICS STUDENTS

(Students should refer to the Announcements of the several colleges for complete course offerings.)

*AGRICULTURAL ENGINEERING 10. Household Mechanics*. Fall and spring. Credit three hours. For women students. Not open to freshmen. Assistant Professor GUEST and assistants.

Lectures, T Th 12. Caldwell 100. Practice, W Th or F 2-4:30. Riley-Robb 140. Intended to develop ability to think and to reason in terms of mechanical devices. As part of this training, laboratory exercises are given on automobiles, sewing machines, vacuum cleaners, refrigerators, water systems, plumbing, wiring systems, and some of the simpler machines and tools used in homes.

*ANIMAL HUSBANDRY 92. Meat and Meat Products*. Fall and spring. Credit two hours. For women students. Not open to freshmen. Designed primarily for students in the College of Home Economics. Registration limited to sixteen students in each laboratory section. Professor WELLINGTON and Poultry Department staff.

Lecture, Th 11, Wing C. Laboratory, Th or F 2-4:20, Meat Laboratory.

Deals with the major phases of meats, poultry, and eggs; wholesale and retail buying, nutritive value of meats; cutting, freezing, curing, cooking; sausage products; and miscellaneous topics.

*BACTERIOLOGY 3. Agricultural and Home Economics Bacteriology*. Spring. Credit three hours. Prerequisite, elementary chemistry. Associate Professor VAN DEMARK and assistants.

Lecture, M W F 11. Plant Science 233.

The basic principles of bacteriology and their applications in agriculture, home economics, industry, and public health.

**BACTERIOLOGY 5.** *Agricultural and Home Economics Bacteriology Laboratory.* Spring. Credit two hours. To be taken with or following Bacteriology 3 or its equivalent. Associate Professor VAN DEMARK and assistants.

Laboratory, T Th 8-9:50 or T Th 11-12:50. Stocking 301.

**BIOCHEMISTRY 10.** *Elements of Biochemistry.* Fall. Credit four hours. Prerequisite, Chemistry 303 and 305 or Food and Nutrition 215. Professor DANIEL.

Lectures and discussion, M T Th S 8. Savage 145.

Primarily for students in the College of Home Economics. An elementary course dealing with the chemistry of biological substances and their transformations (digestion and metabolism) in the animal organism.

**BIOCHEMISTRY 11.** *Elements of Biochemistry.* Fall. Credit two hours. Prerequisite or parallel, Biochemistry 10. Professor DANIEL and assistants.

Laboratory, T Th 2-4:20. Savage 230.

Laboratory practice with biochemical substances and experiments designed to illustrate chemical reactions which may occur in the animal body.

**BIOLOGY 9.** *Biological Basis of Social Problems.* Spring. Credit three hours. No prerequisites. Professor UHLER.

Lecture and demonstration, T Th S 9. Roberts 392.

An elementary course designed especially to furnish a background in biological science for students in the College of Home Economics who intend to enter the field of nursery school teaching, though open to other interested students as well. A survey of biological principles and relationships with emphasis on human structure, development, heredity, and eugenics.

**HOTEL ACCOUNTING 240.** *Cafeteria Accounting.* Fall. Credit three hours. Recommended for the sophomore or junior year. Mr. BECK and assistants.

Lecture, T 10; practice, T Th 2-4:20. Statler Hall.

An elementary course in simple accounting, using as illustrative material the accounting records of a typical cafeteria. Cash and credit transactions, checkbook and deposit records, journal and ledger entries are studied, as well as trial balances, profit and loss statements, and balance sheets.

## COURSES TO MEET UNIVERSITY REQUIREMENTS IN PHYSICAL EDUCATION FOR WOMEN

*Required activities:* Elementary Dance (P.E. 52). Individual Gymnastics (P.E. 53) is required when recommended by the Medical or Physical Education Staff.

*Other activities:* (P.E. 54): Archery, ballroom dancing, bowling, canoeing, equitation, field hockey, figure skating, first aid, golf, lacrosse, modern dance, senior life saving, skiing, square and folk dancing, swimming (beginning), tennis, water safety instructors. For further information, see the *Bulletin of the Department of Physical Education for Women*.

Students who have been discharged from the Armed Forces may be exempted from the requirement. Students 22 years of age on entrance and transfers entering with four terms of advanced standing credit may be exempted from the requirement.

All other undergraduate women are required to complete four terms of work, three hours a week, in physical education during the first two years of residence. Permission for postponement of or for exemption from this requirement is issued only by the University Faculty Committee on Requirements for Graduation through the representative in the College Secretary's office.

See the *Announcement of the Independent Divisions and Departments* for information concerning elective courses in *The Dance* for academic credit.

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