

Cornell University

ANNOUNCEMENTS

New York State College of Home Economics



1966-67

A Contract College of the State University
Cornell University, Ithaca, New York

Academic Calendar

1966-67

Freshman Orientation	S, Sept. 17
Registration, new students	M, Sept. 19
Registration, old students	T, Sept. 20
Instruction begins, 1 p.m.	W, Sept. 21
Midterm grades due	W, Nov. 9
Thanksgiving recess:	
Instruction suspended, 12:50 p.m.	W, Nov. 23
Instruction resumed, 8 a.m.	M, Nov. 28
Christmas recess:	
Instruction suspended, 10 p.m.	W, Dec. 21
Instruction resumed, 8 a.m.	Th, Jan. 5
First-term instruction ends	S, Jan. 21
Registration, old students	M, Jan. 23
Examinations begin	T, Jan. 24
Examinations end	W, Feb. 1
Midyear recess	Th, Feb. 2
Midyear recess	F, Feb. 3
Registration, new students	S, Feb. 4
Second-term instruction begins, 8 a.m.	M, Feb. 6
Midterm grades due	S, Mar. 25
Spring recess:	
Instruction suspended, 12:50 p.m.	S, Mar. 25
Instruction resumed, 8 a.m.	M, Apr. 3
Second-term instruction ends, 12:50 p.m.	S, May 27
Final examinations begin	M, May 29
Final examinations end	T, June 6
Commencement Day	M, June 12

The 1967-68 Academic Calendar was incomplete at publication date, but it will include the following (clock hours unavailable): Registration: new students, Friday, Sept. 8, 1967; old students, Saturday, Sept. 9. Instruction begins Monday, Sept. 11. Thanksgiving recess: instruction suspended Wednesday, Nov. 22, and resumed Monday, Nov. 27. Christmas recess begins Saturday, Dec. 16. Study period begins Wednesday, Jan. 3, 1968. Examinations begin Monday, Jan. 8, and end Tuesday, Jan. 16. Registration: new students, Friday, Jan. 26; old students, Saturday, Jan. 27. Second-term instruction begins Monday, Jan. 29, and ends Saturday, May 11. Study period begins Monday, May 13. Examinations begin Monday, May 20, and end Tuesday, May 28. Commencement, Monday, June 3.

CORNELL UNIVERSITY ANNOUNCEMENTS

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New York State College
of Home Economics

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Contents

	ACADEMIC CALENDAR, <i>inside front cover</i>
4	PERSONNEL
9	COLLEGE OF HOME ECONOMICS
10	UNDERGRADUATE PROGRAM
11	Requirements for the Degree
14	Academic Honors
15	COUNSELING SERVICE
18	PROFESSIONAL OPPORTUNITIES
21	PROFESSIONAL PREPARATION
24	LIVING ARRANGEMENTS
25	HEALTH SERVICES AND MEDICAL CARE
25	EXPENSES
28	SCHOLARSHIPS AND OTHER AID
41	ADMISSION
47	GRADUATE STUDY
48	PROCEDURES AND SPECIAL REGULATIONS
49	Registration
50	Grades
52	Leave of Absence
52	Study <i>in Absentia</i>
54	Summer Study Credit
55	DESCRIPTION OF COURSES
55	Counseling Service
56	Child Development and Family Relationships
66	Extension Teaching and Information
67	Food and Nutrition
74	Home Economics Education
79	Household Economics and Management
86	Housing and Design
93	Institution Management
97	Textiles and Clothing
105	Physical Education
106	INDEX
107	ANNOUNCEMENTS, LIST OF

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* Numbers following names indicate: (1) sabbatic leave starting August 1, 1966, to January 31, 1967; (2) sabbatic leave starting September 16, 1966, to January 31, 1967; (3) leave of absence January 1, 1967, to January 31, 1967; (4) sabbatic leave starting February 1, 1967, to June 15, 1967; (5) sabbatic leave starting February 1, 1967, to July 31, 1967.

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Cornell University

HOME ECONOMICS

The primary function of home economics is the coordination of the sciences and arts toward constructive family life appropriate to our society.

The New York State College of Home Economics at Cornell University is a state-supported contract college, one of several professional colleges of the State University of New York.

The College of Home Economics offers instruction and research facilities to serve the needs of the State. Linked with these is the Co-operative Extension program which reaches into homes and communities throughout the State.

The New York State College of Home Economics, as part of Cornell University, gives students the opportunity to elect studies in many fields. Of the 120 credit hours required for a degree, about one-third are from basic courses in the biological, physical, and social sciences and the humanities; at least one-third from courses in home economics; and about one-third from elective courses in the various colleges of the University.

There are seven departments in the College: Child Development and Family Relationships; Food and Nutrition; Home Economics Education; Household Economics and Management; Housing and Design; Institution Management; Textiles and Clothing. The Department of Extension Teaching and Information is a joint department with the New York State College of Agriculture. Because the work of the departments is interrelated, students do not think of them as isolated divisions but rather as different aspects of the total program of education.

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 which focused on the tasks of homemaking and understanding the needs of families and homemakers. Such courses supplemented the liberal arts programs.

Cornell was a pioneer in this type of family-focused 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. Money was appropriated for a separate building in 1910, and the new quarters in Comstock Hall were occupied in 1913. In 1919, the department became the School of Home Economics, and in 1925, by legislative action, it became a college. Since 1933 it has been located in Martha Van Rensselaer Hall, a building named for the founder and first director of home economics at Cornell.

LIBRARY

The State Colleges of Agriculture and Home Economics are served by the Albert R. Mann Library of about 300,000 volumes. This is supplemented by the other libraries of Cornell University, containing about 2,500,000 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, psychology, 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 more than 8500 are received currently.

The Albert R. Mann Library building was completed in 1952. It has a capacity of 500,000 volumes and seats 700 readers. The first floor of the library is devoted primarily to books assigned for class reading, with rooms seating 370 persons. Also on this floor are rooms for small groups studying together, the Xerox copying service, and the Ellis Room, which contains books and periodicals for casual reading. On the second floor are the reference, bibliography, and periodical reading rooms, a typing room, offices and work rooms, 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.

When the University is in session the library is open, with librarians on duty to assist readers from 8 a.m. to 11:30 p.m. daily except Saturday, when it closes at 5 p.m., and Sunday, when it opens at 1 p.m. Students must present Cornell identification cards when borrowing books. 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 booklets distributed at that time.

THE UNDERGRADUATE PROGRAM

OBJECTIVES

The aim of the undergraduate program of the College of Home Economics is twofold: to provide, through the facilities of the College and the University, a liberal education in the social and natural sciences, the humanities, and the arts; and to provide specialized instruction, based upon these disciplines, as preparation for professional careers in which

the interests and well-being of the individual, the consumer, and the family are paramount.

The program of liberal studies emphasizes those subjects which have aided man to understand himself and the world in which he lives. It also furnishes the student with basic knowledge required as part of his education for successful professional work in a society that is changing both technologically and sociologically. The specialized studies relate basic knowledge to an understanding of the needs of people with regard to food, shelter, clothing, management of resources, and interpersonal and family relationships. Because the educational program of the College emphasizes both breadth of knowledge and its application to the solution of human problems, it offers professional or preprofessional preparation for an increasing variety of positions.

REQUIREMENTS FOR THE B.S. DEGREE ¹

A candidate for the degree of Bachelor of Science must complete 120 credit hours of required and elective work during four years.² In addition, four credits of physical education are required, one credit in each of the first four terms, unless excused by the University Committee on Requirements for Graduation through the committee's representative in the Office of the Secretary. A quality point cumulative average of 1.7 (C—) or better is required.

A residence requirement is stated in University legislation as follows (University Faculty, November, 1962): "A candidate for an undergraduate degree of Cornell University shall be required to spend the last two terms of his candidacy in residence at this University, except that, with the consent of the special faculty concerned, a candidate may carry on the work of either or both of these terms *in absentia*, provided that before he receive the degree he pass such examination or make such a report as the faculty supervising his work may require of him, and that during the period of his absence he be registered as a student of this University and pay a fee of such amount as the Board of Trustees may fix. This residence and registration requirement shall not apply to a candidate carrying on work away from Cornell University, with prior approval of the special faculty concerned, when such work is equivalent to eight semester hours credit or less."

¹ A student who is readmitted to the College will be held for graduation requirements in effect when she re-enters. Courses offered as substitutes for home economics subject requirements will be accepted by the committee on 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 academic standing.

² A student who entered as a first-semester freshman and who completes all the graduation requirements in less than eight semesters may continue to register as an undergraduate until eight 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 Teacher Certification). She must carry a minimum of 12 credits in the ninth semester.

Requirements, Effective September, 1963

(FOR ALL STUDENTS MATRICULATING SEPTEMBER, 1963, AND THEREAFTER)

	Credit hours
<i>Group I. Required</i>	76
A. Home economics	40
To include:	
1. Home economics core courses, to be completed in the first two years, by students entering as <i>freshmen</i> .	
(a) Clothing: TC 170	
(b) Design: HD 100	
(c) Food: FN 112 or FN 115	
(d) Interpersonal and family relationships: CDFR 115 or CDFR 162	
(e) Management of resources: HEM 100	
(f) Shelter: HD 147	
2. Educational perspectives: CS 100	
B. Humanities ³	12
To include English 111 and 112 or the equivalent. (Advanced placement credit beyond the equivalent of English 111-112 will be credited in <i>Group II, Electives</i> .)	
C. Natural sciences ³	12
To include a minimum of 3 credits in biological science and 3 credits in physical science.	
1. One of the following courses in human biology: Biology 101 and 102, Zoology 201, Zoology 242.	
2. Chemistry or physics	
D. Social sciences ³	12
To include one course in each of the following areas. Additional courses to make up the total requirement may be taken in any area. Not more than six credits may be taken in any one field.	
Area 1. Courses which contribute to an understanding of individual behavior or interpersonal relationships.	
Area 2. Courses which contribute to an understanding of the social institutions of the United States.	
Area 3. Courses which contribute to an understanding of the social institutions of societies outside the United States.	
<i>Group II. Elective</i>	44
A maximum of 24 credits ⁴ may be elected in the endowed divisions of the University without charge; for example, Arts and Sciences, Architecture, Hotel Administration.	
Physical education (should be taken during the first four terms of residence)	4

120

³ A list of courses approved to meet the requirement is available in the Counseling Service office.

⁴ Courses may be taken outside the State Colleges beyond this limit of 24 credits only during the student's last semester prior to graduation, and provided that the hours taken in excess of

Courses Appropriate to Meet the Requirements

Requirements in humanities, natural sciences, and social sciences must be met through courses taught outside the College of Home Economics.

The following criteria have been developed to aid the student in selecting courses to meet the specific requirements for the degree. Questions concerning the appropriateness of a particular course not on the approved list should be directed to the student's counselor.

- A. *Home economics*: Any course is appropriate which is offered by a department in the College of Home Economics except courses offered in the Department of Extension Teaching and Information.
- B. *Humanities*: To be appropriate a course should
 - (1) Serve the primary function of broadening the student's program of liberal studies;
 - (2) Be directed toward that part of general education which contributes primarily to cultural enlightenment, esthetic awareness, and those values of the contemplative life which are not concerned with the natural or social sciences;
 - (3) Be selected in general from these fields of study: art, drama, language, literature, music, or philosophy with the following exceptions: (a) beginning courses in any language and those primarily concerned with composition or conversation; (b) studio or performance courses in any of the expressive arts (art, dance, drama, music, speech).
- C. *Natural sciences*: To be appropriate a course should
 - (1) Serve the primary function of broadening the student's program of liberal studies.
 - (2) Be directed primarily toward developing an understanding of the natural science aspects of the subject rather than those aspects which emphasize the subject's relationships to the social sciences or humanities.
 - (3) Deal with relatively broad topics rather than highly specialized ones.
 - (4) Be selected in general from the biological science fields of bacteriology, biochemistry, biology, botany, zoology; and, in general, from the physical science fields of astronomy, chemistry, geology, and physics.
- D. *Social sciences*: To be appropriate a course should
 - (1) Serve the primary function of broadening the student's program of liberal studies.
 - (2) Be concerned primarily with substantive content or theory rather than with acquisition of technical or methodological skills, with understanding such content or theory rather than with its application.
 - (3) Be concerned with relatively broad issues rather than with highly specialized topics in a given field.
 - (4) Be selected in general from the fields of anthropology, economics, government, history, psychology, sociology. Not more than six credits may be taken in any one field.

24 credits are also in excess of the 120 hours required for graduation, and upon payment per credit hour of \$48.4375.

Courses taken to meet B, C, or D under Group I may be taken without charge, except that credit for any course given in an endowed division will, in case of failure, be charged against the 24 credits allowed under Group II.

COMMENCEMENT

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

ACADEMIC HONORS

DEAN'S LIST. Excellence in academic achievement is recognized each semester by placing on the Dean's list the names of students who have completed satisfactorily at least 12 credits and have received an average of 3.5 or higher for the semester.

DEGREES WITH DISTINCTION. The degree with distinction recognizes outstanding scholastic achievement and is conferred upon those seniors whose academic standing at the end of seven semesters is in the top 5 per cent of the graduating class. The graduating class includes those students who will complete requirements for the degree of Bachelor of Science in February, June, or September of the same calendar year.

Transfer students, to be eligible for consideration, must have completed 45 credit hours of work at Cornell. In determining the academic standing of a transfer student, previous work taken at another institution is included in the computation of the student's academic average.

The names of those seniors who meet the requirements stated above are presented to the faculty of the College for approval.

OMICRON NU. The purpose of Omicron Nu, the home economics honor society, is to recognize superior scholarship and to promote leadership and research in the field of home economics. Membership denotes a superior academic standing and a record of leadership or participation in campus activities. Students are eligible if, as juniors, they are in the upper 15 per cent of their class and have a cumulative average of not less than B; or, as seniors, they are in the upper 25 per cent of their class and have a cumulative average of B.

BORDEN HOME ECONOMICS SCHOLARSHIP. The Borden Home Economics Scholarship is awarded to the top-ranking member of the senior class (see page 32) based on all collegiate work taken prior to the fall of the senior year.

HONORS DAY. The Student-Faculty Committee and the Dean of the College sponsor an annual Honors Day program in the spring to recognize the outstanding academic achievement of the students honored in the various ways described above, those awarded scholarships, and the ten highest ranking freshmen and sophomores.

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 professional choice. Some counseling is conducted on a group basis, as in the course Educational Perspectives, required of all 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. The entering freshman, in turn, submits an outline of the courses she would like to include in her first term, and raises whatever questions she may have.

UNIVERSITY ORIENTATION IN SEPTEMBER. All new students and intercollege transfers report to the campus several days before classes begin and before former students return. Routine examinations 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 the orientation program through meetings 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, discussion groups, and other events which are designed to help student become familiar with the University environment.

EDUCATIONAL PERSPECTIVES. This course is required of all regular undergraduate students in the first fall semester of their enrollment. It is designed to help the entering student understand the relation of home economics to general education, become aware of the variety of experiences available in the University community, and develop a four-year program that will utilize many of these in a way

that will contribute to her liberal education and professional preparation. A major segment of the course deals with professional opportunities for home economists and the professional requirements of them.

EDUCATIONAL, PERSONAL, AND VOCATIONAL COUNSELING

The student has at least one conference with her counselor 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. 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 academic standing (see page 50).

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.

Matters of the student's personal-social adjustment, financial need, and vocational indecision are the counselor's concern. 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. Specialized services in such areas as health, finances, remedial reading, and testing, are maintained by the University for all students and referrals are made when the student's needs and problems indicate that this is desirable.

Each student is encouraged to analyze her interests and abilities, to investigate opportunities, and to make a plan which will give her professional or preprofessional preparation. The counselor helps the student in selecting a professional field through assisting her to learn how to study a job, to consider her interests and aptitudes, and to study these in relation to the requirements of particular fields of work.

Certain professions 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. Students 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, extra-curricular activities, and work experiences to increase her knowledge and understanding of the kind of work 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 complete certification for teaching in the public schools and register in the Educational Placement Bureau in the School of Education.

The Placement Office acts as a liaison between faculty, students, and employers. As a part of the Counseling Service of the College, its particular concern is to help students and faculty to know more about 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 program. 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 course, Educational Perspectives; and group meetings.

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. The credentials include course titles, credits and grades, college activities, summer school or postgraduate study, work experiences, and the recommendations of instructors and previous employers of the candidate.

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 1965. Many held camp jobs as counselors, dietitians, or assistant dietitians; others worked in resorts and summer hotels as waitresses, cooks, clerical workers, hostesses; in restaurants and cafeterias as general assistants; in department stores as salespeople; in offices as secretaries, stenographers, or clerks; in nursery groups and at playgrounds as teachers or assistant teachers; and in industrial plants as semiskilled and unskilled workers. Some worked as apprentices in the dietary or nursing departments of hospitals; this is excellent experience 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. Calls for this work are irregular, and one cannot depend on earning any definite amount.

It is hoped that earning money will not have to be a main considera-

tion 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.

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 Scholarships and Financial Aid, Day Hall.

PROFESSIONAL OPPORTUNITIES

The basic preparation of the home economics graduate leads to a wide variety of occupations. In certain professional fields the undergraduate courses will be followed by professional training. There are many openings for people with experience and advanced study. There are excellent opportunities for beginners as well.

Educational services call for work with young people at various age levels and, in some cases, with adults. Undergraduates 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. There are many opportunities for working with children for which students may prepare. Nursery schools, day care centers, hospital activities programs, and classes for the handicapped are a few examples.

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 teach in community centers and in homes rather than in public schools.

Social work is closely related to the educational field. Case work 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 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.

Group work positions with many of the above-named organizations are excellent experience and may be had at beginning levels. There are also good opportunities for beginners to get experience in case work before going on to graduate study. Public agencies, such as the family and child welfare county organizations, give on-the-job training to junior case workers. A state civil service examination is usually required. Many good agencies support educational-leave programs to assist young workers to start advanced study.

Home economics relates easily to many of the *health vocations*. Some graduates take additional work which leads them into such fields as

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.

For graduates with an emphasis in *nutrition* there are opportunities in both the health and social work areas. Nutritionists are employed in hospitals, in federal, state, and local health and welfare agencies as well as in industrial health programs and public schools.

Graduates with an emphasis in *institution management* are qualified for administrative positions in food service including hospitals, colleges and universities, and public schools. Emphasis in food and nutrition, and institution management also qualifies a student for additional professional training in an approved dietetic internship. The largest percentage of these internships are offered by hospitals (see page 23, Post-graduate Internship Training in Dietetics).

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. 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 supplemented by courses in writing and journalism. Home economists with writing ability are needed by magazines, newspapers, business concerns, and university information services. Workers in the fields of business and extension are called upon more and more to write for publications and to participate in radio and television programs.

International home economics openings for persons with limited experience are available through the Peace Corps and other voluntary agencies and in some elementary and secondary schools. Graduate study, as well as experience in other cultures, is often required in other positions; facility in a foreign language is also sought for many openings.

EMPLOYMENT DISTRIBUTION OF 2198* GRADUATES (January 1, 1966)

	Total	Per Cent
BUSINESS	296	13.14%
Advertising 11		
Art and Photography 4		
Clerical and Secretarial 87		

* This group includes 1646 graduates with the Bachelor's degree and 552 persons who received an advanced degree from the College after doing their undergraduate work elsewhere. It represents 34.27 per cent of the total living graduates. Approximately half of the employed group are married women.

20 PROFESSIONAL OPPORTUNITIES

	<i>Total</i>	<i>Per Cent</i>
Designing 9		
Food Testing and Promotion 36		
Home Service and Equipment 36		
Interior Decorating 7		
Merchandising 47		
Miscellaneous 26		
Self Employed 23		
Textile and Clothing, Testing and Promotion 10		
COMMUNICATIONS	50	2.21%
EDUCATION	1127	50.01%
Administration 67		
Cooperative Extension Service.....	152	
Extension Administrators 14		
Extension Associates 3		
Extension Information 8		
Extension Foreign Service 5		
Home Demonstration Agents 56		
4-H Club 17		
Extension Specialists 48		
Miscellaneous Extension 1		
Supervision 20		
Teaching	888	
Adult Education 15		
College Teaching	197	
Child Development and Family Relationships 37		
Food and Nutrition 46		
Home Economics Education 20		
Household Economics and Management 18		
Housing and Design 3		
Institution Management 4		
Textile and Clothing 34		
College—General Home Economics 3		
Miscellaneous College Teaching 32		
Educational Progress for Handicapped Children 25		
Elementary School 74		
Kindergarten and Primary 122		
Nursery School 40		
Secondary Schools—Home Economics 367		
Secondary Schools—Other than H.Ec. Subjects 22		
Institutes and Junior Colleges 11		
Vocational and Trade Schools 3		
Miscellaneous Education 12		
FOREIGN SERVICE	49	2.18%
GRADUATE STUDY	159	7.06%
Assistantships and Fellowships 31		
Other Study 8		
Study for Advanced Degree 120		
INSTITUTION MANAGEMENT	252	11.19%
College Foods 28		
Commercial Restaurants 24		
Hospital Foods 126		

	<i>Total</i>	<i>Per Cent</i>
Industrial Foods 7		
Miscellaneous I.M. Jobs 8		
Public and Private School Foods 48		
Residence Management 2		
A.D.A. 9		
LIBRARY	8	.35%
MISCELLANEOUS (general)	15	.66%
NURSING AND RELATED.....	17	.75%
Nursing 8		
Occupational Therapy 4		
Physical Therapy 2		
Physician 3		
NUTRITION AND PUBLIC HEALTH.....	30	1.33%
PERSONNEL AND GUIDANCE.....	24	1.06%
RESEARCH AND LAB. TECHNICIAN.....	111	4.92%
SOCIAL WORK	116	5.14%
Case Work 55		
Consultant 3		
Cottage Supervision 2		
Group Work and Recreation 20		
Investigator 1		
Medical and Psychiatric 20		
Miscellaneous Social Work 8		
Religious Work 7		
Total Employed	2254	
Less Duplicates Included.....	56	
Final Total	2198	34.27%

PROFESSIONAL PREPARATION

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

EXTENSION TEACHING

Cooperative Extension, the informal educational program conducted by all land-grant universities, offers home economics education to youth and adults in their home communities. Programs usually are planned and administered by county extension organizations in co-operation with the land-grant universities.

Extension teaching is conducted

...with homemaker and youth groups organized by county Extension organizations;

- ...with organizations, agencies, and groups (public or private) serving individuals, families, and communities;
- ...with firms supplying goods and services for consumers, distributors, and producers;
- ... through bulletins, radio and television presentations, press releases, exhibits, and telephone and personal conferences.

Professional home economists are employed in counties as Cooperative Extension agents to develop and implement programs with these audiences. Increasingly, graduate study is required for these positions. Professional positions at the state level require specialization in subject matter or program supervision. A minimum requirement for state positions is a Master's degree.

Students wishing to qualify for Cooperative Extension teaching positions must complete satisfactorily the four-year course in home economics. Students are advised to follow one of the recommended curricula for extension work. Information about these may be obtained from the student's counselor.

TEACHING HOME ECONOMICS IN SECONDARY SCHOOLS

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

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

INSTITUTION MANAGEMENT

The Department of Institution Management prepares students for positions in hospital dietetics and in institutions such as colleges, universities, or public schools, in business, and in industrial and commercial food services. Positions are also available in college and extension teaching, research, public health agencies, and food clinics. There are many opportunities for beginners as well as excellent openings for persons with experience and those who have had advanced study. The courses offered in the department are listed on page 93.

An approved summer practicum is required for students who plan to meet the requirements of the American Dietetic Association, the professional organization of dietitians. The summer practicum, a prerequisite for IM 419 (Theory of Quantity Menu Item Production and Service), is met by the completion of approved full-time employment of not less than eight weeks during one summer period. Contacts for summer practicum positions are made through the College Placement Office or the department head.

Postgraduate Internship Training in Dietetics

For positions in dietetics, it is recommended that additional professional training be obtained in a postgraduate internship approved by the American Dietetic Association or graduate study for the M.S. degree.

The American Dietetic Association has outlined a program of study for admission to an approved postgraduate internship and as a prerequisite to membership. Basic courses are required in physiology, bacteriology, chemistry, and food and nutrition. Additional required courses emphasize three areas: food service management, education, or experimental and developmental foods. The sequence is completed by course concentration in (1) therapeutic and administrative dietetics, (2) business administration, or (3) advanced food science and nutrition.

These internships are ordinarily for 12 months. Details of the approved programs are available in the Home Economics Placement Office.

AFFILIATION WITH THE MERRILL-PALMER INSTITUTE OF HUMAN DEVELOPMENT AND FAMILY LIFE

The College is affiliated with the Merrill-Palmer Institute in Detroit, a private institution with a program centering on human development and human relations. Along with attendance in classes, students observe and participate in situations involving an individual and his relationships to his family and his community. The Institute'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, extension, secondary school, or other teaching may apply to a selection committee at the College for study in Detroit. Study may be for either term of the senior year or the second term of the junior year. Selection is made 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 April 15 in the academic year preceding attendance. Notices of acceptance will be sent by May 1.

Students receive 15 credits at Cornell for courses taken at the Merrill-Palmer Institute unless they have had previous study *in absentia* (see page 52). 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 \$270 a semester. Board and room total approximately \$405. There are a few opportunities for part-time work for students who need to earn.

A summer quarter carrying three courses representing 10 semester credits is offered June to August.

A limited number of fellowships for graduate study are available each year at the Institute. Students interested in these should consult the Merrill-Palmer catalog. Merrill-Palmer graduate credits may be counted toward the Doctor's degree at Cornell under certain conditions. Students interested in the graduate program should consult the field representative in 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. They must meet the same requirements in the first two years as must other undergraduate students: the home economics core courses, CS 100, English 111-112, and four credits of physical education.

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.

INTERNATIONAL HOME ECONOMICS

International home economics preparation requires sound background in basic courses in nutrition, management, child development, shelter, interpersonal and family relationships, and/or education. Lecture-discussions designed primarily for students and faculty interested in the development of international programs relevant to societal conditions in varying cultures and at varying stages of development are scheduled periodically throughout the year.

LIVING ARRANGEMENTS

Cornell University provides comfortable, well-furnished dormitories and dining rooms for undergraduate women. These residence units are supplemented by ten sorority and three cooperative houses.

Except as indicated in the following paragraph, most undergraduate women whose homes are outside Ithaca are required by University policy to live and take their meals in a residence hall or a sorority house (members only). Permission to live elsewhere in Ithaca is granted under certain circumstances upon written application to the Office of the Dean of Students, 133 Day Hall.

University housing is not provided in undergraduate units for the following groups: (1) women 21 years or older; (2) married women; (3) fifth-year students in professional schools. Permission for students in these categories to live in a residence unit or a sorority house may be requested under exceptional circumstances by written application to the Office of the Dean of Students.

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.

Dormitory accommodations are available for graduate women. Detailed information and a room application blank can be obtained by writing to the Department of Housing and Dining Services, 223 Day Hall.

HEALTH SERVICES AND MEDICAL CARE

Health services and medical care for students are centered in two Cornell facilities: the Gannett Medical Clinic (out-patient department) and the Sage Hospital.

Students are entitled to unlimited visits at the Clinic (appointments with individual doctors at the Clinic are encouraged and may be made by calling or coming in person; an acutely ill student will be seen promptly whether he has an appointment or not). Students are also entitled to laboratory and X-ray examinations indicated for diagnosis and treatment, hospitalization in the Sage Hospital with medical care for a maximum of fourteen days each term, and emergency surgical care. The cost of these services is covered in the General Fee.

On a voluntary basis, insurance is available to supplement the services provided by the General Fee. For further details, including charges for special services, see the *Announcement of General Information*.

If, in the opinion of the University authorities, the student's health makes it unwise for him to remain in the University, he may be required to withdraw.

EXPENSES

TUITION

UNDERGRADUATE TUITION is \$200 per term for a resident student and \$300 per term for a non-resident student. A resident student is one who has been a bona fide resident of the State of New York for at least twelve months prior to the first registration in the College of Home Economics. A student who is not a resident on entrance is held for non-resident tuition throughout the remaining college terms.

A 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 may not be reduced or deferred.

FEES

A GENERAL FEE of \$112.50 each term for a resident student and \$212.50 each term for a non-resident student is charged. A student who is not a resident on entrance is held for the non-resident fee for all the college terms. The General Fee covers the following services:

ADMINISTRATION AND ENDOWED COLLEGE LABORATORY SERVICES.

HEALTH SERVICES AND MEDICAL CARE as described above.

MEMBERSHIP IN THE UNIVERSITY STUDENT CENTER, which 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 facilities in Helen Newman Hall, the women's physical education and sports building.

STUDENT ACTIVITIES. Various student organizations, approved by the Student Government, are open for membership to all students.

AN APPLICATION FEE OF \$15 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. 53).

Fees for late registration, or for examination to make up an "incomplete," are discussed on pages 49-50.

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

DATES AND PROCEDURE FOR PAYMENT OF UNIVERSITY CHARGES

The charge for board and room in the women's dormitories is \$1,110 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 the first 10 days of each term. The last day of grace is printed on the bill for tuition and fees which the student is required to present at the Treasurer's Office.

Any student who fails to pay her tuition, fees, room and board, and other indebtedness to the University, 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.

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 payments of fees as described above, it is important that all bills be paid within the prescribed time.

CASHING OF CHECKS. Checks in payment of students' 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.

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

ESTIMATE OF ANNUAL EXPENSES

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:		<i>Resident</i>	<i>Non-Resident</i>
* Tuition		\$ 400.00	\$ 600.00
† Room and board in dormitory.....		1,110.00	1,110.00
* General Fee		225.00	425.00
Books and equipment }			
Personal allowances }		385.00	385.00
Laundry and cleaning }			
Total		\$2,120.00	\$2,520.00

REQUIRED FOR NEW STUDENTS:

* Deposit with treasurer, paid prior to entrance and used for matriculation cost	\$45.00
† Room deposit	\$25.00
For freshmen and sophomores	
Gymnasium equipment (to be purchased according to department's instructions)	\$18.00

* Special students also are held for these fees.

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

‡ 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 are important in the total program, supplementing 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 carefully. 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 Scholarships and Financial Aid, Day Hall. (See also "Summer and Part-time Employment," page 17.)

SCHOLARSHIPS, EDUCATIONAL GRANTS, PRIZES, 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. Applications are made, by January 15, through the Office of Scholarships and Financial Aid in Day Hall.

Certain other scholarships are available particularly to students in the College of Home Economics. These are described in the following pages. Unless otherwise stated in an individual scholarship, all of these awards are made in recognition of financial need, leadership, and academic achievement. A quality point cumulative average of 2.85 or better is required for scholarship awards. A recipient is expected to maintain a 2.85 quality point average during the first semester she holds the scholarship in order to have the scholarship continued.

Home Economics scholarships available to freshmen are the Sears-Roebuck Scholarships, the Eastern Milk Producers Cooperative Scholar-

ships, the Home Economics Alumnae Elizabeth Lee Vincent Scholarship, the Grace Schermerhorn Scholarship, and several of the tuition scholarships for non-residents. Freshman scholarships are usually awarded during the summer prior to entrance.

Prospective freshmen who wish to apply for scholarships should take the College Board Scholastic Aptitude Test in January. They may obtain scholarship application forms from the Office of Admissions, Day Hall. Completed applications must be submitted by January 15.

This procedure covers all freshman scholarships except the Grace Schermerhorn scholarship. See page 33 for the procedure to be followed for that.

Scholarships available to sophomores, juniors, and seniors usually 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.

HOME BUREAU SCHOLARSHIPS AND EDUCATIONAL GRANTS

The income from thirteen funds established by the New York State Federation of Home Bureaus provides a large group of scholarships and educational grants annually. The Martha Van Rensselaer, the Flora Rose, and the Ruby Green Smith funds provide scholarships. All the other Home Bureau funds may be used to award either scholarships or educational grants.* A quality point cumulative average of 2.85 or better is required for the award of a scholarship, though this is not necessary for a grant.

All the Home Bureau scholarships and grants are open to sophomores, juniors, and seniors.* Preference is given to those from upstate New York and Long Island, and to those preparing for work in the Co-operative Extension Service. However, students from any part of the state, preparing for work in any branch of the home economics professions, are considered eligible.

The Home Bureau funds were established as a result of dime contributions from members of the Home Bureaus throughout the counties of upstate New York and Long Island.

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 is \$250.

THE FLORA ROSE SCHOLARSHIP, established in 1939, was named in honor of the person who worked with Miss Van Rensselaer

* Action of the New York State Federation of Home Bureaus, November, 1960.

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 amount is \$250.

THE RUBY GREEN SMITH SCHOLARSHIP was started in 1935 and was named in honor of a former state leader of Home Demonstration Agents (1932-42), and counselor of the New York State Federation of Home Bureaus. Mrs. Smith was the author of the Home Bureau Creed and the International Creed of the Associated Country Women of the World. The amount is \$250.

THE FOLLOWING MAY BE AWARDED AS EITHER SCHOLARSHIPS OR EDUCATIONAL GRANTS:

THE CARRIE GARDNER BRIGDEN AWARD was established in 1923 and was first awarded in 1927-28. It was named in honor of the first president of the New York State Federation of Home Bureaus. The amount is \$300.

THE NETTIE M. ROODS AWARD 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. The amount is \$250. (Begun in 1943 and first given in 1945-46.)

THE ANNA GAGE PUTNAM AWARD, 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. The first award was in 1946-47, and the amount is \$250.

THE MARTHA H. EDDY AWARD 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 amount is \$250.

THE ANN PHILLIPS DUNCAN AWARD, established in 1940, was named in honor of one of the first home demonstration 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. The amount is \$250.

THE ELIZABETH MacDONALD AWARD, established in 1947, is named in honor of a past president of the New York State Federation of Home Bureaus. Mrs. MacDonald was for ten years director of the Associated Women of the American Farm Bureau Federation. The amount is \$250.

THE ELIZA KEATES YOUNG AWARD was established in 1948 in honor of the third president of the New York State Federation of Home Bureaus. Mrs. Young was for many years a member of the

Legislative Forum Committee. Her efforts in Albany helped to obtain state funds for the building of Martha Van Rensselaer Hall. Mrs. Young also was prominent in work with the Associated Country Women of the World. The amount is \$250.

THE CORA L. TYLER AWARD was established in 1949 in honor of the sixth president of the New York State Federation of Home Bureaus. The amount is \$250.

THE EVALYN F. GATCHELL AWARD was established in 1951 in honor of the seventh president of the New York State Federation of Home Bureaus. Mrs. Gatchell was present at the meeting in 1919 which was called to organize the New York State Federation of Home Bureaus. She 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. The amount is \$250.

THE EDITH P. WAGENBLASS AWARD is the newest in the group, established in 1952, it is named for the eighth president of the Federation. Mrs. Wagenblass was also chairman of the organization committee for a home bureau in Wyoming County. The amount is \$250.

HOME ECONOMICS ALUMNAE ASSOCIATION SCHOLARSHIPS

THE HOME ECONOMICS ALUMNAE MARTHA VAN RENSSELAER SCHOLARSHIPS are 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. The fund was doubled in 1960 through a bequest of Miss Flora Rose who was co-director of the College with Miss Van Rensselaer, and later director. Awards are made to sophomores, juniors, or seniors who are outstanding students.

THE HOME ECONOMICS ALUMNAE ELIZABETH LEE VINCENT 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. 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 Office of Scholarships and Financial Aid, Day Hall (see page 29). The amount is \$200.

OTHER SCHOLARSHIPS

THE BROOME COUNTY HOME DEMONSTRATION SCHOLARSHIP was established in 1957 by voluntary contributions of the home demonstration members in Broome County. The scholarship is available to a junior or senior from Broome County if there is an eligible

candidate; if there is no one eligible then it is given to a student from another county in New York State. The amount is \$200.

THE NASSAU-SUFFOLK HOME ECONOMICS EXTENSION SCHOLARSHIP was established in May, 1959. It is a \$500 scholarship made possible by the voluntary contributions of Cooperative Extension members in Nassau and Suffolk counties. Any New York State junior or senior planning a career in teaching or Cooperative Extension may apply if in need of financial assistance. Preference is given to students from Nassau or Suffolk county provided their qualifications meet the College scholarship standards and compare favorably with those of other applicants.

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 \$80 a year. Students who are state residents are eligible to apply after their first year in College, and those who have been 4-H Club members are given first consideration.

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 (based on all collegiate work taken prior to the senior year). The award is made in the fall prior to graduation. The recipient must have completed two or more courses in food and nutrition.

THE EASTERN MILK PRODUCERS SCHOLARSHIPS. Two scholarships of \$500 each were established in January, 1960, by the Eastern Milk Producers Cooperative Association, Incorporated, to be awarded either to freshmen or upperclassmen. Entering freshmen are eligible to apply for the scholarships provided that they rank in the upper two-fifths of their high school graduating classes. Financial need, evidence of outstanding character, and leadership ability are considered in making the awards. Preference is given to daughters of members of the Eastern Milk Producers Cooperative Association.

Entering freshmen may file application on blanks obtainable from the Office of Admissions, Day Hall (see page 29). At the time of filing the application, freshmen who are daughters of members of the Eastern Milk Producers Cooperative Association should so notify the Coordinator of Resident Instruction, College of Home Economics. Upperclassmen may apply through the usual channels on blanks obtainable in the Office of the Secretary of the College.

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. An average of 80 or better is required. Applications should be made to the Office of Scholarships and Financial Aid, Day Hall.

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 is approximately \$250.

SEARS-ROEBUCK SCHOLARSHIPS in home economics were established in 1950 by the Sears-Roebuck Foundation. Four awards, of \$300 each, are made annually to freshman women who are residents of New York State. Half of each award is paid upon matriculation as a freshman, 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 Office of Admissions, Day Hall (see page 29).

TUITION SCHOLARSHIPS FOR NONRESIDENTS. Eight scholarships giving waiver of tuition for the year 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 are awarded to sophomores, juniors, and seniors 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 quality point minimum average of 2.85 is required.

Freshmen may apply on blanks obtainable from the Office of Admissions, Day Hall (see page 29).

THE DANFORTH AWARD FOR HOME ECONOMICS SENIORS is given annually by the Danforth Foundation and the Ralston-Purina Mills in St. Louis, Missouri, to outstanding students for the summer between the junior and senior years. Awards have been made in this college since 1936-37.

This award 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, the recipient is selected for her interest in the commercial field, her scholarship and leadership ability, and her physical, mental, social, and religious development.

THE DANFORTH LEADERSHIP TRAINING SCHOLARSHIP has been awarded annually to an outstanding freshman in the College of Home Economics since 1941-42. It provides two weeks of leadership training with free tuition and expenses at the American Youth Foundation Camp on Lake Michigan.

FOR INFORMATION CONCERNING GRADUATE FELLOWSHIPS AND SCHOLARSHIPS SEE P. 35.

EDUCATIONAL GRANTS

HOME BUREAU EDUCATIONAL GRANTS. By action of the New York State Federation of Home Bureaus in the fall of 1960 all Home Bureau funds except the Martha Van Rensselaer, the Flora Rose, and the Ruby Green Smith funds may be used to award either scholarships or educational grants. (See page 29.) Academic average is not specified for these grants.

THE DUTCHESS COUNTY HOME ECONOMICS EDUCATIONAL GRANT was established in 1959 from contributions from members of the units of the Home Demonstration department of the Dutchess County Extension Service Association. It is usually available every other year. The amount is \$300. The grant is based on financial need, leadership, and scholarship. The award is available to sophomores, juniors, or seniors who are residents of Dutchess County.

THE ONTARIO COUNTY HOME DEMONSTRATION EDUCATIONAL GRANT was established in 1961 through the contributions of home demonstration members in the Ontario County Extension Service Association. The grant of \$150 is awarded to a junior or senior who is a resident of New York State, preference being given to students from Ontario County. The grant is based on academic average. Financial need and leadership are also considered. Normally the grant is \$150.

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 undergraduate and graduate 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.

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 \$75, 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.

THE ELSIE VAN BUREN RICE HOME ECONOMICS PUBLIC SPEECH STAGE was endowed by the late James E. Rice, Professor of Poultry Husbandry, to further the preparation of students in home economics for participation in public affairs. Students in good standing have had opportunity to participate in this public speaking contest for a first prize of \$100 and a second prize of \$25.

FOR INFORMATION CONCERNING PRIZES OFFERED IN THE UNIVERSITY AND OPEN TO COMPETITION BY STUDENTS IN THE COLLEGE OF HOME ECONOMICS, SEE THE *Announcement of Prize Competitions*, WHICH MAY BE OBTAINED FROM THE VISITOR INFORMATION CENTER, OR BY WRITING TO THE ANNOUNCEMENTS OFFICE, DAY HALL.

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 Scholarships and Financial Aid, Day Hall, and application may be made through that office.

FLORA ROSE LOAN FUND. In 1942 a revolving account for financial aid to students in home economics was established through a gift from Miss Flora Rose, director of the College until 1940. The fund is administered through the Office of Scholarships and Financial Aid, Day Hall.

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 relatives who are or were members of Epsilon Sigma Phi. Professor C. Arthur Bratton, 442 Warren Hall, is chairman of the loan fund committee.

GRADUATE ASSISTANTSHIPS, FELLOWSHIPS, SCHOLARSHIPS, LOANS

Graduate assistantships, available in each of the departments of the College of Home Economics, offer opportunities for a number of students to gain experience in college teaching, in preparation of teaching material, or in research. Applications for admission to the Cornell

Graduate School and for fellowships and scholarships are made on one form. Applications for assistantships are made on a separate form. Both applications may be obtained from the department in which the applicant plans to study by writing to the appropriate department head, or to the Office of the Secretary of the New York State College of Home Economics, Cornell University, Ithaca, New York 14850. Application forms for admission also may be obtained from the Graduate School, Sage Graduate Center, Cornell University, Ithaca, N.Y. All applications should be returned to the Graduate School. Applicants must be accepted in the Graduate School before or concurrently with the award of assistantships and fellowships.

University fellowships, both junior and senior, are available to graduate students in the fields of home economics in competition with graduate students in other fields of the University. (See *Announcement of the Graduate School* for further information.) In addition, certain fellowships and scholarships are available specifically for graduate students in home economics.

Applications for assistantships are due February 1. Applications for fellowships and scholarships are due February 8. Awards are announced for both assistantships and fellowships by April 1.

The fellowships and scholarships listed below are available to qualified graduate students in home economics:

GENERAL FOODS FUND FELLOWSHIPS. Fellowships for graduate study in the New York State College of Home Economics were established in 1956 by the General Foods Fund, Inc. Applicants may major in any field in the College of Home Economics and may register for either the Master's or Doctor's degree. Total value: \$3,000 for Ph.D., \$2,000 for M.S. degree.

CORNING GLASS WORKS FOUNDATION FELLOWSHIPS, graduate fellowship for two years' study for one person, or for one year each for two persons, were established in 1965 by the Corning Glass Works Foundation. Candidates for the doctoral degree are eligible. Total value: \$3,750.

THE KATHARINE WYCKOFF HARRIS FELLOWSHIP was established in 1956 through a bequest of Miss Katharine Harris, a graduate of the College and for many years head of the Department of Institution Management. It was awarded for the first time in 1957-58. The fellowship is available to candidates who are majoring or minoring in home economics fields. Preference is given to candidates whose major interest is in institution management. The award is made on the basis of academic record, successful experience in institution management, and potential contribution to the field of dietetics. Total value: \$2,225.

THE HERBERT AND LILLIAN POWELL FELLOWSHIP was established through an endowment in memory of Mrs. Powell's sister, Miss Margaret L. Brew, who had been head of the Department of Textiles and Clothing. The fellowship is restricted to a Protestant woman in the Field of Home Economics. Master's and doctoral degree

candidates are equally eligible. Preference is given to candidates with major interest in the field of textiles and clothing or household economics and management. Total value: \$2,225. Next available, 1967-68.

THE FLORA ROSE FELLOWSHIP was awarded for the first time in 1963-64. It is available to candidates with majors in any of the seven fields in home economics. Doctoral candidates are given preference. Alumnae are given preference among candidates of equally high qualifications. The award is based on evidence of exceptional ability to pursue graduate study and on potential contribution in the area of college teaching and/or research. The candidate must present Graduate Record or Miller Analogies Test scores in connection with the application for this fellowship. A minimum of two years of successful professional experience in some aspect of home economics is prerequisite. Total value: \$2,225.

CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS. Several fellowships are available for Ph.D. candidates with major interest in this field. All applicants are asked to take the Graduate Record Examination. Total values: \$2,575 to \$3,775.

FOOD AND NUTRITION. Two traineeships are available for the academic year 1966-67 to students studying for the Ph.D. degree in food science or human nutrition. Total values vary from \$3,175 to \$3,775.

THE ED GAVIN MEMORIAL HOUSING SCHOLARSHIP is sponsored by the National Association of Home Builders Scholarship Foundation for "a student . . . pursuing a course of instruction which would lead him into work of value for home-building or allied fields." This scholarship is available to candidates for advanced degrees in housing and design. Total value: \$1,000.

THE HELEN CANON SCHOLARSHIP is available to candidates for advanced degrees who are majoring in the field of household economics and management. The scholarship is named for the former head of the Department of Household Economics and Management and is provided by the interest on an endowment fund established in her memory in 1958 by her sister, Miss Eva Tolman Canon, and by Miss Beulah Blackmore, a close friend for many years and former head of the Department of Textiles and Clothing. Total value: \$835.

THE ANNA CORA SMITH SCHOLARSHIP. In 1930 two research fellowships were established through the will of Mrs. Anna Cora Smith, widow of Professor Clinton DeWitt Smith, a graduate of the College of Agriculture. One fellowship was to be awarded to young women for research work in home economics problems. The other was to be the Clinton DeWitt Smith Fellowship in agriculture.

By the terms of the will the research in home economics was to be "not necessarily under the supervision of teachers of practical home economics, but possibly, or even probably, in the study of some economics problem under other professors; as for instance some problem in the chemistry of foods, or similar research that shall aim to add to home

economics knowledge and make all its teachings more useful both to the State and to the individual." The selection of candidates is based not only on scholarship and need but on fitness for research work. Although the bequest was essentially for graduate students, its terms left freedom for consideration of others as well. Total value: \$1,050.

THE RUTH ADA BIRK EASTWOOD SCHOLARSHIP is available to candidates for advanced degrees in the field of household economics and management and who are preparing for college teaching. This scholarship was established through a gift from the mother of the late Mrs. Ruth Ada Birk Eastwood, a former graduate assistant in the Department of Household Economics and Management. Total value: \$850.

THE ETHEL B. WARING FELLOWSHIP. Not available for 1966-67.

THE ESTHER STOCKS LOAN FUND. Through the bequest of Mrs. Marion Houghtelin Hart of Winter Park, Florida, this fund was established in 1961 for the use of graduate students in preschool education in the College of Home Economics. Students wishing to use the fund should contact the Office of Scholarships and Financial Aid, Day Hall, or the head of the Department of Child Development and Family Relationships.





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 person 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.

VISITS TO THE COLLEGE

Members of the committee on admissions are happy to talk with students and their parents about the program of the College and, when possible, to show them the facilities of Martha Van Rensselaer Hall. It is suggested that students write in advance mentioning the time they plan to visit the College so that an appointment with one of the committee members can be arranged. Where possible, visits to the College should be made in months other than February, March, and April.

Appointments when students visit the College do not take the place of the selection interviews which are held in February and March of each year. See pages 42 and 43 for information regarding the selection interviews.

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 the College's faculty rather than by a single individual.

COMMITTEE ON ADMISSIONS

The committee on admissions consists of the coordinator of resident instruction and the counselors. The counselors are faculty members with training in psychology who serve as advisers and work with the students on personal, educational, and vocational matters during the stu-

dents' four years 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-around 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 in page 43 is welcomed for this reason.

In addition to academic qualifications, the committee attempts to determine the student's 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

Students who have taken any courses in college after graduation from high school must apply for admission with advanced standing.

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 December 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.

August

Application forms may be obtained from the Office of Admissions, Day Hall, Cornell University, Ithaca, New York 14850.

January 1

Although priority of application in no ways affects the decisions of the committee on admissions, high school seniors are urged to make application by January 1 of the senior year in order to facilitate the gathering of application data for the use of the committee.

February 15

Closing date for applying for admission to this College. The application form must be received on or before February 15. Freshman and advanced-standing students are admitted in September only.

February-March

During these months the committee on admissions interviews applicants for admission. Interviews are held in Buffalo, Ithaca, New York City, and Schenectady. 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. *See information on page 41 regarding visits to the College.*

April

All applicants are notified in April of the decisions on their applications. Acceptances are provisional pending satisfactory completion of the student's senior-year work.

MINIMUM REQUIREMENTS

Entrance Subjects and Units

Because students in this College normally carry five or six subjects each semester, it is required that students carry enough courses in high school to offer 18 college entrance units; at least 16 of these units must be in the following academic subject matter areas: English, foreign language, history or social studies, mathematics, and science. In fulfilling these 16 academic units it is required that the student offer four units of English, one unit of biology, three units of mathematics, and one unit of either chemistry or physics. The remaining two units of the required 18 must be in elective subjects acceptable to the College and to the University.

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 45 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.

Entrance unit credit will be granted only in those subjects in which the candidate attains the college recommending mark of the secondary school, except in a sequence course such as English or a language. In these cases credit for the full sequence will depend upon attaining the college recommending mark of the school in the final year of the sequence. Failure to reach the recommending mark in a subject may be overcome by completing the appropriate College Board achievement test with a score of 500 or higher or, if the candidate has prepared for college in New York State, by a passing grade on the appropriate State Regents examination.

For selection purposes, whether or not a student meets this unit requirement will be determined by her grades at the end of the 7th term of high school. When scores on College Board achievement tests or New York State Regents examinations are involved the determination of units will be made on the basis of test scores available to the Admissions Committee at the time selections are being made in April.

Transfer applicants to the College must meet the same high school unit requirements that freshman applicants meet. Applicants who have not met this distribution of courses in high school must have taken comparable work in college to qualify for consideration.

Minimum Scholastic Requirements for Freshman Applicants

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

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.

COLLEGE CREDIT FOR CEEB ADVANCED PLACEMENT EXAMINATIONS

Freshmen in the College of Home Economics may receive advanced placement and credit toward the degree of Bachelor of Science by taking the Advanced Placement Examinations administered by the College Entrance Examination Board provided they score at the median or

above on the test, and provided their papers, when read by the staff of the Cornell University departments concerned, are considered to show mastery of the subject matter covered in the equivalent course offered at the University.

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 11-14. Advanced-standing students must complete at least 60 credits at Cornell, including a minimum of 20 of the required 40 credits in home economics subjects. Credits earned in the Cornell Summer School 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 for courses in which the student received grades of C or above (in a grading system similar to the Cornell one) or a numerical grade of 73 where the passing grade is 60, and if the courses taken elsewhere can be appropriately fitted into Cornell's requirements for the degree of Bachelor of Science (see page 12). Transfer is seldom made from unaccredited institutions. If made, it is conditional and tentative until the end of the first year of residence. If the student is in good standing at the end of a year she receives full credit for the work taken at her originating institution in accordance with the tentative evaluation which is made at the time of her enrollment at Cornell. If her term average is below C—, the number of hours below C— are deducted from the total amount of advanced standing credit. 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 OUTSIDE THE UNITED STATES

Students from outside the United States who are applying for admission to the College of Home Economics for undergraduate or special standing are required to take the Test of English as a Foreign Language (TOEFL) and the College Entrance Examination Board, Mathematics, Level I (Standard) Achievement Test unless they are advised otherwise by the College Committee on Admissions. (Students from foreign countries where English is the native language may be asked to take

the Scholastic Aptitude Test administered by the College Entrance Examination Board instead of the two tests mentioned above.)

To make arrangements to take TOEFL write: TOEFL, Educational Testing Service, Princeton, New Jersey 08540. To make arrangements for the College Entrance Examination Board, Mathematics, Level I (Standard) Achievement Test write the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. A student will not be admitted to the College in any category until scores on these tests are available.

After being admitted to the College, students who have taken TOEFL and the College Entrance Examination Board, Mathematics, Level I (Standard) Achievement Test may be required to take the Scholastic Aptitude Test during their period of study here as part of the College's requirement for admission as a regular student.

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 she 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). An evaluation to determine the amount of credit a student may receive for work taken elsewhere is not made until a student has been accepted as a regular student.

Married students entering this College for the first time or re-entering after a period of absence from the campus (other than on a leave of absence) and international students apply for admission with special standing. Acceptance is granted for one term after which the student should apply for admission as a regular degree candidate or to have her acceptance as a special student extended for one more term.

Special students must take at least two-thirds of their work in state divisions 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 51). 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 "noncandidate" in the Graduate School.

Application should be made to the University Office of Admissions for entrance with special standing in the College of Home Economics. The applicant also 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. Applications for admission in September must be filed by May 15. Applications for admission in February must be filed by December 15.

Special students pay the same tuition and fees as those paid by regular students in the University (see pages 26-27).

Special students who are teaching or otherwise employed in the Ithaca community, and who are registered for less than 12 credit hours, may have tuition adjusted by the Treasurer.

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 the health requirements * will be found in the *Announcement of General Information*, which may be obtained from the Visitor Information Center, Day Hall, or by writing to Cornell University Announcements, Ithaca, New York 14850.

GRADUATE STUDY IN HOME ECONOMICS FIELDS

The Graduate School has jurisdiction over all graduate work and any degree beyond the first degrees given by any college or school of the University. Students interested in advanced study related to home economics must, therefore, be admitted to the Cornell University Graduate School and carry out their work in conformity with its rules and regulations.

The Graduate School faculty is made up of the appropriate faculty members of the various colleges and schools of the University. Those

* The X-ray requirement has been revised since publication of the *Announcement of General Information*. It now reads as follows: Every student is required to have a chest X-ray. Opportunity is given to satisfy this requirement during the student's first week on campus. The cost of the X-ray examination is included in the General Fee. When a student who has been away from the University for more than a year wishes to re-enter, he must, at his own expense, once more fulfill the chest X-ray requirement. This requirement applies to both graduate and undergraduate students.

faculty members of the College of Home Economics who are also faculty members of the Graduate School are responsible for graduate work offered in seven fields. The Master of Arts or Master of Science degree is offered in all the following seven fields, and the degree of Doctor of Philosophy in all except the last two named: Child Development and Family Relationships; Food and Nutrition; Home Economics Education; Household Economics and Management; Housing and Design; Institution Management; and Textiles and Clothing.

Since students registered in the Graduate School 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. Descriptions of graduate courses in home economics will be found on pages 55 to 105 of this Announcement under the appropriate departmental listing. See pages 35 to 38 for available graduate assistantships, fellowships, scholarships, and loans.

The research program of the College of Home Economics plays a vital role in the graduate program since many research projects provide educational opportunities for students. In some departments of the College, seminars are organized around a particular research project to enable students to discuss and develop ideas from the research. On-going research projects often provide segments of study which appropriately may be individual thesis problems.

FOR FURTHER INFORMATION regarding graduate work, write for the following publications: *Graduate Study in Home Economics Fields*, and *Announcement of Home Economics Graduate Assistantships in Teaching and Research, Fellowships, and Scholarships*.

Both of these publications may be obtained from the Office of the Secretary, New York State College of Home Economics, Cornell University, Ithaca, New York 14850.

The *Announcement of the Graduate School*, which also includes fellowship and scholarship descriptions, may be obtained from the Graduate School, Sage Graduate Center, Cornell University, Ithaca, New York 14850.

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.

Instructions for registration for the spring term will be announced by the Registrar.

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

A student who is absent from registration will be held for the late registration fee. (See page 50 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 Office of the Secretary. 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 Office of the Secretary. 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 two weeks of classes in a semester a student who finds it necessary to drop a course or to add a course must obtain approval and a change-of-registration slip from the counselor. This slip must be signed by the instructor in each course being added or dropped and must be handed in to the Assistant Secretary of the College, Room 146, before the end of the first two weeks of classes. The final date for changes mentioned above is October 5 in the fall term, 1966, and February 18 in the spring term, 1967.

Beginning the third week of the semester (October 6 in the fall term and February 19 in the spring term), a change in registration may be made only through a petition after consultation with a counselor. If the student's petition is approved by the Committee on Academic Standing, the student will be assessed a fee of \$10 per change slip.

USE OF PETITIONS

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 following the first two weeks of classes in a semester. (See section on Changes in Course Registration above.)

(2) When a student wishes to carry a schedule of more than 18 hours, exclusive of physical education. The student should have a minimum quality point average of 2.5 for the preceding term if filing such a petition.

(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 \$10. 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 \$10 fine to file the study card after registration.

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 file it in the Office of the Secretary 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 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.

Laboratory and library. The student is entitled to the *normal* amount of materials required for a 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 her by the department.

Fines are assessed for failures to comply with the rules relating to the use of library books. If fines are not paid promptly at the library, payment is enforced by the Treasurer of the University.

GRADES

In the University the following grading system is used for final grades in undergraduate courses: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, D- is the lowest passing grade. A quality point equivalent is assigned to each letter grade for purposes of ranking and selection of honors as follows:

Letter grade	Quality point equivalent	Letter grade	Quality point equivalent
A+	4.3	C	2.0
A	4.0	C-	1.7
A-	3.7	D+	1.3
B+	3.3	D	1.0
B	3.0	D-	0.7
B-	2.7	F	0.0
C+	2.3		

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 quality point 0.

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. Final spring term grades will be mailed to the student early in the summer.

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

The faculty committee on academic standing reviews the records of students whose academic work is considered to be unsatisfactory. A quality point cumulative average of 1.7 (C-) or better is required for graduation. At the end of each semester, the records of all students (a) who have less than a 1.7 (C-) quality point average, (b) who have passed less than 12 hours (unless the committee has already granted permission to carry less than 12 hours) and/or (c) who have failed a course will be considered as not making satisfactory progress.

The kinds of disciplinary action imposed by the committee on academic standing for unsatisfactory work include warning, suspending the student for a specified length of time, or asking her to leave the University.

When any one 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.

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 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 committee on academic standing. A student not in attendance on University duties and not a resident of Ithaca is expected to 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.

In the college exemptions from examinations may be granted to superior students at the discretion of the instructor concerned.

PROCEDURES 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 made a withdrawal, she must reapply through the College's Committee on Admissions. Her application should be made, if possible, at least two months in advance of the date she wishes to return.

STUDY *IN ABSENTIA*

By action of the faculty of the College (January, 1957) 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*. Such study may not exceed 15 credit

hours. Work taken at other institutions in regular session, summer session, or while on leave of absence will be counted in the 15 hours regardless of whether taken in freshman, sophomore, junior, or senior year. 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 unless the summer registration is for more than 8 credits. Study in the Cornell Summer Session 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 other institutions will be required to complete at least 60 credits as Cornell, of which at least 20 must be in home economics (see page 45).

Permission for study *in absentia* is granted by the faculty committee on 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 Group I on page 12 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 C (usually interpreted as 73 where the passing grade is 60), and provided it does not duplicate work taken at Cornell. There are special provisions concerning the transfer of credit for work in modern languages taken at institutions other than Cornell. A student should consult her counselor well in advance of such proposed study to be sure she understands these provisions. 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. Such approval is sent from the Office of the Secretary to the student in writing. Any student who undertakes study without prior approval does so without any assurance that she will receive academic credit.

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 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* from Cornell if she is registered in an accredited college in the State of New York for a minimum of 15 credit hours acceptable to the College of Home Economics as a part of the 120 hours required for graduation.

Students holding New York State scholarships who study outside New York State, (except at the Merrill-Palmer Institute) forfeit their scholarships permanently. Students attending the Institute forfeit their scholarships during the semester of their attendance.

Summer Study Credit

Summer study at institutions other than Cornell will be considered study *in absentia*, and credits transferred will be counted in the 15 allowed for study elsewhere. (See regulations governing study *in absentia*.)

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 catalog descriptions of courses in these related departments.

A new system of numbering of courses is being initiated in the College of Home Economics. In order to avoid confusion in identifying courses, the old numbers are given in parentheses. Students should register for courses only under their new numbers. The new system is as follows:

- 100-299: Courses primarily for underclassmen (freshmen and sophomores). Includes introductory courses; 200 courses may carry prerequisites of courses or class.
- 300-499: Courses primarily for upperclassmen (juniors and seniors) and graduate students.
- 500-599: Courses primarily for graduate students.
- 600-699: Courses restricted to graduate students.

Unless otherwise noted, all courses are given in Martha Van Rensselaer Hall. Courses starred (*) represent the required home economics core (see page 12).

COUNSELING SERVICE

Jean Failing, Chairman; Nancy Hoddick, Theresa Humphreyville, Mrs. Barbara Carter, Carole Westerman, Mrs. Doris Wood.

100. EDUCATIONAL PERSPECTIVES

Fall. Credit one hour. Required of all first-term students. Miss Failing and department staff. T 8, 9, and 10. Sections arranged. Amphitheatre, Rooms 121, 124, and 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 the history of home economics, the making of educational and professional program plans, and the investigation of some of the vocational opportunities in home economics. Guest lecturers and participation by upperclass students.

300. SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. For special arrangement of course work necessitated because of previous training.

Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing it and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

400 (300). SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. (a) For independent study by an individual student in advanced work not otherwise provided in the department; or (b) for study, on an experimental basis, with a group of students, in advanced work not otherwise provided in the department.

Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing it and the head of the department, must be filed with preregistration material. The second copy is left with the instructor. Students obtain form to be used from their counselors.

500 (403). SPECIAL PROBLEMS FOR GRADUATE STUDENTS

Fall and spring. Credit and hours to be arranged. Department faculty. For graduate students recommended by their chairmen and approved by the head of the department and the members of the staff in charge of the problem for independent, advanced work.

CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS

Mary Ford, Head; Mrs. Helen M. Bayer, W. Lambert Brittain, Urie Bronfenbrenner, Robert H. Dalton, Edward C. Devereux, Jr., John Doris, Harold Feldman, Herbert P. Ginsburg, John Harding, Mrs. Laurel Hodgden, Mrs. Patricia Hunt, Fred Kunz, Harry Levin, Joan Margosian, Mrs. Gretchen McCord, Mrs. Margaret Parkman, Mrs. Ruth Raimon, Henry Ricciuti, Robert R. Rodgers, Mrs. Virginia K. Shively, Mrs. Aletha Stein, George Suci, Mrs. Miriam Taietz.

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 major is a basic program of work in the field *on which a student is expected to build additional appropriate courses* in terms of her special interests: *to prepare for graduate work, to prepare for a profession, or for professional satisfaction.*

Basic Concepts in Psychology and Child Development	Psychology 101	
	or	3 hrs.
	Rural Education 110	
Basic Concepts in Sociology and Family Relationships	C.D. & F.R. 115	3 hrs.
	Sociology 101	
	or	3 hrs.
	Rural Sociology 100	
	C.D. & F.R. 162	3 hrs.
	or	or
	Sociology 343	4 hrs.

Observational Studies	C.D. & F.R. 210	
	or	3 hrs.
	C.D. & F.R. 211	
Developmental and Family Theories	C.D. & F.R. 323	3 hrs.
	C.D. & F.R. 360	3 hrs.
	C.D. & F.R. 363	
	or	3 hrs.
	C.D. & F.R. 358	
Participation Laboratory	C.D. & F.R. 330	
	or	3 hrs.
	C.D. & F.R. 343	
Special Studies	One advanced level	
	course from the	
	following: C.D. & F.R. 342,	
	343, 364, 372, 374, 397,	
	398, 414, 416 or any 500	
	level course with permission	
	of the instructor	3 hrs.
		30-31 hrs.

An *Honors program* is offered by the department leading to the Bachelor of Science degree with Honors in Child Development and Family Relationships.

Students may apply for admission to the Honors program in the spring semester of their sophomore year. Those sophomores planning to apply may, with the permission of the instructor, undertake special projects — involving work over and above that normally required — in conjunction with C.D. & F.R. courses. It is anticipated that an applicant will have completed at least one such special project during the fall semester of her sophomore year.

In the fall of the junior year, Honors students are required to take either the Undergraduate Research Practicum (C.D. & F.R. 397) or Research Problems and Methods in Child Development and Family Relationships (C.D. & F.R. 504) and, in the spring semester, the Honors Seminar (C.D. & F.R. 398). A course in basic statistics is recommended before the spring semester of the senior year.

During the senior year the student writes an Honors thesis under the direction of some faculty member, enrolling for appropriate credit in C.D. & F.R. 400 (Special Studies).

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. M W F 11. Bailey Hall.

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.

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.

*162. THE FAMILY AND SOCIETY

Spring. Credit three hours. Sociology 101 or Rural Sociology 100 recommended to precede this course for departmental majors. Mr. Devereux. M W F 11.

The class will meet as a whole on Monday and Wednesday. The third meeting will be either a whole group meeting on Friday, or there will be small group discussions.

Intended to provide a general introduction to the sociological study of the family, with particular reference to the relationships between the family and society and between the family and its individual members. Special emphasis is placed upon the role of the family in child development. Whereas the major focus is upon the family in contemporary America, extensive use is also made of cross-cultural and comparative materials.

210. CHILD GUIDANCE

Spring. Credit three hours. Prerequisite, C.D. & F.R. 115 or equivalent. Mr. Harding. M W F 2. Room 121. One of the following hours free for weekly discussion group: T 2, T 3 or W 3 (each section is limited to 16 students); one morning hour free for observation in the nursery school; and several Fridays 12-3:30 so that a home visit may be arranged in one of these.

The emphasis is on normal adult-child interaction in the home, nursery school, and elementary school. Some attention is given to guidance services in public schools, and to the work of child guidance clinics.

211. OBSERVATION OF CHILDREN

Fall. Credit three hours. Prerequisite, C.D. & F.R. 115. Mrs. Hodgden. Discussion, Th 2-4. Room 117. One hour of observation a week in various settings.

The primary purpose is to study behavior of preschool children (individually and in groups) in the light of current substantive knowledge in child development. The focus will be the child in relation to a variety of influences in his environment—adults, peers, materials, etc. In order to acquaint undergraduates with the variety of observational techniques used in research with children, several of these methods will be used in the collection of data on the children.

225. EXCEPTIONAL CHILDREN IN THE FAMILY

Fall and spring. Credit three hours. Prerequisite, C.D. & F.R. 115 or equivalent. Miss Ford. T Th 11-12:15. Room 117.

Behavior and development of gifted, retarded, and physically handicapped children, and family attitudes and adjustments in relation to them; 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.

[226. BEHAVIOR PROBLEMS IN CHILDHOOD]

Fall. Credit three hours. Prerequisite, C.D. & F.R. 115 or equivalent. Miss Ford. Not offered in 1966-67.

300. SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. For special arrangement of course work necessitated because of previous training.

Students prepare two copies of a description of the study they wish to

undertake. One, signed by the instructor directing it and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

302. HEALTH OF THE FAMILY

Fall and spring. Offered twice each semester. Credit two hours. Open to juniors, seniors, and graduate students. Mrs. Taietz. 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.

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

311. PRESCHOOL THEORY AND METHODS

Spring. Credit three hours. Miss Margosian. T Th 10 and one hour laboratory to be arranged. Room 3-M-11.

Intensive study of methods and materials appropriate to preschool education. Emphasis will be upon the relating of theoretical knowledge about children to educational techniques and the understanding of how differences between individual children and between children of different backgrounds affect the methods to be used with them.

323. COGNITIVE PROCESSES

Fall. Credit three hours. Prerequisite, C.D. & F.R. 115 or equivalent. Mr. Suci. M W F 9. Room 339.

A survey of the psychological processes relevant to how the child views the physical and social world. Some of the topics which will be covered are perceptual processes, thinking, problem solving, and language.

A group in the nursery school gives its own interpretation of a story. Graduate and undergraduate students observe and assist.



330. PARTICIPATION IN THE NURSERY SCHOOL

Fall and spring. Credit three or four hours. Prerequisite, C.D. & F.R. 210 or 211 or permission of instructor. Mrs. Hodgden and Nursery School staff. One free morning a week for laboratory for three credit hours or two free mornings for four credit hours. Discussion: T 2-4. Room 117.

Opportunity for experience with three- and four-year-old children in the Cornell and community nursery schools and experience with older children in various types of groups. Readings and discussions supplement the participation experience.

333. ADVANCED PARTICIPATION IN THE NURSERY SCHOOL

Fall and spring. Credit and hours to be arranged. Number of students limited. Permission of instructor required. Prerequisite, C.D. & F.R. 230 or 330. Nursery School staff.

Designed for those students who wish to get more experience with young children than is offered in the prerequisite course.

334. ADVANCED PARTICIPATION IN COMMUNITY GROUPS

Fall and spring. Credit and hours to be arranged. Permission of instructor required. Prerequisite, C.D. & F.R. 230 or 330 or equivalent. Mrs. Hodgden and Nursery School staff. Hours to be arranged.

Intensive work with educationally disadvantaged children in diagnosis of developmental status in the verbal, cognitive, and social-emotional areas and in the application of educational techniques designed to improve the functioning of deprived children.

342. THE DEVELOPMENT OF CREATIVE THINKING

Fall. Credit three hours. Prerequisite, C.D. & F.R. 115 or equivalent. Mr. Brittain. T Th 8:30-10. Room NB-19.

A study of various theories of creativity and a review of the research on creative behavior. Emphasis is placed on the conditions and antecedents of creative thinking.

343. CREATIVE EXPRESSION AND CHILD GROWTH

Spring. Credit three hours. Registration by permission of the instructor. Mr. Brittain. T Th 8:30-10. Room NB-19.

Aimed at an appreciation and understanding of the creative process as seen in art, music, dance, and drama in relation to the development of children. Experience with children totaling 15 clock hours arranged individually.

358. THEORIES OF FAMILY ORGANIZATION, STRUCTURE, AND FUNCTION

Spring. Credit three hours. Mr. Feldman. T Th 11-12:15. Room 121.

Those theories which are directly related to the family, and also a selection of theories from the fields of sociology, psychology, and social psychology which have implications for the understanding of the family, will be examined to the extent that data are available. Neglected areas of study will be discussed.

360. PSYCHODYNAMICS OF PERSONALITY

Fall. Credit three hours. Mrs. Stein. M W F 11. Room 121.

Study of the development, structure and dynamics of personality with special attention given to the most influential theories in the field of personality.

[362. THE AMERICAN FAMILY]

Spring. Credit three hours. Open to graduate students. Prerequisite, C.D. & F.R. 162 or three hours in sociology or rural sociology. T Th 11-12:15. Room 117.

Study of the theoretical and research literature on the modern American family with the aim of understanding the functions the family performs for its members and for society as a whole. Analysis of the structure of contemporary kinship and community relations in urban-industrial society, and the processes of change in family patterns in response to changing needs of the members and to changes in society and technology. Not offered in 1966-67.

363. THE STUDY OF FAMILY INTERACTION

Fall. Credit three hours. Prerequisite, C.D. & F.R. 162 or Sociology 343 or equivalent. Mrs. Parkman. T Th 11-12:15. Room to be announced.

Study of the theoretical and research literature on the modern American family with the aim of understanding the interpersonal relationships of family members. The implications of family structure, role allocation, and value orientations for the marital relationship and for the personality development of the child will be the major focus. Taped samples of family interaction will be used to illustrate, verify, and stimulate ideas.

364. PSYCHOPATHOLOGY

Fall. Credit three hours. Open to seniors and graduate students by permission. Prerequisite, C.D. & F.R. 360 or equivalent. Limited to 25 students. Mr. Dalton. T 10-12. Room 124.

Primary emphasis will be upon theory and empirical findings with respect to the origin and behavioral manifestations of the neuroses, schizophrenia, and certain personality disorders.

372. THE FAMILY IN POVERTY

Fall. Credit three hours. Prerequisite, C.D. & F.R. 162 or Sociology 343 or equivalent. Mr. Feldman. W 2-4:30. Room NB-19.

Relevant research and theories about families who are economically deprived will be discussed. In addition, students will propose and carry out a pilot field study on some aspect of the course.

374. BEHAVIOR AND DEVELOPMENT IN INFANCY

Fall. Credit three hours. Limited to fifteen students. Prerequisite, C.D. & F.R. 115 or equivalent. Mr. Ricciuti. T Th 10-11:15. Room NB-19.

An examination of the characteristic behavior and capacities of infants up to the age of two years. Emphasis will be upon an analysis of perceptual-cognitive and emotional processes through selective readings, laboratory observations of infant behavior, and participation in pilot research studies.

The role of constitutional and experiential determinants of individual differences will be stressed.

397. UNDERGRADUATE RESEARCH PRACTICUM

Fall. Credit three hours. Admission by permission of the instructor. Mrs. Stein. W 2-4. Room 124.

Students will carry out empirical research projects with class discussion devoted to techniques and problems arising in the projects. The focus will be on experimental studies of children. Intended primarily for students interested in entering graduate programs involving further research training.

398. JUNIOR HONORS SEMINAR

Spring. Credit three hours. Permission of the departmental committee on honors is required for registration. Mr. Ginsburg. Hours to be arranged. Limited to juniors in the honors program.

The seminar will be devoted to readings, reports, and discussion of selected major issues in child development and family relationships.

400 (300). SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. (a) For independent study by an individual student in advanced work not otherwise provided in the department; or (b) for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department.

Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing it and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

414 (315). SEMINAR IN LANGUAGE DEVELOPMENT

Fall. Credit three hours. Open to juniors, seniors, and graduate students. Mr. Levin. Hours to be arranged.

The development of language during infancy and early childhood will be considered. The topics to be covered include theories of acquisition of language, the learning of sounds, grammar, meanings, and pathologies which involve language.

416 (317). SOCIAL AND PERSONALITY DEVELOPMENT IN CHILDHOOD

Spring. Credit three hours. Prerequisite, C.D. & F.R. 115 and 360 or equivalents. Mr. Ginsburg. M W F 12. Room 117.

An examination of selected topics in the area of personality development and social behavior of the child. Emphasis will be on the experimental and

From the observation booth a student records a session of the infant testing program.



observational approaches to these problems. Some topics which will be considered are: dependency, imitation, social reinforcement; cooperation and competition; achievement; small groups; and person-perception.

500 (403). SPECIAL PROBLEMS FOR GRADUATE STUDENTS

Fall and spring. Credit and hours to be arranged. Department faculty. For graduate students recommended by their chairmen and approved by the head of the department and the instructor in charge for independent, advanced work.

504-505 (404-405). RESEARCH PROBLEMS AND METHODS IN CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS

Fall and spring. Credit three hours each semester. Mr. Harding and Mrs. Parkman. Th 1:30-4. Fall, Room 124. Spring, Room G-106.

504. Fall. Prerequisite, one course in statistics which may be taken concurrently.

The focus will be on methods of data collection including basic considerations in the evaluation, selection, and development of techniques useful in research.

505. Spring. Prerequisite, a course in statistics covering analysis of variance (ordinarily a second course in statistics) which may be taken concurrently.

The focus will be on problems of research design and analysis. The goal is to enable students to make critical evaluation of published research reports and to design sound studies of their own. Included will be discussions of factor analysis and analysis of variance designs with more than one criterion of classification, the relative power of statistical tests of significance made with quantitative variables and categorical variables, the problems of estimating size of sample needed, and the problem of multiple comparisons.

Though the two semesters are integrated, neither is a prerequisite for the other.

514 (414). CLINICAL DEVIATIONS IN INTELLECTUAL AND SENSORY-MOTOR DEVELOPMENT

Spring. Credit three hours. Mr. Doris. W 9-12. Room 124.

Designed to acquaint students with the clinical and research literature on mental retardation, cerebral palsy, and sensory defects. Attention will be focused upon research problems in the etiology, diagnosis, and treatment of of these disorders.

517 (417). SEMINAR IN NURSERY SCHOOL PROCEDURES

Fall. Credit three hours. Hours to be arranged. Miss Margosian.

Exploration of research relative to the nursery school, study of methods of working with parents and supervision of students and administrative procedures in the nursery school.

522 (422). SEMINAR IN PIAGET

Fall. Credit three hours. Admission by permission of the instructor. Mr. Ginsburg. T 2-4:30. Room 124.

A critical review and evaluation of selected aspects of Piaget's work on cognitive development. Relevant research and theory by workers other than Piaget will be considered.

523 (423). SEMINAR IN COGNITIVE PROCESSES

Fall. Credit four hours. Admission by permission of the instructor. Mr. Suci. M W F 9. Room 124. Discussion, F 10.

Introduction to problems in cognition at the graduate level. The discussion will explore in detail some of the issues raised in the lecture material and will provide time for presentation of reports and critical reviews of selected literature by graduate students.

[532 (432). RESEARCH PRACTICUM: ADULT-CHILD INTERACTION IN INDIVIDUAL AND GROUP SETTINGS]

Fall. Credit three hours. Admission by permission of the instructor. Hours to be arranged.

Opportunities are available for a limited number of graduate students to observe and carry through some familiar research techniques, such as doll play, with individual subjects and to conduct experimental procedures in children's groups. In addition the student gains experience in interacting with children in free play in the laboratory nursery school.

The purpose is for the student to gain supervised experience in the techniques involved in establishing rapport, eliciting and evaluating information, and dealing with individual differences among children in standardized situations. Not offered in 1966-67.

560A (460A). SEMINAR IN PSYCHODYNAMICS: NORMAL AND PSYCHOPATHOLOGICAL

Fall. Credit three hours. Mr. Dalton. Th 10-12:30. Room 124.

Primary emphasis will be upon theory and empirical findings with respect to normal personality development and functioning.

560B (460B). SEMINAR IN PSYCHODYNAMICS: NORMAL AND PSYCHOPATHOLOGICAL

Spring. Credit three hours. Mrs. Stein. Th 10-12:30. Room 124.

Primary emphasis will be upon theory and empirical findings with respect to the origin, functioning, and treatment of psychopathological personalities.

568 (468). SOCIOLOGICAL FACTORS IN PSYCHOPATHOLOGY

Fall. Credit three hours. Admission by permission of instructor. Mr. Devereux. Th 2-4:30. Room 3-M-11.

This seminar will explore the research literature which deals with various sociological factors in the family, the community, the institution, and the broader society which are relevant for an understanding of the courses and treatments of deviant behavior and pathological personality organizations.

574. SEMINAR ON INFANT BEHAVIOR AND DEVELOPMENT

Fall. Credit three hours. Mr. Ricciuti. F 1-3:30. Room 3-M-11.

The seminar will deal with selected topics of current importance as research issues in the field of infant behavior and development. While principal emphasis will be on studies of human infancy, relevant ethological and comparative literature will also be considered. In 1966-67 major focus will be on the nature and stimulus determinants of affective responses in the first two years of life. The work of the seminar will be oriented primarily towards formulation of empirical research questions and strategies.

599 (407). MASTER'S THESIS AND RESEARCH

Fall and spring. Credit hours to be arranged. Registration with permission of the instructor. Miss Ford, Mrs. Hodgden, Mrs. Stein, Mrs. Parkman; Messrs. Brittain, Bronfenbrenner, Dalton, Devereux, Doris, Feldman, Ginsburg, Harding, Levin, Ricciuti, and Suci.

606 (406). RESEARCH PRACTICUM: FAMILY STRUCTURE AND PERSONALITY DEVELOPMENT

Spring. Credit three hours. Messrs. Bronfenbrenner, Devereux, Rodgers, and Suci. W 1:30-4. Room 225, M.V.R. Annex.

A practicum utilizing the resources of an on-going program of research. Members of the seminar participate in design, critical analysis, and execution of research studies. May be taken more than once for credit.

611 (411). EVALUATION PRACTICUM: STUDY OF THE INDIVIDUAL PERSONALITY, DEVIANT AND NORMAL

Spring. Credit three hours. Admission by permission of the instructors. Prerequisites, C.D. & F.R. 613, 560A and B or equivalents. Messrs. Doris, Ricciuti and Mrs. Stein. T 2-4 and additional hours to be arranged. Room 124.

Provides experience in the description and evaluation of the psychological function of individual children, both deviant and normal, in the context of relevant social and familial factors. Involves selection and utilization of a variety of testing, interviewing, and observational techniques for obtaining most relevant data; evaluation and interpretation of such data in order to arrive at a fuller understanding of the child's behavior, and in the case of deviant children, to identify and appraise the nature of the clinical problem.

613 (413). INDIVIDUAL INTELLIGENCE TEST PROCEDURES

Fall. Credit four hours. Admission by permission of the instructor. Mr. Doris. W 1-4. Additional hours for testing and supervision to be arranged. Room 301.

The primary purpose of this course is to prepare a student for participation in C.D. & F.R. 611, and it is a prerequisite for that practicum. The student is introduced to the literature on intelligence testing dealing with the construction, reliability, and validity of individual test instruments and with the historical development of the concept of intelligence as this relates to techniques and problems of measurement. Problems of test administration and interpretation in the clinical use of test instruments are emphasized, and the student is required to administer both the Stanford-Binet and the WISC to a number of children.

615 (415). SEMINAR IN THE DEVELOPMENT OF HUMAN BEHAVIOR

Fall. Credit three hours. Mr. Bronfenbrenner. M W F 11. Bailey Hall. W 2:30-4:30.

An introduction to theory and research in developmental psychology at the graduate level. The seminar utilizes the lecture and readings of C.D. & F.R. 115 as a basis for supplementary reading and content discussion of central issues in contemporary developmental psychology.

620 (420). RESEARCH PRACTICUM: EXPERIMENTAL STUDIES OF CHILD BEHAVIOR

Spring. Credit three hours. Permission of the instructor required. Mr. Levin. Hours to be arranged.

Advanced graduate students will design and carry out laboratory-type experiments. The practicum is offered in relation to an on-going research program and will concern children's language and verbal learning.

623. ADVANCED SEMINAR IN COGNITIVE PROCESSES

Spring. Credit three hours. Prerequisite, C.D. & F.R. 523. Mr. Suci. T 10-12. Room 124.

The student will explore in depth a problem of his own choosing. The problem should be selected in the previous semester while attending C.D. & F.R. 523. The semester's work should lead to a research design aimed at

filling some gap in our knowledge about cognition and/or at some methodological problem in cognitive research.

662 (462). SEMINAR IN THE FAMILY AND SOCIETY

Spring. Credit four hours. Mr. Devereux. M W F 11. An additional meeting to be arranged. Graduate section of C.D. & F.R. 162.

In addition to covering the lectures and readings of that course, students will do additional readings, meet as a separate group for discussion, and prepare a term paper.

663. SEMINAR ON EXPERIMENTAL STUDY OF THE FAMILY

Spring. Credit three hours. Admission by permission of the instructor. Mrs. Parkman. Hours to be arranged.

This course focuses on observational studies of interpersonal relations in the family. It is both a reading course, including an examination of relevant social psychological theories—small group theory, balance theory and exchange theory—and a methodological course. Detailed attention will be given to the development of new methods of observation of family interaction, particularly the systematization of dinner hour observations.

699 (407). DOCTOR'S THESIS AND RESEARCH

Fall and spring. Credit hours to be arranged. Registration with permission of the instructor. Miss Ford, Mrs. Hodgden, Mrs. Stein, Mrs. Parkman, Messrs. Brittain, Bronfenbrenner, Dalton, Devereux, Doris, Feldman, Ginsburg, Harding, Levin, Ricciuti, and Suci.

EXTENSION TEACHING AND INFORMATION

A JOINT DEPARTMENT OF THE COLLEGES OF HOME ECONOMICS AND AGRICULTURE

William B. Ward, Head.

Students interested in following the course requirements for a major in E.T.I. *in combination with their work in home economics* may do so through the use of their State College elective hours. Students may obtain information regarding appropriate courses for this from their counselors. Courses in this department *may not be counted* toward the minimum requirements of 40 credits in home economics.

310. PREPARATION OF PUBLICATIONS

Fall. Credit three hours. Mrs. Hall and guests. T 9, Th 9-11. Room 3-M-11.

Practice in writing and editing manuscripts suitable for use in bulletins, folders, and leaflets; production and publishing techniques—illustration, layout, proofreading—involvement in preparing copy for publication. Field visits.

Note: Full descriptions of the following courses will be found in the *Announcement of the College of Agriculture* under the Extension Teaching Department.

200. THE PROCESS OF COMMUNICATION

Fall. Credit three hours. M W F 8. Mr. Campbell.

205. PARLIAMENTARY PROCEDURE

Fall and spring. Credit one hour. Not open to freshmen. F 12. Messrs. Freeman and Martin.

215. INTRODUCTION TO MASS MEDIA

Spring. Credit three hours. M W F 10. Mr. Russell.

220. RADIO BROADCASTING AND TELECASTING

Spring. Credit three hours. M W F 9. Mr. Kaiser.

301. ORAL AND WRITTEN EXPRESSION

Fall and spring. Credit two hours. Open to juniors and seniors. Each section is limited to twenty students. Lectures and practice: fall term, M W 9, T Th 9, 10 or 11, W F 10; spring term, M W 9, T Th 9 or 11. Criticism by appointment, daily 8-5, S 8-1. Messrs. Freeman, Martin, Campbell, and Lueder.

302. ORAL AND WRITTEN EXPRESSION

Spring. Credit two hours. Prerequisite, Course 301. Lectures and practice, T Th 10 or W F 10. Criticism by appointment, daily 8-5, S 8-1. Messrs. Freeman, Martin, and Campbell.

312. ADVERTISING AND PROMOTION

Fall. Credit two hours. M 2-4. Mr. Russell and guest lecturers from advertising agencies.

313. WRITING FOR MAGAZINES

Spring. Credit three hours. M 1:40-4:30. Mr. Ward.

315. NEWS WRITING

Fall. Credit three hours. M W F 8. Mr. Carl.

[401. ADVANCED ORAL EXPRESSION]

Spring. Credit two hours. Prerequisite, Courses 301 and 302 or permission of the instructor. M W 12. Messrs. Freeman and Martin. Not given in 1966-67.

422. TELEVISION PRODUCTION AND PROGRAMING

Fall. Credit two hours. T 2-4. Mr. Kaiser.

430. INTRODUCTORY PHOTOGRAPHY

Spring. Credit three hours. S 9-12. Mr. Phillips.

431. VISUAL AIDS: THEIR SCOPE, PREPARATION, AND USE

Fall. Credit two hours. S 9-11. Mr. Phillips.

495. UNDERGRADUATE RESEARCH

Fall and spring. Credit one to three hours depending upon the problem undertaken and the extent and quality of work done. Open only to seniors who obtain written permission of professors supervising their work.

FOOD AND NUTRITION

Catherine Personius, Head; Gertrude Armbruster, Helen Bartlett, Marjorie Burns, Janet Clay, Elizabeth Donald, Mabel Doremus, Irene Downey, Mildred Dunn, Mrs. Helen Giff, Elizabeth Hester, Mrs. Ruth Klippstein, Edwin Kuta, Nell Mondy, Mary Morrison, Katherine Newman, Jerry Rivers, Mrs. Jean Snook.

The aims of the department are to help students understand the basic principles underlying the science of food and nutrition and to gain an appreciation of the relation of food habits to health and of the economic, politi-



Honors seminar in Food and Nutrition.

cal, social, and psychological significance of food. Laboratory exercises are designed to illustrate applications of the theories and scientific principles of food preparation. Students have some experience in using their knowledge of food and nutrition in solving problems related to feeding individuals and groups.

The department major is a basic program of work in the field *on which a student is expected to build additional appropriate courses* in terms of his special interests: *to prepare for graduate work, to prepare for a profession, or for personal satisfaction.*

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

Food and Nutrition 115, or 112 and 126

Food and Nutrition 226 and 236, or 246

Food and Nutrition 332

A course in bacteriology

A course in biochemistry

A course in physiology

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

Students with a professional interest in research, in graduate study, or in hospital dietetics may need more work in the natural sciences and in food and nutrition than the minimum listed for a major. A member of the department staff should be consulted as to the most appropriate courses for various professions.

An Honors program is offered by the department leading to a degree with Honors for students with a high scholastic standing in food and nutrition and related science courses, who desire an opportunity for directed independent study in completing the Food and Nutrition major. Students interested in a degree with Honors should discuss their plans during their sophomore year with the department's Honors representative and obtain a description of the Honors program either from the Food and Nutrition Department or the



Students at work in a food science laboratory.

Counseling Service Office. Written application for admission to the Honors program should be submitted to the representative before registration for the junior year. The official transcript will show "Graduation with Honors in Food and Nutrition" for students who (1) have satisfactorily completed the food and nutrition major, (2) have selected the courses specified for Honors students to satisfy the major requirement for six additional credit hours in the department, and (3) have completed a senior Honors problem for a minimum of two credit hours. The Honors program is designed for students desiring greater opportunity for independent study and is not, in general, recommended for students interested in acceleration.

***112 (192). HUMAN NUTRITION**

Fall and spring. Credit three hours. Open to students registered in any unit of the University, but not open to students who have taken F.N. 115. Mrs. Giff. M W F 9. Room 117.

A study of the nutrients essential to human life and well-being, their functions in metabolism, and their sources in food as it is consumed; application of this information to the significant relationship between food habits and health.

***115 (103). HUMAN NUTRITION AND FOOD PREPARATION**

Fall and spring. Credit five hours. Not open to students who have taken F.N. 112. Misses Donald and Bartlett. Lecture, M W 8. Discussion, F 8. Amphitheatre. Laboratories, M W 2-4, T Th 11-1, or 2-4. Rooms 352 and 361.

An introduction to the fields of food and nutrition: the nutrients essential to human life and well-being, their functions in metabolism and their sources in food as it is consumed; application of this information to the signif-

icant relationship between food habits and health. The laboratory includes a study of basic ingredients and techniques used in food preparation with emphasis on theory. Some meal preparation stressing nutritive value and the management of money and time is included.

126 (193). FOOD PREPARATION

Spring. Credit three hours. Prerequisite F.N. 112. (Not open to students who have taken F.N. 115.) Miss Bartlett. Laboratory, T Th 2-4:30. Room 352.

An introduction to the field of food: a study of basic ingredients and techniques used in food preparation with emphasis on theory. Some meal preparation, stressing nutritive value and the management of money and time, is included.

[226 (214). CHEMISTRY AND ITS APPLICATION TO FOOD PREPARATION]

Fall. Credit five hours (1 hour, food; 4 hours, chemistry). Prerequisite or parallel, Food and Nutrition 115 or 126. Not to be elected by students who take Chemistry 104 or 108. F.N. 226 is designed to be the first of a two-course sequence, the second course of which is F.N. 236. Miss Mondy. Lecture, M W 9. Amphitheatre. Discussion, F 9. Room 121. Laboratories, M W 2-4 or 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 on food. 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. Not offered in 1966-67.

[236 (215). CHEMISTRY AND ITS APPLICATION TO FOOD PREPARATION]

Spring. Credit five hours (3 hours, food; 2 hours, chemistry). Prerequisite, F.N. 226. The course is planned to follow F.N. 226 and should be taken the term after it. Miss Mondy. Lecture, M W 9. Amphitheatre. Discussion, F 9. Room 121. Laboratories, M W 2-4 or T Th 2-4. Rooms 353 and 356.

Fundamental principles and practices of food preparation approached through the study of organic and colloidal chemistry. Course 236 serves as a prerequisite, with permission of the instructor, for Chemistry 205, 353, and 355. Not offered in 1966-67.

246. INTRODUCTION TO THE SCIENCE OF FOOD

Spring. Credit four hours. Prerequisites, F.N. 115 or 126 and a college course in organic chemistry. Not to be elected by students who take F.N. 226-236. Lecture and discussion, W F 9. Room 121. Laboratory, T Th 2-4. Room 356.

Study of physical and chemical properties of the major groups of food products, the effect of basic methods of food preparation and preservation on these properties, and their relation to food quality (especially color, flavor, and texture). Laboratory experience in comparative cookery provides an introduction to the experimental study of food and illustrates the functions of ingredients and effect of manipulative procedures.

300. SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. For special arrangement of course work necessitated because of previous training.

Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing it and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

322 (340). MATERNAL AND CHILD NUTRITION

Fall and spring. Credit two hours. Prerequisite, F.N. 112 or 115. Not designed for Food and Nutrition Majors. Majors with special interest in this subject may request permission to register for F.N. 512 as seniors. 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.

325 (304). CULTURAL ASPECTS OF FOOD AND NUTRITION

Fall and spring. Credit three hours. Prerequisites, F.N. 115 or 126 and C.D. & F. R. 115 or equivalent. Mrs. Giff. Lecture, W F 2. Room 339. Laboratory, M 2-4:20. Room 361.

Study of psychological, sociological, and historical aspects of cultural food patterns. Consideration of the nutritional significance of these patterns and of factors involved in changing food habits. Laboratory work illustrates the application of scientific principles to the preparation of foods of various cultural groups.

332 (324). PRINCIPLES OF HUMAN NUTRITION

Spring. Credit three hours. Prerequisites, F.N. 112 or 115 and a college course in biochemistry and in physiology. Miss Newman. Discussion, T Th 8, Th 2-4. Room 339.

Principles of nutrition as they relate to energy metabolism, proteins, fats, minerals, and vitamins. Use of professional literature to acquaint the student with considerations involved in the application of nutrition information to human nutrition problems, to illustrate methods used in studying nutrition, and to provide experience in interpretation of scientific reports.

390. HONORS SEMINAR

Fall. Credit one hour. Open only to students admitted to the Food and Nutrition Honors Program. Misses Hester and Morrison. T or Th 4:30. Room 301.

392. HONORS IN NUTRITION

Spring. Concurrent registration in F.N. 332 required. Credit one hour. Open only to students in the Food and Nutrition Honors program.

395 (391). HONORS IN FOOD AND NUTRITION

Fall and spring. Concurrent registration in F.N. 325 required. Credit one hour. Open only to students in the Food and Nutrition Honors program.

400 (300). SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. (a) For independent study by an individual student in advanced work not otherwise provided in the department; or (b) for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department.

Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing it and the head of the department, must be filed with preregistration materials. The second copy

is left with the instructor. Students obtain form to be used from their counselors.

441 (330). NUTRITION AND DISEASE

Fall. Credit three hours. Prerequisite, F.N. 332 or equivalent. Miss Rivers. Discussion, M W F 9. Room 3-M-11.

Study of the physiological and biochemical anomalies in certain diseases and the principles underlying nutritional therapy. Independent survey of the technical literature in this field.

[442 (424). ADVANCED HUMAN NUTRITION]

Fall. Credit two hours. Prerequisite, F.N. 332 or equivalent. Miss Morrison. M W 10. Room 339. Recent advances in nutrition. Emphasis on human nutrition. Not offered in 1966-67.

446 (316). SCIENCE OF FOOD

Fall. Credit three (lectures only) or four hours. Prerequisite, F.N. 236 or 246, and a college course in organic chemistry or biochemistry. Students who have had limited laboratory experience in comparative foods should register for four hours. Misses Hester and Ambruster. Lecture, T Th S 9. Room 339. For students registered for four credit hours, laboratory, Th 2-4. Room 358.

Scientific principles underlying modern food theory and practice. The relation to food quality and to recommended methods of food preparation of (a) the physical and chemical properties of proteins, fats, starches, sugars, leavening agents, and pigments; (b) the properties of true solutions and principles of crystallization; (c) colloidal systems—gels, sols, foams, and emulsions. Laboratory experiments designed to illustrate the effect of varying ingredients and preparation procedures on the quality of food products.

447 (317). SCIENCE OF FOOD—LABORATORY

Fall. Credit one hour. Prerequisite or parallel, F.N. 446. Miss Armbruster. Laboratory, T 1:40-4:20. Room 358.

Laboratory experiments designed to illustrate the physiochemical behavior of colloidal and crystalline systems and chemical reactions of the food components.

456 (318). EXPERIMENTAL FOOD METHODS

Spring. Credit three hours. Prerequisite, F.N. 446. A course in statistics and F.N. 447 are desirable but not required. Miss Armbruster. Laboratory, MF 1:30-4:30. Room 358.

Application of the scientific method in the design and performance of experimental food problems and in the interpretation and evaluation of results. Independent laboratory problems.

493 (395). HONORS IN NUTRITION

Fall. Concurrent registration in F.N. 441 required. Credit one hour. Open only to students in the Food and Nutrition Honors program.

496 (392). HONORS IN FOOD

Fall. Concurrent registration in F.N. 446 required. Credit one hour. Open only to students in the Food and Nutrition Honors program.

499 (399). SENIOR HONORS PROBLEM

Fall and spring. Credit two to six hours. Open only to seniors in the Food and Nutrition Honors program. Hours to be arranged. Department faculty.

An independent literature or laboratory investigation. The work should be spread over two semesters.

500 (403). SPECIAL PROBLEMS FOR GRADUATE STUDENTS

Fall and spring. Credit and hours to be arranged. Department faculty. For graduate students recommended by their chairmen and approved by the instructor in charge for independent, advanced work. Experience in research laboratories in the department may be arranged.

Advanced Nutrition Series

501-504. ADVANCED NUTRITION

A series of nutrition courses offered jointly by the Department of Food and Nutrition, College of Home Economics; the Departments of Animal and of Poultry Husbandry, College of Agriculture; and the Graduate School of Nutrition. Prerequisites: courses in nutrition, physiology, and biochemistry to include intermediary metabolism, or with permission of instructor.

The biochemical and physiological bases of digestion, absorption, transport, and metabolism of nutrients; species differences where applicable; historical as well as current concepts in nutrition.

501. PROTEINS AND AMINO ACIDS

Fall. Credit two hours. Miss Morrison. M W 10. Room 339. Register in *Food and Nutrition* 501.

502. LIPIDS AND CARBOHYDRATES

Fall. Credit two hours. Mr. Young. F 10, T 11. Room 339. Register in *Animal Husbandry* 502.

503. NUTRITIONAL ENERGETICS

Spring. Credit two hours. Mr. Reid. M W 10. Morrison 342. Register in *Animal Husbandry* 503.

504. MINERALS AND VITAMINS

Spring. Credit two hours. Mr. Scott. F 10, T 11. Morrison 342. Register in *Animal Husbandry* 504.

512 (440). NUTRITION AND GROWTH

Fall. Credit two hours. Prerequisite, F.N. 332 or equivalent. Signature of instructor required for undergraduate students. Miss Newman. T Th 10. Room 301.

Information on growth which is of particular interest to nutritionists. Survey of methods used in studying physical and chemical growth. Relation between nutrition and growth. Offered in fall term of even-numbered years.

514 (402). READINGS IN NUTRITION

Spring. Credit three hours. Prerequisite, F.N. 332 or equivalent. Mrs. Snook. T Th 11-12:30. Room 301.

Critical review of literature on selected topics in the field of nutrition. Emphasis on human nutrition. Topics are changed each term so the course may be repeated for credit with permission of the instructor.

516 (404). READINGS IN FOOD

Fall. Credit two hours. Prerequisite, F.N. 446 or equivalent. Department faculty. T Th 11. Room 301.

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

524 (434). RESEARCH METHODS IN HUMAN METABOLIC STUDIES

Spring. Credit three hours. Prerequisites, F.N. 332 or equivalent, laboratory experience in biochemistry or quantitative analysis, and permission of instructor. Department faculty. Lecture and laboratory, T Th 1:30-4:00. Room 426.

Principles of human metabolic research; experimental design of human studies; dietary considerations; methods of collecting and analyzing biological material; and evaluation. Laboratory will include planning and management of a metabolic study, collection and the appropriate analyses of blood, urine, and feces.

599 (407). MASTER'S THESIS AND RESEARCH

Fall and spring. Credit and hours to be arranged. Registration with permission of the instructor. Misses Armbruster, Donald, Hester, Longrée, Mondy, Morrison, Newman, Rivers, and Young; Mrs. Snook; Messrs. Barnes, Kuta, Lutwak, and van Veen.

602 (420). SEMINAR IN NUTRITION

Fall. Credit one hour. Mrs. Snook and department faculty. T 4:30. Room 339.

606 (421). SEMINAR IN FOOD

Spring. Credit one hour. Miss Mondy and department faculty. T 4:30. Room 339.

699 (407). DOCTOR'S THESIS AND RESEARCH

Fall and spring. Credit and hours to be arranged. Registration with permission of the instructor. Misses Armbruster, Donald, Hester, Longrée, Mondy, Morrison, Newman, Rivers, and Young; Mrs. Snook; Messrs. Barnes, Kuta, Lutwak, and van Veen.

HOME ECONOMICS EDUCATION

Sara Blackwell, Head: Mrs. Ethelwyn Cornelius, Margaret Elliott, Frances Heltzel, Mrs. Helen Nelson, 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.A.T. or Ed.D., may select home economics education as the field of professional concentration.



Graduate assistant collects data to help evaluate pilot program of preparation for wage earning in local high school.

300. SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. For special arrangement of course work necessitated because of previous training.

Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing it and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

400 (300). SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. (a) For independent study by an individual student in advanced work not otherwise provided in the department; or (b) for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department.

Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing it and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

410 (310). THE HOME ECONOMIST AS A TEACHER

Fall. Credit three hours. Open to upperclassmen and graduate students. Miss Rhodes. T Th 11 and one hour to be arranged. Fifth Floor, East Wing.

Designed for students who plan to be extension agents, dietitians, social workers, or home service representatives, or to undertake other work which will involve teaching in a non-school situation. Consideration will be given to social-psychological factors affecting the teaching-learning process, approach to different age and ability levels, use of appropriate media for different purposes, and various instructional techniques applicable to different groups of learners. Opportunity will be provided for observation and participation in educational programs according to student's individual needs.

440-441-442 (330-331-332). THE ART OF TEACHING

To be taken in two successive terms, 440 in the first and both 441 and 442 in the second. Open to juniors and seniors preparing to teach home economics in the public schools. Coordinator (to be appointed), assisted by Misses Heltzel and Elliot, Mrs. Cornelius, Mrs. Nelson, and cooperating teachers.

This sequence of courses involves observation and participation in the home economics program of one or more schools in communities near Ithaca. H.E.Ed. 440 is offered on a regular schedule throughout each semester, but special scheduling is required for H.E.Ed. 441 and 442; two different possibilities are provided (see 441A+442A and 441B+442B).

It is recommended that students use public transportation in traveling to and from the student teaching centers.

440 (330). Fall and spring. Credit two hours. Discussion period, T Th 8. Fifth floor, East Wing. Field work is required one half-day each week for six weeks for the purpose of visiting homemaking programs in cooperating schools.

Consideration is given to (1) procedures for determining the scope and sequence of the content of home economics classes and (2) the choice of learning experiences appropriate for use in the secondary schools. Students have an opportunity to study the community and the place of home economics in the total educational program.



Student teacher with her junior high school class.

441A (331A). Fall. Credit two hours. To be scheduled concurrently with H.E. Ed. 442A, H.E.M. 302, and C.D. & F.R. 302, W 10-12 for full semester; W 9 for one-half semester, and W 1:15-3 for the other half. Fifth floor, East Wing.

441B. (331B). Spring. Credit two hours. To be scheduled concurrently with H.E. Ed. 442B, H.E.M. 302, and R.E. 411 (special blocked sections of each course). M T W Th F 11 for first four and last four weeks of the semester. Fifth floor, East Wing.

Consideration is given to major concerns related to the teaching of home economics at secondary and adult levels.

442A (332A). Fall. Credit six hours. Full time for either first or second half of semester, except for the 441A meetings scheduled W 10-12 and 1:15-3.

442B (332B). Spring only. Credit six hours. Full time for middle seven weeks of semester. When the spring vacation of the cooperating school does not correspond to that of the University, each student will be expected to follow the vacation schedule of the particular school in which she is teaching.

Guided student teaching experience with students assigned to cooperating public schools. Student teachers live in the school communities and work under the guidance of both local homemaking teachers and department faculty.

500 (403). SPECIAL PROBLEMS FOR GRADUATE STUDENTS

Fall and spring. Credit and hours to be arranged. Department faculty. For students recommended by their chairmen and approved by the instructor in charge for independent, advanced work.

537 (437). ADULT EDUCATION

Fall. Credit two or three hours. Seniors admitted by permission of the instructor. T 4-5:45. Fifth floor, 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.

549 (449). CURRICULUM PLANNING IN HOME ECONOMICS

Spring. Credit three hours. Miss Rhodes. M W F 9. Fifth floor, East Wing. For high school and college teachers, administrators, and extension personnel.

Attention is given to the social-cultural foundations of the home economics curriculum, social-psychological needs of learners, the influence of educational philosophy on curriculum planning, and curriculum planning for different age and ability levels.

Opportunity is given for students to relate curriculum principles to individual situations.

555. CROSS-CULTURAL ASPECTS OF HOME ECONOMICS EDUCATION

Spring. Credit three hours. T Th 1-2:30. Miss Rhodes. Open to students who have had professional experience in countries other than the U.S.A. or permission of the instructor. Prerequisite, an appropriate course in sociology or comparative education.

A study of the economic, social, and political factors affecting education and the development of home economics programs in differing cultures. Students will have opportunity to analyze home economics programs in countries other than the U.S.A. and to evaluate methods of approach appropriate to various cultures.

559 (459). EVALUATION

Fall. Credit three hours. Mrs. Nelson. T Th 1-2:30. Fifth floor, 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.

[575 (475). READINGS IN EDUCATION]

Spring. Credit two hours. Not given in 1966-67. Will be offered in 1967-68.

580 (480). SEMINAR IN HOME ECONOMICS EDUCATION

Fall and spring. No credit. Department faculty. M 4. Fifth floor, 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 term.

[590 (490). TEACHING HOME ECONOMICS IN HIGHER EDUCATION]

Fall. Credit two hours. Miss Rhodes. Not given in 1966-67. Will be offered in 1967-68.

599 (407). MASTER'S 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 Blackwell, Heltzel, Rhodes, and Mrs. Nelson.

638 (438). SEMINAR IN ADULT HOME ECONOMICS EDUCATION

Spring. W 4-5:45. Fifth floor, East Wing. For students specializing in adult education. It usually follows H.E. Ed. 537; however, experienced students may register by permission of the instructor without 537.

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.

660 (460). SEMINAR IN EVALUATION

Spring. Credit two hours. Prerequisites, H.E.Ed. 559 and Rural Education 453 or equivalent. Miss Blackwell. T Th 2:30-4. Fifth floor, East Wing.

Opportunity for intensive study of the literature concerning educational evaluation, for refinement of appraisal techniques, and for analysis and interpretation of data from current research.

661-662 (461-462). THE TEACHER EDUCATOR IN HOME ECONOMICS

For graduate students preparing for teacher education positions involving supervision of student teachers. Permission of the instructors is required. Previous experience in teaching homemaking at the secondary level is required for H.E. Ed. 662.

661 (461). Fall. Credit three hours. Mrs. Nelson. W 1-2:30. Fifth floor, East Wing. Observation and participation T Th 8 and several half-day field trips.

Opportunity is provided for students to develop understanding of teacher education practices by observing and participating in H.E. Ed. 440. Participation involves teaching one or two lessons, and individual work with students. Additional experiences include observation of student teachers and of supervisory conferences in student teaching centers.

662 (462). Spring. Credit four hours. Mrs. Nelson. Hours to be arranged. Fifth floor, East Wing.

Observation and participation first four and last four weeks of the semester, and weekly half-day or full-day field trips for middle of the semester. Seminar is concerned with basic principles of supervision and their application to the preservice education of home economics teachers. Opportunity is provided for observation and participation in H.E. Ed. 441 and 442, including some teaching in the courses and the supervision of a student teacher.

663 (463). INTERNSHIP AND FIELD WORK IN TEACHER EDUCATION

Fall. Credit two hours. Mrs. Nelson. Hours to be arranged. Fifth floor, East Wing.

First eight weeks of semester: supervise one student teacher. Second eight weeks of semester: supervise two student teachers. Conference with college supervisor one hour each week and conferences as needed with cooperating teachers in the public schools. Provision will be made for a follow-up visit to a first-year teacher.

[670 (469). ADMINISTRATION AND SUPERVISION PRACTICUM]

Spring. Credit two hours. Miss Rhodes. Not given in 1966-67. Will be offered in 1967-68.

699 (407). DOCTORAL 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 Blackwell, Heltzel, Rhodes, and Mrs. Nelson.

HOUSEHOLD ECONOMICS AND MANAGEMENT

Mabel A. Rollins, Head; Heinz Biesdorf, Gwen Bymers, Alice J. Davey, Lillian E. Edds, Karen C. Mars, Mary Purchase, Mrs. Jean Robinson, Rose E. Steidl, Mrs. Ethel L. Vatter, Kathryn E. Walker, Mrs. Clara M. Wendt, Elizabeth Wiegand, Janice E. Woodard.

The Department of Household Economics and 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.

The department major is a basic program of work in the field *on which a student is expected to build additional appropriate courses in terms of her special interests: to prepare for graduate work, to prepare for a profession, or for personal satisfaction.* Each student initially discusses the selection



Students and a family combine resources to attain a family goal—a functional kitchen.

of courses within the major, including her special course interests beyond the major, with a departmental adviser and also with the college counselor. A total of 18 or 19 credits (including the H.E.M. core course) is required within the department. Required prerequisite courses from other fields total 6-10 hours. Thus, the work for an H.E.M. major may be completed with a total of 24 to 29 credits, consisting of the following courses and their prerequisites:

<i>Course</i>	<i>Title</i>
1. H.E.M. 100	Management of Resources
2. H.E.M. 312	Home Management — Theory and Function
3. H.E.M. 395	Economic Conditions in Relation to the Welfare of Families
4. H.E.M. 220	Science for Consumers
or	
H.E.M. 280	Work Simplification — A Tool of Home Management
5. H.E.M. 260	Problems in Providing Consumer Goods
or	
H.E.M. 340	Economics of Consumption
6. H.E.M. 320	Management in Relation to Household Equipment
or	
H.E.M. 330	Management in Relation to Personal Finances

Work in this area contributes to the professional preparation of students interested in consumer economics, family economics, counseling, home service, international service, and other home economics positions in business as well as to home economics extension teaching. Students interested in these areas of work should consult faculty members of the department.

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

*100. MANAGEMENT OF RESOURCES

Fall and spring. Credit three hours. Miss Rollins and staff. M W F 10. Amphitheatre.

An introductory course designed to provide students with an understanding of the possibilities for improvement in the real level of living for families. The possibilities examined will be those stemming from the basic ideas of management and economics in relation to the effective use of available resources in the home, the community, and the economy. The course should help students develop an appreciation of the importance of informed choice in the allocation of scarce resources in the home and in the economy, plus an appreciation of the influence that values of individuals, families, and societies have on choice-making.

220. SCIENCE FOR CONSUMERS

Fall. Credit three hours. Open to sophomores and second-semester freshmen. (Not open to students who have taken H.E.M. 128.) Miss Purchase. Lectures, T Th 10. Laboratory, W 2-4. Room G-19.

Information based on principles of science to help consumers make decisions in regard to choice and use of household equipment and supplies. Chemistry of cleaning agents, chemical characteristics of surfaces to be cleaned, electricity in the home, control of environmental conditions in homes. The course is of particular value for those planning to work with consumers: teachers, extension workers, home service personnel, consumer consultants, and social workers.



Students in equipment classes learn the value of safety devices in electric circuits.

260. PROBLEMS IN PROVIDING CONSUMER GOODS

Fall. Credit three hours. Also open to graduate students. Prerequisite, H.E.M. 100 or 130 or permission of the instructor. Miss Bymers. M W F 8. Room 121.

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 may be taken in place of class meetings.

280. WORK SIMPLIFICATION — A TOOL OF HOME MANAGEMENT

Spring. Credit three hours. Prerequisite, H.E.M. 100 or consent of instructor. Miss Walker. M F 10, W 2-4. Room G-20.

Application of social and natural sciences to household work. Introduction to the meaning of work, the contribution of effective household work to the real income of families. Survey of work simplification techniques from industrial engineering, industrial psychology and physiology, and evaluation of their adaptability for reducing physical and mental costs of household work. Field trips included.

Students do individual projects to apply guides for simplifying work to area of their special interest—for example, making women's work easier in developing countries, making household work possible for the handicapped homemaker, teaching young people or adults. Suggested for students preparing for home and family oriented work in developing countries, and for students preparing for positions in home economics extension and teaching in this country and others.

300. SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. For special arrangement of course work necessitated because of previous training.

Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing it and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

302. HOME MANAGEMENT RESIDENCE

Fall and spring. Credit four hours. Offered twice in the fall term and once in the spring term. For seniors in Home Economics Education. Prerequisite, the home economics core courses. Students preparing to teach are to schedule the course concurrently with Home Economics Education 441. Miss Davey and assistant. T Th 9:30-11; other hours by arrangement.

Students, in a group situation, are personally involved in acquiring an understanding of home management. Basic managerial concepts and the framework of home management are studied.

The cost of living in the Residence is \$140 for one-half semester, fall term, and \$70 for one-quarter semester, spring term.

310. MANAGEMENT PROBLEMS IN HOMES

Fall. Credit three hours. For juniors, seniors, and graduate students. Prerequisite, the home economics core courses or permission of the instructor. Graduate students consult instructor before registering. Miss Walker and assistant. T Th 2-4. Room G-20.

Ways in which different families manage to achieve their purposes, using the resources available. Comparison of management in homes to management in other areas of our society, and application of research in behavioral sciences to home management. 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.

Suggested for students preparing for positions in social work, home economics extension, or home economics teaching.

312. HOME MANAGEMENT: THEORY AND FUNCTION

Spring. Credit four hours. Required for H.E.M. majors and open to other juniors and seniors with permission of instructors. Prerequisites, the home economics core courses and one course in family and society (C.D. & F.R. 162, Sociology 343 or 441). Misses Davey and Walker. M 3, T Th 2-4, and other hours by arrangement. Room G-20.

Observation and application of concepts and functions of home management. In addition to studying home management theory and reviewing related research in home management, students will have an opportunity to observe management practice of a family as they work directly with a homemaker for approximately three weeks in solving a management problem, and to apply basic management concepts by participating in home management residence activities for about three weeks. The \$25 cost will include food and other operational costs for residence experience.

320. MANAGEMENT IN RELATION TO HOUSEHOLD EQUIPMENT

Spring. Credit three hours. For juniors, seniors, and graduate students. Prerequisite, H.E.M. 128 or 220 or equivalent. Miss Purchase. W F 2-4. Room G-19.

Selection, use, and care of household equipment. Safe and efficient use of electricity and gas. Principles of operation of appliances for cooking, refrigeration, house cleaning, and laundering. Characteristics of materials used in household equipment. Relative advantages of various types of equipment in performing certain tasks.

330. MANAGEMENT IN RELATION TO PERSONAL FINANCES

Spring. Credit three hours. For juniors, seniors, and graduate students. Prerequisite, H.E.M. 100 or equivalent economics course approved by the instructor. Mrs. Robinson. M W F 9. Room 339.

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. ECONOMICS OF CONSUMPTION

Spring. Credit two hours. Prerequisite, the home economics core courses and Economics 103 or equivalent. Economics 104 is recommended. Miss Bymers. T Th 9. Room 3-M-11.

An investigation of economic theories and concepts relevant to an understanding of consumer choice and its role in a market economy at both the individual and aggregate levels. Empirical investigations of consumer spending and saving and current developments in this area are also examined and discussed.

395. ECONOMIC CONDITIONS IN RELATION TO THE WELFARE OF FAMILIES

Fall. Credit three hours. Open to juniors, seniors, and graduate students. Not open to those who have had H.E.M. 130 or 430. Prerequisite, the home economics core courses and Economics 103 or equivalent. Mrs. Vatter. T Th 11-12:15. Room G-20.

Changes that have taken place in the economic welfare of families in this country and some of the factors related to these changes. Among the factors studied will be national product and income, expenditure patterns, employment, price levels, taxation, and distribution and redistribution of income.

Comparisons will be made with other countries. Particular attention will be given to the relation between economic growth and changes in family welfare.

400 (300). SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. (a) For independent study by an individual student in advanced work not otherwise provided in the department; or (b) for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department.

Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing it and the head of the department, must be filed with preregistration material. The second copy is left with the instructor. Students obtain form to be used from their counselors.

500 (403). SPECIAL PROBLEMS FOR GRADUATE STUDENTS

Fall and spring. Credit and hours to be arranged. Department faculty. For graduate students recommended by their chairmen and approved by the head of the department and the instructor in charge for independent advanced work.

501 (401). RESEARCH METHODOLOGY

Spring. Credit two hours. Prerequisites, one course in statistics and consent of the instructor. Mrs. Vatter. T Th 11. Room 301.

The theory and practice of research in the area of household economics and management. The meaning of science, patterns of scientific investigation in the social sciences, and their applicability to selected concepts in the departmental area.

The course is designed for first or second-year graduate students. Its purpose is to help students achieve the ability to make critical evaluation of pertinent research findings, and to design sound studies of their own.

597 (499). SEMINAR

Fall and spring. Department faculty. 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.

599 (407). MASTER'S THESIS AND RESEARCH

Fall and spring. Registration with permission of the instructor and chairman of graduate committee. Misses Bymers, Davey, Purchase, Rollins, Steidl, Mrs. Vatter, Miss Walker.

619 (419). HISTORY AND DEVELOPMENT OF HOME MANAGEMENT CONCEPTS

Fall. Credit three hours. Consult instructor before registering. Miss Davey. M W 9. Room G-20.

An examination of fundamental ideas in home management, to include decision making, and values. The ideas will be traced historically. An overview of current thought and some projection into the future.

620 (420). PHYSICAL SCIENCE IN THE HOME

Fall. Credit two or three hours. Consult instructor before registering. Miss Purchase. W F 1, and laboratory 2 hours, to be arranged. Room G-19.

Selected principles from mechanics, electricity, heat, sound, and light applied to household equipment. Chemical characteristics of soil, of surfaces to be cleaned, and of supplies used for cleaning and protecting surfaces; the laundry process and supplies. Background information in physical science for home economists working with equipment in teaching, extension, or home service. Three credits require attending the laboratory.

632 (432). READINGS IN PERSONAL FINANCES

Spring. Credit two hours. Prerequisite, H.E.M. 330 or the equivalent. Consult instructor before registering. 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.

640 (440). READINGS IN THE ECONOMICS OF CONSUMPTION

Fall. Credit three hours. Prerequisites, H.E.M. 340 or the equivalent. Consult instructor before registering. Miss Bymers. Time to be arranged.

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

650 (450). READINGS IN MANAGEMENT OF HOUSEHOLD WORK

Spring. Credit three hours. Consult instructor before registering. Miss Steidl. Hours to be arranged.

Critical review of research and other literature concerned with description and measurement of work, and design of physical arrangements for work. The study of the human costs of accomplishing household work is emphasized.

652 (452). READINGS IN USE OF TIME IN HOMES

Fall. Credit three hours. Consult instructor before registering. Miss Walker. Hours to be arranged.

Critical review of research concerned with the use of time in homes in the United States and abroad for household work and for leisure.

[689 (489). THE TEACHING OF HOME MANAGEMENT IN COLLEGE]
Spring. Credit three hours. Consult instructor before registering. Miss Davey. Hours by arrangement.

An examination of the ways home management concepts have been taught in the past and may be taught in the future, through home management residence, observation and work with families in their homes, analysis of case studies, and laboratory experiences. Observation of classes and field trips are included.

Alternate-year course: not offered in 1966-67; offered in 1967-68.

690 (490). READINGS IN HOME MANAGEMENT

Fall. Credit two hours. For doctoral candidates. Department faculty. Two-hour discussion period to be arranged.

Review of critical issues in home management.

695 (495). ECONOMIC PROBLEMS OF FAMILIES

Spring. Credit three hours. Primarily for doctoral candidates. Miss Rollins.

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

699 (407). DOCTOR'S THESIS AND RESEARCH

Fall and spring. Registration with permission of the instructor and chairman of graduate committee. Misses Bymers, Davey, Purchase, Rollins, Steidl, Mrs. Vatter, Miss Walker.

Note: Students who are preparing for certification for teaching in secondary schools may, on recommendation of the counselor and approval of the instructor, register for reduced credit in the following courses while in residence in the Home Management Apartments: H.E.M. 260, 310, 320, 330.

HOUSING AND DESIGN

Joseph Carreiro, Head; Glenn H. Beyer, Lewis L. Bower, Helen J. Cady, Clark E. Garner, Patricia N. Knapp, Marilyn Langford, Myron H. Levenson, Ruby M. Loper, G. Cory Millican, Sarah E. Neblett, Clara Straight, A. Lorraine Welling.

The Department of Housing and Design offers courses in design, interior design, and housing. *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 acute-

ness and practical knowledge necessary for designing house interiors. *Housing courses* are planned to study individual and family living, and to examine critically facts and theories of housing within the present economic and social structure.

All students are required to take 100, 147. The undergraduate who wishes preprofessional preparation should take two additional courses in each area, then should choose work which emphasizes either design or housing. The program should consist of a minimum 18 credit hours in department courses. 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, history of art, painting, psychology, sculpture, sociology*.

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

The Department of Housing and Design maintains an art gallery where exhibitions from professional sources of current work in residential architecture, interior design, crafts, and sculpture are on display for study and enjoyment.

*100. FUNDAMENTALS OF DESIGN

Fall and spring. Credit three hours. Sections limited to 15 students each. Misses Cady, Neblett and Straight.

<i>Fall</i>		<i>Spring</i>	
M W 8-11	Room 327	M W 8-11	Rooms 327, 408
M W 10-1	Room 401B	M W 10-1	Room 401B
T Th 8-11	Room 327	T Th 8-11	Room 327
W F 10-1	Room 322	T Th 10-1	Rooms 322, 408
T Th 1:40-4:30	Rooms 327, 401B, 408	T Th 1:40-4:30	Room 401B

Individual critical discussions are an important part of interior design studio courses.





*Annual exhibition of student work in design in
Martha Van Rensselaer Gallery.*

A studio course involving an introduction to the fundamental vocabulary of design, an exploration of the basic elements (line, plane, volume, color, texture, motion, light, etc.), and experimentation with the development of design form.

Studio assignments are intended to develop awareness of these elements and sensitivity to their use. The student is encouraged to enlarge his visual experience through investigation and individual discovery and to exercise his intellectual curiosity in the search for universal principles of design. Minimum cost of materials, \$7.

*147. FUNDAMENTALS OF HOUSING

Fall and spring. Credit two hours (see 148 for possibility of joint registration for three credit hours). Mr. Bower and Miss Langford. W F 2. Amphitheatre.

A survey of contemporary American housing and its formative processes as they relate to the individual, family, and community welfare. The course will examine the spatial context of housing; its relationship to urbanism and planning; the functioning of housing markets and the housebuilding industry; the roles of housing specialists; the selection, acquisition and financing of housing by consumers, housing needs and standards; housing controls; government housing policy; and contemporary housing problems and issues.

148. SEMINAR: FUNDAMENTALS OF HOUSING

Fall and spring. Credit one hour. Mr. Bower, Miss Langford, and staff. W 3. Room 301.

This seminar is open only to those simultaneously registering for H.D. 147. It will employ the lectures and readings of H.D. 147 as point of departure for supplementary readings, investigation, and discussion.

200. DESIGN

Fall and spring. Credit three hours. Prerequisite, H.D. 100 or equivalent. Limited to 15 students. Miss Straight. Room 322.

Fall, T Th 10-1

Spring, M W 10-1

A continuation of H.D. 100 involving more complex concepts and advanced techniques.

220. FUNDAMENTALS OF INTERIOR DESIGN

Fall and spring. Credit three hours. (Three hours of work in studio required in addition to class period.) Prerequisite, H.D. 100. Limited to 15 students in each section. Mr. Millican, Miss Welling.

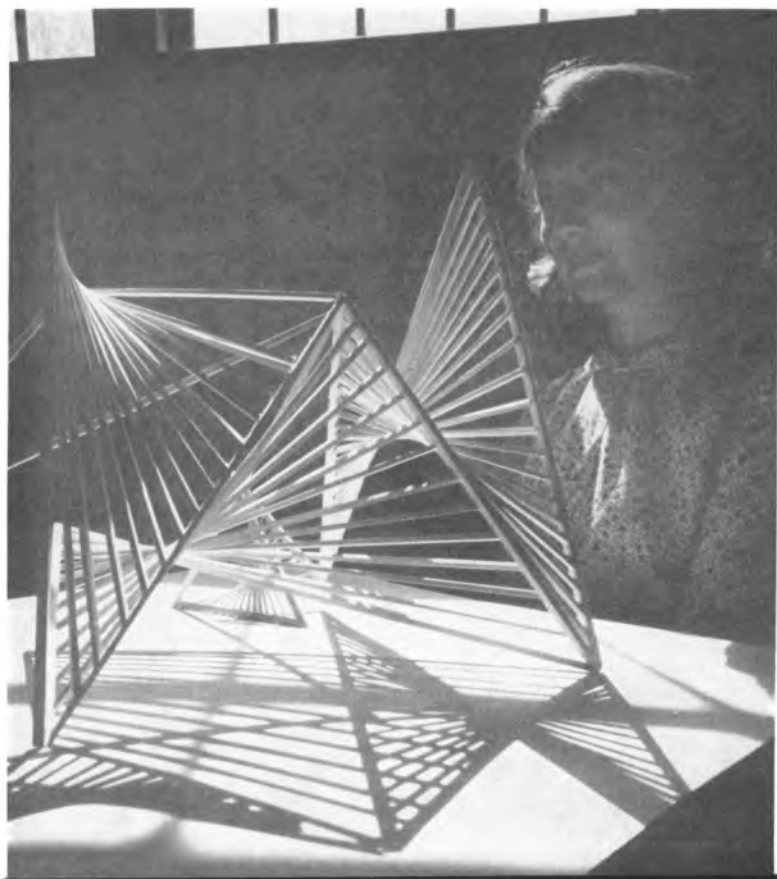
<i>Fall</i>		<i>Spring</i>	
M W F 10-12	Room 401A	T Th 9-12	Room 401A
T Th 9-12	Room 318	T Th 1:40-4:30	Room 401A

A studio course emphasizing the fundamental principles of design as applied to the planning of interiors for residential use.

The design of the interior is based on an understanding of family and individual needs, as expressed through space planning, circulation, furniture selection and layout, fabrics, floor covering, lighting, color, and texture.

Illustrated lectures, discussion and drafting techniques are included as background information and tools for solving interior design problems. Minimum cost of materials, \$7.

Students explore possibilities of different materials in 3-dimensional design.



221. HISTORIC FURNITURE AND INTERIOR DESIGN

Fall. Credit three hours. Prerequisite H.D. 100. It is recommended that students with a special interest in this area take H.D. 221, 222, and 323 as a three-course sequence. Miss Welling. M W F 8. Room 317.

A study of the patterns of historical development and change in furniture and interiors from man's earliest expressions through the eighteenth century, as they reflect the changing cultural framework of Western civilization, excluding America.

222. HISTORIC FURNITURE AND INTERIOR DESIGN

Spring. Credit three hours. Prerequisite, H.D. 221. Mr. Millican. M W F 8. Room 317.

A study of the patterns of historical development and change as revealed through American furniture and interiors from 1650-1885. Design forms are considered individually, collectively, and in their over-all historical context as they express the efforts, values, and ideals of American civilization. Field trip.

[235. INTERIOR DESIGN FOR LIMITED SPACE AND BUDGET]

Fall. Credit three hours. Limited to 15 students. Prerequisite, H.D. 220. Instructor's signature required at preregistration. Miss Neblett. M W F 11-1. Room 401B. Three additional hours of supervised work in studio required. Students anticipate furnishing problems of the young couple faced with limited space and budget. Practice in furniture arrangement, selection, and restoration, and designing and constructing simple furniture and accessories. Minimum cost of materials, \$10. Not offered in 1966-67.

240. RESIDENTIAL DESIGN

Fall and spring. Credit three hours. Prerequisites, H.D. 100 and 147. Limited to 15 students. Mr. Millican. M W F 10-12. Room 318.

An introduction to residential architectural design. Through the design solution for specific occupant needs, the student is involved with site, orientation, climate, and materials. Drafting room work consists of plans, elevations, perspectives, and studies in the presentation of solutions. Lectures, discussions, and required readings.

300. SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. For special arrangement of course work necessitated because of previous training.

Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing it and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

[311A. DESIGN: PRINTMAKING]

Fall. Credit three hours. Prerequisite, H.D. 100. Limited to 15 students. Miss Straight. T Th 9-12. Room 322.

A studio course exploring the print as a design form. Emphasis is upon work done with the silk screen, but opportunities are provided for exploring other processes for both fabric and paper. Minimum cost of materials, \$10. Not offered in 1966-67.

311B. DESIGN: WEAVING

Fall. Credit three hours. Prerequisite, H.D. 100. Limited to eight students. Miss Cady. T Th 9-12. Room 408.

A studio course exploring weaving as a design process for the structure of cloth. Projects experimenting with various fibers and materials are studied. Minimum cost of materials, \$10.

323 (319). CONTEMPORARY DESIGN

Spring. Credit three hours. Miss Welling. M W F 9. Room 317.

A historical study of the emergence and development of contemporary design, 1885 to present.

An examination of the social, economic, technical, and style forces which shape the design forms of the present. Also a critical analysis of selected works of furniture, fabrics, interiors, etc., of our time.

325. INTERIOR DESIGN

Fall. Credit three hours. Prerequisite, H.D. 220. Limited to 15 students. Miss Cady. M W F 10-12. Room 408. Three additional hours of work required.

Interior design problems in evaluation of design qualities of furnishings and materials. Room schemes developed in accordance with the architectural design of the house and family use. Sketches, working drawings, presentation drawings for major projects. Field trip (approximate cost, \$30). An equivalent experience may be arranged.

326. INTERIOR DESIGN

Spring. Credit three hours. Prerequisite, H.D. 325. Limited to 15 students. Miss Cady, Mr. Millican, and Miss Welling. W F 1:40-4:30. Room 318.

Special units taught by participating staff. Interior design problems of varying complexities at a more accelerated pace which approximates professional practice.

330. CONTRACT INTERIORS

Spring. Credit three hours. Limited to 15 students. Mr. Millican. T Th 1:40-4:30. Room 318.

This course involves the space planning and visual aspects of business and commercial interiors such as hotels, motels, public spaces, and specialized areas.

The course is primarily designed for Hotel Administration students and fulfills final Hotel Engineering elective requirements. The course is also available to those students in Home Economics with a strong professional focus. Permission of the instructor required for Home Economics students.

345. READINGS IN HOUSING

Spring. Credit two hours. Prerequisite, H.D. 147 and permission of the instructor. Mr. Bower, Miss Langford. Hours for discussion of readings to be arranged.

348. HUMAN ASPECTS OF HOUSING

Fall. Credit three hours. Upperclassmen and graduate students. Miss Langford. M W F 9. Room 301.

A consideration of individuals, families, and special groups in relation to housing requirements. Undertaken both through a critical analysis of human factors which are related to the design of housing and neighborhood and through an examination of current social problems related to housing — those facing the low-income family, the middle-income family, and special groups such as the aged and non-white groups.

349. HOUSING: SUPPLY

Spring. Credit three hours. Prerequisite, H.D. 147. Mr. Bower. M W F 9. Room 301.

This course investigates certain theories and concepts in housing such as problems of suburbanization and city growth; neighborhood factors and community facilities; importance of housing finance; influence of government policies.

400 (300). SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. (a) For independent study by an individual student in advanced work not otherwise provided in the department; or (b) for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department.

Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing it and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

439 (339). DESIGN SEMINAR

Spring. Credit three hours. For upperclassmen and graduate students. Instructor's signature required at preregistration. Mr. Carreiro. W 2-4. Room 317.

445. READINGS IN HOUSING

Spring. Credit two hours. Prerequisite, H.D. 447 and permission of the instructor. Mr. Beyer, Mr. Bower, and Miss Langford. Hours for discussion of readings to be arranged.

447. FUNDAMENTALS OF HOUSING

Fall. Credit three hours. Consult with instructor prior to registration. Preregistration required. Mr. Bower. T Th 4-5:30.

An introductory survey of housing as a field of graduate study. Consideration of the spatial context and institutional setting of housing: the structure, operations, and performance of the housing market and the housebuilding industry; housing finance; the nature, operations, impact, and policy of government housing programs; basic elements of housing market analysis; contemporary housing problems and issues.

500 (403). SPECIAL PROBLEMS FOR GRADUATE STUDENTS

Fall and spring. Credit and hours to be arranged. Department faculty. For graduate students recommended by their chairmen and approved by the head of the department, and the instructor in charge for independent, advanced work.

599 (407). MASTER'S THESIS AND RESEARCH

Fall and spring. Registration with permission of the instructor. Mr. Beyer, Mr. Bower, Miss Cady, Mr. Carreiro, Miss Langford, Mr. Millican, Misses Neblett and Welling.

600 (400). SEMINAR IN CURRENT HOUSING ISSUES

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 111, West Sibley.

699 (407). DOCTOR'S THESIS AND RESEARCH

Fall and spring. Registration with permission of the instructor. Mr. Beyer, Mr. Bower, Miss Cady, Mr. Carreiro, Miss Langford, Mr. Millican, Misses Neblett, and Welling.

INSTITUTION MANAGEMENT

Mrs. Mary K. Bloetjes, Head; Kathleen Cutlar, Karla Longr  e, Dorothy Proud.

The undergraduate program in Institution Management is designed for students who wish to prepare for dietary positions in food service, including those in hospitals, colleges, universities, and public schools. In addition, the program is designed for students who wish to meet the requirements for a postgraduate dietetic internship (see page 23).

The department aims to provide the students with opportunity: (1) to understand the principles of scientific management underlying quality and quantity food production and service; (2) to apply or translate these principles to provide the efficient and economical operation of food service departments; and (3) to translate the nutritional needs of the individual into quantity food service.

In general, course offerings are arranged in sequence. Students should consider this when planning their program. This program applies to students graduating in 1967. Special arrangements will be made for students finishing before that time.

These offerings plus a course in personnel management or industrial psychology and a course in principles of learning or educational psychology are part of the academic requirements established by the American Dietetic Association.

A summer practicum is required for students who plan to meet the requirements of the American Dietetic Association (see page 23).

106. INSTITUTION FOOD SERVICE OPERATIONS

Fall. 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. T Th 11. Room 3-M-11.

Designed to orient the student to the professional opportunities in administrative dietetics. A survey of hospital dietary department organization, organization of the national school lunch program, and other institutions operating food service departments. Field trip will be arranged. Estimated cost, \$4.

220. FOOD SELECTION AND PURCHASE

Fall. Credit three hours. Preferably taken in the junior year. May be taken in the sophomore year on the recommendation of the class counselor. Required for all students preparing for administrative dietetics; suggested for students preparing for positions as Home Economics teachers or as Extension agents. Lectures and discussion, T 9, Th 9-11. Room 121.

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

241. MANAGERIAL ACCOUNTING FOR DIETITIANS

Spring. Credit three hours. Miss Cutlar. M W F 12. Room 124.

A survey of basic accounting principles underlying financial statements.



Calculation of budget and cost control records.

Emphasis is directed toward the interpretation and use of accounting records in the administration of a dietary department.

300. SPECIAL STUDIES FOR UNDERGRADUATE STUDENTS

Fall and spring. Credit and hours to be arranged. Department faculty. For special arrangement of course work necessitated because of previous training.

Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing it and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

327. EQUIPMENT SELECTION FOR QUANTITY MENU ITEM PRODUCTION

Spring. Credit two hours. Prerequisites, F.N. 236 or 246 and I.M. 106. Miss Cutlar. M F 2. Room 124.

The organization and function of the physical plant in relation to the production of menu items in a dietary department or food service facility. Focused on the principles of layout and selection of equipment; effect of department layout on the efficient production and service of food; function and utility of equipment in processing menu items; service and dish handling facilities.

A one-day field trip to a restaurant supply firm and typical dietary facilities is planned. Cost, \$5.

329. SANITARY ASPECTS OF MENU ITEM PREPARATION

Spring. Credit two hours. Prerequisite, Bact. 203. Miss Longr  e. T Th 11. Room 3-M-11.

Topics will include sources of food contamination, holding conditions as they affect bacterial multiplication, and principles of sanitary handling and holding of ingredients and menu items as they apply to hospital and school food services. Emphasis will be placed on the presentation of recent research data.

350. FOOD PRODUCTION PRACTICE

Spring. Credit three hours. Open to a limited number of seniors and graduate students with the permission of the instructor. Practice assignments require approximately 10 hours a week for the semester. Conference hour to be arranged. Students should reserve two five-hour blocks of time in class schedule, preferably 8-1. Students will meet with the instructor the first day of the semester. 4-5. Room G-105. Miss Cutlar.

Practice work in one of the food service units on the campus or at the Tompkins County Hospital provides an opportunity for the student to become familiar with quantity production and service of menu items in an operating situation.

400 (300). SPECIAL STUDIES FOR UNDERGRADUATE STUDENTS

Fall and spring. Credit and hours to be arranged. Department faculty. (a) For independent study by an individual student in advanced work not otherwise provided in the department; or (b) for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department.

Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing it and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.



Study of floor plans and equipment layout for institutional kitchens.

419 (319). THEORY OF QUANTITY MENU ITEM PRODUCTION AND SERVICE

Fall. Credit three hours. Prerequisites, F.N. 332, I.M. 220, I.M. 327, I.M. 329, and summer practicum. Mrs. Bloetjes. M W F 10. Room 124.

Principles of processing, production scheduling, equipment, and labor scheduling and cost control will be emphasized in relation to menu items prepared in quantity for institutions. Provides a basic understanding of the production aspects of quantity menu items and will be coordinated with the students' summer practicum experience.

425 (325). PRINCIPLES OF ORGANIZATION AND MANAGEMENT

Spring. Credit two hours. Prerequisite, I.M. 419. Mrs. Bloetjes. T Th 2. Room 3-M-11.

Principles of organization and management of the food service department, analysis and interpretation of major administrative problems, and the application of business management techniques and methods of control to the operation of the food service department will be stressed. A one-day field trip to typical organizations is planned. Estimated cost, \$4.

440. QUALITY AND QUANTITY FOOD CONTROL

Spring. Credit two hours. Prerequisites, I.M. 241, and I.M. 419. Open to seniors by special permission. Mrs. Bloetjes. T Th 4. Room 124.

The integration of production quantities, purchase standards, account classifications, and distribution control based on standard portioned menu items. Emphasis on the application of data processing.

500 (403). SPECIAL PROBLEMS FOR GRADUATE STUDENTS

Fall and spring. Credit and hours to be arranged. Department faculty. For graduate students recommended by their chairmen and approved by the head of the department and the instructor in charge for independent, advanced work.

510 (410). SEMINAR IN DIETARY AND FOOD SERVICE ADMINISTRATION

Spring. Credit one hour. Required of all graduate students in the department. Miss Cutlar. W 4. Room 301.

519 (419). THEORY OF QUANTITY MENU ITEM PRODUCTION AND SERVICE

Fall. Credit three hours. Graduate section of I.M. 419. Instructor's signature required for preregistration. Mrs. Bloetjes. M W F 10. Room 124.

520 (420). ADVANCED FOOD SELECTION AND PURCHASE

Fall. Credit three hours. Instructor's signature required for preregistration. Lecture and discussion, T 2-4, Th 3. Room 301.

A discussion of sources, standards of quality, grades, care, and storage of various food commodities. Emphasis on the development of purchasing policies and the organization of purchasing procedures.

525 (425). ADVANCED ORGANIZATION AND MANAGEMENT

Spring. Credit two hours. Instructor's signature required for preregistration. M F 2. Room G-106.

Analysis and interpretation of major administrative problems in the operation of a dietary department. Scientific application of business management, and of budgetary and production control principles are studied in relation to quantity meal service.

527 (427). DIETARY DEPARTMENT LAYOUT AND EQUIPMENT SELECTION

Spring. Credit two hours. Instructor's signature required for preregistration. Miss Cutlar. W 2-4. Room 124.

Focused on the principles of layout planning and equipment selection for hospitals, schools, and other food service facilities; survey of current trends and projected developments affecting planning for the future. A one-day field trip to a restaurant supply firm and typical dietary facilities is planned. Cost, \$5.

528 (428). SCHOOL LUNCH MANAGEMENT

Spring. Credit two hours. Instructor's signature required for preregistration. T Th 12 and one additional hour to be arranged. Room 3-M-11.

A survey course of the national school lunch program including organizational structure, cost control record keeping, and special management procedures that are concerned with the nutritional aspects of the school lunch operation on the local level. Analysis of monthly reports and reimbursement controls for the Type A lunch and the special milk program will be furnished.

A minimum of two field trips will be required for study of active school lunch programs.

529 (429). SANITARY ASPECTS OF MENU ITEM PREPARATION IN QUANTITY

Spring. Graduate section of I.M. 329. Credit two hours. Instructor's signature required for preregistration. Miss Longrée. T Th 11 and additional conferences to be arranged. Room 3-M-11.

599 (407). MASTER'S THESIS AND RESEARCH

Fall and spring. For graduate students with training and experience satisfactory to the instructor. Hours to be arranged. Mrs. Bloetjes, Misses Cutlar and Longrée.

TEXTILES AND CLOTHING

Mrs. Charlotte Baumgartner, Head; Mrs. Madeline C. Blum, Nancy Conklyn, Rachel Dardis, Margaret Humphrey, Mrs. Suzanne Lowry, Mrs. Frances McFadden, Mrs. Jean McLean, Mrs. Elsie McMurry, Mrs. Mary Ryan, Mrs. Barbara Scheaffer, Ruth Sherlock, Betty Smith, 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 textiles and apparel, in increasing creative abilities and acquiring aesthetic judgment, in becoming familiar with the chemical and physical properties and aesthetic qualities of textiles important to the consumer in the purchase and maintenance of clothing and textile furnishings, in examining the economic significance of the consumption of textiles and clothing in personal, family, and community life, in understanding the relation of clothing to human behavior, and in becoming aware of family clothing practices and their relation to family resources and needs.

The department major is a basic program of work in the field *on which a student is expected to build additional appropriate courses* in terms of her special interests: *to prepare for graduate work, to prepare for a profession, or for personal satisfaction.* This program of work includes a minimum of 18 credits in Textiles and Clothing, at least six of which shall be in each of the three groups indicated below. The major also includes study in the three

fundamental areas on which the field of Textiles and Clothing is based: the *natural sciences*, the *arts and humanities*, and the *social sciences*.

A major in Textiles and Clothing consists of the following courses and their prerequisites:

<i>Courses in Textiles and Clothing</i>		<i>Credit Hours</i>	<i>Prerequisite</i>
Group I			
1. T.C. 170	Textiles	3	
2. T.C. 475	Textiles: Characteriza- tion and Evaluation	3	170
	or	or	
T.C. 476	Textile Chemistry	4	170, Organic Chemistry
	or		
T.C. 477	Structure and Proper- ties of Textile Fibers	3	170, 476, Physics, Organic Chemistry
Group II			
3. T.C. 141*	Principles of Clothing Construction and Se- lection	3	
4. T.C. 210	Design and Color in Apparel	3	141, 170, Housing and Design 100
Group III			
5. T.C. 431	History of Costume	3	History of Art 201
	or	or	
T.C. 432	History of Costume	3	History of Art 201, and 202 or 204
6. T.C. 433†	Economics of the Tex- tile and Apparel In- dustries	3	170, Economics 103 and 104

Fields which are closely related to Textiles and Clothing and which will contribute materially to work beyond the major include *chemistry*, *physics*, *mathematics*, *economics*, *psychology*, *sociology*, *anthropology*, *history*, *history of art*, and *studio courses in art*.

141. PRINCIPLES OF CLOTHING CONSTRUCTION AND SELECTION

Fall and spring. Credit three hours. Each section limited to 16 students. Mrs. Lowry and Miss Sherlock. Room 215, all sections.

<i>Fall</i>	<i>Spring</i>
M W F 11-1	M W F 11-1
M W 1:40-4:30	M W 1:40-4:30
T Th 10-1	T Th 8-11
T Th 1:40-4:30	T Th 1:40-4:30

Preliminary examinations will be held at 7:30 p.m. Nov. 9, Jan. 9, March 22, and May 10. An exemption examination will be given once each semester.

A study of the principles of clothing construction and their application to various fabrics and designs. Students are expected, as a result of the discovery and understanding of these principles, to be able to apply them to the solution of totally new problems. In the laboratory experience, involving the

* Students exempt from T.C. 141 are required to take T.C. 215, Apparel Design: Flat Pattern Designing.

† Students who have taken T.C. 221, Economics of the Textile Industry, or T.C. 222, Economics of the Apparel Industry, need not take T.C. 433.

selection and execution of individual projects, students may select challenging, creative problems.

* 170. TEXTILES

Fall and spring. Credit three hours. Each section limited to 20 students. Miss White and assistants. Lecture, T Th 11. Amphitheatre. Laboratories are as follows (Room 234 all sections): M 2-4, T 8-10, W 2-4, Th 8-10 or 2-4, F 2-4. One additional hour of laboratory work required.

An introduction to the study of textile materials, their structure, and properties. Emphasis is placed on characteristics important in consumer end uses. The course is divided into two parts: (1) the economic importance, structure and properties of fibers, yarns, and fabrics and (2) a consideration of environment and conditions of service influencing performance, comfort, and aesthetic aspects of textiles. Laboratory experiments on selected topics are designed to give the student an opportunity to apply basic physical and chemical principles to the study of fibers, yarns, and fabrics. Students are encouraged to explore independently the characteristics of a variety of textile materials.

210. DESIGN AND COLOR IN APPAREL

Fall and spring. Credit three hours. Prerequisites, T.C. 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 prerequisites. Each section limited to 18 students. Mrs. McMurry and Miss Sherlock. Lecture, Th 8. Room 117. Laboratory, T Th 9-11 or 2-4. Room 216.

Study of the cultural aspects of costume.



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. Course includes the development of designs, considering the interrelationships of aesthetic principles, function, materials, and technical procedures; the writing of an essay based on reading and class discussion; and consultation with individuals of various ages who have particular needs in clothing design. A field trip is arranged when feasible. Students are responsible for field trip expenses.

215. APPAREL DESIGN: FLAT PATTERN DESIGNING

Fall and spring. Credit three hours. Especially valuable for students intending to teach. Prerequisites, T.C. 141 and 170, and Housing and Design 100. Each section limited to 16 students. Misses Humphrey and Spratt.

<i>Fall</i>		<i>Spring</i>	
M W 1:40-4:30	Room 213	M W 1:40-4:30	Room 213
T Th 1:40-4:30	Room 213	T Th 1:40-4:30	Room 217

Principles of flat pattern designing as they relate to the use of fabric on a three-dimensional form. Application of the principles of flat pattern designing to the development of design ideas for apparel, and to the sizing and alteration of ready-to-wear clothing. Students will develop and use a master pattern in executing design ideas.

272 (370, 373). TRENDS IN TEXTILES AND TEXTILE FURNISHINGS

Fall. Credit three hours. For home economics and other students. Lecture-demonstration-discussion. Miss Stout. T Th 11-12:15. Room 278.

Brief survey of world trade conditions and their influence on textile supplies and markets. United States textile fiber classifications, and general properties of fiber groups. New developments related to apparel and furnishing fabrics, particularly those developments of most concern to ultimate consumers. Types and qualities of some widely used textile furnishings such as sheets, blankets, carpets, and mattresses. Specifications, standards, and federal and state legislation pertaining to sale and use of textiles and textile furnishings. Relation of fiber, finish, and processing to price, end-use, and maintenance.

300. SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. For special arrangement of course work necessitated because of previous training.

Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing it and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

333. PRINCIPLES OF MARKETING

Spring. Credit three hours. Prerequisite, Economics 103. Miss Dardis. M W F 11. Room 121.

A study of marketing functions and institutions; marketing policies and practices, including marketing research, product development, pricing, and promotion; government regulation of market behavior.

350 (250). APPAREL DESIGN: DRAPING

Spring. Credit three hours. Prerequisites, T.C. 210 and 215. Each section limited to 16 students. Miss Spratt. Room 217, all sections. T Th 9-12 and M W 1:40-4:30.

Offers a creative environment for the exploration and development of apparel design. Problems are chosen by the student which will contribute to the further development of her creative abilities and aesthetic judgment. Emphasis is on the interrelated factors of material, design, and form. Design problems are approached through draping on a dress form made by the student to her measurements.

Not offered fall 1966; will be offered fall and spring 1967-68, T Th 9-12.

400 (300). SPECIAL STUDIES FOR UNDERGRADUATES

Fall and spring. Credit and hours to be arranged. Department faculty. (a) For independent study by an individual student in advanced work not otherwise provided in the department; or (b) for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department.

Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing it and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

431 (331). HISTORY OF COSTUME

Fall. Credit three hours. Prerequisite, History of Art 201. For upperclassmen and graduate students. May be elected by students from other colleges of the University. Mrs. McMurry. M W 2-3:30. Room 3-M-11.

A comparative study of dress of selected cultures from ancient times to the end of the fifteenth century, stressing (1) the relationship of social, economic, and political factors affecting dress and the mores as expressed through dress, and (2) the contribution of ancient cultures to the apparel arts of the western world.

Illustrated lectures; readings; term problems; direct study of the basic forms of dress as exemplified in the Costume Collection.

A two-day trip to New York to study museum collections is arranged when feasible. Students are responsible for field trip expenses.

432 (332). HISTORY OF COSTUME

Spring. Credit three hours. Prerequisites, History of Art 201, and 202 or 204. For upperclassmen and graduate students. May be elected by students from other colleges of the University. Mrs. McMurry. M W 2-3:30. Room 3-M-11.

A comparative study of dress of selected cultures from the sixteenth century through the first half of the twentieth century. Emphasis will be placed upon the development of the apparel arts of western civilization and the factors which brought about change and development.

Illustrated lectures, readings, and term problems designed to bring students into direct contact with the Costume Collection and other primary sources such as the Regional History Collection.

433 (323). ECONOMICS OF THE TEXTILE AND APPAREL INDUSTRIES

Fall. Credit three hours. Prerequisites, T.C. 170 or permission of instructor, and Economics 103 and 104 or equivalent. Students who have taken T.C. 221 or 222 should consult instructor before registering. Miss Dardis. T Th 11-12:15. Room 121.

Trends in the production and consumption of textiles and apparel; economic analysis of the textile and apparel industries; factors affecting changes in output, price, location, and market structure.



A professor in the Textiles and Clothing Department checks the laboratory observations of two freshmen in a required course for all home economics students.

445 (345). APPAREL DESIGN: TAILORING PROCESSES

Fall. Credit three hours. Prerequisite, T.C. 215. Limited to 16 students. Miss Humphrey. T Th 9-11. Two additional hours of work in laboratory required. Room 213.

Design in apparel achieved through structural potentials of fabric and combination of fabrics; processes adaptable to the physical characteristics of fabrics in relation to cost, style, and use. Provides opportunity for students to explore and create processes relative to types of fabrics; to judge processes objectively in terms of achieving design qualities; and to exercise judgment in choice of process in relation to end use. Not offered spring 1968; two sections will be offered fall 1967: T Th 9-11 and T Th 2-4.

475 (375). TEXTILES: CHARACTERIZATION AND EVALUATION

Fall. Credit three hours. Prerequisite T.C. 170. Miss Stout. W F 11-1 and two unscheduled hours of independent laboratory work weekly. Limited to 16 students. Rooms 278, 280, 277A.

A series of cooperative class problems involving a wide range of fibers and fabrics, testing procedures, and laboratory equipment. Research methods of analyzing and interpreting data and of presenting reports. Laboratory work includes the use of various testing instruments and standard and tentative test methods of both the American Society for Testing and Materials and the American Association of Textile Chemists and Colorists, as well as devised experimental methods. American Standards Association L-22 Minimum Requirements for Textile End-Use Performance are used where appropriate.

476 (376). TEXTILE CHEMISTRY

Fall. Credit four hours. Prerequisites, T.C. 170 and one year of organic chemistry (Chemistry 357-358 preferred) or permission of instructor. Miss Smith. Lecture, W F 8. Room 301. Laboratory, W F 10-12. Room 234.

An introduction to the chemistry of the major classes of natural and man-made fibers, including their structure, properties, and reactions. Laboratory work will include the qualitative identification of textile fibers, and a consideration of chemical damage to fabrics, finishes, and dyes.

477 (377). STRUCTURE AND PROPERTIES OF TEXTILE FIBERS

Spring. Credit three hours. Prerequisites, T.C. 170 and 576. Physics 101-102 or 207-208, and organic chemistry. Miss White. T 2-3:30. Room 234. Th 2-3:30. Room 124.

Physical and chemical properties of textile fibers are considered in relation to current ideas of fiber structure. Emphasis is placed on fiber properties which contribute to ease of care, serviceability, comfort, and aesthetic characteristics of the finished textile.

478 (477). LABORATORY: STRUCTURE AND PROPERTIES OF TEXTILE FIBERS

Spring. Credit two hours. Prerequisite, T.C. 477. Registration by permission of instructor. Miss White. Time to be arranged. Room 234.

Laboratory investigation of structure and properties of textile fibers.

500 (403). SPECIAL PROBLEMS FOR GRADUATE STUDENTS

Fall and spring. Credit and hours to be arranged. Department faculty. For graduate students recommended by their chairmen and approved by the head of the department and the instructor in charge for independent, advanced work.

[530 (430). SEMINAR: CLOTHING AS RELATED TO HUMAN BEHAVIOR]

Spring. Credit three hours. Upperclassmen by permission of instructor. Mrs. Ryan. T Th 2. Room 301.

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. Alternate-year course; not offered in 1966-67.

531 (431). SEMINAR: PSYCHOLOGICAL IMPLICATIONS OF CLOTHING FOR CHILDREN AND ADOLESCENTS

Spring. Credit three hours. Upperclassmen by permission of instructor. Mrs. Ryan. T Th 2. Room 301.

A critical review of literature, concerned with children's and adolescents' interests in clothing, including their clothing preferences, their attitudes toward clothing and its importance, and the effects of clothing upon their feelings and behavior. Emphasis will be placed on research methods in the area. Alternate-year course; offered in 1966-67.

533 (324). ECONOMICS OF THE TEXTILE AND APPAREL INDUSTRIES

Spring. Credit three hours. Prerequisite, T.C. 433. Upperclassmen by permission of instructor. Students who have taken T.C. 221 or 222 should consult instructor before registering. Miss Dardis. Time and room to be arranged.

Current problems of the textile and apparel industries; textile trade fluctuations; international trade in textiles and textile products.

551 (351). APPAREL DESIGN: DESIGNERS' PROBLEMS

Spring. Credit three hours. Prerequisite T.C. 350; T.C. 333 desirable. May be taken preceding or following T.C. 555 but not parallel. Miss Humphrey. T Th 2-4. Room 213.

Methods of developing apparel design ideas adaptable to present-day mass production methods. Development of designs for various levels of production costs and various categories of apparel. Studio work involves independent investigation on the part of the student in the area of her specialized interest. Lectures, discussions, field trips. Students are responsible for field trip expenses.

[555 (355). DESIGN AND COLOR IN APPAREL: ADVANCED COURSE]

Spring. Credit three hours. Prerequisites, T.C. 350, Housing and Design 200, or Drawing 111 or Art 340a. Mrs. McMurry. M W 2-4. Approximately two additional hours of laboratory work required. Room 216.

Selected problems in designing apparel will provide opportunity to solve the interrelated problems in the development of a design set by such factors as the materials and technical procedures. Alternate-year course; not offered in 1966-67.

570 (473). SEMINAR: STRUCTURE AND PROPERTIES OF TEXTILE MATERIALS

Fall. Credit two hours. Registration by permission of instructor. Miss White. T 2-4. Room 234.

Critical review of research literature. Consideration of current theories regarding the relationships of yarn and fabric structure, finish, and conditions of service to the performance of textile materials.

[575. TEXTILES: CHARACTERIZATION AND EVALUATION]

Spring. Credit three hours. Prerequisite, T.C. 475; statistics and T.C. 476 and 477 recommended. Miss Stout. W F 11-1 and two unscheduled hours of independent work weekly. Rooms 277A, 278, 280.

A series of cooperative class problems involving various fibers in fabric form, testing procedures, and specialized equipment. Physical, chemical, and microscopical procedures are combined in studying certain problems. Not offered in 1966-67.

576 (476). ADVANCED TEXTILE CHEMISTRY

Spring. Credit four hours. Prerequisites, T.C. 475 and 476 and quantitative analysis or permission of instructor. Miss Smith. Lecture, W F 8. Room 301. Laboratory, W F 10-12. Room 234.

An examination of the molecular structure, properties, and reactions of the major classes of natural and man-made fibers. Laboratory work will include a study of the molecular structure of a cellulosic, a protein, and a man-made fiber and the quantitative analysis of textile fibers and materials.

578 (478). SEMINAR IN TEXTILES

Spring. Credit one hour. Seniors by permission of instructors. Misses Smith, Stout, and White. Time to be arranged. Room 278.

Critical discussion of research literature. Class activities may include panel discussion, field trips, reports by students, faculty, or others with special knowledge in certain areas of the textile field.

599 (407). MASTER'S THESIS AND RESEARCH

Fall and spring. Registration with permission of the instructor. Department faculty.

608 (401, 408). SEMINAR IN TEXTILES AND CLOTHING

Fall and spring. Department faculty. F 4. Room 117.

Consideration of research areas and methods in textiles and clothing, and of interdisciplinary relationships between textiles and clothing and other fields. Presentation of student thesis plans and reports, student-faculty discussions, and outside speakers.

Note: Students who are preparing for certification for teaching in secondary schools may, on recommendation of the counselor and approval of the instructor, register for reduced credit in the following courses while in residence in the Home Management Apartments: T.C. 475, 530, 531.

COURSES TO MEET UNIVERSITY REQUIREMENTS IN PHYSICAL EDUCATION FOR WOMEN

All undergraduate students must complete four terms of work in physical education.

The requirement in physical education is a requirement of the first four terms, and postponements are to be allowed only by consent of the Committee on Requirements for Graduation, through the representative in the College Secretary's Office.

Exemptions from the requirement may be made by the University Faculty Committee on Requirements for Graduation when it is recommended by the Cornell medical staff or because of unusual conditions of age, residence, or outside responsibilities. Students who have been discharged from the armed forces may be exempted.

For students entering with advanced standing, the number of terms of physical education required is to be reduced by the number of terms which the student has satisfactorily completed, not necessarily including physical education, in a college of recognized standing.

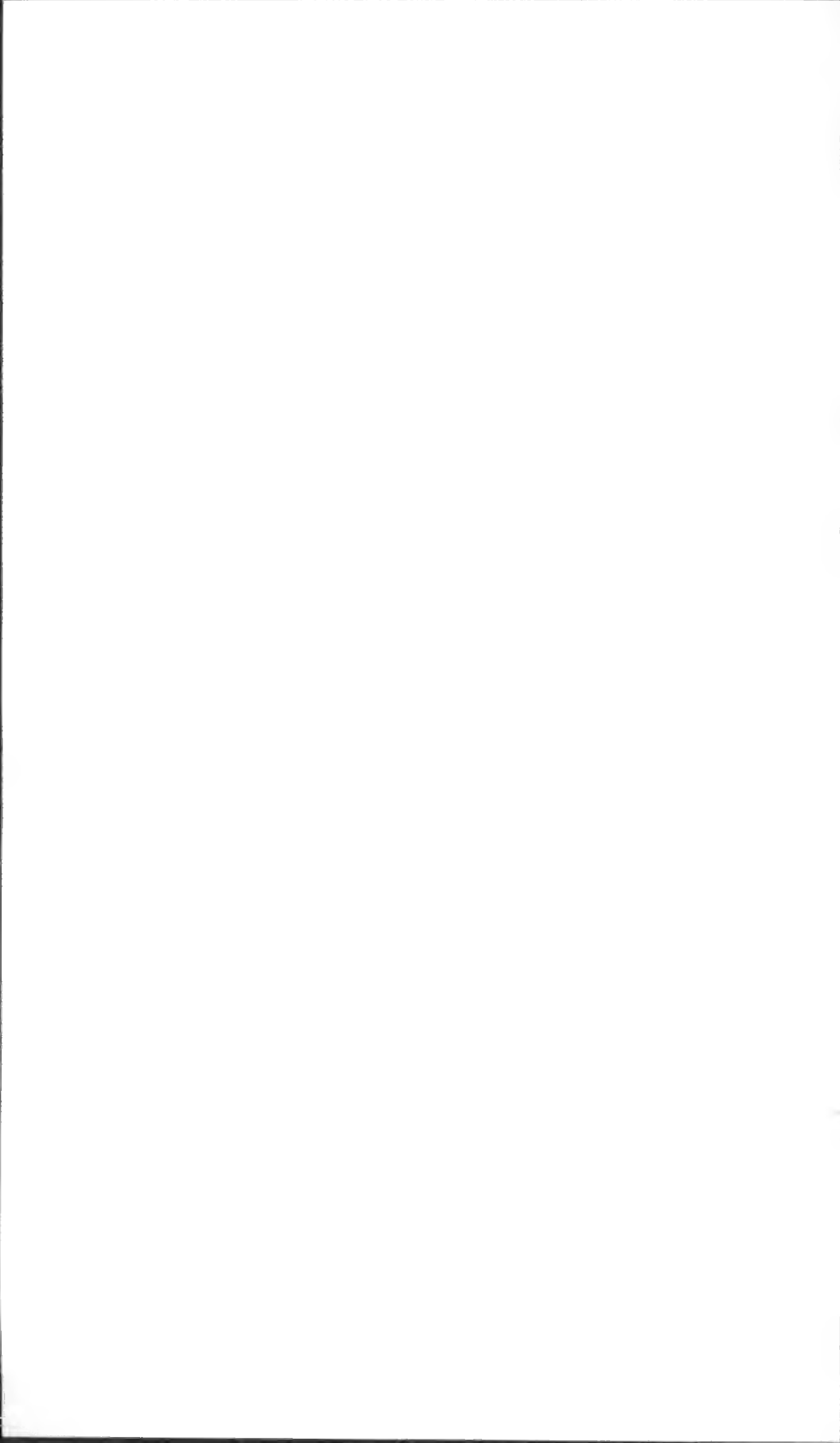
REQUIRED ACTIVITIES: Basic Motor Skills and Elementary Dance. Individual Gymnastics is substituted when recommended by the medical or physical education staff. Each entering student is required to pass a swimming test or take beginning swimming.

OTHER ACTIVITIES: Apparatus, archery, badminton, basketball, bowling, canoeing, equitation, fencing, field hockey, figure skating, golf, judo, lacrosse, modern dance, riflery, senior life saving, skiing, square and folk dancing, swimming, tennis, volleyball, water safety instruction.

Consult the Department of Physical Education for information concerning elective courses in *Advanced Dance* for academic credit.

Index

- Absences, 52
- Academic Honors, 14
- Academic Standing, 51
- A.D.A. Internship, 23
- Admission, Requirements and Procedures, 41-47
- Advanced Placement and Credit, 44
- Advanced Standing, 41, 42, 45
- Assistantships, Graduate, 35
- Attendance, 52
- Average, 51
- Board and Room, 24, 25
- Borden Award, 14, 32
- Calendar, 2
- Changes in Registration, 49
- Checks, Cashing of, 27
- Child Development and Family Relationships, 56
 - Major in, 56
- Commencement, 14
- Commercial Food Service, 19
- Council, College, 3
- Counseling Service, 15, 16, 55
- Courses, Numbering of, 55
- Credit, Transfer of, 45, 53
- Danforth Fellowship and Scholarship, 33
- Dean's List, 14
- Degree, Requirements for, 11-13
- Degrees, Graduate, 48
- Degrees with Distinction, 14
- Dietetics, Postgraduate Training, 23
- Earning, Opportunities for, 28
- Employment, Alumnae, 19
- Employment, Summer and Part-time, 17
- Examinations and Exemptions, 52
- Expense Estimates, 27
- Extension Teaching, 20, 21, 66
- Faculty, 4-8
- Fees and Payments, 26-27
- Fellowships, 36-38
- Fines, 50
- Food and Nutrition, 67
 - Major in, 68
- Good Standing, 51
- Grades, 50
- Graduate Fellowships and Assistantships, 35-38
- Graduate Program, 47
- Graduation Requirements, 11-13
- Grants, 34
- Health Requirements, 47
- Health Services and Medical Care, 25
- Home Bureau Scholarships, 29-31
- Home Economics Alumnae Association, 31
- Home Economics, Growth of, 9
- Home Economics Education, 74
- Honors Day, 14
- Hospital Dietetics, 23
- Household Economics and Management, 79
 - Major in, 81
- Housing and Design, 86
 - Preprofessional Study in, 87
- In absentia* Study, 52
- "Incompletes" in Courses, 51
- Institution Management, 19, 22, 93
- International Home Economics, 19, 24
- Journalism, Home Economics, 19, 66
- Late Registration, 50
- Leave of Absence, 52
- Library, 10, 50
- Living Arrangements, 24
- Loans, 35
- Martha Van Rensselaer Hall, 9
- Merrill-Palmer Institute, 23
- Nursing, Cornell University-New York Hospital School of Nursing, 24
- Objectives of the College, 10
- Omicron Nu, 14
- Orientation, 15
- Personnel, 4
- Petitions, 49
- Physical Education Requirements, 11, 105
- Physical Education, Postponement or Exemption, 105
- Placement Service, 17
- Preregistration, 48
- Prizes, 34
- Procedures, 48-54
- Professional Opportunities, 18
- Professional Preparation, 21
- Program, Student's, 16
- Readmission, Degree Requirements, 11
- Registration, 49
- Scholarships, 28-35
- Special Standing, Admission with, 46
- State University of New York, 9
- Summer Study Credit, 54
- Teaching, Certificates, 20, 22
- Teaching, Secondary Schools, 20, 22
- Textiles and Clothing, 97
 - Major in, 98
- Trustees, 3
- Tuition, 25, 33
- Withdrawal, 50



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The Cornell Announcements are designed to give prospective students and others information about the University. The prospective student should have a copy of the General Information Announcement; after consulting that, he may wish to write for one or more of the following Announcements:

New York State College of Agriculture (Four-Year Course), College of Architecture, College of Arts and Sciences, School of Education, College of Engineering, New York State College of Home Economics, School of Hotel Administration, New York State School of Industrial and Labor Relations, Center for International Studies, Officer Education (ROTC), Summer Session.

Undergraduate preparation in a recognized college or university is required for admission to the following Cornell divisions, for which Announcements are available:

Graduate School, Law School, Medical College, Cornell University-New York Hospital School of Nursing, Graduate School of Nutrition, New York State Veterinary College, Graduate School of Business and Public Administration.

Requests for the publications listed above may be addressed to

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