

CORNELL UNIVERSITY ANNOUNCEMENTS

APRIL 20, 1964

HOME ECONOMICS 1964-1965

NEW YORK STATE COLLEGE OF HOME ECONOMICS
A CONTRACT COLLEGE OF THE STATE UNIVERSITY
CORNELL UNIVERSITY, ITHACA, NEW YORK

ACADEMIC CALENDAR (Tentative)

1964-1965

1965-1966

Sept. 19	...S	Freshman Orientation	S	Sept. 18
Sept. 21	...M	Registration, new students	M	Sept. 20
Sept. 22	...T	Registration, old students	T	Sept. 21
Sept. 23	...W	Instruction begins, 1 p.m.	W	Sept. 22
Nov. 11	...W	Midterm grades due	W	Nov. 10
		Thanksgiving recess:		
Nov. 25	...W	Instruction suspended, 12:50 p.m.	W	Nov. 24
Nov. 30	...M	Instruction resumed, 8 a.m.	M	Nov. 29
		Christmas recess:		
Dec. 19	...S	Instruction suspended, 12:50 p.m.	S	Dec. 18
Jan. 4	...M	Instruction resumed, 8 a.m.	M	Jan. 3
Jan. 23	...S	First-term instruction ends	S	Jan. 22
Jan. 25	...M	Second-term registration, old students	M	Jan. 24
Jan. 26	...T	Examinations begin	T	Jan. 25
Feb. 3	...W	Examinations end	W	Feb. 2
Feb. 4	...Th	Midyear recess	Th	Feb. 3
Feb. 5	...F	Midyear recess	F	Feb. 4
Feb. 6	...S	Registration, new students	S	Feb. 5
Feb. 8	...M	Second-term instruction begins	M	Feb. 7
Mar. 26	...F	Midterm grades due	S	Mar. 26
		Spring recess:		
Mar. 27	...S	Instruction suspended, 12:50 p.m.	S	Mar. 26
Apr. 5	...M	Instruction resumed, 8 a.m.	M	Apr. 4
May 29	...S	Second-term instruction ends	S	May 28
May 31	...M	Examinations begin	M	May 30
June 8	...T	Examinations end	T	June 7
June 14	...M	Commencement Day	M	June 13

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**NEW YORK STATE COLLEGE
OF HOME ECONOMICS
AT CORNELL UNIVERSITY**

1964-1965

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

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HOME ECONOMICS

ITS DEVELOPMENT AT CORNELL

THE FIRST colleges opened to women in America were planned to give educational opportunities equal to those for men, and the courses of study were comparable to those in the men's colleges. As time went on, educational leaders realized a need for a type of education suited more particularly to women. Since the home was an important field of activity for all women, courses were introduced 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, and money was appropriated for a separate building in 1910, though actually the move into the new quarters did not come until 1913. In 1919 the department became the School of Home Economics, and in 1925, by legislative action, it became a college.

In the early thirties the need for larger quarters was acute, and the move to the present building, Martha Van Rensselaer Hall, was made in 1933. The building is named for the founder and first director of home economics at Cornell and was dedicated in 1934.

Home economics is now one of the largest undergraduate colleges on the Cornell campus, and expansion of its quarters is again necessary. Linked with the resident instruction and the research is the Cooperative Extension Service, which reaches into homes and communities throughout the state.

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

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. Effort is made to so interrelate the work of the departments that students think of them not as isolated divisions but rather as different aspects of the total program of education.

The coordination of the sciences and arts toward constructive family life appropriate to our society is a primary function of home economics. This college, as part of a university, gives students the opportunity to elect studies in many

fields. Of the 120 credit hours required for a degree, one-fourth are devoted to basic courses in the biological, physical, and social sciences and the humanities; at least one-third to courses in home economics; and about one-third to elective courses in the various colleges of the University.

LIBRARY

The State Colleges of Agriculture and Home Economics are served by the Albert R. Mann Library of about 275,000 volumes. This is supplemented by the other libraries of Cornell University, containing more than 2,000,000 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 7820 are received currently.

The Albert R. Mann Library building was completed in 1952. It has a capacity of 425,000 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 a room for typing and the Ellis Room, which contains books and periodicals for casual reading. On the second floor are the reference, bibliography, and periodical reading rooms, offices and workrooms, the main loan desk, and the card catalog. The catalog provides a record of library materials located in all libraries and departmental collections of the Colleges. The library has a comprehensive collection of bibliographies.

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 *

A candidate for the degree of Bachelor of Science must complete 120 credit hours of required and elective work during four years.† 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 College Secretary's office. A cumulative average of at least 70 is required.

A residence requirement is stated in University legislation as follows (University Faculty, Nov. 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,

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

† A student who entered as a first-semester freshman and who completes all 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.

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."

SUBJECT REQUIREMENTS AND CREDIT DISTRIBUTION

The subject requirements for the degree were revised by action of the faculty February 14, 1963, to become effective September, 1963. Requirements prior to that date appear below, and those which apply to students matriculating in September, 1963, and thereafter, are given on page 13.

Students who matriculated prior to September, 1963, will fulfill requirements as specified on page 15.

REQUIREMENTS PRIOR TO SEPTEMBER, 1963

(Classes of 1964, 1965, 1966 see p. 15)

Credits should be distributed in the following groups as indicated:

<i>Group I</i>	<i>Credit hours</i>
Basic sciences, minimum required hours.....	30
Courses in any college in the University. To include:	
A. Biological sciences	6
Courses taken must include at least one course in human biology.	
Acceptable combinations are:	
(1) Biology 1 and 2.....	6 credits
(2) Biology 9: 3 credits, and 3 credits in one of the following:	} 6 credits
Bacteriology	
Biochemistry	
Conservation 9	
Entomology 10	
(3) Zoology 242 or Zoology 201: 3 credits, and 3 credits in one of the following:	} 6 credits
Bacteriology	
Biochemistry	
Biology 1	
Botany 1	
Conservation 9	
Entomology 10	
Zoology 101 or 103	
Zoology 242	
Zoology 201	
Biology 9 and Zoology 201 may not both be taken for credit toward graduation in Group IA or D, or in Group IV.	
B. Physical sciences	6
Courses to be taken in at least two of the following subject-matter areas: chemistry,	

physics, astronomy, meteorology, geology, except for Geology 111 (*Geography*), and Geology 212 (*Mineral Resources*), both of which are counted as social sciences.

C. Social sciences ‡ 12

Not more than six hours may be in any one of the following subject-matter areas: anthropology, economics, government, history, psychology, sociology, philosophy.

One course each to be taken in Areas 1, 2, 3, and 4 (below).

Area 1. Courses which contribute to understanding the behavior of individuals.

Area 2. Courses which contribute to understanding the social institutions of the society in which the individual lives.

Area 3. Courses which contribute to understanding the social institutions of contemporary societies other than that in which the individual lives.

Area 4. A second course from Areas 1, 2, or 3, or a course in any social science exclusive of courses which are technical, mathematical, or highly specialized.

D. Basic science elective 6

Choose courses from A, B, or C. However, not more than nine hours of social science taken to meet the social science requirement and the basic science elective may be in one subject-matter area.

Group II

English, minimum required hours 6
English 111-112

Group III

Home Economics, minimum required hours 40
To include the core courses (see p. 15 and courses starred, pages 54-85).

Group IV

Electives 44

A. A maximum of 24 credits may be elected in the endowed divisions of the University without charge; for example, Arts and Sciences, Architecture, Hotel Administration.

120

Physical education (should be taken during the first four terms of residence) 4

Note: Of the 10 hours of credit in Food and Nutrition 214 and 215 (page 63) 6 hours are counted as chemistry and may be credited to either Group IB, ID, or Group IV; 4 hours are credited to Group III as food.

Groups I, II, and IVA may be taken outside the State Colleges without additional charge to the student. If, however, a student fails in any course in Groups I, II, or IVA, the credit hours of the failed course are counted against Group IVA. Courses may be taken outside the State Colleges beyond this limit of 24 hours only during the student's last semester prior to graduation, and provided that the hours taken in excess of 24 credits are also in excess of the 120 hours required for graduation, and upon payment per credit hour of \$34.375 (state residents) or \$28.125 (nonresidents).

NEW 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 192 or FN 103	

‡ The counselors may be consulted for a list of approved courses in each area.

14 STATE COLLEGE OF HOME ECONOMICS

(d) Interpersonal and family relationships: CD 115 or CD 162	
(e) Management of resources: HEM 100	
(f) Shelter: HD 147	
2. Educational perspectives: CS 100	
B. Humanities	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	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 1 and 2, Zoology 201, Zoology 242.	
2. Chemistry or physics	
D. Social sciences	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* 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) . . .	120 4

COURSES APPROPRIATE TO MEET THE NEW 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 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

* 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 24 credits are also in excess of the 120 hours required for graduation, and upon payment per credit hour of \$34.375 (state residents) or \$28.125 (nonresidents).

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.

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.

DEGREE REQUIREMENTS:

CLASSES OF 1964, 1965, 1966

Students who matriculated prior to September, 1963, will meet the requirements for the degree as follows:

1. *Core Courses in the College of Home Economics*
 - a. Clothing: TC 170
 - b. Design: HD 100 (for either 2 or 3 credits)
 - c. Food: FN 192 or FN 103
 - d. Interpersonal and family relationships: CD 115 or CD 162
 - e. Management of resources: HEM 128 and HEM 130; or HEM 100. Students following the HEM 128 and HEM 130 combination must complete both courses during 1963-1964.
 - f. Shelter: HD 147
2. *Courses outside the College of Home Economics*
 - a. Requirements in Group I and Group II as shown on p. 12 under "Requirements prior to September, 1963" or
 - b. Requirements in humanities, natural sciences, and social sciences as shown on p. 14 under "New Requirements, effective September, 1963."

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 a Dean's list the names of students who receive an average of 85 per cent 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 Honorary, 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 82; or, as seniors, they are in the upper 25 per cent of their class and have a cumulative average above 81.5 per cent.

BORDEN HOME ECONOMICS SCHOLARSHIP

The Borden Home Economics Scholarship is awarded to the top-ranking member of the senior class (see page 32).

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 freshman students; frequently it is on an individual basis through student conferences. The student may consult her counselor at any time.

ORIENTATION OF NEW STUDENTS

DURING THE SUMMER, PRIOR TO ENTRANCE IN SEPTEMBER . . .
Orientation begins with an exchange of correspondence during the summer

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

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 (physical, psychological, and proficiency) which are required of all students are taken at this time so that they do not interfere with course work after college starts.

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

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

The University sponsors class assemblies, discussion groups, and other events which are designed to help students become familiar with the University environment.

FRESHMAN COURSE . . . A course, Educational Perspectives, is required of all freshmen in the first semester and is taught by members of the counseling staff. It is designed to help the entering student understand the relation of home economics to general education, become aware of the variety of experiences available in the University community, and build 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 plans at least one conference each term to discuss her program for the following semester. "Program" is interpreted by the College to include all of the activities—academic, personal, social, and remunerative—to which the student gives interest and time. It is thought of as the means through which each student will prepare to meet her citizenship responsibilities after graduation as well as the responsibilities of her profession and her home. The counselor helps the student in every way possible to make effective use of the resources of the University and the University community for the fulfillment of her needs and purposes, and to broaden the scope of her interests.

Most students carry schedules of 15-18 credits, exclusive of physical education. During the several terms, however, either more or fewer hours may be taken, depending on the ability of the individual and the demands which other aspects of her program put upon her physical resources and her time. To carry more than 18 credits or less than 12 in a given semester requires the approval of the faculty committee on petitions and academic standing (see page 49).

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

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

Each girl is encouraged to analyze her interests and abilities, to investigate opportunities, and to make a plan which will give her professional or preprofessional preparation. Most students prepare for a profession as well as for homemaking. 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. Girls are referred to members of the teaching staff, placement officers, workers, and employers, and to vocational literature for information about the various opportunities in their fields of interest and the qualifications that are usually expected. Each student is encouraged to use her courses, extracurricular activities, and work experiences to increase her knowledge and understanding of the kind of 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 staff, students, and employers. As a part of the Counseling Service of the College, its particular concern is to help students and staff 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 other 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-five per cent of the students in the College reported jobs of at least four weeks' duration for the summer of 1963. 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 clerical workers; 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 consideration all the time a student is in college. Much valuable experience is to be gained from an apprenticeship in a field in which a student hopes to be employed later, but often such apprenticeships cannot be paid, inasmuch as the student does not yet have sufficient experience to make her valuable to the organization.

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. A fifth year of postgraduate work

in a teacher training program is offered at the graduate level in the School of Education for the preparation of elementary school teachers. 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 the community centers all include informal teaching, as do the jobs of home economics consultants in social welfare agencies. For many positions in social work, graduate training is required.

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, Postgraduate 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.

EMPLOYMENT DISTRIBUTION OF 2017 * GRADUATES JANUARY 1, 1964

	<i>Total</i>	<i>Per Cent</i>
BUSINESS	297	14.12%
Advertising 7		
Art and Photography 5		
Clerical and Secretarial 93		
Designing 9		
Food Testing and Promotion 40		
Home Service and Equipment 43		
Interior Decorating 7		
Merchandising 44		
Miscellaneous 24		
Self-Employed 18		
Textiles and Clothing, Testing and Promotion 7		
COMMUNICATIONS	43	2.04%
EDUCATION	1074	51.05%
Administration 64		
Cooperative Extension Service.....	149	
Extension Administrators 12		
Extension Associates 4		
Extension Information 10		
Extension Foreign Service 6		
Home Demonstration Agents 59		
4-H Club 13		
Extension Specialists 44		
Miscellaneous Extension 1		
Supervision 16		
Teaching	845	
Adult Education 14		
College Teaching.....	196	
Child Development and Family Relationships 37		
Food and Nutrition 43		
Home Economics Education 21		
Household Economics and Management 21		
Housing and Design 4		
Institution Management 5		
Textiles and Clothing 35		
College—General Home Economics 3		
Miscellaneous College Teaching 27		
Educational Programs for Handicapped Children 22		
Elementary School 61		
Kindergarten and Primary 125		
Nursery School 30		
Secondary Schools—Home Economics 351		
Secondary Schools—Other than H.Ec. Subjects 17		
Institutes and Junior Colleges 12		
Vocational and Trade Schools 4		
Miscellaneous Education 13		

* This group includes 1497 graduates with the Bachelor's degree and 520 persons who received an advanced degree from the College after doing their undergraduate work elsewhere. It represents 33.52 per cent of the total living graduates. Approximately half of the employed group are married women.

22 STATE COLLEGE OF HOME ECONOMICS

	<i>Total</i>	<i>Per Cent</i>
FOREIGN SERVICE	48	2.28%
GRADUATE STUDY	131	6.23%
Non-Candidate and Special 2		
Assistantships and Fellowships 21		
Other Study 7		
Study for Advanced Degree 101		
INSTITUTION MANAGEMENT	241	11.46%
College Foods 29		
Commercial Restaurants 24		
Hospital Foods 116		
Industrial Foods 9		
Miscellaneous I.M. Jobs 5		
Public and Private School Foods 50		
Residence Management 3		
A.D.A. 5		
LIBRARY	6	.28%
MISCELLANEOUS (general)	16	.78%
NURSING AND RELATED.....	17	.80%
Nursing 9		
Occupational Therapy 3		
Physical Therapy 1		
Physician 4		
NUTRITION AND PUBLIC HEALTH.....	29	1.37%
PERSONNEL AND GUIDANCE.....	17	.80%
RESEARCH AND LAB. TECHNICIAN.....	92	4.37%
SOCIAL WORK	93	4.42%
Case Work 41		
Consultant 4		
Cottage Supervision 2		
Group Work and Recreation 17		
Investigator 1		
Medical and Psychiatric 13		
Miscellaneous Social Work 8		
Religious Work 7		
Total Employed	2,104	
Less Duplicates Included.....	87	
Final Total	2,017	33.52%

PROFESSIONAL PREPARATION

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

EXTENSION TEACHING

The Cooperative Extension Service, 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 Service organizations in cooperation with the Land Grant Universities.

Extension teaching is conducted:

- with homemaker and youth groups specifically organized by County Extension Service Associations for educational work in home economics;
- with other organizations or agencies, public or private;
- through distribution of bulletins, radio talks, TV presentations, press releases, exhibits, and telephone and personal conferences.

Professional opportunities in the field of extension teaching include the position of Extension Home Economist, associate and assistant; 4-H Club associate agents and assistants; and the state positions of supervisors and subject-matter specialists. State positions require graduate training.

Students wishing to qualify for 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 dietary positions in hospitals and related institutions such as colleges and universities, public schools, business, industry and commercial food services. Positions are also available in college and extension teaching, research, public health and food clinics. There are many opportunities for beginners as well as excellent openings for persons with experience and advanced study. The courses offered in institution management are listed on page 78.

An approved summer practicum is required for students majoring in institution management and for those who plan to meet the requirements of the American Dietetic Association, which is the professional organization of dietitians. The summer practicum is met by the completion of approved full-time employment of not less than eight weeks during one summer period. Contacts for positions are made through the College Placement Office or the department head.

POSTGRADUATE INTERNSHIP TRAINING IN DIETETICS

For positions in dietetics, additional professional training in a postgraduate internship is recommended. The Dietetic Internship Programs approved by the American Dietetic Association are: (1) internships in business and industry and in colleges or universities providing emphasis on food service administration; (2) internships in hospitals providing emphasis on hospital food service administra-

tion and therapeutic dietetics; and (3) food clinic internships providing emphasis on nutrition education and therapeutic dietetics.

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 undergraduates and graduate students a unique opportunity to supplement their college curricula.

Students interested in various phases of child development; parent education; social service work; nutrition; or extension, secondary school, or other teaching may apply 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 \$150 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 and representing a full semester's credit is offered June 15 to August 21, 1964. Tuition for the three courses costs \$100; room and board, \$270.

A limited number of fellowships for graduate study are available each year for study 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.

GRADUATE SCHOOL OF NUTRITION

The Graduate School of Nutrition offers unique and diverse research and training programs in nutritional and food science, for both men and women. The resources of many departments and divisions are integrated to provide special academic programs leading to the professional degrees, Master of Nutritional Science or Master of Food Science. The School prepares its students for a variety of careers, such as industrial or academic research involving nutritional biochemistry, clinical nutrition, public health, college teaching, animal nutrition, food technology, and government and international agencies.

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

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

LIVING ARRANGEMENTS

CORNELL University provides comfortable, well-furnished dormitories and dining rooms for undergraduate women. These residence units are supplemented by eleven sorority houses.

Except as indicated in the following paragraph, all 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 only under exceptional 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 twenty-two years of age or older; (2) married women; (3) fifth-

year students in professional schools. Permission for students in these categories to live within the residence units or a sorority house may be requested under exceptional circumstances by written application to the Office of the Dean of 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 may be made, if desired, 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 nonresident 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 nonresident 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 \$62.50 each term for a resident student and \$162.50 each term for a nonresident student is charged. A student who is not a resident on

entrance is held for the nonresident 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 \$10 must be paid at the time an application for admission is submitted.

A DEPOSIT OF \$15 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. 52).

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 FOR PAYMENT OF BOARD AND ROOM, TUITION, AND FEES

The charge for board and room in the women's dormitories is \$1,085 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 ten 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.

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

PROCEDURE FOR PAYMENT OF FEES AND DEPOSITS

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

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.

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:		Resident	Nonresident
* Tuition		\$ 400.00	\$ 600.00
† Room and board in dormitory.....		1,085.00	1,085.00
* University and College General Fee.....		125.00	325.00
Books and equipment	}		
Personal allowances			
Laundry and cleaning		385.00	385.00
Total		\$1,995.00	\$2,395.00

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

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

* 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.

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 19.)

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 cumulative average of 81 or better is required for scholarship awards.

Home Economics scholarships available to freshmen are the Sears-Roebuck Scholarships, the Eastern Milk Producers Cooperative Scholarships, the Home Economics Alumnae Elizabeth Lee Vincent Scholarship, the Grace Schermerhorn Scholarship, and several of the tuition scholarships for nonresidents. 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 Scholarships and Financial Aid, 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.

THE 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 cumulative average of 81 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 Cooperative 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 \$306.

THE FLORA ROSE SCHOLARSHIP, established in 1939, was named in honor of the person who worked with Miss Van Rensselaer as co-director of home economics at Cornell and later became the second director of the New York State College of Home Economics until her retirement in 1940. The first award was made for the year 1939-1940. The amount is \$300.

THE RUBY GREEN SMITH SCHOLARSHIP was started in 1935 and was named in honor of Mrs. Smith, a former state leader of Home Demonstration Agents (1932-1942), and counselor of the New York State Federation of Home Bureaus. Mrs. Smith was the author of the Home Bureau Creed and the International Creed of the Associated Country Women of the World. The scholarship was first awarded in 1936-1937. The amount is \$300.

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 1927-1928. It was named in honor of the first president of the New York State Federation of Home Bureaus. It was given as a grant of \$360 in 1963-1964.

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 \$300. (Begun in 1943 and first given in 1945-1946.)

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 1946-1947, and the amount is \$300.

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

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 \$300.

THE ANN PHILLIPS DUNCAN AWARD, established in 1940, was named in honor of a Home Demonstration Agent for Broome County, one of the first agents in the state. Mrs. Duncan was one of the organizers of the State Federation of Home Demonstration Agents and served on the State Fair Commission. The amount is \$300.

THE ELIZABETH MacDONALD AWARD was established in 1947 and given for the first time for the year 1948-1949. It is named in honor of a past president of the New York State Federation of Home Bureaus, who was also for ten years director of the Associated Women of the American Farm Bureau Federation. The amount is \$300.

THE ELIZA KEATES YOUNG AWARD was established in 1948 and awarded for the first time for the year 1949-1950. It is named in honor of the third president of the New York State Federation of Home Bureaus, who was for many years a member of the Legislative Forum Committee. Mrs. Young's efforts in Albany made it possible for her to help 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 \$300.

THE CORA L. TYLER AWARD was established in 1949 and awarded for the first time in 1950-1951. It is named in honor of the sixth president of the New York State Federation of Home Bureaus. The amount is \$300.

THE EVALYN F. GATCHELL AWARD was established in 1951 and awarded for the first time in 1952-1953. It is named in honor of the seventh president of the New York State Federation of Home Bureaus, who was a member for many years of the State Board of Directors. Mrs. Gatchell was present at the meeting in 1919 which was called to organize the New York State Federation of Home Bureaus. 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 \$300.

THE EDITH P. WAGENBLASS AWARD is the newest in the group, established in 1952 and awarded first for the year 1953-1954. It is named for the eighth president of the Federation. Mrs. Wagenblass was also chairman of the organization committee for a home bureau in Wyoming County. The amount is \$300.

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, and the first award was made for the year 1942-1943. 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 incoming sophomores, juniors, or seniors who are outstanding students. In 1963-64 one \$400 and two \$300 scholarships were awarded.

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. It was awarded for the first time in 1953-1954. The award is made to an entering freshman on the basis of financial need, scholastic ability, and leadership. Application is made on blanks obtainable from the 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 of \$200 is available to a junior or senior from Broome County if there is an eligible candidate; if there is no one eligible then it is given to a student from another county in New York State.

THE NASSAU-SUFFOLK HOME DEMONSTRATION SCHOLARSHIP was established in May, 1959, through voluntary contributions of home demonstration members in the Nassau and Suffolk County Extension Service Associations to encourage qualified students to prepare for careers in the Cooperative Extension Service. The amount of the scholarship is \$400. Juniors or seniors from New York State are eligible, preference being given to those who are planning to enter home economics extension work upon graduation.

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. An award of \$208.75 was made in 1963-1964.

THE BORDEN HOME ECONOMICS SCHOLARSHIP . . . A fund established in 1914 by the Borden Company provides for an annual award of \$300 to the top-ranking member of the senior class. The award is made in the fall prior to graduation. The recipient must have completed two or more courses in food and nutrition.

THE EASTERN MILK PRODUCERS COOPERATIVE SCHOLARSHIP of \$500 was established in January, 1960, by the Eastern Milk Producers Cooperative Association, Incorporated. 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 Scholarships and Financial Aid, Day Hall (see page 29). At the time of filing the application, freshmen who are daughters of members of the Eastern Milk Pro-

ducers Cooperative Association should so notify the Coordinator of Resident Instruction, College of Home Economics. Other students may apply through the usual channels on blanks obtainable in the Office of the Secretary of the College.

DAUGHTERS OF THE AMERICAN REVOLUTION INDIAN SCHOLARSHIP . . . The New York State Conference, Daughters of the American Revolution, created in 1929 a scholarship in the College of Home Economics for New York Indian students. This permanent scholarship is in memory of Olive S. Whitman, late wife of ex-Governor Charles S. Whitman. Applications must be filed with Miss Flora B. Daniells, Chairman of D.A.R. Committee on American Indians, 91 E. Genesee Street, Auburn, N.Y., by freshmen at the time of application for admission to the College. The scholarship was not awarded in 1963-1964.

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 NEW YORK STATE FEDERATION OF WOMEN'S CLUBS offers two scholarships annually of \$300 each to junior or senior girls in an accredited college in New York State. Many have been held by students in the New York State College of Home Economics. A candidate must be a state resident and must be endorsed by a member club of the State Federation. She must submit a written application, before April 1, to the New York State Federation of Women's Clubs, Miss Virginia M. Dougherty, President, State Federation Headquarters, Nelson House, Poughkeepsie, N. Y.

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. A scholarship of \$300 was awarded in 1963-1964.

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 coming from communities 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 Scholarships and Financial Aid, 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 minimum average of 81 is required.

Freshmen may apply on blanks obtainable from the Office of Scholarships and Financial Aid, 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 1936-1937.

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 1941-1942. It provides two weeks of leadership training with free tuition and expenses at the American Youth Foundation Camp on Lake Michigan. Not awarded for the summer of 1963.

For information concerning Graduate Fellowships and Scholarships see p. 36.

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 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. For 1964-1965 only, it will be for \$300.

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. Procedures for the competition are currently being revised.

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 Secretary of the New York State College of Home Economics, Cornell University, Ithaca, N.Y. Application forms for admission may also 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 following fellowships and scholarships 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. The maximum amount of a fellowship is \$3000 for a doctoral candidate or \$2000 for a Master's degree candidate—both amounts less tuition and University fee.

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 1957-1958. 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 of the fellowship is \$1450 plus tuition and University fee.

THE MARGARET L. BREW FELLOWSHIP was established through a bequest by Mrs. Herbert Powell in memory of her sister Miss Brew, who had been head of the Department of Textiles and Clothing. Master's and doctoral degree candidates are equally eligible for this award. Preference is given to candidates with major interest in the field of textiles and clothing or household economics and management. Will be available for the first time for 1965-1966.

THE FLORA ROSE FELLOWSHIP was awarded for the first time in 1963-1964. Total amount was \$500 plus tuition and University fee. 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.

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. Stipends vary from \$1800 to \$3000 plus tuition.

THE ED GAVIN MEMORIAL HOUSING SCHOLARSHIP is sponsored by the National Association of Home Builders Scholarship Foundation. The sum of \$1000, less tuition and University fee, is made available to "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.

THE HELEN CANON SCHOLARSHIP of approximately \$350 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.

THE ANNA CORA SMITH SCHOLARSHIP is for \$214 plus tuition and University fee. 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.

THE RUTH ADA BIRK EASTWOOD SCHOLARSHIP (value approximately \$600 for 1964-1965) is available to candidates for advanced degrees in the field of household economics and management and who are preparing for college teaching.

THE ETHEL B. WARING FELLOWSHIP. Not available for 1964-1965.

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 woman prepared for satisfying personal and family life, intelligent citizenship, and economic independence. The committee on admissions selects freshman and transfer students who meet the criteria mentioned below.

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 class counselors. The class 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 students' 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-round total records are admitted and not those who present high academic records only. The application of every student who is interested in the program of the College and who can meet the minimum standards described 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, N. Y.

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.

March 1

Closing date for applying for admission to this College. The application form must be received on or before March 1. Freshman and advanced-standing students are admitted in September only.

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 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.

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.

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 repetition of the course, by completing the appropriate College Board achievement test at a satisfactory level or, if the candidate has prepared for college in New York State, by an acceptable grade on the appropriate State Regents examination.

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.

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 11–15. Advanced-standing students must complete at least 60 credits at Cornell, including a minimum of 20 of the required 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 if grades are equivalent to or above the Cornell 70 (usually interpreted as C, or 70 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 pages 11–15). Transfer is seldom made from unaccredited institutions. If made, it is conditional and tentative until the end of the first year of residence. Applicants for admission should direct questions concerning the granting of credit to the chairman of the committee on admissions in the College of Home Economics.

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

ADMISSION OF STUDENTS FROM OUTSIDE THE UNITED STATES

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 50). 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 26-28).

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.

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 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 seven fields, and the degree of Doctor of Philosophy in five (indicated by *): * 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. Course descriptions will be found on pages 54 to 85 of this Announcement, and also in Announcements of other units of the University. See pages 36 to 38 of this Announcement 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:

*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.

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.

PROCEDURES AND SPECIAL REGULATIONS

PREREGISTRATION

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

REGISTRATION

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

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

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

A student who is absent from registration is liable for the late-registration fee. (See page 49 for this and other fines for late registration and preregistration.)

CHANGES IN COURSE REGISTRATION

A student cannot receive credit for a course unless she has registered for it in the College Secretary's Office. If she attends a class without formal registration, she receives no credit for the course. Any student whose name continues on a class list because of failure to file a change-of-registration slip will receive a failing grade. Cancellation or addition of any course must be recorded in the Secretary's Office. Procedures for change of registration are as follows:

A student must register according to the schedule she planned at the preregistration period and which she receives on registration day. During the first ten days 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 class 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 ten days of classes. The final date for changes mentioned above is October 3 in the fall term, 1964, and February 18 in the spring term, 1965.

For a two-week period following the first ten days of classes in a semester (from October 5 through October 17 in the fall term, 1964, and from February 19 through March 5 in the spring term, 1965) changes in registration may be made *only* through a petition after consultation with the class counselor. A petition blank *and* a change-of-registration slip may be obtained from the class counselor and should be returned to her for referral to the faculty committee on petitions

and academic standing. The student should continue to follow the program for which she is registered until officially notified by the committee on petitions and academic standing that she has permission to change her registration.

Starting on October 19 in the fall term, 1964, and on March 6 in the spring term, 1965, changes in academic program *cannot* be made except for medical reasons. Beginning with the two dates above a change in course registration for an emergency reason such as extended illness must have the approval of the committee on petitions and academic standing. The student should consult the class counselor for the appropriate procedure to follow.

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 during the two-week period following the first ten days 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 average of 80 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 day.

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

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

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

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

Grades in the University are reported to the Registrar on the numerical scale of 0 to 100, 60 being lowest passing grade. In the College of Home Economics the following grading system is used for final grades in undergraduate courses: 100, 95, 90, 85, 80, 75, 70, 65, 60, 50, 40, *Inc.* (incomplete), and *Cnc.* (cancelled).

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

A grade of *incomplete* must be removed before the expiration of two terms and a summer session, otherwise the grade automatically becomes a failure and is averaged in the student's record as 50.

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

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

ACADEMIC STANDING

The committee on petitions and academic standing reviews the records of students whose academic work is considered to be unsatisfactory. A cumulative average of 70 per cent is required for graduation. In general, a student whose cumulative average is below 70 per cent, or whose average for a given term is below 70 per cent, is considered as not making satisfactory progress. However, there may be occasions when a student's academic record is judged to be unsatisfactory even though she has an average of 70 per cent. The record of any student who fails to complete or to pass a total of 12 hours in any term will be reviewed by the committee on petitions and academic standing unless the committee has already granted permission to carry less than 12 hours (see pages 18, 49). In the latter case the record will be reviewed if the student fails to complete any part of her program.

The kinds of disciplinary action imposed by the committee on petitions and academic standing for unsatisfactory work include warning, placing on probation or strict probation for a term, 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.

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

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

"No student who is on probation shall represent the University on any student organization or individually, either at home or abroad, nor shall he participate in the performance or management of any play, nor shall he hold the position of manager or assistant manager of any student activity, or any editorial position or any class office, nor shall he compete for any of the positions mentioned, nor shall he have membership on any athletic team or practice with such a team or have participating membership in any student organization. (The foregoing statement is not intended to apply to the intramural sports program.) If a student is placed on probation or strict probation, he is required to send immediate written notice of this fact to any and all University or student organizations with which he may be connected as officer, competitor, player, or worker of any sort whatsoever, and he shall inform such organizations that his connection with them has become non-participating.

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

ATTENDANCE AND ABSENCES

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

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

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

EXAMINATIONS

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

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

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 at Cornell, of which at least 20 must be in home economics (see page 44).

Permission for study *in absentia* is granted by the faculty committee on petitions and academic standing. Request may be made on forms obtainable from the class counselor. To receive consideration a student must be in good academic standing.

A student who registers for study *in absentia* must plan her program so as to meet all graduation requirements in Groups I, II, and III on pages 12-13 or all requirements in Group I on page 13 at Cornell University, except as approved for advanced-standing credit at the time of matriculation. Credit taken *in absentia* will be transferred only when grades for such work are equivalent to the Cornell 70 (usually interpreted as C, or 70 where the passing grade is 60), and provided it does not duplicate work taken at Cornell. 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 Secretary's Office to the student in writing.

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

A holder of a Regents College Scholarship or a Scholarship for Children of Deceased or Disabled Veterans may claim it for the term she is registered *in absentia* 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.

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.

Courses in home economics are numbered as follows:

Courses below 300: primarily for underclassmen.

Courses in the 100 group: without prerequisite.

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

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

Courses in the 400 group: for graduates.

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

Courses starred (*) represent the required home economics core (see pages 13, 15).

COUNSELING SERVICE

JEAN FAILING, *Chairman*; NANCY HODDICK, THERESA HUMPHREYVILLE, BARBARA MORSE, CONSTANCE WALLER, MRS. DORIS WOOD.

100. EDUCATIONAL PERSPECTIVES. Fall.

Credit one hour. Required of all first-term students. Miss Hoddick and department staff. T 8 and 9. 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 PROBLEMS. Fall and spring. Credit and hours to be arranged. Department staff.

For independent work on a problem not

dealt with by C.S. 100; or for special arrangement of course work necessitated because of previous training. Students must prepare two copies of a description of the problem they wish to undertake. One, signed by the instructor directing it and the head of the department, must be filed with pre-registration materials. The second copy is left with the instructor. Obtain form to be used in Room 135.

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

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

CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS

ALFRED L. BALDWIN, *Head*; PEGGY L. AZBILL, MRS. CLARA P. BALDWIN, MRS. HELEN M. BAYER, W. LAMBERT BRITAIN, URIE BRONFENBRENNER, ROBERT H. DALTON, EDWARD C. DEVEREUX, JR., JOHN DORIS, HAROLD FELDMAN, MARY FORD, JOHN HARDING, MRS. LAUREL HODGGEN, JOHN B. HUDSON, FRED KUNZ, HARRY LEVIN, JOSEPH MEYEROWITZ, MRS. RUTH RAIMON, HENRY RICCIUTI, GEORGE SUCI, MRS. MIRIAM TAIETZ, MRS. JEAN TSUI.

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 following courses constitute a *major in Child Development and Family Relationships*:

C.D. & F.R. 115	The Development of Human Behavior	3 hrs.
C.D. & F.R. 162	Family Relationships	3 hrs.

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

1. C.D. & F.R. 210	Child Guidance	} 2-3 hrs.
or		
C.D. & F.R. 211	Observation of Children.....	
or		} 3 hrs.
C.D. & F.R. 230	Experience with Children.....	
2. C.D. & F.R. 360	Psychodynamics of Personality.....	
3. C.D. & F.R. 315	Language Development	} 3 hrs.
or		
C.D. & F.R. 374	Behavior and Development in Infancy.....	
4. C.D. & F.R. 362	The American Family.....	} 3-4 hrs.
or		
Sociology 343	The Family	
		17-19 hrs.

Although the department's Honors program does not lead to a degree with Honors, it does provide an opportunity for qualified and interested students to pursue advanced study in an independent way.

Students are first admitted to the Honors program in the middle of their sophomore year. During the spring semester of the sophomore year and the fall semester of the junior year they should supplement each of two courses in C.D. & F.R. with one hour of special topics (C.D. & F.R. 300) by arrangement with the instructor. The purpose of such additional projects is to deepen and broaden the students' educational experience in each course.

In the middle of the junior year final selection of the Honors program—both by students and staff—takes place. During her senior year the student writes an Honors thesis under the direction of some staff member, enrolling for appropriate credit in C.D. & F.R. 300, Special Problems.

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 9. Room to be announced.

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.

[150. CHILDREN'S LITERATURE. Spring. Credit three hours. Miss ———. M W F 2. Not offered in 1964-1965.]

***162. THE FAMILY AND SOCIETY.** Spring. Credit three hours. Mr. DEVEREUX. T Th S 10. Room 45. Warren. The class will meet as a whole on Tuesday and Thursday. The third meeting will be either a whole

group meeting on Saturday, or there will be small group discussions. The student is to have one of the following hours free for the discussion period: F 10; S 10 or 11.

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.** Fall. Credit three hours. Prerequisite, C.D. & F.R. 115 or equivalent. Mr. HARDING.

M W F 2. Room G-62. One of the following hours free for weekly discussion group: 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.** Spring. Credit three hours. Prerequisite, C.D. & F.R. 115. Open to sophomores and juniors. Limited to 25 students. ———.

Discussion, Th 2-4. Room 124. Two hours of observation a week throughout the term in

the Cornell Nursery School, one at 10, and one at 9 or 11.

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.** Spring. Credit three hours. Prerequisite, C.D. & F.R. 115 or equivalent. Miss FORD.

M W F 10. 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 1964-1965.]

- 230. EXPERIENCE WITH CHILDREN.** Fall and spring. Credit three hours. Primarily for sophomores.

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

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



For students recommended by counselors and approved by the head of the department and the instructor in charge for independent, advanced work not otherwise provided in the department; or for special arrangement of course work necessitated because of previous training. One facility for special problems is the creative arts laboratory. Students must prepare two copies of a description of the problem 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. Obtain form to be used in Room 135.

301. THEORIES OF CHILD DEVELOPMENT. Spring. Credit three hours. Open to seniors and graduate students; open to juniors by permission of the instructor. Mr. ———.

T Th 2-3:30. Room 117.

A survey of the major theories of child development and the development of personality. Includes discussions of the major empirical findings upon which these theoretical positions are based.

Designed for advanced undergraduates and graduate students who have a substantial background in the empirical facts of child development.

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

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

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

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

315. LANGUAGE DEVELOPMENT. Fall. Credit three hours. Prerequisite, C.D. & F.R. 115 or equivalent. Mr. LEVIN.

T Th 1:40-3 and one laboratory hour to be arranged. Room 121.

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.

317. SOCIALIZATION OF THE CHILD.

Spring. Credit three hours. Prerequisite, C.D. & F.R. 115 or equivalent. Mr. LEVIN.

M W F 12. Room 117.

Theoretical and empirical materials concerning children's acculturation will be considered. The biological and social learning bases of the development of relationships between parents and children and between children and other children will be treated. Some representative topics covered will be dependency, aggression, achievement, conformity, and self control.

323. COGNITIVE PROCESSES. Fall. Credit three hours. Prerequisite, C.D. & F.R. 115 or equivalent. Mr. Suci.

M W F 9. Room 124.

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.

330. PARTICIPATION IN THE NURSERY SCHOOL. Fall and spring. Credit three or four hours. Number of students limited. Permission of the instructor required. Prerequisite, C.D. & F.R. 210 or 211. Mrs. ——— and Nursery School staff.

Four laboratory hours a week totaling 60 clock hours must be scheduled for three credit hours; six laboratory hours a week totaling 90 clock hours must be scheduled for four credit hours. Students must have at least one morning (other than Saturday) free each week (8-12:30). Seniors with program conflicts should consult the instructor.

Discussions: fall, T Th 3; spring, T 2-4. Room 121.

Opportunity for experience with three- and four-year-old children in the Cornell Nursery School. Readings and discussions supplement the participation experience in giving students an understanding of the children and their behavior in the Nursery School.

333. ADVANCED PARTICIPATION IN THE NURSERY SCHOOL. Fall and spring. Credit and hours to be arranged. Number of students limited. Permission of the instructor required. Prerequisite, C.D. & F.R. 230 or 330. Miss AZBILL and Mrs. ———.

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

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. BRITAIN.

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.

- [345. EXPLORATION IN THE MEANING OF PLAY.** Spring. Credit three hours. Recommended for seniors and graduate students; open to juniors by permission of the instructor. Limited to twenty students. Mr. ———. Not offered in 1964-1965.]

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

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

The understanding of relationships within the family will be achieved primarily through studying families. After the selection and definition of an area of study, students will become acquainted with research procedures and methods pertinent to the investigation. The families will then be studied and the data correlated and analyzed. The course is a combined research practicum and a survey of pertinent readings; it will be conducted as a seminar. Not offered in 1964-1965.]

- 360. PSYCHODYNAMICS OF PERSONALITY.** Fall. Credit three hours. Recommended for seniors; graduate students admitted by permission of the instructor. Mr. DALTON.

M F W 11. Room 117.

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

- 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. Mr. HUBSON.

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.

- 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.

- 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 117.

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.

- [398-399. SENIOR HONORS SEMINAR.**

Throughout the year. Credit three hours each term. Permission of the instructor is required for registration. Mr. ———. This two-semester seminar is open to a small number of seniors whose cumulative average is 80 or above and who have been recommended for the seminar by two faculty members. First semester is prerequisite to the second. The first will be devoted to reading, reports, and discussion of selected major problems in child development and family relationships. During the second term each student will work individually with a faculty member on a project of her special interest, in addition to which the total seminar will meet bi-weekly. Not offered in 1964-1965.]

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

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

- 405. RESEARCH DESIGN AND EVALUATION.** Spring. Credit three hours. Prerequisites, C.D. & F.R. 408 or equivalent, and one course in statistics. Mr. HARDING. W 2-4:30. Room 124.

For first- or second-year graduate students. The goal is to enable students to make a



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

critical evaluation of published research reports in the departmental area, and to design sound studies of their own. Emphasis is on problems of conceptual and operational definition, hypothesis testing, and the relation of research to theory. Each student designs at least one research study during the semester.

406. RESEARCH PRACTICUM: FAMILY STRUCTURE AND PERSONALITY DEVELOPMENT. Spring. Credit three hours. Messrs. BRONFENBRENNER, SUCI, and DEVEREUX.

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.

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

408. RESEARCH TECHNIQUES FOR THE APPRAISAL OF CHILDREN AND PARENTS. Fall. Credit three hours. Seniors admitted by permission of the instructor. Mr. RICCIUTI.

F 1-3:30. Room 3-M-11.

Basic considerations in the evaluation, selection, and development of data collection techniques useful in research on child development and family relationships. Available techniques will be surveyed, and special emphasis will be placed upon the development or adaptation of new techniques especially designed to meet the needs of particular research objectives. Major emphasis will be on methods of direct observation, rating techniques, and the interview. Term projects provide some practical experience in the development and use of selected techniques.

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. 413,

- 460A and B or equivalents. Messrs. DALTON, DORIS, and RICCIUTI.
T 2-4 and additional hours to be arranged. 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 securing 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.
- 412. RESEARCH PRACTICUM: FAMILY AND COMMUNITY.** Fall. Credit three hours. Admission by permission of the instructor. Mr. ———.
W 1:30-4. Room 3-M-11.
Intended to provide training in field methods of studying the family with particular reference to selected community contexts. Members of the practicum will act as a research team to conduct a simple field study which will include experiences in research design, construction of questionnaires and other instruments, sampling, interviewing, analysis of data, and research writing.
- 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 225, M.V.R. Annex.
The primary purpose of this course is to prepare a student for participation in C.D. & F.R. 411, 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.
- 414. CLINICAL DEVIATIONS IN INTELLECTUAL AND SENSORY-MOTOR DEVELOPMENT.** Spring. Credit three hours. Mr. DORIS.
W 9-12. Room 225, M.V.R. Annex.
Designed to acquaint students with the clinical and research literature on mental retardation, cerebral palsy, and sensory defects. Attention will be focused upon research probe problems in the etiology, diagnosis, and treatment of these disorders.
- [415. SEMINAR IN CHILD DEVELOPMENT.** Fall. Credit three hours. Prerequisite, permission of the instructor. Mr. ———. Not offered in 1964-1965.]
- 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 ongoing research program and will concern children's language and verbal learning.
- 432. RESEARCH PRACTICUM: ADULT-CHILD INTERACTION IN INDIVIDUAL AND GROUP SETTINGS.** Fall. Credit three hours. Admission by permission of the instructor. Mrs. ———.
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.
- 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.
- 460B. SEMINAR IN PSYCHODYNAMICS: NORMAL AND PSYCHOPATHOLOGICAL.** Spring. Credit three hours. Mr. DALTON.
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.
- [467. SEMINAR IN THEORY AND RESEARCH ON THE FAMILY.** Spring. Credit three hours. Mr. DEVEREUX. Not offered in 1964-1965.]

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.

[469. RESEARCH PRACTICUM: THE EXPERIMENTAL APPROACH TO FAMILY INTERACTION.] Spring. Credit three hours. Open to advanced undergraduates with permission. Mr. ———.

The family will be considered a special type of small group. Pertinent theories and methods developed on other types of small groups in the correlative social sciences will be reviewed and testable hypotheses generated as they apply to the family. Students will then either create an experimental design based on previous models or develop an original design. The experiments will be carried out on a small number of subjects and then evaluated. The course will be operated as a seminar. Not offered in 1964-1965.]

[480. PERSONAL COUNSELING.] Spring. Credit three hours. Prerequisite, several advanced courses in child development and family relationships or psychology and permission of the instructor. Limited to fifteen students. Mr. FELDMAN. W 2-4:30. Room 3-M-11. Several selected counseling schools will be considered as they relate to the psychological growth process. Comparisons of theory and method will be made for the Freudian, neo-analytic, directive, client-centered, relationship, eclectic schools. Although the focus will be on counseling of individuals, some attention will be given to group counseling. Not offered in 1964-1965.]

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

T 2-4. Room 232. Warren.

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

EXTENSION TEACHING AND INFORMATION

A JOINT DEPARTMENT OF THE COLLEGES OF HOME ECONOMICS AND AGRICULTURE

WILLIAM B. WARD, *Head*.

All the following courses may be counted in the degree requirements as *State College Electives*.

310. PREPARATION OF PUBLICATIONS. Fall. Credit three hours. Mrs. HALL and others.

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—involved in preparing copy for the printer and engraver. Field visits.

Note: Publication 310 is planned especially for students in home economics and agriculture to supplement other courses offered in the department. Home economics students interested in journalism should include some of the following courses in their programs. Full descriptions will be found in the *Announcement of the College of Agriculture* under the Extension Teaching Department.

115. AGRICULTURAL AND HOME ECONOMICS JOURNALISM. Credit three hours.

Not open to freshmen. Fall. M W F 10. Mr. RUSSELL.

120. RADIO BROADCASTING AND TELECASTING. Spring. Credit three hours. M W F 9. Mr. KAISER.

210. NEWS WRITING. Spring. Credit two hours. Prerequisite, Course 115. Th 2-4. Mr. KNAPP.

312. ADVERTISING AND PROMOTION. Spring. Credit two hours. W 2-4. Mr. RUSSELL and guest lecturers from advertising agencies.

313. WRITING FOR MAGAZINES. Spring. Credit three hours. M 1:30-4:30. Mr. WARD.

322. TELEVISION PRODUCTION AND PROGRAMING. Fall. Credit two hours. T 2-4. Mr. KAISER.

331. VISUAL AIDS: THEIR SCOPE, PREPARATION, AND USE. Fall. Credit two hours. S 9-11. Mr. PHILLIPS.

395. 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.

430. PHOTOGRAPHY. Spring. Credit two hours. S 9-12. Mr. PHILLIPS.

FOOD AND NUTRITION

CATHERINE PERSONIUS, *Head*; MARJORIE BURNS, JOAN CASSILY, JANET CLAY, ELIZABETH DONALD, MABEL DOREMUS, MRS. SUSAN DOUGHERTY, IRENE DOWNEY, MILDRED DUNN, MRS. HELEN GIFFT, ELIZABETH HESTER, FRANCES JOHNSTON, MRS. RUTH KLIPPSTEIN, EDWIN KUTA, MARTHA McMILLAN, NELL MONDY, MARY MORRISON, KATHERINE NEWMAN, JERRY RIVERS, GRACE STEININGER.

The aims of the department are to help students understand the basic principles underlying the science of food and nutrition and gain an appreciation of the relation of food to health and of its economic, political, social and psychological significance. 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.

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

Food and Nutrition 103, or 192 and 193.

Food and Nutrition 214, and 215, or 216 and 217. (Any student who has college credit in chemistry but has not taken 214-215 should consult the head of the department about courses which will provide equivalent training.)

A course in physiology.

A course in biochemistry.

Food and Nutrition 324.

A course in bacteriology; laboratory strongly recommended.

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

Students with a professional interest in hospital dietetics, in commercial food work, or in research may need more work in 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 who have a high scholastic standing in food and nutrition and related science courses and a professional interest in the field. Students interested in a degree with Honors should discuss their plans during their sophomore year with the department's Honors representative. Written application for admission to the Honors program should be submitted to the representative before registration for the junior year. A description of the Honors program, and the courses open only to those students in the program, is available in the Department of Food and Nutrition or the Counseling Service Office. 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 taken the courses specified to satisfy the major requirement of six additional credit hours in the department, and (3) have completed a senior problem for a minimum of two hours of credit. Honors work requires only two credit hours in addition to the department major.

***103. HUMAN NUTRITION AND FOOD PREPARATION.** Fall and spring. Credit five hours. Not open to students who have taken F.N. 192. Misses STEININGER and McMILLAN.

Lecture, M W 8. Amphitheatre. Discussion, F 8. Amphitheatre and Rooms 117 and 121. Laboratories, M W 2-4, T Th 11-1, or 2-4. Rooms 352 and 426.

An introduction to the field of food and nutrition: the nutrients essential to human life and well-being, their functions in metab-

olism and their sources in food as it is consumed. Application of this information to the significant 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.

***192. HUMAN NUTRITION.** Fall and spring. Credit three hours. Open to students reg-

istered in any unit of the University, but not open to students who have taken F.N. 103. Mrs. GIFFT.

M W F 9. Room 339.

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.

193. **FOOD PREPARATION.** Fall. Credit three hours. Prerequisite, F.N. 192. (Not open to students who have taken F.N. 103.) Miss McMILLAN.

Laboratory, W F 10-12:30. 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.

214. **CHEMISTRY AND ITS APPLICATION TO FOOD PREPARATION.** Fall. Credit five hours (1 hour, food; 4 hours, chemistry).

Prerequisite or parallel, Food and Nutrition 103 or 193. Not to be elected by students who take Chemistry 104 or 108. F.N. 214 is designed to be the first of a two-course sequence, the second course of which is F.N. 215. Misses MONDY and CASSILY, and Mrs. DOUGHERTY.

Lecture and discussion, M W F 9. Amphitheatre and Rooms G-62, 117, 121. Laboratories, M W 2-4, T Th 8-10, 11-1, or 2-4. Rooms 353 and 356.

Fundamental principles and practices of food preparation approached through the study of general chemistry. Consideration of the physicochemical 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.

215. **CHEMISTRY AND ITS APPLICATION TO FOOD PREPARATION.** Spring. Credit five hours (3 hours, food; 2 hours, chemistry).

Prerequisite, F.N. 214 or 216. The course is planned to follow F.N. 214 and should be taken the term after it. Misses MONDY and CASSILY and Mrs. DOUGHERTY.

Lecture and discussion, M W F 9. Amphitheatre and Rooms G-62, 121, and 124. Laboratories, M W 2-4, T Th 8-10, 11-1, or 2-4. Rooms 353 and 356.

Fundamental principles and practices of food preparation approached through the study of organic and colloidal chemistry. Course 215 serves as a prerequisite for Biochemistry 101, 102, and with permission of the instructor, for Chemistry 205, 353, and 355.

216. **CHEMISTRY AND FOOD PREPARATION.** Fall. Credit one hour. Prerequisite, Chemistry 104 with a grade of at least 70 or Chemistry 108; prerequisite or parallel, F.N. 103 or 193. Permission of the head of the department required. Miss MONDY.

Laboratory and discussion, F 2-4. Rooms 353 and 301.

Food aspects of F.N. 214 subject matter.

217. **CHEMISTRY AND FOOD PREPARATION.** Spring. Credit three hours. Prerequisite, F.N. 216 and Chemistry 353-355. Miss MONDY.

Lectures and discussion, M W F 9. Amphitheatre. Laboratory, see F.N. 215.

Food aspects of F.N. 215 subject matter. Laboratory includes experiments in comparative cookery. On completion of this course students will have the equivalent of F.N. 214-215.

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

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

Students must prepare two copies of a description of the problem 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. Obtain form to be used in Room 135.

304. **CULTURAL ASPECTS OF FOOD.** Spring. Credit three hours. Prerequisites, F.N. 215 or 217, and C.D. & F.R. 115 or equivalent. Open to qualified sophomores with permission of the instructor. Mrs. GIFFT.

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.



Honors Seminar in Food and Nutrition.

316. SCIENCE OF FOOD. Fall. Credit three (lectures only) or four hours. Prerequisite, F.N. 215 or 217, and a college course in organic chemistry or biochemistry. Students who have had limited laboratory experience in comparative foods *must* register for four hours. Misses HESTER, PERSONIUS, and DONALD.

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 preparation of the physical and chemical properties of proteins, fats, starches, sugars, leavening agents, and pigments; the properties of true solutions and principles of crystallization; 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.

317. SCIENCE OF FOOD—LABORATORY.

Fall. Credit one hour. Prerequisite or parallel, F.N. 316. Miss DONALD.

Laboratory, T or W 1:40-4:20. Room 358.

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

318. EXPERIMENTAL FOOD METHODS.

Spring. Credit three hours. Prerequisite, F.N. 316. A course in statistics and F.N. 317 are desirable but not required. Misses HESTER and DONALD.

Laboratory, M F 1:30-4:30. Room 358.

Application of scientific theories and methods in the design and performance of ex-

perimental food problems and in the interpretation and evaluation of results. Independent laboratory problems.

324. NUTRITION. Spring. Credit three hours.

Prerequisites, elementary college courses in nutrition, biochemistry, and human 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.

330. NUTRITION AND DISEASE. Fall.

Credit three hours. Prerequisite, F.N. 324 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.

340. MATERNAL AND CHILD NUTRITION.

Fall and spring. Credit two hours.

Prerequisite, F.N. 103 or 192. F.N. 340 may *not* be taken concurrently with or following F.N. 324. Majors with special interest in this subject may elect F.N. 340 as sophomores or request permission to register for F.N. 440 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



Students at work in a food science laboratory.

child. Relation of nutrition to physical growth.

390. HONORS SEMINAR. Fall. Credit one hour. Open only to students admitted to the Food and Nutrition Honors program. Misses PERSONIUS and STEININGER.

T 4:30. Room 301.

391-395. Credit one hour each. These courses are open only to students in the Food and Nutrition Honors program.

391. HONORS IN FOOD AND NUTRITION. Concurrent registration in F.N. 304 required.

392. HONORS IN FOOD. Concurrent registration in F.N. 316 required.

394. HONORS IN NUTRITION. Concurrent registration in F.N. 324 required.

395. HONORS IN NUTRITION. Concurrent registration in F.N. 330 required.

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 staff.

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

402. READINGS IN NUTRITION. Spring. Credit three hours. Prerequisite, F.N. 324 or equivalent. Miss RIVERS.

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.

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

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

[404. READINGS IN FOOD. Fall. Credit two hours. Prerequisite, F.N. 316 or equivalent. Department staff.

T Th 11. Room 301.

Critical review of current literature. Emphasis on experimental data basic to the scientific principles underlying modern theory and practice in food preparation. Not offered in 1964-1965. Will be offered in 1965-1966.]

407. THESIS AND RESEARCH. Fall and spring. Credit and hours to be arranged. Registration with permission of the instructor.

tor. Misses DONALD, HESTER, JOHNSTON, LONGRÉE, MONDY, MORRISON, NEWMAN, PERSONIUS, RIVERS, STEININGER, and YOUNG; Messrs. BARNES, KUTA, and VAN VEEN.

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

T 4:30. Room 339.

421. SEMINAR IN FOOD. Spring. Credit one hour. Mr. KUTA and department staff.

T 4:30. Room 339.

424. ADVANCED NUTRITION. Fall. Credit two hours. Prerequisite, F.N. 324 or equivalent. Miss MORRISON.

M W 10. Room 339.

Recent advances in nutrition. Emphasis on human nutrition.

440. NUTRITION AND GROWTH. Fall. Credit two hours. Prerequisite, F.N. 324 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.

HOME ECONOMICS EDUCATION

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

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

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

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

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

For students recommended by counselors and approved by the head of the department and the instructor in charge for independent, advanced work not otherwise provided in the department, or for special arrangement of course work necessitated because of previous training. Students must prepare two copies of a description of the problem 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. Obtain form to be used in Room 135.

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

T Th 11. 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 students' individual needs.

330-331-332. THE ART OF TEACHING. To be taken in two successive terms, 330 in the first and both 331 and 332 in the second. Open to juniors and seniors preparing to teach home economics in the public schools. Miss MOSER, coordinator, assisted by Misses HELTZEL, PATTERSON and ELLIOT, Mrs. CARMICHAEL, 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. 330 is offered on a regular schedule throughout each semester, but special scheduling is required for H.E. Ed. 331 and 332;

two different possibilities are provided (see 331A + 332A and 331B + 332B).

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

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.

331A. Fall. Credit two hours. To be scheduled concurrently with H.E. Ed. 332A, 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.

331B. Spring. Credit two hours. To be scheduled concurrently with H.E. Ed. 332B, H.E.M. 302, and R.E. 111 (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.

332A. Fall. Credit six hours. Full time for either first or second half of semester, except for the 331A meetings scheduled W 10-12 and 1:15-3.

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.

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

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

407. THESIS AND RESEARCH. Fall and spring. Credit and hours to be arranged.



Graduate student in Home Economics Education 461 helps student teachers plan their work.



Student teacher with her junior high school class.

Registration with permission of the chairman of the graduate committee and the instructor. Misses BLACKWELL, HELTZEL, MOSER, PATTERSON, Mrs. CARMICHAEL, and Mrs. NELSON.

437. **ADULT EDUCATION.** Fall. Credit two or three hours. Seniors admitted by permission of the instructor. Miss PATTERSON. 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.

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

T 4-5:45. Fifth floor, East Wing. For students specializing in adult education. It usually follows H.E.Ed. 437; however, experienced students may register by permission of the instructor without 437. Attention is given to various aspects of organizing and conducting adult programs. Special interests

of the students will serve as a guide in the choice of topics and of the relative emphasis to be placed on methods and materials for teaching adults, research in adult education, evaluation of instruction, or supervision of programs.

439. **THE TEACHING OF HOME ECONOMICS.** Spring. Credit three hours. Miss PATTERSON.

T Th 10 and other hours to be arranged. Fifth floor, East Wing.

For students with teaching experience or preparing to teach in college, extension, secondary schools, and adult programs. Attention is given to the principles of teaching and to the use of such teaching procedures as discussion, demonstration, laboratory, trips, and use of radio, films, and recordings in teaching home economics. Opportunity is provided for observing teaching and for experimentation with different teaching aids and procedures.

449. **CURRICULUM PLANNING IN HOME ECONOMICS.** Spring. Credit two or three hours. Miss RHODES.

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.

459. EVALUATION. Fall. Credit three hours. Mrs. NELSON.

M 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.

460. SEMINAR IN EVALUATION. Spring. Credit two hours. Prerequisites, H.E. Ed. 459 and Rural Education 253 or equivalent. Miss BLACKWELL.

T Th 2-4. 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.

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. 462.

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. 330. 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.

462. Spring. Credit four hours. Miss MOSER and 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. 331 and 332, including some teaching in the courses and the supervision of a student teacher.

463. INTERNSHIP AND FIELD WORK IN TEACHER EDUCATION. Fall. Credit two hours. Miss MOSER and 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.

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

W F 2-3:30. Fifth floor, East Wing.

Common elements of administrative and supervisory functions, the role of human relations and communication skills, theories of leadership, the characteristics of effective administration and supervision in relation to program planning and evaluation, curriculum construction, in-service education, personnel, and public relations. Opportunity is provided for directed observation related to the student's area of special interest, e.g., administration of college programs, supervision of state and city public school programs. Estimated cost of transportation to visit programs, \$15.

[475. READINGS IN EDUCATION. Spring. Credit two hours. Miss PATTERSON. Not offered in 1964-1965. Will be offered in 1965-1966.]

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

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.

[490. TEACHING HOME ECONOMICS IN HIGHER EDUCATION. Fall. Credit two hours. Miss PATTERSON. Not offered in 1964-1965. Will be offered in 1965-1966.]

HOUSEHOLD ECONOMICS AND MANAGEMENT

MABEL A. ROLLINS, *Head*; GWEN BYMERS, ALICE J. DAVEY, LILLIAN E. EDDS, KAREN C. MARS, MARY PURCHASE, MRS. KATHERINE SIPPOLA, ROSE E. STEIDL, MRS. ETHEL I. VATTER, KATHRYN E. WALKER, JEAN WARREN, MRS. CLARA M. WENDT, ELIZABETH WIEGAND.

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.

Work in this area contributes to the professional preparation of students interested in consumer economics, family economics, counseling, home 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.

A student majoring in the Department of Household Economics and Management shall take at least 15 credit hours in courses offered by the department. A prospective major is encouraged to consult with a faculty member in 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 ——— and Mrs. VATTER.

M W F 11. 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. PHYSICAL SCIENCE IN THE HOME.

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, M W 8. Laboratory, F 8-10. Room G-19.

Students wishing to take the course who have a conflict Friday at 9 should consult the instructor.

Application of the physical sciences to the work of the home. Selected principles from the fields of physics and chemistry. Topics covered include mechanics, heat, electricity, sound, and light, nature and composition of soil, chemical characteristics of cleaning supplies and of surfaces to be cleaned.

260. PROBLEMS IN PROVIDING CONSUMERS' 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. Spring.

Credit three hours. Prerequisite, H.E.M. 100 or consent of instructor. Miss WALKER.

M F 3, W 2-4. Room G-20.

Introduction to the meaning of work, the contribution of effective household work to the real income of families, and the costs of work to the worker. Emphasis upon work simplification as a tool of home management. Survey of work simplification techniques developed for industry and evaluation of their adaptability for household work. Characteristics of the work and the work place as they relate to workers in homes. Practical application to problems faced by such homemakers as the mother of small children, the physically handicapped homemakers, or those employed outside the home. Suggested for students preparing for positions in home economics extension and teaching.



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

300. SPECIAL PROBLEMS. Fall and spring. Credit and hours to be arranged individually. For students recommended by counselors and approved by the head of the department and the instructor in charge for independent advanced work on a problem not dealt with by other courses in the department, or for special arrangement of course work necessitated because of previous training.

Students must prepare two copies of a description of the problem 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. Obtain form to be used in Room 135.

302. HOME MANAGEMENT RESIDENCE. Fall and spring. Credit four hours. Offered twice in the fall term and once in the spring term. For juniors and seniors. Prerequisite, the core courses. Miss DAVEY and assistant.

Hours to be arranged at preregistration. Students preparing to teach are to schedule the course concurrently with Home Economics Education 331.

Students integrate learning gained from other home economics courses with home management concepts or theory. Based on the resources available and needs, each group will choose the household activities

it wishes to perform or to have provided commercially.

The cost of living in the Residence is \$140 for one-half semester.

310. MANAGEMENT PROBLEMS IN HOMES. Fall. Credit three hours.

For juniors, seniors, and graduate students. Prerequisite, H.E.M. 128 or 280 or equivalent. 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.

320. MANAGEMENT IN RELATION TO HOUSEHOLD EQUIPMENT. Spring. Credit three hours. For juniors, seniors, and graduate students. Prerequisite, H.E.M. 128 or



*Activities are varied in the
Home Management Apartments.*



220 or permission of the instructor. 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. Miss WARREN.

M W F 9. Room 117.

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

340. THE ECONOMICS OF CONSUMPTION.

Spring. Credit two hours. Prerequisite, H.E.M. 100, elementary economics, or permission of the instructor. Miss BYMERS.

T Th 2. Room 3-M-11.

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

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, H.E.M. 100, Economics 103-104, or permission of the instructor. Miss ROLLINS.

T Th 11-12:20. Room 339.

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. Students will have an opportunity to work with some of the source materials.

403. SPECIAL PROBLEMS FOR GRADUATE STUDENTS. Fall and spring. Credit

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

407. THESIS AND RESEARCH. Fall and

spring. Registration with permission of the instructor and chairman of graduate committee. Misses BYMERS, DAVEY, PURCHASE, ROLLINS, STEIDL, Mrs. VATTIER, Misses WALKER, and WARREN.

419. CONCEPTS OF HOME MANAGEMENT.

Fall. Credit two or three hours. Consult the instructor before registering. Miss DAVEY.

M W F 9. Room 120C.

An examination of fundamental ideas in home management, to include decision making, organization, and values. The ideas will be traced historically. An overview of current thought and some projection into the future. Three credits require the writing of a term paper.

420. PHYSICAL SCIENCE IN THE HOME.

Fall. Credit two or three hours. Consult instructor before registering. Miss PURCHASE.

T Th 10, 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.

432. READINGS IN PERSONAL FINANCES.

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

F 2-4. Room to be arranged.

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

440. READINGS IN THE ECONOMICS OF CONSUMPTION. Fall. Credit two 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.

450. **READINGS IN MANAGEMENT OF HOUSEHOLD WORK.** Spring. Credit two hours. Consult the instructor before registering. Miss STEIDL. Hours to be arranged. Critical review of research concerned with description and measurement of work, and design of physical arrangements for work.

452. **READINGS IN USE OF TIME IN HOMES.** Fall. Credit two 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.

- [489. **THE TEACHING OF HOME MANAGEMENT IN COLLEGE.** Spring. Credit three hours. Consult instructor before registering. Miss DAVEY.

M W F 9. Room 301.

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. Not offered in 1964-1965.]

490. **READINGS IN HOME MANAGEMENT.** Spring. Credit two hours. Primarily for doctoral candidates. Department staff.

Two-hour discussion period to be arranged. Review of literature related to home management.

495. **ECONOMIC PROBLEMS OF FAMILIES.** Fall. Credit two hours. Primarily for doctoral candidates. Miss ROLLINS.

F 2-4. Room 108.

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

499. **SEMINAR.** Fall and spring. Department staff.

T 4. Room 114.

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

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

VIRGINIA TRUE, *Head*; MRS. JULIA B. ADLER, GLENN H. BEYER, LEWIS L. BOWER, HELEN J. CADY, MRS. RUTH B. COMSTOCK, CLARK E. GARNER, CAROL RUTH KREDELL, MARILYN LANGFORD, RUBY M. LOPER, C. 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 acuteness and practical knowledge necessary for designing house interiors. *Housing courses* are planned to develop 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. Mrs. ADLER, Miss CADY, Mr. MILLICAN, Misses NEBLETT and STRAIGHT.

Fall

M W 8-11, Room 318

M W 10-1, Room 401B

T Th 9-12, Rooms 401B, 322

T Th 1:40-4:30, Rooms 401B, 322, 408

Spring

M W 8-11, Room 408

M W F 10-12, Room 401B

T Th 9-12, Room 327

T Th 10-1, Room 408

T Th 1:40-4:30, Rooms 401B, 322, 327

An exploration of the basic elements of design (volume, plane, line, texture, color, motion, light, etc.) through an analytical examination of their varied properties and qualities. Studio assignments are intended to develop consciousness of these elements and sensitivity in their use. The student is encouraged to develop his visual experience by investigating the vast possibilities in the organization of lines, planes, textures, and colors, 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. Mr. BOWER and Miss LANGFORD.

W F 11 or 2, Room 121.

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

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

Midterm examinations will be held at 7 p.m. November 13 and March 24.

200. **DESIGN.** Fall. Credit three hours. Prerequisite, H.D. 100 or equivalent. Limited to fifteen students. Miss STRAIGHT.

M W 10-1, Room 322.

A continuation of H.D. 100. Both two- and three-dimensional design are studied, using a variety of media and 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. Mrs. ADLER, Miss CADY, Mr. MILLICAN, and Miss WELLING.

Fall

T Th 1:40-4:30, Room 401A

M W F 10-12, Room 401A

Spring

T Th 10-1, Room 318

T Th 1:40-4:30, Room 401A

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

221. **HISTORIC FURNITURE AND INTERIOR DESIGN.** Fall. Credit three hours.

Prerequisite, H.D. 100. This is the first course of a two-course sequence, the second of which is 222. Miss WELLING.

M W F 8, Room 317.

A historical survey of the arts of interior design and especially furniture. Emphasis is placed on the development or change in form and structure of furnishings from man's earliest expressions through the eighteenth century, as they reflect the changing cultural framework of Western civilization.

222. **HISTORIC FURNITURE AND INTERIOR DESIGN.** Spring. Credit three hours.

Prerequisite, H.D. 221. Miss WELLING.

M W F 8, Room 317.

A historical survey of the arts of interior design and especially furniture of seven-

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





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

teenth and eighteenth-century America. Also, an examination of the emergence and development of contemporary furniture and interior design in America and western Europe, with special consideration of technological growth.

- [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 1964-1965.]

240. **HOUSE PLANNING.** Fall and spring. Credit three hours. Prerequisite, H.D. 100 and 147. Limited to 15 students. Mr. MILLICAN.
Room 318, all sections.

Fall

T Th 9-12

W F 1:40-4:30

Spring

M W 9-12

An introduction to house design. Drafting-

room work consisting of plan and model studies of house and site. Lectures, discussions, required reading.

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

For students recommended by counselors and approved by the head of the department and the instructor in charge for independent, advanced work on a problem not dealt with by other courses in the department, or for special arrangement of course work necessitated because of previous training. Students must prepare two copies of a description of the problem 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. Obtain form to be used in Room 135.

301. **DESIGN.** Fall and spring. Credit three hours. Prerequisite, H.D. 200. Instructor's signature required at preregistration. Misses NEBLETT and STRAIGHT.

Fall

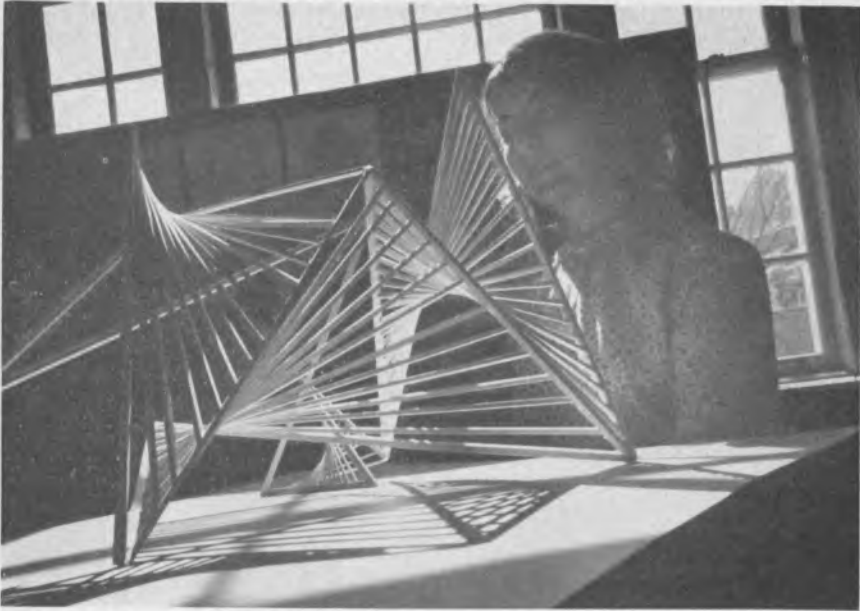
T Th 9-12, Rooms 401B, 322

T Th 10-1, Room 401B

Spring

M W F 10-12, Room 401B

T Th 1:40-4:30, Room 322



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

Offers a limited number of seniors opportunity to further explore and develop basic design problems on an advanced level.

[311A. **TEXTILE DESIGN.** Fall. Credit three hours. Prerequisite, H.D. 100. Miss STRAIGHT. T Th 9-12. Room 322.

In alternate years textile design for (A) print processes, and (B) weaving, will be presented. (A) printing will not be offered 1964-1965.]

311B. **TEXTILE DESIGN.** Fall. Credit three hours. Prerequisite, H.D. 100. Miss CADY. T Th 9-12. Room 408.

In alternate years textile design for (A) print processes, and (B) weaving, will be studied. (B) weaving will be offered in 1964-1965. Class limited to eight students. Minimum cost of materials, \$10.

[319. **CONTEMPORARY DESIGNERS.** Spring. Credit three hours. Prerequisite, H.D. 220 or equivalent. Miss TRUE. T Th 10:30-12. Room 317. Analysis of works of selected contemporary designers; comparison of the purposes and philosophies which affect design form and expressive content. Artists' work chosen from painting, architecture, and related design fields to accent the interrelation of design in the various fields.

Field trip to New York City galleries and museums. Not offered 1964-1965.]

325. **INTERIOR DESIGN.** Fall. Credit three hours. Prerequisite, H.D. 220. Limited to 15 students. Miss CADY.

M W 10-1. 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 to New York City (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.

A continuation of H.D. 325. Special units are taught by participating staff.

339. **SEMINAR IN DESIGN.** Spring. Credit three hours. For upperclassmen and graduate students. Instructor's signature required at preregistration. Mrs. ADLER. W 2-4. Room 327.

348. **HUMAN FACTORS IN HOUSING.** Fall. Credit three hours. Prerequisite, H.D. 147.

Mr. BOWER and Miss LANGFORD. M W F 9. Room 301. A critical analysis of the influence of such factors as family life cycle, socio-economic status, attitudes, values, and preferences on housing requirements. Special treatment of current problems, such as housing needs of the aged, low-income families, and certain ethnic groups.

349. HOUSING: SUPPLY. Spring. Credit three hours. Prerequisite, H.D. 147. Mr. BOWER and Miss LANGFORD. M W F 9. Room 301. Certain theories and concepts in housing. Problems of suburbanization and city growth; neighborhood factors and community facilities; importance of housing finance; influence of government policies.

400. SEMINAR IN CURRENT HOUSING PROBLEMS. Spring. Credit three hours. Registration by permission of the instructor, based upon student's training, experience,

and interest. Instructor's signature required at preregistration. Mr. BEYER.

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

403. SPECIAL PROBLEMS FOR GRADUATE STUDENTS. Fall and spring. Credit and hours to be arranged. Department staff. For graduate students recommended by their chairmen and approved by the head of the department and the instructor in charge for independent, advanced work.

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

447. FUNDAMENTALS OF HOUSING. Fall. Credit three hours. Consult with instructor prior to registration. Mr. BOWER and Miss LANGFORD.

T Th 4-5:30. Room 301.

INSTITUTION MANAGEMENT

Mrs. MARY K. BLOETJES, *Head*; ALICE BURGAIN, CAROL CONNAUGHTON, RITA CONNELLY, KATHLEEN CUTLAR, MARIE KNICKREHM, KARLA LONGRÉE, 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 the student who wishes 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.

Students who major in institution management will complete the following undergraduate courses totaling 16 to 18 credit hours: Food and Nutrition 215, Institution Management 220, 319, 325 and the balance of the requirements from Industrial and Labor Relations 450, Institution Management 241 and 327.

A summer practicum is required for students majoring in Institution Management and those 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. Miss CONNAUGHTON.

T Th 11. Room G-62.

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

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

220. FOOD SELECTION AND PURCHASE.

Spring. Credit three hours. Preferably taken in the junior year. May be taken in the sophomore year on the recommendation of the class counselor. Advised for all students specializing in institution management or dietetics; suggested for students preparing for positions in teaching and extension. Miss CONNELLY.

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

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



Calculation of budget and cost control records.

241. MANAGERIAL ACCOUNTING FOR DIETITIANS. Spring. Credit three hours. Miss CONNAUGHTON.

M W F 12. Room 124.

A survey of basic accounting principles underlying financial statements. Emphasis is directed toward the interpretation and use of accounting records in the administration of a dietary department.

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

For students recommended by counselors and approved by the head of the department and the instructor in charge for independent, advanced work on a problem not dealt with by other courses in the department, or for special arrangement of course work necessitated because of previous training. Students must prepare two copies of a description of the problem 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. Obtain form to be used in Room 135.

319. THEORY OF QUANTITY MENU ITEM PRODUCTION AND SERVICE. Fall. Credit three hours. For students preparing for the administration of hospital dietary de-

partments, school lunch programs, promotional work with food industries, and extension service. Prerequisite, F.N. 215 or 217. Mrs. BLOETJES.

M W F 10. Room 124.

Principles of processing, production scheduling, equipment operation, and labor 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. See page 23.

325. PRINCIPLES OF ORGANIZATION AND MANAGEMENT. Fall. Credit two hours. Primarily for seniors. Required for all students majoring in institution management. Prerequisites, I.M. 220 and 319. Miss KNICKREHM.

M F 2. Room 124.

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.

- 327. INSTITUTION FOOD SERVICE EQUIPMENT.** Fall. Credit two hours. For juniors and seniors majoring in institution management. Prerequisite, I.M. 319. Miss CUTLAR.

W 2-4. Room 121.

The selection and layout of food service equipment in relation to production requirements, materials, and utility. A one-day field trip to a restaurant equipment firm and typical institution kitchens is planned. Cost of trip, \$5.

- 328. SCHOOL LUNCH MANAGEMENT.** Spring. Credit two hours. Prerequisite, I.M. 319. Miss BURGOIN.

T Th 2. Room G-62.

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.

- 350. INSTITUTION PRACTICE.** Fall and spring. Credit three hours. Open to a limited number of seniors and graduate students majoring in institution management, with the permission of the instructor. Prac-

tice assignments require approximately 10 hours a week for the full semester. Conference hour to be arranged. Students will meet with the instructor the first day of the term, 4-5. Room G-69. Miss BURGOIN or Miss CUTLAR.

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

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

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

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

- 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 G-62.

- 419. THEORY OF QUANTITY MENU ITEM PRODUCTION AND SERVICE.** Fall. Credit



Study of floor plans and equipment layout for institutional kitchens.

three hours. Graduate section of I.M. 319. Instructor's signature required for preregistration. Mrs. BLOETJES.
M W F 10. Room 124.

420. ADVANCED FOOD SELECTION AND PURCHASE. Spring. Credit three hours. Instructor's signature required for preregistration. Miss CONNELLY.

Lecture and discussion, M 2-4, F 3.
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.

425. ADVANCED ORGANIZATION AND MANAGEMENT. Fall. Credit two hours. Instructor's signature required for preregistration. Miss BURGOIN.

T Th 2. Room G-62.

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

427. ADVANCED FOOD SERVICE EQUIPMENT. Fall. Credit two hours. Graduate section of I.M. 327. Instructor's signature required for preregistration. Miss CUTLAR.

Lecture and discussion, W 2-4 and additional conferences to be arranged. Room 124.
Selection and planning for layout of food production and service equipment for hospitals, schools, and restaurant kitchens. Adaptation of work simplification techniques

as developed in industry to studies of activities in large-quantity kitchens. Field trips to typical institution kitchens are planned. Cost of trips, \$5.

428. SCHOOL LUNCH MANAGEMENT. Spring. Credit two hours. Graduate section of I.M. 328. Instructor's signature required for preregistration. Miss BURGOIN.

T Th 2, and one additional hour to be arranged. Room G-62.

429. SANITARY ASPECTS OF MENU ITEM PREPARATION IN QUANTITY. Spring.

Credit two hours. Prerequisite, a course in general bacteriology. Open to seniors with adequate background. Instructor's signature required for preregistration. Miss LONGFEE.
M W 2. Room G-62.

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.

440. QUALITY AND QUANTITY FOOD CONTROL. Spring. Credit two hours. Prerequisites, I.M. 220, 241, and 319. Open to seniors by special permission. Mrs. BLOETJES.

M F 2. Room 3-M-11.
The integration of production quantities, purchase standards, account classifications, and distribution control based on standard proportioned menu items. Emphasis on the use of punched cards and their control value.

TEXTILES AND CLOTHING

Mrs. CHARLOTTE BAUMGARTNER, *Head*; Mrs. MADELINE C. BLUM, NANCY CONKLYN, MARGARET HUMPHREY, Mrs. BARBARA JAMBA, Mrs. SUZANNE LOWRY, ELEANORE LUND, Mrs. FRANCES McFADDEN, Mrs. JEAN McLEAN, Mrs. ELSIE McMURRY, Mrs. MARY RYAN, 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 making intelligent use of market facilities in the buying of apparel, 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 undergraduate student who wishes preprofessional training will be expected to take the department major: Textiles and Clothing 141, 170, and 210, and an additional nine hours distributed in the two areas of textiles and clothing.

The study of textiles and clothing is closely related to the physical sciences, the social sciences, and the humanities, and therefore, courses in *chemistry, physics, mathematics, economics, psychology, sociology, anthropology, history, and history of art* will contribute materially to the work in this department.

141. PRINCIPLES OF CLOTHING CONSTRUCTION AND SELECTION. Fall and spring. Credit three hours. Each section limited to 16 students. Mrs. LOWRY. Room 215, all sections.

Fall	Spring
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. 11, Jan. 6, Mar. 24, and May 12. 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 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, Th 8-10 or 2-4, F 2-4. One additional hour of laboratory work required.

An introduction to the study of textiles as one of the world's oldest crafts and as one of its major industries today. Emphasis is placed on the properties of textile materials in relation to their end uses, and in particular those uses where aesthetic qualities are required; where mechanical properties are important; where chemical, thermal, and other kinds of degradation are factors; and where launderability and cleanability are essential. Students are encouraged to independently explore the characteristics of a wide variety of textiles. Field trips to nearby areas may be planned; total cost to students not to exceed \$3.

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 LUND.

Lecture, Th 8. Room 117. Laboratories are as follows (Room 216, all sections):

<i>Fall</i>	<i>Spring</i>
M W 11-1	T Th 11-1
T Th 9-11 or 2-4	T Th 2-4

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 a design, considering the interrelationships of aesthetic principles, function, materials, and

technical procedures; the writing of an essay based upon reading and class discussion; and consultation with individuals of various ages who have particular needs in clothing design.

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>	
M W 1:40-4:30	Room 213
T Th 8-11	Room 217
<i>Spring</i>	
M W 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.

250. **APPAREL DESIGN: DRAPING.** Fall and spring. Credit three hours. Prerequisites, T.C. 210 and 215. Each section limited to 16 students. Miss SPRATT. Room 217, all sections.

<i>Fall</i>	<i>Spring</i>
T Th 1:40-4:30	T Th 9-12

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.

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

For students recommended by counselors and approved by the head of the department and the instructor in charge for independent, advanced work not otherwise provided in the department; or for special arrangement of course work necessitated because of previous training. Students must prepare two copies of a description of the problem they wish to undertake. One, signed by the instructor directing it and the head of the department, must be filed with the preregistration material. The second copy is left with the instructor. Obtain form to be used in Room 135.



Laboratory work in textile science.

331. HISTORY OF COSTUME. Fall. Credit three hours. Prerequisite, History of Art 201 recommended for fall, 1964, and required for fall, 1965. For upperclassmen and graduate students. May be elected by students from other colleges of the University. Mrs. McMURRY.

M W 2-3:30. Room 117.

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.

332. HISTORY OF COSTUME. Spring. Credit three hours. Prerequisites, History of Art 201 and 202 recommended for spring, 1965, and required for spring, 1966. For upperclassmen and graduate students. May be elected by students from other colleges of the University. Mrs. McMURRY.

M W 2-3:30. Room 117.

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.

345. APPAREL DESIGN: TAILORING PROCESSES. Fall and spring. Credit three hours. Prerequisite, T.C. 215. Limited to 16 students. Miss HUMPHREY.

T Th 9-11. Room 213. Two additional hours of work in laboratory required.

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.

- 351. APPAREL DESIGN: DESIGNERS' PROBLEMS.** Spring. Credit three hours. Prerequisite, T.C. 250; T.C. 373 desirable. May be taken preceding or following T.C. 355 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.

- 355. DESIGN AND COLOR IN APPAREL: ADVANCED COURSE.** Spring. Credit three hours. Prerequisite, T.C. 250; prerequisite or parallel. Housing and Design 200. Mrs. McMURRY.

M W 2-4. Room 216. Approximately two additional hours of laboratory work required. Alternate-year course; not offered in 1964-1965.]

- 370. TEXTILE FURNISHINGS.** Spring. Credit three hours. For home economics, hotel ad-

ministration, and other students. Lecture-demonstration-discussion. Miss. STOUT. M W F 11. Room 339.

Brief survey of world trade conditions and influence on textile supplies and markets. United States textile fibers, classification, and general properties. Types and qualities of widely used textile furnishings such as blankets, sheets, towels, table linen, mattresses, rugs, drapery and upholstery fabrics, and curtains. Methods of manufacture and marketing specific to the production and distribution of these articles. Specifications, standards, and federal and state legislation pertaining to their sale and use. Relation of fiber, finish, and processing to price, specific end-use, and maintenance.

- 373. NEW DEVELOPMENTS AND TRENDS IN TEXTILES.** Fall. Credit one hour. Prerequisite, T.C. 170 or 370 or equivalent. Miss STOUT.

M 12. Room 278.

Lecture and discussion. For students who have some knowledge of textiles and who wish information on new developments, particularly those of importance to consumers.

- 375. TEXTILES: TESTING AND EVALUATION.** Fall. Credit two hours. Prerequisite, T.C. 170 or 370 or equivalent; prerequisite or parallel, T.C. 373. Miss STOUT. W F 11-1. Rooms 278, 280, 277A.

A series of cooperative class problems chiefly involving procedures for evaluating the physical properties of fabrics and the performance of testing equipment. Laboratory work includes use of various testing instruments and standards or approved test methods of the American Society for Testing and Materials and the American Association of Textile Chemists and Colorists, as well as some experimental test methods. Research methods of analyzing and interpreting data and of presenting reports.

- 377. TEXTILE FIBERS AND THEIR PROPERTIES.** Spring. Credit three hours. Prerequisites, T.C. 170, Physics 101-102 or 201-202, and organic chemistry. Miss WHITE. M W F 8. Room 234.

A study of the structure and properties of the chief natural and man-made fibers.

- 401. RESEARCH METHODS IN TEXTILES AND CLOTHING.** Fall. Credit three hours. Mrs. RYAN and department faculty. W F 9. Room 301.

A review of various areas for research in textiles and clothing and consideration of appropriate techniques. Each student will carry out a minor research problem under the direction of a faculty member and report her progress to the class at various stages.

Study of the cultural aspects of costume.



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.
407. **THESIS AND RESEARCH.** Fall and spring. Registration with permission of the instructor. Department faculty.
408. **SEMINAR IN TEXTILES AND CLOTHING.** Fall and spring. Department faculty. F 4. Room 117.
430. **SEMINAR: CLOTHING AS RELATED TO HUMAN BEHAVIOR.** Spring. Credit three hours. Upperclassmen by permission of instructor. Mrs. RYAN. T Th 2. Room 301. Alternate-year course; not offered in 1964-1965.]
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. Alternate-year course; offered in 1964-1965.
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.
473. **SEMINAR: FUNCTIONAL PROPERTIES OF TEXTILE MATERIALS.** Fall. Credit two hours. Graduate students or advanced undergraduates admitted by permission of instructor. Miss WHITE. T 2-4. Room 234.
Critical review of research literature. Consideration of current theories regarding the relationships of fiber, yarn and fabric structure, finish, and conditions of service to the functional properties of textile materials.
477. **FIBER SCIENCE.** Spring. Credit two hours. Prerequisite, T.C. 377. Admission by permission of instructor. Miss WHITE. T 1-5. Room 234.
Laboratory investigation of physical and chemical properties of textile fibers.
478. **SEMINAR IN TEXTILES.** Spring. Credit one hour. Seniors by permission of instructors. Misses STROUT 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.
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. 375, 430, and 431.

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: Gymnastic Movement and Elementary Dance. Individual Gymnastics is substituted when recommended by the medical or physical education staff.

OTHER ACTIVITIES: Archery, badminton, basketball, bowling, canoeing, equitation, fencing, field hockey, figure skating, golf, judo, modern dance, riflery, senior life saving, square and folk dance, 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	51	Home Economics Alumnae Association	
Academic Honors	15	Scholarships	31-32
Academic Standing	50	Home Economics, Growth of	9
A.D.A. Internship	24	Home Economics Education	66
Admission, Requirements and Proce- dures	41-46	Hospital Dietetics	23
Advanced Placement and Credit	44	Household Economics and Manage- ment	70
Advanced Standing	41, 42, 44	Major in	70
Assistantships, Graduate	6-8, 36	Housing and Design	74
Attendance	51	Preprofessional Study in	74
Average	50	<i>In absentia</i> Study	52
Board and Room	25, 27	"Incompletes" in Courses	50
Borden Award	16, 32	Institution Management	20, 23, 78
Calendar	<i>Inside front cover</i>	Major in	78
Changes in Registration	48	Journalism, Home Economics	20, 61
Checks, Cashing of	28	Late Registration	49
Child Development and Family Rela- tionships	54	Leave of Absence	52
Major in	55	Library	10, 49
Commencement	15	Living Arrangements	25
Commercial Food Service	20	Loans	35
Council, College	2	Martha Van Rensselaer Hall	9
Counseling Service	16, 17, 54	Merrill-Palmer Institute	24
Courses, Numbering of	54	Nursing, Cornell University-New York	
Credit, Transfer of	42, 44, 52	Hospital School of Nursing	25
Danforth Fellowship and Scholarship ..	34	Nutrition, Graduate School of	25
Dean's List	15	Objectives of the College	11
Degree, Requirements for	11-15	Omicron Nu	16
Degrees, Graduate	47	Orientation	16
Degrees with Distinction	16	Personnel	3
Dietetics, Postgraduate Training	23	Petitions	49
Earning, Opportunities for	28	Physical Education Requirement	11, 85
Employment, Alumnae	21	Physical Education, Postponement or Exemption	85
Employment, Summer and Part-time ..	19	Placement Service	18
Examinations and Exemptions	51	Preregistration	48
Expense Estimates	28	Prizes	35
Extension Teaching	20, 22, 61	Probation	51
Faculty	3-8	Procedures	48-53
Fees and Payments	26-28	Professional Opportunities	19
Fellowships	36-38	Professional Preparation	22
Fines	49	Program, Student's	17
Food and Nutrition	62	Readmission, Degree Requirements ..	11
Major in	62	Registration	48
Good Standing	50	Scholarships	29-34
Grades	50	Special Standing, Admission with ..	45
Graduate Fellowships and Assistant- ships	36-38	State University of New York	9
Graduate Program	47	Summer Study Credit	53
Graduation Requirements	11-15	Teaching, Certificates	19, 23
Grants	34	Teaching, Secondary Schools	19, 23
Health Requirements	46	Textiles and Clothing	81
Health Services and Medical Care	26	Major in	81
Home Bureau Scholarships	29-31	Trustees	2
		Tuition	26, 34
		Withdrawal	52