



Cornell  
University

ANNOUNCEMENTS

New York State  
College of  
*Home Economics*

1968-69

A Statutory College of the State University,  
At Cornell University, Ithaca, New York

The focus of the program of the College of Home Economics is on the study of human development and the quality of the human environment. The College seeks to enhance the well-being of individuals and families through research, education, and application of knowledge in the physical, biological, and social sciences, and the humanities. The College is particularly concerned with problems of human welfare and family well-being which are of compelling significance in contemporary society.

As this *Announcement* goes to press the College is in the process of reorganizing its educational programs to provide students with a diversity of majors, both in basic disciplines and applied fields, to meet more effectively current and anticipated social needs.

The College wishes to attract men and women students who are motivated toward the goal of the College—the enhancement of the well-being of individuals and families—and to provide each with educational opportunities to meet his specific needs, in line with this goal. Provision is made for a student who wishes to deviate from the specific requirements for the B.S. degree to petition the faculty to approve a modified program. Approval will be given when, in the judgment of the faculty, the proposal results in an educational program which gives promise of achieving the individual's objectives, assuming they are appropriate within the focus of the College, more effectively than would the regular requirements for the degree.

Cornell University

New York State  
College of  
*Home Economics*

1968-69

A Statutory College of the State University,  
At Cornell University, Ithaca, New York

# Cornell Academic Calendar

	1968-69*	1969-70*
Registration, new students	F, Sept. 13	F, Sept. 12
Registration, old students	S, Sept. 14	S, Sept. 13
Fall term instruction begins, 7:30 A.M.	M, Sept. 16	M, Sept. 15
Midterm grade reports due	S, Oct. 26	S, Oct. 25
Thanksgiving recess:		
Instruction suspended, 1:10 P.M.	W, Nov. 27	W, Nov. 26
Instruction resumed, 7:30 A.M.	M, Dec. 2	M, Dec. 1
Fall term instruction ends, 1:10 P.M.	S, Dec. 21	S, Dec. 20
Christmas recess:		
Independent study period begins	M, Jan. 6	M, Jan. 5
Final examinations begin	M, Jan. 13	M, Jan. 12
Final examinations end	T, Jan. 21	T, Jan. 20
Intersession begins	W, Jan. 22	W, Jan. 21
Registration, old students	F, Jan. 31	F, Jan. 30
Registration, new students	S, Feb. 1	S, Jan. 31
Spring term instruction begins, 7:30 A.M.	M, Feb. 3	M, Feb. 2
Deadline: changed or make-up grades	M, Feb. 10	M, Feb. 9
Midterm grade reports due	S, Mar. 15	S, Mar. 14
Spring recess:		
Instruction suspended, 1:10 P.M.	S, Mar. 29	S, Mar. 28
Instruction resumed, 7:30 A.M.	M, Apr. 7	M, Apr. 6
Spring term instruction ends, 1:10 P.M.	S, May 17	S, May 16
Independent study period begins	M, May 19	M, May 18
Final examinations begin	M, May 26	M, May 25
Final examinations end	T, June 3	T, June 2
Commencement Day	M, June 9†	M, June 8†
Deadline: changed or make-up grades	M, June 16	M, June 15

\*The dates shown in the Academic Calendar are subject to change at any time by official action of Cornell University.

†Tentative.

## CORNELL UNIVERSITY ANNOUNCEMENTS

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\* Numbers following names indicate: (1) sabbatic leave August 1, 1967, to January 31, 1968; (2) sabbatic leave September 1, 1967, to February 29, 1968; (3) sabbatic leave September 1, 1967, to August 31, 1968; (4) sabbatic leave February 1, 1968, to July 31, 1968; (5) leave of absence September 1, 1968, to August 31, 1969; (6) leave of absence July 1, 1966, to June 30, 1968; (7) leave of absence September 1, 1967, to August 31, 1968; (8) leave of absence February 1, 1968, to August 31, 1968; (9) sabbatic leave February 1, 1968, to June 15, 1968.

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# Cornell University

## HOME ECONOMICS

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

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

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

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

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

## LIBRARY

The State Colleges of Agriculture and Home Economics are served by the Albert R. Mann Library of about 350,000 volumes. This is supplemented by the other libraries of Cornell University, containing about

3,000,000 volumes, many of which also relate directly to subjects dealt with by these 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 9,000 are received currently.

The Albert R. Mann Library building was completed in 1952. It has a capacity of 500,000 volumes and seats 700 readers. The first floor of the library is devoted primarily to books assigned for class reading, with rooms seating 380 persons. Also on this floor are rooms for small groups studying together, Xerox copying service, and the Ellis Room, which contains books and periodicals for leisure reading. On the second floor are the reference, bibliography, and periodical reading rooms, a room where typewriters may be used, offices and work rooms, the main loan desk, and the card catalog. The catalog provides a record of library materials located in all libraries and departmental collections of the Colleges. The library has a comprehensive collection of bibliographies.

When the University is in session the library is open, with librarians on duty to assist readers from 8 A.M. to 11:30 P.M. daily except Saturday, when it closes at 5 P.M., and Sunday, when it opens at 1 P.M. Students must present Cornell identification cards when borrowing books. Information on library regulations and suggestions for the use of the library are provided all new students in orientation meetings each fall. More detailed information appears in booklets distributed at that time.

## THE UNDERGRADUATE PROGRAM

### OBJECTIVES

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

The program of liberal studies emphasizes those subjects which have aided man to understand himself and the world in which he lives. It also furnishes the student with basic knowledge required as part of his education for successful professional work in a society that is changing both technologically and sociologically. The specialized studies relate basic knowledge to an understanding of the needs of people with regard to food, shelter, clothing, management of resources, and interpersonal and family relationships. Because the educational program of the Col-

lege 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<sup>1</sup>

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

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

The requirements stated (p. 18) are in the process of being reviewed by the faculty. For information regarding the changes in requirements write to: Coordinator of Resident Instruction, Martha Van Rensselaer Hall, Cornell University, Ithaca, N.Y. 14850.

<sup>1</sup> A student who is readmitted to the College will be held for graduation requirements in effect when she re-enters. Courses offered as substitutes for home economics subject requirements will be accepted by the committee on academic standing on recommendation by the departments concerned. Courses offered as substitutes for non-home economics subject requirements must be approved by the committee on academic standing.

<sup>2</sup> A student who entered as a first-semester freshman and who completes all the graduation requirements in less than eight semesters may continue to register as an undergraduate until eight semesters are completed. However, such a student will be required to carry a semester program of at least 12 credit hours in the period following the completion of the graduation requirements.

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

## Requirements for the B.S. Degree

(Effective September, 1963)

	<i>Credit Hours</i>
<i>Group I. Required</i> .....	76
A. Home economics .....	40
To include:	
1. Home economics core courses, to be completed in the first two years, by students entering as <i>freshmen</i> .	
(a) Clothing: TC 170	
(b) Design: HD 100	
(c) Food: FN 112 or FN 115	
(d) Interpersonal and family relationships: CDFR 115 or CDFR 162	
(e) Management of resources: HEM 100	
(f) Shelter: HD 147	
2. Educational perspectives: CS 100	
B. Humanities <sup>a</sup> .....	12
To include six hours in Freshman Humanities courses.	
C. Natural sciences <sup>a</sup> .....	12
To include a minimum of three credits in biological science and three credits in physical science.	
1. One of the following courses in human biology: Biology 101 and 102, Biological Sciences 210.	
2. Chemistry or physics	
D. Social sciences <sup>a</sup> .....	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 twenty-four credits <sup>a</sup> 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
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<sup>a</sup> A list of courses approved to meet the requirement is available in the Counseling Service office.<sup>4</sup> Courses may be taken outside the State Colleges beyond this limit of twenty-four credits only during the student's last semester prior to graduation, and provided

## Courses Appropriate to Meet the Requirements

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

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

A. *Home Economics*: Any course is appropriate which is offered by a department in the College of Home Economics except courses offered in the Department of Communication Arts.

B. *Humanities*: To be appropriate a course should

- (1) Serve the primary function of broadening the student's program of liberal studies.
- (2) Be directed toward that part of general education which contributes primarily to cultural enlightenment, esthetic awareness, and those values of the contemplative life which are not concerned with the natural or social sciences.
- (3) Be selected in general from these fields of study: art, drama, language, literature, music, or philosophy with the following exceptions: (a) beginning courses in any language and those primarily concerned with composition or conversation; (b) studio or performance courses in any of the expressive arts (art, dance, drama, music, speech).

C. *Natural sciences*: To be appropriate a course should

- (1) Serve the primary function of broadening the student's program of liberal studies.
- (2) Be directed primarily toward developing an understanding of the natural science aspects of the subject rather than those aspects which emphasize the subject's relationships to the social sciences or humanities.
- (3) Deal with relatively broad topics rather than highly specialized ones.
- (4) Be selected in general from the biological science fields of bacteriology, biochemistry, biology, botany, zoology; and, in general, from the physical science fields of astronomy, chemistry, geology, and physics.

D. *Social sciences*: To be appropriate a course should

- (1) Serve the primary function of broadening the student's program of liberal studies.
- (2) Be concerned primarily with substantive content or theory rather than with acquisition of technical or methodological skills, with understanding such content or theory rather than with its application.
- (3) Be concerned with relatively broad issues rather than with highly specialized topics in a given field.
- (4) Be selected in general from the fields of anthropology, economics, government, history, psychology, sociology. Not more than six credits may be taken in any one field.

that the hours taken in excess of twenty-four credits are also in excess of the 120 hours required for graduation, and upon payment per credit hour of \$53.90625.

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 twenty-four credits allowed under Group II.

## COMMENCEMENT

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

## ACADEMIC HONORS

**DEAN'S LIST.** Excellence in academic achievement is recognized each semester by placing on the Dean's List the names of students who have completed satisfactorily at least twelve credits with letter grades other than S or U, and have received an average of 3.5 or higher for the semester. No student who has received an *F* or *U* in an academic course will be eligible.

**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 forty-five credit hours of work at Cornell. In determining the academic standing of a transfer student, previous work taken at another institution is included in the computation of the student's academic average.

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

**OMICRON NU.** The purpose of Omicron Nu, the home economics honor society, is to recognize superior scholarship and to promote leadership and research in the field of home economics. Membership denotes a superior academic standing and a record of leadership or potential for leadership. Students are eligible if, as juniors, they are in the upper 15 per cent of their class, or as seniors, they are in the upper 25 per cent of their class; both juniors and seniors must have a cumulative average of not less than B. Graduate students who meet a specific set of eligibility requirements also may be elected.

**BORDEN HOME ECONOMICS SCHOLARSHIP.** The Borden Home Economics Scholarship is awarded to the top-ranking member of the senior class (see page 37) based on all collegiate work taken prior to the fall of the senior year. The recipient must have completed two or more courses in food and nutrition.

**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 highest ranking freshman and sophomore.

## COUNSELING SERVICE

Each student, upon admission to the College, is assigned to a counselor for the duration of the college course. The Counseling Service is maintained to foster the maximum growth and development of the student in matters relating to personal and educational adjustment and to professional choice. Some counseling is conducted on a group basis, as in the course Educational Perspectives, required of all students; frequently it is on an individual basis through student conferences. Students may consult their counselors at any time.

## ORIENTATION OF NEW STUDENTS

Orientation begins in the summer with an exchange of correspondence between student and counselor. The counselor's letters include such information as how to apply for part-time work during the school year, arrangements for opening checking accounts in the Ithaca banks, suggestions for getting baggage to Ithaca, and a list of types of clothing appropriate for campus wear. The entering student, in turn, submits an outline of preferred courses for the first term, and raises any questions.

All new students and intercollege transfers report to the campus several days before classes begin and before former students return. Routine examinations that 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 that was planned for each on the basis of the summer correspondence, explain the relation of the College Counseling Service to student services available elsewhere on the campus, and instruct the students in registration procedures.

Parents who bring students to the College are invited to participate in the orientation program through meetings that 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 designed to help students become familiar with the University environment.

**EDUCATIONAL PERSPECTIVES.** This course is required of all regular undergraduate students in the first fall semester of their enrollment. It is designed to help entering students understand the relation of home economics to general education, to help them become aware of the variety of experiences available in the University, and to help them develop four-year programs that will utilize many of these experiences in a way that will contribute to their liberal education and professional preparation. A major segment of the course deals with professional opportunities for home economists and their professional requirements.

## EDUCATIONAL, PERSONAL, AND VOCATIONAL COUNSELING

The student and counselor meet at least once each term to discuss the students's program for the following semester. "Program" is interpreted by the College to include all of the activities—academic, personal, social, and remunerative—to which the student gives interest and time. The counselor helps the students in every way possible to make effective use of the resources of the University and the University community for the fulfillment of their needs and purposes, and to broaden the scope of their interests.

In addition to conferences with the counselor, a student has available group meetings and individual contacts with faculty members in the field of major interest that aid the student in planning professional training.

Most students carry schedules of fifteen to eighteen credits, exclusive of physical education. During the several terms, however, either more or fewer hours may be taken depending on individual ability and the demands that other aspects of the program put upon the student's physical resources and time. To carry more than eighteen credits or less than twelve in a given semester requires the approval of the faculty committee on academic standing (see page 55).

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

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

Each student is encouraged to analyze interests and abilities, to investigate opportunities, and to make a plan which will include professional or preprofessional preparation. The counselor helps the student to select a professional field by offering help in learning how to study a job, in considering interests and aptitudes, and studying 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 ways to most adequately plan to meet the requirements. Students are referred to members of the teaching staff, placement officers, workers, and employers, and to vocational literature for information about the various opportunities in their fields of interest and the qualifications that are usually expected. Students are encouraged to use their courses, extra-curricular activities, and work experiences to increase their knowledge and understanding of the kind of work they are 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.

The Placement Office acts as a liaison between faculty, students, and employers. Its particular concern is to help students and faculty to know more about the many work opportunities available for home economics graduates. Information regarding the personal and academic qualifications outlined by employers and the experience required as preparation for many jobs may help in the planning of a student's college program. Bulletins of job descriptions, files of occupational leaflets for student and faculty use, and displays and other visual aids are among the media used. Guidance is given through individual conferences; the freshman course, Educational Perspectives; and group meetings.

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

## Summer and Part-Time Employment

Summer work serves a twofold purpose. In addition to financial remuneration 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.

Eighty per cent of the students in the College reported jobs of at least four weeks' duration for the summer of 1967. Many held camp jobs as counselors or assistant dietitians; others worked in resorts and summer hotels as waitresses, cooks, clerical workers, hostesses; in restaurants and cafeterias as general assistants; in department stores as salespeople; in offices as secretaries, stenographers, or clerks; in nursery groups and at playgrounds as teachers or assistant teachers; and in industrial plants as semiskilled and unskilled workers. Some worked as apprentices in the dietary or nursing departments of hospitals, an excellent experience for students who anticipate postgraduate training in 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 be valuable to the organization.

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

## PROFESSIONAL OPPORTUNITIES

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

*Educational services* call for work with young people at various age levels and, in some cases, with adults. Undergraduates may meet the state requirements for certification for teaching home economics in secondary schools. Teachers in the secondary schools often share in the community adult education programs.

The College does not offer a program leading to the certificate for either early childhood education or elementary teaching. There are many opportunities for working with children for which students may prepare. Nursery schools, day care centers, hospital activities programs, and classes for the handicapped are a few examples.

State *Cooperative Extension* positions are also educational services, and there are opportunities in many states for the home economists, with or without experience, to work with adult homemakers or as 4-H Club agents. Such workers teach in community centers and in homes rather than in public schools.

*Social work* is closely related to the educational field. Case work and such group work positions as those of the executives for the Girl Scouts or Camp Fire Girls, directors of teen-age or young-adult programs of the Y.W.C.A., directors of family development programs and children's activities programs in community centers all include informal teaching, as do the jobs of home economics consultants in social welfare agencies. For many positions in social work, graduate training is required.

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

Home economics relates easily to many of the *health vocations*. Some graduates take additional work which leads them into such fields as nursing, physical therapy, or the teaching of homemakers who are handicapped. Positions in occupational therapy require graduate training but utilize 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 dietetics in 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 internship in dietetics. The largest percentage of these internships are offered by hospitals (see page 28, Post-graduate Internship Training in Dietetics).

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

*Home economics writing* is open to those with either a general or a specialized home economics background supplemented by courses in writing and journalism. Home economists with writing ability are needed by magazines, newspapers, business concerns, university information services, and in Cooperative Extension. Workers in the fields of business and extension are called upon more and more to write for publications and to participate in radio and television programs.

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

## EMPLOYMENT AND GRADUATE STUDY OF THE CLASS OF 1967

Upon completion of the B.S. degree, graduates were employed in a variety of positions. See Table I. Thirty-five percent of the class entered schools of graduate study. See Table II.

Table I

<i>Areas of employment</i>	<i>Percentage of Employed</i>
Education .....	46%
Cooperative Extension	
Teaching	
Elementary	
Nursery school, kindergarten, and primary grades	
Secondary school	
Special Programs for the handicapped	
Food service and dietetics .....	9%
Social work .....	9%
Research .....	3%
Business .....	33%
Retail	
Equipment promotion	
Textiles and clothing promotion	

Table II

<i>Areas of Graduate Study</i>	<i>Number</i>
Home economics .....	13
Elementary education .....	19
Social work .....	11
Special education (exceptional children) .....	5
Personnel and Guidance .....	3
School Psychologist .....	2
Miscellaneous, including family law, biochemistry, development psychology, nursing, occupational therapy, and business administration .....	10

## PROFESSIONAL PREPARATION

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

### EXTENSION TEACHING

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

Extension teaching is conducted

- ...with homemaker and youth groups;
- ...with organizations, agencies, and groups (public or private) serving individuals, families, and communities;

- ...with firms supplying goods and services for consumers, distributors, and producers;
- ...through bulletins, radio and television presentations, press releases, exhibits, and telephone and personal conferences.

Professional home economists are employed in counties as Cooperative Extension agents to develop and implement programs with these audiences. Increasingly, graduate study is required for these positions.

Students wishing to qualify for Cooperative Extension teaching positions in counties 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

Certification to teach home economics in the secondary schools of New York State may be earned by following a recommended curriculum in teacher education. Information about the curriculum may be obtained from a counselor or from a member of the home economics education faculty.

Some students incorporate the entire curriculum in their undergraduate program, completing both graduation and certification requirements at the same time. Such students are eligible for provisional certification and may seek teaching positions immediately. If they expect to continue in the profession they must complete thirty credits of post-Bachelor's work (Master's degree or nondegree study) to obtain permanent certification. At the present time the provisional certificate may be used for ten years after graduation.

Other students choose to specialize in one or two areas of home economics at the undergraduate level and to complete the teacher education program while enrolled in the Graduate School. The Master of Arts in Teaching degree is designed especially for these students. They may earn both M.A.T. and permanent certification before entering the teaching profession. Information about this program is available from the home economics education faculty and the University Office of Teacher Preparation.

It is not unusual for alumni of the College to decide to enter the teaching profession some time after graduation. Students who anticipate careers in teaching at a later date can profit from some advanced planning, and from conferring with faculty members in home economics education, even though they have no immediate concern for certification.

## INSTITUTION MANAGEMENT

The Department of Institution Management prepares students for positions in dietetics in institutions such as hospitals, colleges, universi-

ties, or schools, and in businesses where nutrition and health are emphasized. Positions are also available in college and extension teaching, research, public health agencies, and food clinics. There are many opportunities for beginners as well as excellent openings for persons with experience and those who have had advanced study. The courses offered in the department are listed on page 101.

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

## Postgraduate Internship Training in Dietetics

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

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

These internships are ordinarily for twelve months. Details of the approved programs are available in the College Placement Office.

## THE MERRILL-PALMER INSTITUTE OF HUMAN DEVELOPMENT AND FAMILY LIFE

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

Students interested in various phases of child development, parent education, social service work, nutrition, extension, secondary school, or other teaching may apply to a selection committee at the College for study in Detroit. Study may be for either term of the senior year, the second term of the junior year, or for the summer. 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 Records and Scheduling 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 fifteen credits at Cornell for courses taken at the Merrill-Palmer Institute unless they have had previous study *in absentia* (see page 58). 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.

A limited number of fellowships for graduate study is available each year at the Institute. Students interested in these should consult the Merrill-Palmer catalog. Merrill-Palmer graduate credits may be counted toward the doctoral 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, Freshman Humanities, and four credits of physical education.

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

## INTERNATIONAL HOME ECONOMICS

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

## LIVING ARRANGEMENTS

Cornell University provides comfortable, well-furnished dormitories and dining rooms for undergraduate men and women. These residence units are supplemented by fraternity, sorority, and cooperative houses. For detailed information on housing for undergraduate men, see the *Announcement of General Information*.

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

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

An application for living accommodations for undergraduate women will be enclosed in the letter of provisional acceptance sent to each successful candidate by the Office of Admissions.

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

## HEALTH SERVICES AND MEDICAL CARE

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

Students are entitled to unlimited visits at the Clinic. Appointments with individual doctors at the Clinic are encouraged and may be made by calling or coming in person. An acutely ill student will be seen promptly, with or without an appointment. Students are also entitled to laboratory and x ray examinations indicated for diagnosis and treatment when prescribed by University physicians, hospitalization in 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 the student's health, in the opinion of the University authorities, makes remaining in the University unwise, the student may be required to withdraw.



## EXPENSES

### TUITION

**TUITION** is \$200.00 per term for undergraduate students registered in the New York State College of Home Economics who are and have been bona fide residents of the State of New York for at least twelve months immediately prior to the registration day of each term of the academic year.

Tuition is \$300 per term for students who do not qualify as New York State residents.

Since physical presence in the state, especially for persons under age, by no means constitutes legal residence, applicants who are at all doubtful of their right to qualify as New York State residents should address inquiries to the Coordinator of Resident Instruction in the College of Home Economics.

### FEES

A **GENERAL FEE** of \$150.00 each term for a resident student and \$250.00 each term for a non-resident student is charged. A student who is not a resident on entrance is held for the non-resident fee for all the college terms. The General Fee covers the following services:

**ADMINISTRATION AND ENDOWED COLLEGE LABORATORY SERVICES.**

**HEALTH SERVICES AND MEDICAL CARE** as described above.

**MEMBERSHIP IN THE UNIVERSITY STUDENT CENTER**, which entitles the student to a share in the common privileges afforded by the operation of Willard Straight Hall, subject to regulations approved by the Board of Managers of the Hall.

**PHYSICAL RECREATION.** Women students are entitled to the use of the facilities in Helen Newman Hall, the women's physical education and sports building.

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

**AN APPLICATION FEE** of \$15 must be paid at the time an application for admission is submitted.

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

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

A fee of \$12.50 is charged for registration *in absentia* (see p. 58).

Fees for late registration, or for examination to make up an "incomplete," are discussed on page 55.

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

## DATES AND PROCEDURE FOR PAYMENT OF UNIVERSITY CHARGES

The estimated charge for board and room in the dormitories is \$1,074.00 - \$1,170.00 a college year, payable in four equal installments. For the fall term, the first payment is due thirty 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.

A tuition and fee statement is mailed to the student's home address by the Treasurer's Office before the beginning of each term. The charges are due and payable by the date indicated on the statement, which is always prior to registration in the University.

Any student who fails to pay tuition, fees, room and board, and/or other indebtedness to the University, within the prescribed period of grace, is dropped from the University unless the Treasurer has granted 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 on a petition available at the Treasurer's Office.

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

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

## ESTIMATE OF ANNUAL EXPENSES

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

REQUIRED FOR ALL STUDENTS:		<i>Resident</i>	<i>Non-Resident</i>
* Tuition .....		\$ 400.00	\$ 600.00
† Room and board in dormitory .....	1,074.00–1,170.00	1,074.00–1,170.00	1,074.00–1,170.00
* General Fee .....		300.00	500.00
Books and equipment }			
Personal Allowances }		385.00	385.00
Laundry and cleaning }			
Total .....		\$2,255.00	\$2,655.00

## REQUIRED FOR NEW STUDENTS:

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

\* Special students also are held for these fees.

† Additional charge is made to students remaining in Ithaca during Christmas and spring vacations. The amounts apply to persons living in a University residence hall and enrolled in a University dining plan.

‡ Applied in full against initial room and board bill.

## OPPORTUNITIES FOR EARNING EXPENSES

Applicants should understand at the outset that while in college there is no way to earn the entire amount necessary for college expenses. A student should expect to net not more than \$600 from part-time employment during the academic year. The normal student by working the average of twelve hours per week can expect \$400. Thus, before planning to earn a portion of college costs, a student should give careful consideration to the amount of remunerative work that can be carried along with 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 a 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 a place in the new community as early as possible, and this should be taken into consideration in planning the time necessary to earn a portion of 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 a student earns a substantial amount of expenses. In such instances, it is imperative that the student plan such an employment program in advance with the University Office of Scholarships and Financial Aid before rushing into commitments that may quickly lead to the student being placed in a difficult situation. Almost all types of substantial employment are obtained during the first year. This is necessarily so because of the great demand placed on the limited supply

of available employment opportunities. The opportunities that are available are awarded to students who make application for financial assistance to the Office of Scholarships and Financial Aid, and who subsequently are granted aid in the form of scholarships, loans, and/or job combinations. If jobs are left unfilled after awards have been made on April 15 to each incoming freshman class, then they are held on a first-come, first-served basis when school opens in September. Interested individuals are asked to come in person to the Office of Scholarships and Financial Aid at that time. However, the likelihood of finding a job at that time is very limited and would be solely confined to the possibilities in the University Dining Halls.

## 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. The amounts quoted are approximations. A quality point cumulative average of 2.85 or better is required for scholarship awards. A recipient is expected to maintain a 2.85 quality point average during the first semester the student holds the scholarship in order to have the scholarship continued.

*Home Economics scholarships available to freshmen* are the Sears-Roebuck Scholarships, the Eastern Milk Producers Cooperative Scholarships, the Home Economics Alumnae Elizabeth Lee Vincent Scholarship, the Grace Schermerhorn Scholarship, the Helen H. Shedrick 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 Admissions, Day Hall. Completed applications must be submitted by January 15.

This procedure covers all freshman scholarships except the Grace Schermerhorn scholarship. See page 38 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 March 15, on forms obtainable at the Office of Records and Scheduling.

## HOME BUREAU SCHOLARSHIPS AND EDUCATIONAL GRANTS

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

All the Home Bureau scholarships and grants are open to sophomores, juniors, and seniors. Preference is given to those from upstate New York and Long Island, and to those preparing for Cooperative Extension work. 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 at least \$250.

**THE FLORA ROSE SCHOLARSHIP.** With Miss Van Rensselaer, Miss Rose was co-director of home economics through its development into a college. After Miss Van Rensselaer's death, Miss Rose was director of the College until her retirement in 1940. The scholarship was established in 1939. The amount is at least \$250.

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

### Awarded as Scholarships or Educational Grants

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

THE NETTIE M. ROODS AWARD was established in 1943 and first given in 1945-46. It honors 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 at least \$250.

THE ANNA GAGE PUTNAM AWARD, established in 1945, honors 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 amount is at least \$250.

THE MARTHA H. EDDY AWARD, established in 1946, honors a former 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 at least \$200.

THE ANN PHILLIPS DUNCAN AWARD, established in 1940, honors one of the first home demonstration agents in the state. Mrs. Duncan was one of the organizers of the State Federation of Home Demonstration Agents and served on the State Fair Commission. The amount is at least \$250.

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

THE ELIZA KEATES YOUNG AWARD, established in 1948, honors the third president of the New York State Federation of Home Bureaus. Mrs. Young was for many years a member of the Legislative Forum Committee. Her efforts in Albany helped to obtain state funds for the building of Martha Van Rensselaer Hall. Mrs. Young also was prominent in work with the Associated Country Women of the World. The amount is at least \$250.

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

THE EVALYN F. GATCHELL AWARD, established in 1951, honors the seventh president of the New York State Federation of Home Bureaus. Mrs. Gatchell was present at the meeting in 1919 called to organize the Federation. 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 at least \$250.

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

## HOME ECONOMICS ALUMNAE ASSOCIATION SCHOLARSHIPS

THE HOME ECONOMICS ALUMNAE MARTHA VAN RENSSELAER SCHOLARSHIPS are given in honor of Martha Van Rensselaer, the first director of home economics at Cornell. The fund was established by the College Alumnae Association in 1941. The fund was doubled in 1960 through a bequest of Miss Flora Rose who was codirector of the College with Miss Van Rensselaer, and later director. Awards are made to sophomores, juniors, or seniors who are outstanding students.

THE HOME ECONOMICS ALUMNAE ELIZABETH LEE VINCENT SCHOLARSHIP was established in 1953 by the Home Economics Alumnae Association of the College in honor of Miss Vincent, upon her retirement as Dean of the College. The award is made to an entering freshman on the basis of financial need, scholastic ability, and leadership. Application is made on blanks obtainable from the Office of Scholarships and Financial Aid, Day Hall (see page 34). The amount is at least \$200.

## OTHER SCHOLARSHIPS

TWO SERBY-GILDEA SCHOLARSHIPS were established in 1966 by the Gildea Foundation at the request of Mr. and Mrs. (Gertrude Serby, '52) Ray Y. Gildea, Jr., '48.

The scholarships are to be administered by the Alumnae Association and are available annually to one graduate and one undergraduate student, either American or foreign, who meets the scholarship standards of the College Awards Committee. Each award is \$500.

THE NASSAU-SUFFOLK HOME ECONOMICS EXTENSION AWARD was established in May, 1959. It was made possible by the voluntary contributions of Cooperative Extension members in Nassau and Suffolk counties. It may be given as either a scholarship or as an educational grant. Any New York State junior or senior planning a career in teaching or Cooperative Extension may apply. Preference is given to students from Nassau and Suffolk Counties provided their qualifications compare favorably with those of other applicants. The amount is \$500.

THE ROBERT M. ADAMS 4-H MEMORIAL SCHOLARSHIP was established in memory of Professor R. M. Adams by the 4-H Clubs of the State of New York in 1938. The scholarship yields approximately \$80 a year. Students who are state residents are eligible to apply after their first year in College, and those who have been 4-H Club members are given first consideration.

THE BORDEN HOME ECONOMICS SCHOLARSHIP. A fund established in 1944 by the Borden Company provides for an annual award of \$300 to the top-ranking member of the senior class (based on

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

**THE EASTERN MILK PRODUCERS SCHOLARSHIPS.** Two scholarships of \$250 each were established in January, 1960, by the Eastern Milk Producers Cooperative Association, Incorporated, to be awarded either to freshmen or upperclassmen. Entering freshmen are eligible to apply for the scholarships provided that they rank in the upper two-fifths of their high school graduating class. Financial need, evidence of outstanding character, and leadership ability are considered in making the awards. Preference is given to daughters of members of the Eastern Milk Producers Cooperative Association.

Entering freshmen may file application on blanks obtainable from the Office of Admissions, Day Hall (see page 34). At the time of filing the application, freshmen who are daughters of members of the Eastern Milk Producers Cooperative Association should so notify the Coordinator of Resident Instruction, College of Home Economics. Upperclassmen may apply through the usual channels on blanks obtainable in the Office of Records and Scheduling.

**DREYFUS MEMORIAL SCHOLARSHIPS.** Two scholarships of an annual value of \$500 each were established in 1926 by Mrs. Berta E. Dreyfus in memory of her husband, Dr. Louis A. Dreyfus. In their award preference is given first to students coming from high schools of Richmond County, New York, and next to those from Sandusky, Ohio. First consideration is given to those specializing in chemistry, engineering, or agriculture, or to women in home economics or arts and sciences. These scholarships are awarded to incoming juniors and seniors. An average of 80 or better is required. Applications should be made to the Office of Scholarships and Financial Aid, Day Hall.

**THE GRACE SCHERMERHORN SCHOLARSHIP** was established in 1926 by the Association of Homemaking Teachers of the New York City Elementary and High Schools in memory of a former director of homemaking education there. It is awarded to a student from the New York City schools who has been accepted for admission to the New York State College of Home Economics. To be eligible to apply, a student must be outstanding in scholarship and character, must indicate a desire to teach home economics in the New York City schools, and must be suggested by the teacher of home economics in her particular high school to the scholarship chairman of the Association of Home Economics Teachers of New York City. The Executive Board makes the final choice in the selection of a candidate. The amount is approximately \$300.

**SEARS-ROEBUCK SCHOLARSHIPS** in home economics were established in 1950 by the Sears-Roebuck Foundation. Four awards, of \$300 each, are made annually to freshman women who are residents of New York State. Half of each award is paid upon matriculation as a freshman, and the remaining half is paid at the beginning of the



second semester. The recipients are selected on the basis of financial need, scholarship, and potential leadership. Application may be made on blanks obtainable from the Office of Admissions, Day Hall (see page 34).

Scholarships are awarded to sophomores, juniors, and seniors in May and are effective for the following year. Applications for these must be made by March 15, on forms obtainable at the Office of Records and Scheduling. A quality point minimum average of 2.85 is required.

Freshmen may apply on blanks obtainable from the Office of Admissions, Day Hall (see page 34).

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

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

Chosen by a faculty committee, the recipient is selected for her interest in the commercial field, her scholarship and leadership ability, and her physical, mental, social, and religious development.

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

**THE HELEN H. SHEDRICK SCHOLARSHIP** was established in 1967 at the bequest of Howard H. Shedrick. It will be awarded for the first time in 1968-69. This scholarship aid is for deserving and needy women students in home economics. Preference is first given to students from the village of Williamsville, second from County of Erie, third from the State of New York. The amount is approximately \$500.

**THE KURTZ-McCORMIC MEMORIAL SCHOLARSHIP** was established by the Student-Faculty Committee in the State College of Home Economics in 1967 in memory of Carol L. Kurtz and Anne C. McCormic, two students in the College of Home Economics who lost their lives in a fire at the Cornell Residential Club, April 5, 1967. The Scholarship is to be awarded annually to one junior or senior student in the College and the amount is at least \$250.

**THE FLEISCHMANN SCHOLARSHIP** is awarded to an incoming junior or senior who shows the greatest promise in furthering an education in journalism with a major in home economics and a minor in journalism. The amount is approximately \$1,000.

**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.

*For information concerning graduate fellowships and scholarships see p. 41.*

## 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 35.) Academic average is not specified for these grants.

**THE NASSAU-SUFFOLK HOME ECONOMICS EXTENSION AWARD** (see p. 37).

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

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

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

## 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.

*A publication concerning prizes offered in the University and open to competition by students in the College of Home Economics may be obtained from the Visitor Information Center, 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, a national honorary fraternity for Cooperative Extension personnel, 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. George J. Broadway, 21 Stone Hall, is chairman of the loan fund committee.

## GRADUATE ASSISTANTSHIPS, FELLOWSHIPS, SCHOLARSHIPS, LOANS

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

on one form. Applications for assistantships are made on a separate form. Both applications may be obtained from the department in which the applicant plans to study by writing to the appropriate department head, or to the Office of Records and Scheduling, New York State College of Home Economics, Cornell University, Ithaca, New York 14850. Application forms for admission also may be obtained from the Graduate School, Sage Graduate Center, Cornell University, Ithaca, N.Y. 14850. 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 should be filed as early as possible, preferably by January 25. Applications for fellowships and scholarships are due February 1. Awards are announced for both assistantships and fellowships by April 1.

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

**GENERAL FOODS FUND FELLOWSHIPS.** Fellowships for graduate study in the New York State College of Home Economics were established in 1956 by the General Foods Fund, Inc. Applicants may major in any field in the College of Home Economics and may register for either the Master's or Doctor's degree. Total value: \$3000 for Ph.D., \$2000 for M.S. degree.

**THE KATHARINE WYCKOFF HARRIS FELLOWSHIP** was established in 1956 through a bequest of Miss Katharine Harris, a graduate of the College and for many years head of the Department of Institution Management. It was awarded for the first time in 1957-58. The fellowship is available to candidates who are majoring or minoring in home economics fields. Preference is given to candidates whose major interest is in institution management. The award is made on the basis of academic record, successful experience in institution management, and potential contribution to the field of dietetics. Approximate value \$2,325.

**THE HERBERT AND LILLIAN POWELL FELLOWSHIP** was established through an endowment in memory of Mrs. Powell's sister, Miss Margaret L. Brew, who had been head of the Department of Textiles and Clothing. The fellowship is restricted to a Protestant woman in the field of home economics. Master's and doctoral degree candidates are equally eligible. Preference is given to candidates with major interest in the field of textiles and clothing or household economics and management. Approximate value \$2,325.

**THE FLORA ROSE FELLOWSHIP** was awarded for the first time in 1963-64. It is available to candidates with majors in any of the seven fields in home economics. Doctoral candidates are given preference. Alumnae are given preference among candidates of equally high qualifications. The award is based on evidence of exceptional ability to pursue graduate study and on potential contribution in the area of college teaching and/or research. Approximate value \$500.

**CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS.** Nine National Institute of Mental Health traineeships are available for Ph.D. candidates with major interest in this field. All applicants are asked to take the Graduate Record Examination. Total values: \$2,750 to \$3,950.

**INSTITUTION MANAGEMENT.** At least two U.S. Public Health Service traineeships in dietetics will be offered to students who wish to study for the M.S. degree. Total values vary from \$3,230 to \$3,980 for a nine-month or twelve-month period of study.

**THE GRACE STEININGER FELLOWSHIP FUND** is available to candidates for advanced degrees who are majoring in the area of food and nutrition. Preference is given to doctoral candidates. Approximate value \$3,000.

**THE ED GAVIN MEMORIAL HOUSING SCHOLARSHIP** is sponsored by the National Association of Home Builders Scholarship Foundation for "a student...pursuing a course of instruction which would lead him into work of value for home-building or allied fields." This scholarship is available to candidates for advanced degrees in housing and design. Total value is approximately \$2,000.

**THE HELEN CANON SCHOLARSHIP** is available to candidates for advanced degrees who are majoring in the field of household economics and management. The scholarship is named for the former head of the Department of Household Economics and Management and is provided by the interest on an endowment fund established in her memory in 1958 by her sister, Miss Eva Tolman Canon, and by Miss Beulah Blackmore, a close friend for many years and former head of the Department of Textiles and Clothing. Approximate value \$800.

**TWO SERBY-GILDEA SCHOLARSHIPS** were established in 1966 by the Gildea Foundation at the request of Mr. and Mrs. (Gertrude Serby, '52) Ray Y. Gildea, Jr., '48.

The scholarships are to be administered by the Alumnae Association and are available annually to one graduate and one undergraduate student, either American or foreign, who meets the scholarship standards of the College Awards Committee. Each award is \$500.

**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.

**THE ANNA CORA SMITH SCHOLARSHIP.** In 1930 two research fellowships were established through the will of Mrs. 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. Approximate value \$1,300.

**THE RUTH ADA BIRK EASTWOOD SCHOLARSHIP** is available to candidates for advanced degrees in the field of household economics and management and who are preparing for college teaching. This scholarship was established through a gift from the mother of the late Mrs. Ruth Ada Birk Eastwood, a former graduate assistant in the Department of Household Economics and Management. Approximate value \$1,100.

**THE ETHEL B. WARING FELLOWSHIP** is for graduate study in fields which contribute to the improvement of family living in other countries and societies. American students who are preparing for foreign service will be considered, but preference will be given to students from other cultures who are preparing to return to their native countries. The grant is available to doctoral or master's candidates and to non-degree students. Approximate value \$1,000.

## ADMISSION TO THE COLLEGE

The faculty of the College of Home Economics prefers men and women students who have an interest in solving the problems of society concerned with the well-being of individuals and of families. The fact that this is a state-supported college and each year has many more applicants that 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. The faculty of this College is actively seeking creative, imaginative students with divergent points of view. Applicants should be interested in specializing in one or more of the departments of the College, which include:

- Child Development and Family Relationships
- Food and Nutrition
- Home Economics Education
- Household Economics and Management
- Housing and Design
- Institution Management
- Textiles and Clothing

See page 18 of this *Announcement* for the outline of course work all students in the College complete, and see pages 60 to 113 for descriptions of the departmental majors and courses offered in each department.

The College welcomes applications for admission from all those who are interested in studying here regardless of race, religion, creed, nationality, family income level, or family background. Cornell University has a Committee on Special Education Projects (hereinafter referred to as COSEP) which receives referrals from these agencies: Cooperative Program for Educational Opportunity, National Scholarship Service for Negro Students, National Achievement Scholarship Program, and Aspira, an organization established by Puerto Rican Forum, Inc. The College of Home Economics encourages such students to apply, including those whose academic records would normally be considered somewhat marginal for admission to Cornell University.

## VISITS TO THE COLLEGE

For those students and parents who wish to visit the College admissions staff members will be available to talk with them about the program of the College weekdays from 10:00 A.M. to 12 noon and 2:00 P.M. to 4:00 P.M. on a year-round basis (except during the holidays), and Saturday mornings from 10:00 A.M. to 12 noon (except during the summer). 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 staff can be arranged. Where possible, visits to the College should be made in months other than February, March, and April.

## ADMISSION POLICIES

Although the College of Home Economics is a state-supported college, admission is competitive and selective. Each year there are three to four times as many applicants as places available for new students. The types of students sought, the criteria for admission, and the selection procedures followed are established by the faculty of the College of Home Economics. Policy recommendations are initiated by a faculty committee consisting of a representative from each department of the College, one from administration, and two from the admissions staff.

### Quotas

As a state-supported institution, the College limits the number of out-of-state students who can be accepted to 15 percent. The ratio of applicants to places available in the out-of-state group is usually about the same as for New York State applicants; occasionally it is somewhat higher. There are no other quotas used; no county, city, or school quotas exist.

### Secondary-School Preparation

The College is seeking students who have high academic potential as indicated by their College Board test scores and who have demonstrated high achievement as indicated by their high school records. The freshman class entering in the fall of 1967 had a median College Board Scholastic Aptitude Test (SAT) verbal score of 623 and mathematical score of 616; 66 percent of the freshmen had SAT verbal scores of 600 or higher, and 62 percent had mathematical scores of 600 or higher. Ninety-four percent were in the top fifth of their high school graduating classes.

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 eighteen college entrance units; at least sixteen 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 sixteen 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 eighteen must be in elective subjects acceptable to the College and to the University.

A unit represents a year of study in a given subject in a secondary



school. Ordinarily, it takes 120 hours of classroom work to satisfy the requirements of a year's study—that is, a minimum of 160 class periods if each period is forty-five minutes long. Two hours of laboratory are considered equivalent to one hour of classroom work. In drawing and industrial arts, 240 hours are required to earn one unit and 120 hours to earn one half-unit.

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

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

COSEP applicants will be considered without reference to the above specific admissions criteria.

## Scholastic Aptitude Test and Other College Entrance Examination Board Tests

United States and Canadian applicants (freshmen and transfers) are *required* to offer results from the Scholastic Aptitude Test. The College prefers students to offer scores from the test administered in December of their senior year. January of the senior year is the latest test date for which scores will reach the College in time to be considered with the applicant's record when selections are made. Scores from the SAT administered before December of the senior year will be accepted.

The College does not require students to take any of the achievement tests of the College Entrance Examination Board. However, students taking the achievement tests for other colleges to which they are applying, who wish to have their scores sent to Cornell University, may do so. These scores will be made a part of the student's total application record. The scores may be used for placement purposes at Cornell in courses such as languages.

Students in this College may receive advanced placement and credit toward the degree by taking the Advanced Placement Examinations administered by the College Entrance Examination Board provided a score of three or better is received on the test, and provided test papers, when read by the staff of the Cornell University department concerned, are considered to show mastery of the subject matter covered in the equivalent course offered at the University.

## Dates of Application and Notification

With exceptions noted below on intra-University applicants and on page 51 applicants are considered for admission in September only.

Application blanks become available the middle of August 1968, for students interested in being considered for admission in September 1969.

United States residents should write for an application to: Office of Admissions, Day Hall, Cornell University, Ithaca, New York 14850.

International students should write for an application to: Office for International Students, Day Hall, Cornell University, Ithaca, New York 14850.

Applications for September 1969 admission are requested to be filed by January 1, 1969. The closing date for September 1969 admission, however, is February 15, 1969. The College does not have an early decision plan, nor does the date of filing the application influence the decision on an applicant. All applicants for September admission are notified about mid-April of the decisions on their applications.

Transfer applicants who are enrolled in another division of Cornell University and international applicants may apply for admission in February. Applicants for admission in February are notified of the results of their applications as soon as the information necessary to make a decision is available.

Transfer applicants who are enrolled in another division of Cornell University go to the University Registrar's office and fill out a form authorizing their present division to send their original application materials to this College for consideration. Students seeking admission in February should file this form before January 1. Intra-University applicants interested in September admission are encouraged to file their request for consideration by February 15 as transfer applicants from outside the University do, but they may file them as late as May 15.

## Transfer Applications

This College is as much interested in transfer applicants from other colleges and universities as it is in freshman applicants. As part of the State University of New York, the College encourages students from the community colleges and other divisions of the State University to consider continuing their education in this College for the Bachelor of Science degree. Credit is given for passing work at the SUNY institutions or other accredited institutions previously attended if the courses taken elsewhere can be appropriately fitted into this College's requirements for the degree of Bachelor of Science (see page 18).

Transfer students are admitted at the sophomore and the junior levels. Transfer students must complete at least sixty credits at Cornell; if they have had no previous work in home economics subject matter, forty of the sixty credits must be in home economics subjects; if they have completed twenty or more credits in home economics subjects at

their previous institution, they must take at least twenty of the sixty credits completed at Cornell in home economics subjects.

Transfers are seldom accepted from unaccredited institutions. If accepted, credit is granted conditionally until the end of the first year of residence. If the student is in good standing at the end of a year, credit is received for the work taken at the originating institution. When the term average is below C—, the number of hours credit below C— are deducted from the total amount of transfer credit.

Students who have taken any courses in college after graduation from high school must apply for admission as transfer students, not as beginning freshmen.

Transfer candidates whose applications have been accepted have tended to have B or better college records. They must also meet the same high school unit requirements that freshman applicants meet (see page 46). Applicants who have not met this distribution of courses in high school must have taken comparable work in college to qualify for consideration.

## Reapplication

The records of applicants who were not accepted are kept for three years. If such a student wishes to apply again he should write the University Office of Admissions, Day Hall, Cornell University, and ask to have his previous application reactivated. It is not necessary to pay another application fee.

## Students From Outside the United States

Cornell University, as a whole, has more than a thousand foreign students currently enrolled from eighty-five different countries. About 25 percent are undergraduates and 75 percent are working for Masters' or Doctors' degrees. The College of Home Economics welcomes applicants from other countries.

Home economics as it is taught in this College does not deal with the practical aspects of subjects found in some programs in other countries. The program of studies in this College is theoretically based, and this College requires the same precollege preparation in the sciences, social sciences, and mathematics as does a liberal arts college here or abroad.

The importance of ability in the use of the English language cannot be overemphasized. A student should not apply to this College unless he is competent in reading, writing, and speaking the English language. Before a foreign student can be accepted, he must furnish evidence of his facility in English (unless it is his mother tongue). He must supply a statement from a person who is competent to judge, such as a professor or teacher of English under whom he has studied, a diplomatic or consular official of the United States, the director of courses in

English of a United States Cultural Institute, or a delegated representative of one of these persons.

All applicants for admission to this College are required to submit scores from the following standardized examinations which measure verbal and mathematical aptitudes as part of their application. (All United States applicants submit scores from these standardized examinations, too.)

(a) Students for whom English is their native tongue or who have had instruction in English for a period of at least three years should take the *Scholastic Aptitude Test*, which consists of two parts and furnishes scores on verbal and on mathematical facility.

(b) Other students should take the *Test of English as a Foreign Language*, called TOEFL, and the *Mathematics, Level I, Achievement Test*. Each applicant must make his own arrangements to take these tests. They are administered throughout the world by the College Entrance Examination Board. Write to the Board that is near your area, and ask for information about the fee charged and the time these tests will be given in your area. All candidates for admission in September must take the appropriate test(s) in the previous December or January. Write to:

College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540; or College Entrance Examination Board, P.O. Box 1025, Berkeley, California 94701.

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 he or she might receive toward the degree from this College. This assessment of previous work taken can be made only after the student is enrolled in the College, and is available personally to discuss the nature of the previous work taken and when the College can arrive at some judgment of his background on the basis of his performance in courses taken here.

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.

International students currently registered in another college or university in the United States should correspond with the Chairman of the Faculty Committee on Admissions and Recruitment of the College of Home Economics about the requirements for admission he will be expected to meet.

## 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). A final evaluation to determine the amount of credit a student may receive for work taken else-

where is not made until a student has been accepted as a regular student.

Married women students entering this College for the first time or reentering after a period of absence from college (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 request that her acceptance as a special student be extended for one more term.

Special students are expected to carry an academic program of at least twelve semester hours of work per semester; otherwise they should consider taking courses through the Extramural Division of Cornell University rather than as students enrolled in this College. Special students are expected to take one-half to two-thirds of their work in the state divisions of Cornell University (Agriculture, Home Economics, 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 57). 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.

Application should be made to the University Office of Admissions or to the Office for International Students for entrance with special standing in the College of Home Economics. The applicant also should write to the Chairman of the Faculty Committee on Admissions and Recruitment of the College of Home Economics indicating the type of work he 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.

## Summary of Admissions Deadlines

### *August*

Application forms may be obtained beginning August 15 from the Office of Admissions or the Office for International Students, Day Hall, Cornell University, Ithaca, New York 14850.

### *December*

December 15, applications for admission in February are due from students seeking admission with special standing.

December is the preferred month for taking the Scholastic Aptitude Test or other tests required of international students.

### *January 1*

Date by which intra-University transfer applicants interested in February admission should have filed the form in University Registrar's office.

High school seniors and transfer applicants outside Cornell University are urged to file their applications for September

admission by this date to facilitate the gathering of application data for the use of the selection committee.

January is the latest month in which standardized tests required for admission can be taken and have scores arrive in time for decisions pertaining to September admission.

*February 15*

Closing date for applying for admission in September for freshman and transfer applicants from the United States not already on the Cornell campus.

*Mid-April*

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

*May 15*

Deadline for intra-University transfer applications for admission in September.

Closing date for applications from international students and other students seeking admission with special standing in September.

## UNIVERSITY HEALTH REQUIREMENTS

Each student upon entering the University is expected to assume personal responsibility for the health requirement adopted by the Board of Trustees of Cornell University.

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

## GRADUATE STUDY

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 the following seven fields, and the degree of Doctor of Philosophy in all except the last two named: Child Development and Family Relationships; Food and Nutrition; Home Economics Education; Household Economics and Management; Housing and Design; Institution Management; and Textiles and Clothing.

Since students registered in the Graduate School may use the facilities in any of the colleges, graduate programs have great flexibility. Students majoring in any field of home economics frequently carry minors in related fields outside the College of Home Economics. Students majoring in other areas may carry minors in the fields within home economics. Descriptions of graduate courses in home economics will be found on pages 61-113 of this Announcement under the appropriate departmental listing. See pages 41-44 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. Current research projects often provide segments of study which appropriately may be individual thesis problems.

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

This publication may be obtained from the Office of Records and Scheduling, New York State College of Home Economics, Cornell University, Ithaca, New York 14850.

The *Announcements of the Graduate School* are published in four volumes: Social Sciences, Biological Sciences, Physical Sciences, and Humanities. Indicate the area of your interest when you request information. The Graduate School Announcements may be obtained from the Graduate School, Sage Graduate Center, Cornell University, Ithaca, New York 14850.

## PROCEDURES AND 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. Any student who has not received registration cards by registration day should go in person to the Office of the Registrar to procure them. Instructions for registration in the College are issued by the College Office of Records and Scheduling.

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

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

A student who is absent from registration will be held for the late registration fee. See page 55 for this and other fines for late registration and preregistration.

## CHANGES IN COURSE REGISTRATION

A student cannot receive credit for a course without having registered for it in the Office of Records and Scheduling. A student who attends a class without formal registration receives no credit for the course. Any student whose name continues on a class list because of failure to file a change-of-registration slip will receive a failing grade. Cancellation or addition of any course must be recorded in the Office of Records and Scheduling. Procedures for change of registration are as follows:

A student must register according to the schedule planned at the preregistration period and received on registration day. During the first two weeks of classes in a semester a student who finds it necessary to drop a course or to add a course must obtain approval and a change-of-registration slip from the counselor. For courses offered by other divisions of the University, this slip must be signed by the instructor of each course that is being dropped or added by the student. The slip then must be turned in to the Office of Records and Scheduling, Room 146, Martha Van Rensselaer Hall, before the end of the first two weeks of classes. The final date for changes mentioned above is September 27 in the fall term of 1968, and February 14 in the spring term of 1969.

Beginning the third week of the semester (September 30 in the fall term and February 17 in the spring term), a change in registration may be made only through a petition after consultation with a counselor. If the student's petition is approved by the Committee on Academic Standing, the student will be assessed a fee of \$10 per change slip.

## USE OF PETITIONS

The following examples are given in order that students may be clear on appropriate uses to be made of petitions:



1. When it is necessary to change the schedule following the first two weeks of classes in a semester. (See section on Changes in Course Registration above.)

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

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

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

When a petition is denied, the student has the privilege of requesting an opportunity to appear before the committee to present the 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 administrative assistant in the Office of Records and Scheduling.

Students failing to preregister during the announced periods will not be allowed to register until after the term commences and therefore will be held to pay a \$10 fine to file the study card after registration.

A student who fails to follow the above procedure in changing registration, and who has initiated a change in schedule during the week of changes but failed to file it in the Office of Records and Scheduling on time, and whose petition to correct this error is granted, will be liable for a fee of \$10. This assessment may be waived only if, in the judgment of the committee on academic standing, failure to comply with the regulation was due to reasons beyond the student's control.

To remove the grade of *incomplete* and receive credit for the course, a student must obtain a permit from the administrative assistant in the Office of Records and Scheduling and must pay a fee of \$2 unless waiver of the fee is granted.

*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 in excess of these allowances will be charged against the student by the department.

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

## GRADES

In the University the following grading system is used for final grades in undergraduate courses: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. D- is the lowest passing grade. A quality point equivalent is

assigned to each letter grade for purposes of ranking and selection of honors as follows:

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

Final grades of S and U may be given to undergraduates under the following conditions:

1. The use of S and U is limited to upperclassmen (juniors and seniors).

2. A student may not enroll in more than one course per semester in which he requests or will be assigned a grade of S or U.

3. A student must earn letter grades other than S or U in courses in the departmental major, in the 40 hours of required home economics courses, and in the 36 hours required in humanities, natural sciences, and social sciences.

4. A student may request an S or U grade provided it is permissible with the college in which the course originates and/or with the instructor.

5. A student must present a written request for an S or U grade. Students wishing to obtain the correct form should make an appointment to see their counselors.

Forms must be filed in Room 146, Martha Van Rensselaer Hall, by September 27 for fall, 1968, and by February 14 for spring, 1969.

6. Grades of S and U will be excluded from the computation of semester and cumulative averages but will be counted for credit if an S is received, and will appear on the student's record.

At the time of requesting the instructor's permission, a student is advised to ask how the instructor plans to evaluate a U grade. For example, some instructors may feel that U denotes F, while others may feel that any grade below C should be a U.

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 of ability to complete the work of the course satisfactorily.

A grade of *incomplete* must be removed before the expiration of two terms and a summer session, otherwise the grade automatically becomes a failure and is averaged in the student's record as quality point 0.

At the end of the fall term a student may call for a statement of grades at a place to be announced by the Registrar. Final spring term grades will be mailed to the student early in the summer.

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

## ACADEMIC STANDING

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

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

When any one of these actions is taken, the student may request an opportunity to appear before the committee to appeal the decision. Parents are notified of committee decisions regarding academic standing.

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

## ATTENDANCE AND ABSENCES

Regular attendance at lectures, recitations, and laboratory periods is expected throughout each term, beginning with the first day of instruction. In all cases of absence from class, the student is responsible for explaining the reason for absence directly to the instructor concerned. The instructor will decide whether the work may be made up. Any student who has been ill in Sage Hospital should keep the slip issued by Sage Hospital when discharged and present this to instructors when explaining the absence.

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

A student whose record shows persistent absence may at any time be dismissed from the College on recommendation of the Committee on Academic Standing. A student not in attendance on University duties and not a resident of Ithaca is expected to leave town within five days after University attendance has been officially discontinued.

## EXAMINATIONS

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

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

## LEAVE OF ABSENCE OR WITHDRAWAL

If a student finds it necessary to withdraw from the University, application should be made at the Office of Records and Scheduling 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 intention to return before the beginning of the third term, the student's record will be closed by a withdrawal.

A student who wishes to reenter at a later date, after having made a withdrawal, must reapply through the College's Committee on Admissions. Application should be made, if possible, at least two months in advance of the date the student wishes to return.

## STUDY IN ABSENTIA

By action of the faculty of the College, 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 fifteen credit hours. Work taken at other institutions in regular session, summer session, or while on leave of absence will be counted in the fifteen 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 sixty credits at Cornell, of which at least twenty must be in home economics (see page 48).

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

A student who registers for study *in absentia* must plan a program to meet all graduation requirements in Group I on page 18 at Cornell University, except as approved for advanced-standing credit at the

time of matriculation. Credit taken *in absentia* will be transferred only when grades for such work are equivalent to the Cornell C (usually interpreted as 73 where the passing grade is 60), and provided it does not duplicate work taken at Cornell. There are special provisions concerning the transfer of credit for work in modern languages taken at institutions other than Cornell. The counselor should be consulted well in advance of such proposed study to be sure the student 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 administrative assistant in the Office of Records and Scheduling in regard to accreditation. Such approval is sent in writing from the Office of Records and Scheduling to the student. Any student who undertakes study without prior approval does so without any assurance of receiving academic credit.

A student who is following a professional curriculum in which certain courses are required (for example, A.D.A., or Teacher Certification) must file the request for acceptance of credit not only with the faculty committee on academic standing, but also with the curriculum committee concerned, if the student 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 registered *in absentia* from Cornell if the student is registered in an accredited college in the State of New York for a minimum of fifteen credit hours acceptable to the College of Home Economics as a part of the 120 hours required for graduation.

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

## SUMMER STUDY CREDIT

Summer study in institutions other than Cornell will be considered study *in absentia*, and credits transferred will be counted in the fifteen allowed for study elsewhere. (See page 58.)

## DESCRIPTION OF COURSES

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

A new system of numbering of courses was initiated in the College of Home Economics in September, 1966. The new system is as follows:

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

Unless otherwise noted, all courses are given in Martha Van Rensselaer Hall. Courses starred (\*) represent the required home economics core (see page 18).

## COUNSELING SERVICE

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

### 100. EDUCATIONAL PERSPECTIVES

Fall. Credit one hour. Required of all first-term students. Miss Failing and department staff. T 8, 9:05, and 10:10. Sections arranged.

Designed to help the student understand the variety of educational experiences available within the University, and to help the student acquire information and points of view that will facilitate the making of decisions relevant to his 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.

### 300. SPECIAL STUDIES FOR UNDERGRADUATES

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

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

### 400. SPECIAL STUDIES FOR UNDERGRADUATES

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

Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing it and the head of the

department, must be filed with preregistration material. The second copy is left with the instructor. Students obtain form to be used from their counselors.

#### 500. SPECIAL PROBLEMS FOR GRADUATE STUDENTS

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

## CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS

Edward C. Devereux, Jr., Head; Mrs. Helen M. Bayer, Mrs. Frances Biemiller, W. Lambert Brittain, Urie Bronfenbrenner, Mrs. Francesca Cancian, John Condry, Robert H. Dalton, John Doris, Harold Feldman, Herbert P. Ginsburg, Elizabeth Goertz, John Harding, Mrs. Laurel Hodgden, Fred Kunz, Harry Levin, Mrs. Gretchen McCord, Mrs. Margaret Parkman, Marion Potts, Mrs. Ruth Raimon, Henry Ricciuti, Robert R. Rodgers, Mrs. Virginia K. Shively, Mrs. Althea Stein, George Suci, Mrs. Miriam Taietz.

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

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

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

Basic Concepts in Psychology and Child Development	Psychology 101	
	or	3 hrs.
	Rural Education 110	
	C.D. & F.R. 115	3 hrs.
Basic Concepts in Sociology and Family Relationships	Sociology 101	
	or	3 hrs.
	Rural Sociology 100	
	C.D. & F.R. 162	3 hrs.
	or	or
	Sociology 343	4 hrs.
Observational Studies	C.D. & F.R. 211	3 hrs.
Developmental and Family Theories	C.D. & F.R. 323	

	<i>or</i>	3 hrs.
	C.D. & F.R. 324	
	C.D. & F.R. 321	
	<i>or</i>	3 hrs.
	C.D. & F.R. 360	
	C.D. & F.R. 358	
	<i>or</i>	
	C.D. & F.R. 363	3 hrs.
	<i>or</i>	
	C.D. & F.R. 432	
Participation Laboratory	C.D. & F.R. 330	
	<i>or</i>	
	C.D. & F.R. 343	
	<i>or</i>	3 hrs.
	C.D. & F.R. 352	
	<i>or</i>	
	C.D. & F.R. 372	
Special Studies	One advanced level course from the following: C.D. & F.R. 311, 321, 342, 343, 352, 364, 372, 374, 376, 397, 398, 414, 423, 442, <i>or</i> any 500 level course with permission of the instructor.	3 hrs.
		30-31 hrs.

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

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

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

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

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

#### \*115. THE DEVELOPMENT OF HUMAN BEHAVIOR

Fall. Credit three hours. S U grades optional. Mr. Condry. M W F 11:15. Bailey Hall.

The aim is to contribute to the beginning student's knowledge and understanding of human beings through a study of their development from infancy to adulthood. Attention is focused on the role of biological factors, inter-



personal 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 sixteen students. Not to be taken concurrently with C.D. & F.R. 342 or 343. Mr. Brittain. T Th 2:30-4:25.

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. Experimentation in paint, clay, chalk, crayon, paper, wire, plaster, wood, and other materials.

#### \*162. THE FAMILY AND SOCIETY

Spring. Credit three hours. S U grades optional. Mr. Devereux, M W F 11:15.

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

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

#### 211. OBSERVATION OF CHILDREN

Spring. Credit three hours. Prerequisite, C.D. & F.R. 115. Mrs. Hodgden. Discussion, Th 1:25-3:20. One hour of observation a week in various settings.

The primary purpose is to study the development of children of all ages, but with the focus of observation on the preschool age. In order to acquaint undergraduates with the variety of techniques available for research with children, several of these methods will be studied and demonstrated.

#### 225. EXCEPTIONAL CHILDREN

Fall. Credit three hours. Prerequisite, C.D. & F.R. 115 or equivalent. Mr. Harding. T Th 11:15-1:10.



*Seniors and graduate students ponder a point in a seminar in the Department of Child Development and Family Relationships.*

Behavior and development of retarded, gifted, culturally disadvantaged, emotionally disturbed, and physically handicapped children. The primary emphasis is on special provisions for the education of exceptional children.

### 300. SPECIAL STUDIES FOR UNDERGRADUATES

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

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

### 302. FAMILY AND COMMUNITY HEALTH

Fall and spring. Offered twice each semester. Credit two hours. Open to juniors, seniors, and graduate students. Mrs. Taietz. T Th 1:25-3:20.

Health concepts focused on a broad perspective from world concern to individual and community responsibility for healthful living. The care of the sick and injured in the home is studied. Attention is given to knowledgeable use of community resources in the promotion of health and the prevention of illness in the family. A unit is devoted to maternal, infant, and child health.

Meets the requirements for family and community health leading to certification for teaching at the secondary school level.

### 311. PRESCHOOL THEORY AND METHODS

Fall and spring. Credit three hours. Limited to thirty students. Prerequisites, C.D. & F.R. 330. C.D. & F.R. 333 must be taken concurrently for two or three hours credit. Miss Goertz. Th 9:00-12:00.

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

### 321. THE EXPERIMENTAL STUDY OF SOCIAL BEHAVIOR IN CHILDREN

Spring. Credit three hours. Mr. Condry. M W F 10:10.

The focus will be on theoretical approaches to the study of social interaction with emphasis on related experimental research with children and families. A number of social psychological approaches will be examined in the light of how they have been, and may be applied to the social behavior of children. Specific topics for consideration are: Small Group Theory (Thibaut and Kelley, Homans), Social Learning Theory (Bandura and Walters, Rotter), and Field Theory (Lewin, Heider, Asch). The purpose of the course is to acquaint students with these and other social psychological approaches and to explore ways in which they might be applied to problems in the social behavior and development of children.

### 323. COGNITIVE PROCESSES

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

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.

**324. PIAGET'S THEORY OF COGNITIVE DEVELOPMENT**

Fall. Credit three hours. S U grades optional. Prerequisite, C.D. & F.R. 115 or equivalent. Mr. Ginsburg. M W F 12:20.

An introduction to Piaget's theories and research concerning cognitive development from infancy to adolescence.

**330. PRACTICUM IN GROUPS OF YOUNG CHILDREN**

Fall and spring. Credit three or four hours. Prerequisite, C.D. & F.R. 211 or permission of instructor. Miss Potts and Mrs. Shively. One free morning and one afternoon a week for practicum for three credit hours, or two free mornings and one afternoon for four credit hours. Lecture: T 1:25-3:30.

Application of the principles of learning and behavior. Laboratory experiences in both early and middle childhood provided by the Cornell pre-school and community groups.

**333. ADVANCED PARTICIPATION IN THE NURSERY SCHOOL**

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



*Some schools in the Ithaca area provide laboratory experiences for students in child development and family relationships.*

## 66 CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS

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

### 334. ADVANCED PARTICIPATION IN COMMUNITY GROUPS

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

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

### 342. THE DEVELOPMENT OF CREATIVE THINKING

Fall. Credit three hours. Prerequisite, C.D. & F.R. 115 or equivalent. Not to be taken concurrently with C.D. & F.R. 141. Mr. Brittain. T Th 8:30-9:55.

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. Not to be taken concurrently with C.D. & F. R. 141. Mr. Brittain. T Th 8:30-9:55.

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.

### 352. ETHNOGRAPHY OF AMERICAN FAMILIES

Spring. Credit three hours. S U grades optional. Number of students limited. Mrs. Cancian. T Th 10:10-12:05.

Students will do research on Ithaca families by observation, interviewing and other methods. The research will include developing an individual project and collecting data for the class project. Each student will be responsible for establishing contact with a few families and describing their behavior, as well as writing a paper using the data collected by the class.

### 358. THEORIES OF THE MARITAL DYAD

Spring. Credit three hours. Mr. Feldman. W 2:15-4:30.

Selective theories of the basic disciplines in social psychology, sociology and psychology will be reviewed and their pertinence to understanding of the marital dyad examined. Students will generate hypotheses about these theories and test one of them either through a library or empirical paper. A notebook-journal will be kept to interrelate the concepts and to suggest practical applications.

### 360. PERSONALITY DEVELOPMENT IN CHILDHOOD

Fall. Credit three hours. Prerequisite, C.D. & F.R. 115 or equivalent. Mrs. Stein. M W F 11:15.

Study of relevant theoretical approaches and empirical findings regarding the development of the child's personality. The influence of parent-child relations and other environmental influences on the child will be examined. Some topics to be considered will be: infant attachment and dependency, aggression, identification, anxiety, and achievements.

## [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. Not offered in 1968-69.

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.

## 363. THE STUDY OF FAMILY INTERACTION

Fall. Credit three hours. Prerequisite, C.D. & F.R. 162 or Sociology 343 or equivalent. Mrs. Parkman. T Th 11:15-12:20.

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



*Nursery School activities in the Department of Child Development and Family Relationships provide learning experiences for both children and teachers.*

**364. PSYCHOPATHOLOGY**

Fall. Credit three hours. Open to seniors and graduate students by permission. Prerequisite, C.D. & F.R. 360 or equivalent. Limited to twenty-five students. Mr. Dalton. T 10:10-12:05.

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

**372. PERSPECTIVES ON POVERTY**

Fall. Credit four hours. S-U grades optional. Mr. Feldman. W 2-4:25.

Conflicting viewpoints will be presented about the extent, nature, causes, and remedies of economic poverty. Faculty will be drawn from several disciplines both within and outside the College. A number of experiences with the poor will be offered, including a short time, live-in exchange, a continuing field experience during the term, and a film series.

**374. BEHAVIOR AND DEVELOPMENT IN INFANCY**

Fall. Credit three hours. Prerequisite, C.D. & F.R. 115 or equivalent. Mr. Ricciuti. T Th 9:05-11:00.

An examination of characteristic developmental changes in infant behavior from birth to approximately two years. Special attention will be directed to the role of perceptual-cognitive and social-emotional processes in early development. Some consideration will also be given to the nature and determinants of atypical patterns of infant development. The course will lean heavily on selective readings and laboratory observations of infant behavior.

**376. RESEARCH PRACTICUM ON THE FAMILY IN POVERTY**

Spring. Credit three hours. Prerequisite, C.D. & F.R. 372. Mr. Feldman. S-U grades only. Hours to be arranged.

The interview method will be examined as a research tool with particular relevance to low income families. Students will take part in an on-going project by attending staff meetings, gathering and analyzing data.

**397. EXPERIMENTAL CHILD PSYCHOLOGY**

Fall. Credit three hours. S U grades optional. Admission by permission of the instructor. Mrs. Stein. W 2:30-4:25.

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

**398. JUNIOR HONORS SEMINAR**

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

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

**400. SPECIAL STUDIES FOR UNDERGRADUATES**

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

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

#### 422. THEORIES OF FAMILY AND SOCIAL ORGANIZATION

Spring. Credit three hours. Mrs. Cancian. W 9:05-11:00.

An examination of theories concerned with the relation between the family and the larger society, including the work of Durkheim, Marx, Freud, Radcliffe-Brown, Parsons, and Levi-Strauss. There will be an emphasis on sociological and anthropological theories and cross-cultural data.

#### 423. SEMINAR ON EARLY LEARNING

Fall. Credit three hours. Open to seniors and graduate students. Miss Potts. Hours to be arranged.

Will deal with language acquisition and the effects of language on learning. Effects of types of environmental encounters on cognitive development will be explored, including various child-rearing practices and educational strategies.

#### 442. INDUSTRIALIZATION AND THE FAMILY

Fall. Credit three hours. Mrs. Cancian. T Th 9:05-11:00.

An examination of the interdependence of family organization and industrialization, including the following topics: the achieving personality, change and stability of extended kin groups and family roles. We will consider both the historical record of nations like Japan and England, and data on currently industrializing nations such as Mexico.

#### 500. SPECIAL PROBLEMS FOR GRADUATE STUDENTS

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

#### 501-502. SURVEY OF CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS

Fall and spring. Credit three hours each semester. Each semester may be taken independently for credit. Departmental faculty. Fall term, W F 2:30-4:30. Spring term, T Th 1:00-2:30.

A proseminar designed to acquaint entering graduate students with the principle research methods and findings in the major areas of child development and family relationships.

#### [504-505. RESEARCH METHODS IN CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS]

Not offered in 1968-69.

#### 514. CLINICAL DEVIATIONS IN INTELLECTUAL AND SENSORY-MOTOR DEVELOPMENT

Spring. Credit three hours. Mr. Doris. Th 1:25-4:25.

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

517. SEMINAR IN NURSERY SCHOOL PROCEDURES

Fall. Credit three hours. S U grades exclusive. Hours to be arranged. Miss Goertz.

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

522. SEMINAR ON COGNITIVE DEVELOPMENT

Spring. Credit three hours. S U grades optional. Prerequisite, good performance in C.D. & F.R. 324, and permission of the instructor. Mr. Ginsburg. T 2:30-5:00.

The seminar will focus on a cognitive problem, to which Piaget has contributed research and theory. Emphasis, however, will not be only on Piaget. Research and theory offered by other workers will play a major role in the seminar. The topic for 1968 will be quantitative thinking in the child: more specifically the child's conception of number, statistical thinking, and formal thought in adolescence.

523. SEMINAR IN COGNITIVE PROCESSES

Fall. Credit four hours. Admission by permission of the instructor. Mr. Suci.

The student will contribute to a selective review and critical evaluation of the current status of research and theory in cognitive development. He will design and carry out an experiment to fill some gap in our knowledge about cognition.

524. SEMINAR IN FREUD

Spring. Credit three hours. Mr. Harding. T 2:30-5:00.

The first half of the semester will be devoted to a systematic examination of the development of Freud's concepts and theories from 1885 to 1915, with special attention to the way in which these were shaped by evidence from clinical, literary, and historical sources. In the second half of the semester each student will present a paper dealing either with (a) the later development of Freud's thinking on some particular topic, or (b) the current state of knowledge on some problem emphasized by Freud.

[552. FAMILY AND KINSHIP]

Fall. Credit three hours. Mrs. Cancian. Open to undergraduates with instructor's permission. Not offered in 1968-69.

The seminar will study the cross-cultural variation of some aspect of family structure, and attempt to construct a set of hypotheses to explain this variance, drawing on theories from social psychology and sociology. The topic for 1969-70 will be bride price, dowries and inheritance. Both modern and primitive societies will be considered, and data will be drawn from monographs, the HRAF and other sources.

560A. SEMINAR IN PSYCHOPATHOLOGY

Fall. Credit three hours. Mr. Dalton. Th 10:10-12:35.

Primary emphasis will be upon theory and empirical findings with respect to anxiety and the neurotic reactions. Some historical problems in psychopathology will be reviewed.

560B. SEMINAR IN PSYCHOPATHOLOGY

Spring. Credit three hours. Mrs. Stein. Th 10:10-12:40.

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



Will deal primarily with theory and empirical research on childhood disorders and adult psychotic reactions.

#### 562. THE FAMILY, SOCIETY AND THE INDIVIDUAL

Fall. Credit three hours. S U grades optional. Mr. Devereux. T Th 2:30-4:00.

Intended to provide a general introduction for graduate students to the uses of sociological theory and research in the study of the family, with particular reference to the relationships between the family and society, and between the family and its individual members. A special emphasis will be placed upon the consequences of these relationships for patterns of child rearing and child development. Extensive utilization will be made of cross-cultural and comparative approaches.

#### 563. SEMINAR ON INTERACTION IN EMOTIONALLY DISTURBED FAMILIES

Spring. Credit three hours. Mrs. Parkman. Hours to be arranged. To be offered in 1968-69 and alternate years thereafter.

Historical review of literature on characteristics of parents of emotionally disturbed children, their socialization techniques, interpersonal relationships, and communication styles. Special emphasis on recent literature on interaction of "Schizogenic" families. Taped samples of family interaction will be used to illustrate, verify and stimulate ideas.

#### [568. SOCIOLOGICAL FACTORS IN PSYCHOPATHOLOGY]

Fall. Credit three hours. S U grades exclusive. Admission by permission of instructor. Mr. Devereux. T 2-4:30. Not offered in 1968-69.

#### 574. SEMINAR ON INFANT BEHAVIOR AND DEVELOPMENT

Spring. Credit three hours. Admission by permission of instructor. Mr. Ricciuti. Hours to be arranged.

Will deal with selected topics of current importance as research issues in the field of infant behavior and development. While principal emphasis will be on studies of human infancy, relevant ethological and comparative literature will also be considered. The work of the seminar will be oriented primarily towards formulation of empirical research questions and strategies.

#### 599. MASTER'S THESIS AND RESEARCH

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

#### 606. RESEARCH PRACTICUM: FAMILY STRUCTURE AND PERSONALITY DEVELOPMENT

Spring. Credit three hours. Messrs. Bronfenbrenner, Devereux, and Rodgers. Th 2-4:25.

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

**611. EVALUATION PRACTICUM: STUDY OF THE INDIVIDUAL PERSONALITY, DEVIANT AND NORMAL**

Spring. Credit three hours. Admission by permission of the instructors. Prerequisites, C.D. & F.R. 613, 560A and B or equivalents. Messrs. Doris, Ricciuti and Mrs. Stein. T 2:30-4:25 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 obtaining most relevant data; evaluation and interpretation of such data in order to arrive at a fuller understanding of the child's behavior, and in the case of deviant children, to identify and appraise the nature of the clinical problem.

**613. INDIVIDUAL INTELLIGENCE TEST PROCEDURES**

Fall. Credit four hours. Admission by permission of the instructor. Mr. Doris. Th 1:25-4:25. Additional hours for testing and supervision to be arranged.

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

**[615. SEMINAR IN THE DEVELOPMENT OF HUMAN BEHAVIOR]**

Fall. Credit three hours. Mr. Bronfenbrenner. M W F 11:15, 2:30-4:25. Not offered in 1968-69.

**621. SEMINAR IN THE EXPERIMENTAL STUDY OF SOCIAL BEHAVIOR**

Spring. Credit four hours. Mr. Condry. M W F 10:10 and an additional meeting to be arranged.

An introductory to theory and research in social behavior at the graduate level. The seminar utilizes the readings and discussions of C.D. & F.R. 321 as a basis for further reading and the design of research. The class will undertake several research projects aimed at replicating well-known laboratory research with children. The purpose of the course is to acquaint the graduate student more fully with the method and content of research on social behavior in children.

**623. ADVANCED SEMINAR IN COGNITIVE PROCESSES**

Spring. Credit three hours. Permission of instructor. Mr. Suci. T 10:10-12:05.

The student will explore in depth a problem of his own choosing. The semester's work should lead to a research design aimed at filling some gap in our knowledge about cognition and/or at some methodological problem in cognitive research.

**660. PERSONALITY DEVELOPMENT IN CHILDHOOD**

Fall. Credit three hours. Mrs. Stein. M W F 11:15 and an additional meeting to be arranged.

This is the graduate section of C.D. & F.R. 360. In addition to covering the lectures and readings for that course, students will meet separately for weekly discussions and do additional reading.

## 663. SEMINAR ON OBSERVATIONAL METHODS

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

Detailed examination of a variety of methods of gathering and analyzing both structured and unstructured observational data. Special attention will be given to observation in the family. Members of the seminar will participate in the design and execution of a research study.

## [665. SMALL GROUPS]

Spring. Credit three hours. Prerequisite, C.D. & F.R. 562. Mrs. Parkman. Hours to be arranged. Not offered in 1968-69.

A systematic review of the literature on behavior in small groups. The seminar will attempt to formulate criteria for the extension of propositions drawn from the study of ad hoc groups to real groups, particularly the family.

## 699. DOCTOR'S THESIS AND RESEARCH

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

## COMMUNICATION ARTS

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

William B. Ward, Head.

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

Full descriptions of the following courses will be found in the *Announcement of the College of Agriculture* under the Communication Arts Department.

## 200. THEORY OF HUMAN COMMUNICATION

## 100. ORAL AND WRITTEN EXPRESSION

## 205. PARLIAMENTARY PROCEDURE

## 301. ORAL COMMUNICATION

## 302. ADVANCED ORAL COMMUNICATION

## 215. INTRODUCTION TO MASS MEDIA

## 312. ADVERTISING AND PROMOTION

## 313. WRITING FOR MAGAZINES

## 315. NEWS WRITING AND ANALYSIS

## 74 FOOD AND NUTRITION

### 316. SCIENCE WRITING

### 220. RADIO BROADCASTING AND TELECASTING

### 422. TELEVISION PRODUCTION AND PROGRAMMING

### 401. COMMUNICATION LAW

### 431. VISUAL COMMUNICATION

### 430. ART OF PUBLICATION

### 501. INTERNATIONAL COMMUNICATION

### 521. PROSEMINAR IN U.S. COMMUNICATION SYSTEMS

## FOOD AND NUTRITION

E. Elizabeth Hester, Head; Gertrude Armbruster, Mrs. Marjorie Devine, Elizabeth Donald, Irene Downey, Mildred Dunn, Mrs. Judith Forest, Mrs. Helen Giff, Mrs. Gail Harrison, Mrs. Debrah Hogue, Mrs. Ruth Klippstein, Nell Mondy, Mary Morrison, Judith Moser, Katherine Newman, Jerry Rivers, Thomas J. Schoch, Mrs. Jean Snook, Mrs. Helen Stone, Mrs. Marjorie Washbon.

The subject matter of the department emphasizes the basic principles underlying the sciences of food and nutrition and the application of these principles to problems concerned with food for people.

The department major is a basic program of work in the field *on which a student is expected to build additional appropriate courses* in terms of his special interests: *to prepare for graduate work, to prepare for a profession, or for personal satisfaction.* The minimum basic program for the major is designed to assure instruction in the appropriate discipline of physical and biological science and in courses in food science and human nutrition based on these disciplines. Selection of non-specified courses to fulfill the major, as well as the advisability of including certain additional supporting work, should be discussed with a departmental advisor.

*Students who wish to major* in the Department of Food and Nutrition must complete the following *minimum* course requirements:

Food and Nutrition 115, or 112 and 126

Food and Nutrition 246

Food and Nutrition 332

A course in biochemistry

A course in microbiology

A course in physiology

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

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

*An Honors program* is offered by the department leading to a degree with Honors for students with a high scholastic standing in food and nutrition

and related science courses, who desire an opportunity for directed independent study in completing the Food and Nutrition major. Students interested in a degree with Honors should discuss their plans during their sophomore year with the department's Honors representative and obtain a description of the Honors program either from the Food and Nutrition Department or the Counseling Service Office. Written application for admission to the Honors program should be submitted to the representative before registration for the junior year. The official transcript will show "Graduation with Honors in Food and Nutrition" for students who (1) have satisfactorily completed the food and nutrition major, (2) have selected the courses specified for Honors students to satisfy the major requirement for six additional credit hours in the department, and (3) have completed a senior Honors problem for a minimum of two credit hours. The Honors program is designed for students desiring greater opportunity for independent study and is not, in general, recommended for students interested in acceleration.

#### \* 112. HUMAN NUTRITION

Fall and spring. Credit three hours. S U grades optional. Open to students registered in any unit of the University, but not open to students who have taken F.N. 115. Mrs. Giff. M W F 9:05.

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

#### \* 115. HUMAN NUTRITION AND FOOD PREPARATION

Fall and spring. Credit five hours. S U grades optional. Not open to students who have taken F.N. 112. Mrs. Devine and Mrs. Stone. Lecture, M W 8. Discussion, F 8. Laboratories, M W 2:30-4:25, T Th 10:10-12:05, or 2:30-4:25.

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

#### 126. FOOD PREPARATION

Spring. Credit three hours. S U grades optional. Prerequisite, F.N. 112. Not open to students who have taken F.N. 115. Mrs. Stone. Laboratory, T Th 2-4:25.

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.

#### 246. INTRODUCTION TO THE SCIENCE OF FOOD

Spring. Credit four hours. S U grades optional. Prerequisites, F.N. 115 or 126 and a college course in organic chemistry or biochemistry. Misses Armbruster, Hester and Mrs. Forest. Lecture and discussion, W F 9:05. Laboratory, T Th 2:30-4:25.

A study of (a) the properties of true solutions and principles of crystallization; (b) colloidal systems—sols, gels, foams and emulsions; (c) physical and chemical properties of the major groups of foods, the effect of basic



*An Honors student working in a research laboratory.*

methods of food preparation and preservation on these properties, and their relation to food quality (especially color, flavor, and texture). Laboratory experience in comparative cookery provides an introduction to the experimental study of food and illustrates the functions of ingredients and effect of treatment on food quality.

### 300. SPECIAL STUDIES FOR UNDERGRADUATES

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

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

### 322. MATERNAL AND CHILD NUTRITION

Fall and spring. (Not offered in fall, 1968.) Credit two hours. S U grades optional. Prerequisite, F.N. 112 or 115. Not designed for Food and Nutrition Majors. Majors with special interest in this subject may request permission to register for F.N. 512 as seniors. Miss Newman. Lecture and discussion, W F 8.

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

### 325. CULTURAL ASPECTS OF FOOD AND NUTRITION

Fall and spring. Credit three hours. Prerequisites, F.N. 115 or 126 and C.D. & F.R. 115 or a college course in psychology. Open to upperclassmen. Mrs. Giff, and Mrs. Hogue. Lecture, W F 1:25. Laboratory, M 2-4:25.

Study of the psychological, sociological, and economic factors that play a role in the formation of food habits and attitudes; problems inherent in nutrition education programs that endeavor to motivate change. Laboratory work illustrates the applications of the basic principles of food science to food consumption patterns of several cultural groups.

### 332. PRINCIPLES OF HUMAN NUTRITION

Spring. Credit three hours. S U grades optional. Prerequisites, F.N. 112 or 115 and a college course in biochemistry and in physiology. Miss Newman. Discussion, T Th 9:05-11:00.

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

### 390. HONORS SEMINAR

Fall. Credit one hour. Open only to students admitted to the Food and Nutrition Honors Program. Misses Hester and Morrison. F 12:20.

### 392. HONORS IN NUTRITION

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

### 395. HONORS IN FOOD AND NUTRITION

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

### 400. SPECIAL STUDIES FOR UNDERGRADUATES

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

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

### 441. NUTRITION AND DISEASE

Fall. Credit three hours. S U grades optional. Prerequisite, F.N. 332 or equivalent. Miss Rivers. Discussion, M W F 9:05.

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

### [442. ADVANCED HUMAN NUTRITION]

Fall. Credit two hours. Prerequisite, F.N. 332 or equivalent. Miss Morrison.

Recent advances in nutrition. Emphasis on human nutrition. Not offered in 1968-69.

### 446. SCIENCE OF FOOD

Fall. Credit three (lectures only) or four hours. Prerequisite, F.N. 246. Students who have had limited laboratory experience in comparative foods should regis-

ter for four hours. Misses Hester, Armbruster and Mrs. Forest. Lecture, T Th S 9:05. For students registered for four credit hours, laboratory, T 2-4:25.

Scientific principles underlying modern food theory and practice. The relation to food quality of (a) the physical and chemical properties of proteins, lipids, carbohydrates, leavening agents and pigments; (b) stability of colloidal systems; (c) chemical composition and physical structure of natural and processed foods. Laboratory experiments designed to illustrate the effect of varying ingredients and treatment on the quality characteristics of food products.

#### 447. SCIENCE OF FOOD—LABORATORY

Fall. Credit one hour. Prerequisite or parallel, F.N. 446. Miss Armbruster. Laboratory, Th 1:25-4:25.

Laboratory experiments designed to illustrate (a) the physiochemical behavior of colloidal systems; (b) chemical reactions of some food components; (c) effects of temperature, pH, moisture, inorganic salts and enzymes on physiochemical changes in natural foods, food components and food mixtures.

#### 456. EXPERIMENTAL FOOD METHODS

Spring. Credit three hours. Prerequisite, F.N. 446. A course in statistics and F.N. 447 are desirable but not required. Miss Armbruster. Laboratory, M W 1:25-4:25.

Application of the scientific method in the design and performance of experimental food problems and in the interpretation and evaluation of results. Evaluation of the use of instruments, chemical and sensory methods in the measurement of food properties. Independent laboratory problems.

#### 493. HONORS IN NUTRITION

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

#### 496. HONORS IN FOOD

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

#### 499. SENIOR HONORS PROBLEM

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

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

#### 500. SPECIAL PROBLEMS FOR GRADUATE STUDENTS

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

#### 501-504. ADVANCED NUTRITION SERIES

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





*Students at work in a food science laboratory.*

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

#### 501. PROTEINS AND AMINO ACIDS

Fall. Credit two hours. Miss Morrison. W F 10:10. Register in *Food and Nutrition 501*.

#### 502. LIPIDS AND CARBOHYDRATES

Fall. Credit two hours. Mr. Bensadoun. T Th 11:15. Register in *Animal Science 502*.

#### 503. NUTRITIONAL ENERGETICS

Spring. Credit two hours. Mr. Reid. M W 10:10. Register in *Animal Science 503*.

#### 504. MINERALS AND VITAMINS

Spring. Credit two hours. Mr. Scott. T Th 11:15. Register in *Animal Science 504*.

#### [512. NUTRITION AND GROWTH]

Fall. Credit two hours. Prerequisite, F.N. 332 or equivalent. Signature of instructor required for undergraduate students. Miss Newman. T Th 10:10. Not offered in 1968-69.

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.

## 80 HOME ECONOMICS EDUCATION

### 514. READINGS IN NUTRITION

Spring. Credit three hours. Prerequisite, F.N. 332 or equivalent. Mrs. Snook. T Th 11:15 and an additional hour to be arranged.

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

### 516. READINGS IN FOOD

Fall. Credit two hours. Prerequisite, F.N. 446 or equivalent. Department faculty. T Th 11:15.

Critical review of selected topics in the current literature. Emphasis on experimental data and basic scientific principles underlying modern theory and practice relative to food quality. Topics are changed each term so the course may be repeated for credit.

### 524. RESEARCH METHODS IN HUMAN METABOLIC STUDIES

Spring. Credit three hours. Prerequisites, F.N. 332 or equivalent, laboratory experience in biochemistry or quantitative analysis, and permission of instructor. Miss Donald and department faculty. Lecture and laboratory, T Th 2:00-4:25.

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

### 599. MASTER'S THESIS AND RESEARCH

Fall and spring. Credit and hours to be arranged. S U grades optional. Registration with permission of the instructor. Misses Armbruster, Donald, Hester, Mondy, Morrison, Newman, Rivers, and Young; Mrs. Devine, Mrs. Roe, and Mrs. Snook; Messrs. Barnes, Kuta, Lutwak, and Schoch.

### 602. SEMINAR IN NUTRITION

Fall. Credit one hour. Mrs. Devine and department faculty. T 4:30.

### 606. SEMINAR IN FOOD

Spring. Credit one hour. Miss Armbruster and department faculty. T 4:30.

### 699. DOCTOR'S THESIS AND RESEARCH

Fall and spring. Credit and hours to be arranged. S U grades optional. Registration with permission of the instructor. Misses Armbruster, Donald, Hester, Mondy, Morrison, Newman, Rivers, and Young; Mrs. Devine, Mrs. Roe, and Mrs. Snook; Messrs. Barnes, Kuta, Lutwak, and Schoch.

## HOME ECONOMICS EDUCATION

Sara Blackwell, Head; Jean Cooper, Mrs. Ethelwyn Cornelius, Margaret Elliott, Irene Imbler, Mrs. Marjorie Loucks, Marion Minot, Mrs. Helen Nelson, Kathleen Rhodes, Mrs. Joan Wright.

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

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

### 300. SPECIAL STUDIES FOR UNDERGRADUATES

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

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

### 400. SPECIAL STUDIES FOR UNDERGRADUATES

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

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

### 410. THE HOME ECONOMIST AS A TEACHER

Fall. Credit three hours. Open to upperclassmen and graduate students. Miss Rhodes. T Th 11:15 and one hour to be arranged.

Designed for students who plan to be extension agents, dietitians, social workers, home service representatives, or youth group leaders, or to undertake other work which will involve teaching in informal situations. 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 teaching.

### 411. ADULT EDUCATION

Spring. Credit three hours. Open to upperclassmen and graduates. Miss Imbler. T Th 3:35-4:25 and 1 hour to be arranged. Prior completion of H.E. Ed. 410 or 440 strongly recommended.

Course focuses on broad aspects of adult education, such as, philosophy of adult education, sociological factors affecting adult education program development in communities, psychology of adults as learners, principles of program planning and evaluation. Opportunity is provided for observation of adult education programs in the Ithaca area.

### 440-441-442. THE ART OF TEACHING

To be taken in two successive terms, 440 in the first and both 441 and 442 in the second. Open to juniors and seniors preparing to teach home eco-

## 82 HOME ECONOMICS EDUCATION

nomics in the public schools. Miss Minot, coordinator, assisted by Misses Cooper and Elliott, Mrs. Cornelius, Mrs. Nelson, and cooperating teachers.

This sequence of courses involves observation and participation in the home economics program of one or more schools in communities near Ithaca. H.E.Ed. 440 is offered on a regular schedule throughout each semester, but special scheduling is required for H.E.Ed. 441 and 442.

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

440. Fall and spring. Credit three hours. Discussion period, T 8, Th 8-9:55. Field work is required one half-day each week for six weeks for the purpose of visiting home economics 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.

441. Fall and spring. Credit two hours. To be scheduled concurrently with H.E.Ed. 442, H.E.M. 302, and C.D. & F.R. 302. A two-week workshop is conducted at the beginning of the term. The Independent Study period will be used for directed study related to student teaching. Hours to be arranged.

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

442. Fall and spring. Credit six hours. Student teaching full time for six weeks. When 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 home economics teachers and department faculty.

### 500. SPECIAL PROBLEMS FOR GRADUATE STUDENTS

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

### 549. CURRICULUM PLANNING IN HOME ECONOMICS

Spring. Credit three hours. Miss Rhodes. M W F 9:05. For high school and college teachers, administrators, and extension personnel.

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

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

### 555. CROSS-CULTURAL ASPECTS OF HOME ECONOMICS EDUCATION

Spring. Credit three hours. T Th 1:25-2:55. Miss Rhodes. Open to students who have had professional experience in countries other than the United

States or permission of the instructor. Prerequisite, an appropriate course in sociology or comparative education.

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

#### 559. EVALUATION

Fall. Credit three hours. Mrs. Nelson. T Th 1:25-2:55.

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.

#### 580. SEMINAR IN HOME ECONOMICS EDUCATION

Fall and spring. Credit one hour. Department faculty. M 4:40.

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. May be repeated for credit with permission of instructor.

#### [590. HOME ECONOMICS IN HIGHER EDUCATION]

Fall. Credit three hours. Miss Rhodes. Not offered in 1968-69; will be offered in 1969-70.

#### 599. MASTER'S THESIS AND RESEARCH

Fall and spring. Credit and hours to be arranged. Registration with permission of the chairman of the graduate committee and the instructor. Department graduate faculty.

#### 660. SEMINAR IN EVALUATION

Spring. Credit two hours. Prerequisites, H.E.Ed. 559 and Education 453 or equivalent. Miss Blackwell. T Th 3:00-4:30.

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

#### 661-662. 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 home economics at the secondary level is required for H.E.Ed. 662.

661. Fall. Credit three hours. Mrs. Nelson. W 1:25-2:55. Observation and participation T 8, Th 8-9:55 and several half-day field trips.

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

## 84 HOUSEHOLD ECONOMICS AND MANAGEMENT

662. Spring. Credit four hours. Miss Minot. Hours to be arranged.

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

### 663. INTERNSHIP AND FIELD WORK IN TEACHER EDUCATION

Fall. Credit two hours. Misses Cooper and Minot, and Mrs. Nelson. Hours to be arranged.

Involves supervision of student teachers and conferences as needed with college supervisor and cooperating teachers in the public schools. Provision will be made for a follow-up visit to a first-year teacher.

### [670. ADMINISTRATION AND SUPERVISION PRACTICUM]

Spring. Credit two hours. S U grades optional. Prerequisite or parallel: one of the following, Ed. (Agric.) 561, H.E.Ed. 590, H.E.Ed. 662, or permission of the instructor. Miss Rhodes. Not given in 1968-69.

### 699. DOCTORAL THESIS AND RESEARCH

Fall and spring. Credit and hours to be arranged. Registration with permission of the chairman of the graduate committee and the instructor. Department graduate faculty.

## HOUSEHOLD ECONOMICS AND MANAGEMENT

Mabel A. Rollins, Head; Heinz Biesdorf, Gwen Bymers, Alice J. Davey, Mrs. Miriam T. Dolson, Lillian E. Edds, Mary Purchase, Mrs. Jean Robinson, Rose E. Steidl, Mrs. Ethel L. Vatter, Kathryn E. Walker, Elizabeth Wiegand, Janice E. Woodward.

The Department of Household Economics and Management is concerned with the achievement of goals through the development and utilization of resources within the family situation.

The subject matter deals with the management of resources available to families. An understanding of the organization of the nation's economy and general economic conditions provides insight into the setting for family decisions. Knowledge of management concepts aids in understanding the functioning of the household. Information on the use of time and energy contributes to effective use of these resources. Application of science to the operation of household equipment and the care of the home increases the return from the capital invested in the home.

The department major is a basic program of work in the field *on which a student is expected to build additional appropriate courses* in terms of her special interests: *to prepare for graduate work, to prepare for a profession, or for personal satisfaction.* Each student initially discusses the selection of courses within the major, including her special course interests beyond the major, with a departmental adviser and also with the college counselor. A total of 18 or 19 credits (including the H.E.M. core course) is required within the department. Required prerequisite courses from other fields total 6-10 hours. Thus, the work for an H.E.M. major may be completed with a total of 24 to 29 credits, consisting of the following courses and their prerequisites:



*Students in management classes learn about family food costs  
...and discuss food buying with a homemaker.*



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

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

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

#### \*100. MANAGEMENT OF RESOURCES

Fall and spring. Credit three hours. S U grades optional. Miss Bymers, Mrs. Robinson, and Miss Rollins. M W F 10:10–11:00.

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

#### 220. SCIENCE FOR CONSUMERS

Fall. Credit three hours. S U grades optional. Open to sophomores, juniors, and seniors. Miss Purchase. Lectures, T Th 10:10–11:00. Laboratory, T or W 2:30–4:25.

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

#### 260. PROBLEMS IN PROVIDING CONSUMER GOODS

Fall. Credit three hours. S U grades optional. Also open to graduate students. Prerequisite, H.E.M. 100 or permission of the instructor. Miss Bymers. M W F 8.

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 market may be taken in place of class meetings.

## 280. WORK SIMPLIFICATION—A TOOL OF HOME MANAGEMENT

Spring. Credit three hours. S U grades optional. Prerequisite, H.E.M. 100 or consent of instructor. Miss Walker. W F 2:30-4:25.

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

Students do individual projects to apply guides for simplifying work to area of their special interests—for example, making women's work easier in developing countries, making household work possible for the handicapped homemaker, teaching young people or adults.

Suggested for students preparing for home and family oriented work in developing countries, and for students preparing for positions in home economics extension, teaching, and social work in this country and others.

## 300. SPECIAL STUDIES FOR UNDERGRADUATES

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

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

## 302. HOME MANAGEMENT RESIDENCE

Fall and spring. Credit four hours. S U grades optional. Offered twice a term. Students preparing to teach are to schedule the course concurrently with Home Economics Education 441. Miss Davey and assistant. M W F 9:05-9:55.

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

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

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, and 330.

## 310. MANAGEMENT PROBLEMS IN HOMES

Fall. Credit three hours. S U grades optional. For juniors, seniors, and graduate students. Prerequisite, the home economics core courses or permission of the instructor. Graduate students consult instructor before registering. Miss Walker and assistant. T Th 2:30-4:25.

Ways in which different families manage to achieve their purposes, using

the resources available. Comparison of management in homes to management in other areas of our society, and application of research in behavioral sciences to home management. Experience in homes in observing the procedure of management and in recognizing values and goals, resources, and decisions made. Students work with families toward solving some of the families' management problems. Field trips included.

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

### 312. HOME MANAGEMENT: THEORY AND FUNCTION

Spring. Credit four hours. S U grades optional. Required for H.E.M. majors and open to other juniors and seniors with permission of instructors. Prerequisite, one course in family and society (C.D. & F.R. 162, Sociology 343 or 441). Misses Davey and Walker. T Th 1:25-3:20, and other hours by arrangement.

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

### 320. MANAGEMENT IN RELATION TO HOUSEHOLD EQUIPMENT

Spring. Credit three hours. S U grades optional. For juniors, seniors, and graduate students. Miss Purchase. W F 12:20-2:15.

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. S U grades optional. For juniors, seniors, and graduate students. Prerequisite, H.E.M. 100 or equivalent economics course approved by the instructor. Mrs. Robinson. M W F 9:05-9:55.

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

### 340. ECONOMICS OF CONSUMPTION

Spring. Credit two hours. S U grades optional. Prerequisite, the home economics core courses and Economics 103 or equivalent. Economics 104 is recommended. Miss Byrers. T Th 9:05-9:55.

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

**370. HEALTH INSTITUTIONS AND AGENCIES AS PROVIDERS OF FAMILY HEALTH CARE SERVICES**

Spring. Credit three hours. S U grades optional. Prerequisite, the home economics core courses. Mrs. Dolson. W F 2:30-4:25.

This course is designed to give information about developments in the health field which affect the availability and kinds of health services. Emphasis will be placed on the understanding of the interrelationships between institutions and agencies and the part each can play in prevention, diagnosis and treatment of disease and disability.

Visits to institutions and contacts with various agencies will be made.

**395. ECONOMIC CONDITIONS IN RELATION TO THE WELFARE OF FAMILIES**

Fall. Credit three hours. S U grades optional. Open to juniors, seniors, and graduate students. Prerequisite, the home economics core courses and Economics 103 or equivalent. Mrs. Vatter. T Th 11:15-12:30.

Examination of contemporary problems that affect the welfare of families in the United States and elsewhere. Examples are: automation and unemployment; affluence and poverty; monetary and fiscal policy related to regional, national, and international economic growth; pricing of goods and services; farm policies. Where relevant, the historical origins of these problems will be studied. Particular attention will be given to comparative changes of family welfare within and outside the United States.

**400. SPECIAL STUDIES FOR UNDERGRADUATES**

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

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

**500. SPECIAL PROBLEMS FOR GRADUATE STUDENTS**

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

**501. RESEARCH METHODOLOGY**

Spring. Credit two hours. S U grades optional. Prerequisites, one course in statistics and consent of the instructor. Mrs. Vatter. T Th 11:15-12:05.

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

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

**597. SEMINAR**

Fall and spring. Department faculty. S U grades exclusive. M 4:00-5:00.

## 90 HOUSEHOLD ECONOMICS AND MANAGEMENT

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

### 599. MASTER'S THESIS AND RESEARCH

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

### 619. HISTORY AND DEVELOPMENT OF HOME MANAGEMENT CONCEPTS

Fall. Credit three hours. S U grades optional. Consult instructor before registering. Miss Davey. T Th 10:10-11:00.

An examination of the fundamental ideas in home management to include decision making and goal implementation. Concepts will be traced historically with an overview of current thought and with some projections into the future.

### 620. PHYSICAL SCIENCE IN THE HOME

Fall. Credit two or three hours. S U grades optional. Consult instructor before registering. Miss Purchase. W F 1:25-2:15, and laboratory 2 hours, to be arranged.

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

### [632. READINGS IN PERSONAL FINANCES]

Spring. Credit two hours. S U grades optional. Prerequisite, H.E.M. 330 or the equivalent. Consult instructor before registering. F 2:30-4:25. 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. Not offered in 1968-69.

### 640. READINGS IN THE ECONOMICS OF CONSUMPTION

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

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

### 650. READINGS IN MANAGEMENT OF HOUSEHOLD WORK

Spring. Credit three hours. S U grades optional. Consult instructor before registering. Miss Steidl. Hours to be arranged.

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

### 652. READINGS IN USE OF TIME IN HOMES

Fall. Credit three hours. S U grades optional. Consult instructor before registering. Miss Walker. Hours to be arranged.

Critical review of research in use of time for household work and leisure in the United States and other countries. Implications of this research in light of contemporary views of time-use problems as seen by sociologists, psychologists, and philosophers. Implications for research findings for decision makers in today's homes where multiple role alternatives exist.

[689. THE TEACHING OF HOME MANAGEMENT IN COLLEGE]

Spring. Credit one to three hours by arrangement. S U grades optional. Consult instructor before registering. Miss Davey. Hours by arrangement. Alternate year course, not offered in 1968-69.

An examination of the ways home management concepts are currently being taught and the exploration of new approaches. Extent of involvement and exploration will depend upon the number of credits taken.

698. SEMINAR FOR DOCTORAL CANDIDATES

Spring. Credit two hours. S U grades optional. Department staff.

Review of critical issues and thought in family economics and home management. Examination of research methods.

699. DOCTOR'S THESIS AND RESEARCH

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

## HOUSING AND DESIGN

Joseph Carreiro, Head; Glenn H. Beyer, Mrs. Barbara Blanchard, Lewis L. Bower, Allen Bushnell, Helen J. Cady, John Gann, Clark E. Garner, Alan Hahn, Joseph Koncelik, G. Cory Millican, Earl Morris, Richard Ragatz, Thomas Rebek, Clara Straight, Edward G. Thompson, Jose A. Villegas, 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 study individual and family living, and to examine critically facts and theories of housing within the present economic and social structure.

All students are required to take 100, 147. The undergraduate who wishes preprofessional preparation should take two additional courses in each area, then should choose work which emphasizes either design or housing. The program should consist of a minimum eighteen 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 subject 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 socioeconomic and family aspects of housing (see *Announcement of the Graduate School: Social Sciences*).

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.

## Design

### \*100. FUNDAMENTALS OF DESIGN

Fall and spring. Credit three hours. Sections limited to fifteen students each. Mr. Bushnell, Miss Cady, Mr. Koncelik, Miss Straight, and Mr. Thompson.

#### *Fall*

M W 8-11  
M W 9:05-12:05  
T Th 8-11  
T Th 9:05-12:05

#### *Spring*

M W 8-11  
T Th 9:05-12:05  
T Th 1:25-4:25  
M W 9:05-12:05

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

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

### 105. EXPRESSIVE DRAWING

Fall. Credit three hours. Limited to fifteen students. T Th 1:25-4:25.

An exploration of the variety of expressive possibilities in the use of line, tone, texture, etc. Introduction to a wide range of media appropriate to the development of individualized means of visual communication through life drawing and forms in nature. Intended to aid the student in developing individual ability to communicate expressively in the nonverbal language of drawing and image making.

### 106. DESCRIPTIVE DRAWING

Fall and spring. Credit three hours. Limited to fifteen students. Prerequisite, H.D. 100. Mr. Bushnell. T Th 10:10-12:05.

Intended to develop powers of accurate observation and the ability to communicate ideas and information through representational delineation. Perspective, drafting techniques, and orthographic projection will be included. The purpose is to develop techniques and skills necessary for the professional communication of ideas and information.

### 200. DESIGN

Fall and spring. Credit three hours. Prerequisite, H.D. 100 or equivalent. Limited to fifteen students. Miss Straight. Fall, M W 10:10-1:10. Spring, M W 10:10-1:10.

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

### 201. FORM, STRUCTURE, AND SPACE

Fall. Credit three hours. Prerequisite, H.D. 100 or equivalent, and H.D. 106. Limited to fifteen students. Mr. Bushnell. T Th 10:10-1:10.

An exploration of three-dimensional design. The course will cover form development and relationships, basic structural systems, and the characteristics of volumes and spaces. Studies involve a problem-solving approach through the use of simple materials, such as paper, wood, metal, and plastics. The course is intended to serve as an introduction to functional problems in interior design, housing design, furniture, and industrial design.



*Individual critical discussions are an important part of studio courses.*

**220. FUNDAMENTALS OF INTERIOR DESIGN**

Spring. Credit three hours. (Three hours of work in studio required in addition to class periods.) Prerequisites, H.D. 100 or equivalent, H.D. 106, and H.D. 200 or 201. Limited to fifteen students in each section. Miss Cady and Mr. Millican. T Th 10:10-1:10.

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

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

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

**220A. FUNDAMENTALS OF INTERIOR DESIGN**

(Not to be taken by students intending concentration in interior design.) Offered for Home Economics Education students and majors in extension, out-of-college and transfer students. Fall and spring. Credit three hours. (Three hours of work in studio required in addition to class periods.) Prerequisite, H.D. 100 or equivalent. Limited to fifteen students in each section. Fall, T Th 1:25-4:25. Spring, T Th 9:05-12:05. Miss Cady.

These sections study the same fundamental work as H.D. 220. Introductory drafting and rendering techniques for the visualization of ideas are presented.

**221. HISTORIC FURNITURE AND INTERIOR DESIGN**

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

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

**222. HISTORIC FURNITURE AND INTERIOR DESIGN**

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

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

**300. SPECIAL STUDIES FOR UNDERGRADUATES**

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

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

**312. DESIGN: WEAVING**

Fall. Credit three hours. Prerequisites, H.D. 100, 105 or 106 recommended. Limited to eight students. Miss Cady. T Th 9:05-12:05.





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

A studio course exploring structural processes for fabric design. Projects experiment with various fibers, materials, and techniques.

### 313. DESIGN: PRINTMAKING

Fall. Credit three hours. Prerequisite, H.D. 100 and 200 or equivalent. Limited to fifteen students. Miss Straight. T Th 10:10-1:10.

A studio course exploring the print as a design form. Emphasis is upon work done with the silk screen, but opportunities are provided for exploring other processes for both fabric and paper. Minimum cost of materials, \$10.

### 321. RESIDENTIAL DESIGN

Fall. Credit three hours. Prerequisite, H.D. 220. Limited to fifteen students. Mr. Millican. M W F 9:05-12:05.

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

### 323. CONTEMPORARY DESIGN

Spring. Credit three hours. Mr. Millican. T 8-8:50, Th 8-9:55.

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

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

### 325. INTERIOR DESIGN

Fall. Credit three hours. Prerequisites, H.D. 220, and H.D. 321. Limited to fifteen students. Miss Cady. M W F 10:10-12:05. Three additional hours of work required.

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

### [330. CONTRACT INTERIORS]

Spring. Credit three hours. Prerequisite, H.D. 325 (home economics students). Limited to fifteen students. Mr. Millican.

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

The course is primarily designed for Hotel Administration students and fulfills final Hotel Engineering elective requirements. It is also available to those students in Home Economics with a strong professional focus. Permission of the instructor required for home economics students. Not offered in 1968-69.

### [350. ENVIRONMENTAL DESIGN]

Spring. Credit three hours. Prerequisite, H.D. 321. Limited to fifteen students. Open to upperclassmen and graduate students. Mr. Bushnell.

An investigation of residential housing with an emphasis on house-to-house relationships, better land use, coordination of landscape, art graphics, and color. The student will be encouraged to develop schemes utilizing modern

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



building techniques and will be challenged to program variety, interest, and unity within this framework. Not offered in 1968-69.

#### 400. SPECIAL STUDIES FOR UNDERGRADUATES

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

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

#### 415. VISUAL COMMUNICATION TECHNIQUES (Portfolio Preparation)

Fall. Credit three hours. Limited to fifteen students. Intended for seniors. Mr. Bushnell. M W 9:05-12:05.

Development of two-dimensional techniques of visual presentation. Experiments in a variety of media appropriate to effective and dramatic visual persuasion and communication. Composition, introduction to the use of lettering, typography, and photography in page layout as part of portfolio preparation.

#### 439. DESIGN SEMINAR

Spring. Credit three hours. For upperclassmen and graduate students. Instructor's signature required at preregistration. Mr. Carreiro. Time to be arranged.

#### 526. INTERIOR DESIGN

Fall. Credit three hours. Prerequisite, H.D. 325. Limited to fifteen students. Mr. Bushnell, Miss Cady, Mr. Koncelik, Mr. Millican, and Miss Welling.

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

## Housing

#### 147. FUNDAMENTALS OF HOUSING

Fall and spring. Credit two hours (see 148 for possibility of joint registration for three credit hours). Mrs. Blanchard. W F 2:30.

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

#### 148. SEMINAR: FUNDAMENTALS OF HOUSING

Fall and spring. Credit one hour. Mrs. Blanchard. W 3:35.

Open only to those simultaneously registering for H.D. 147. The lectures and readings of H.D. 147 will be employed as point of departure for supplementary readings, investigation, and discussion.

### 348. HUMAN ASPECTS OF HOUSING

Fall. Credit three hours. Mr. Morris. M W F 9:05.

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

### [349. HOUSING SUPPLY]

Spring. Credit three hours. Prerequisite, H.D. 147. Mr. Bower.

An investigation of certain theories and concepts in housing such as problems of suburbanization and city growth; neighborhood factors and policies. Not offered in 1968-69.

### 400. SPECIAL STUDIES FOR UNDERGRADUATES

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

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

### 540. FUNDAMENTALS OF HOUSING

Fall. Credit two hours. Consult with instructor prior to registration. Preregistration required. Mr. Bower. T Th 3:35-4:25.

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

### 542. HOUSING MARKET ANALYSIS

Fall. Credit three hours. Permission of the instructor is required. Mr. Ragatz. F 2:30-4:25.

Designed to give the student a basic understanding of local housing market operations and mechanisms, including demand determinants such as demographic, economic, and institutional characteristics; supply determinants such as the quality, nature, and expected changes of the inventory; and market indicators such as price, vacancies, and real estate transactions. The first part of the course describes the traditional approach to housing market analysis. The second part is devoted to the description and evaluation of mathematical models in spatially locating required residential activities. Land use and transportation models are used as examples. A field problem is included in the course.

### 545. SOCIAL ASPECTS OF HOUSING IN DEVELOPING COUNTRIES

Fall. Credit three hours. Permission of the instructor is required. Mr. Villegas. W 7:00-9:30 P.M.



*Drawing is viewed as a fundamental tool for communication and expression.*

An institutional approach will be followed in the first half of the course (fall semester), to study a selected group of problems which have a direct influence on the social aspects of housing and urban development planning.

The first semester of the course is divided in ten blocks or sections: (1) Introduction; (2) Social Institutions (Part I); (3) Health Institutions; (4) Social Institutions (Part II); (5) Consumer Institutions; (6) Political Institutions; (7) Educational Institutions; (8) Religious Institutions; (9) Administrative Institutions; (10) Profile of the Future.

#### 546. SOCIAL ASPECTS OF HOUSING IN DEVELOPING COUNTRIES

Spring. Credit three hours. Prerequisite, H.D. 545 and permission of instructor. For upperclassmen and graduate students. Mr. Villegas. W 7:00-9:30 P.M.

The principal objective of the second half of the course (spring semester) is to study a selected group of housing and planning developments. The case method approach will be followed.

The second semester of the course has been divided into nine blocks or sections: (1) Urban Development Strategies for Urban Marginal Areas: Squatter, Shanty Towns, Slum Clearance; (2) Self-help Method; (3) Housing and Planning for Areas in the Initial Stages of Social and Economic Development; (4) New City in a City; (5) High Rise Apartments; (6) Cooperative Housing; (7) City, Regional Planning, and Housing; (8) New Towns; (9) Rural Housing and Planning.

#### 547. SEMINAR ON URBAN MARGINAL AREAS IN DEVELOPING COUNTRIES

Spring. Credit 3 hours. Permission of the instructor is required. Mr. Villegas. W 10:00-12:30.

The principal seminar objectives are to formulate criteria to evaluate the governments' planning strategies toward urban squatter and shanty town areas in Latin America and other developing countries; to analyze current research

on political development aspects of such areas; and to study selected problems: building and construction, physical planning, consumer behavior, and informal socioeconomic organization.

#### 548. SOCIAL PROBLEMS IN HOUSING

Fall. Credit three hours. Mr. Morris. T 1:25-3:20 plus a one-hour laboratory section to be arranged.

A critical examination of individuals, families, and specific groups in relation to social requirements for housing units and neighborhoods. Undertaken through an analysis of factors related to the distribution of housing in society and through an examination of current housing programs and policies as they affect various groups. Special attention is given to problems of economically disadvantaged households.

#### 549. PRODUCTION OF HOUSING

Spring. Credit two hours. Mr. Bower. T Th 3:35.

An examination of the system of producing shelter in the United States, its structure and major processes. Focus will be on decision making within existing institutional constraints.

Description and evaluation of major subsystems including contractual and speculative home building, the prefabrication industry, mobile home manufacturing, and production of rental housing. Some attention will be devoted to building of New Towns and production of housing in conjunction with a number of special-purpose governmental programs.

#### 600. SEMINAR IN CURRENT HOUSING ISSUES

Spring. Credit three hours. Prerequisite, H.D. 540 or permission of the instructor. Mr. Beyer. Hours to be arranged.

This seminar focuses on a selected group of national issues related to housing. The issues evaluated vary from year to year based on current importance and student interest. When possible, these are studies in the context of present or recent research, with emphasis on both subject content and methodology.

#### 601. THE FUTURE OF THE HOUSE AND URBAN LIFE STYLES

Fall. Credit three hours. Permission of the instructor is required. Mr. Villegas. M 7-9:30 P.M.

Concepts analyzed will include transience of values in housing and urban development; housing and postindustrial society; transient environment; planned obsolescence, the rental revolution and mobile architecture; the interface of the aerospace industry and urban research.

#### 602. HOUSING AND URBAN RESEARCH METHODOLOGY

Spring. Credit three hours. Prerequisite: an introductory course in methods or statistics or permission of the instructor. Mr. Morris. W 2:30-4:25. Room 409.

Consideration of the scientific process in terms of survey, experimental and case study methods as these apply to research problems in housing and urban development. From consideration, a selected major research project will be evaluated, from development of the research proposal to reporting of the results.

#### 603. READINGS IN HOUSING

Spring. Credit two hours. Prerequisite, H.D. 540 and permission of the instructor. Department faculty. Hours for discussion of readings to be arranged.

## Graduate Thesis and Special Problems

### 500. SPECIAL PROBLEMS FOR GRADUATE STUDENTS

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

### 599. MASTER'S THESIS AND RESEARCH

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

### 699. DOCTOR'S THESIS AND RESEARCH

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

## INSTITUTION MANAGEMENT

Mrs. Mary K. Bloetjes, Head; Doris Breunig, Kathleen Cutlar, Dorothy Proud, Mrs. Kathryn Visnyei.

The undergraduate program in institution management is designed for students who wish to prepare for positions in dietetics including those in hospitals, colleges, universities, schools, nursing homes. In addition, the program is designed for students who wish to meet the requirements for a postgraduate dietetic internship (see page 28).

The department aims to provide the students with an understanding of management techniques as applied to quantity menu item production and meal service and to the procurement and efficient use of dietary department resources in providing nutritional care to individuals and groups in health-focused institutions.

In general, departmental course offerings are arranged in sequence and are coordinated with courses in the department of Food and Nutrition. Students should consider this when planning their program.

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

*A Summer Practicum is required for students who plan to meet the requirements of the American Dietetic Association.*

### 106. ORIENTATION IN DIETETICS

Fall. Credit two hours. Prerequisite for I.M. 327. May be elected by any undergraduate. Miss Breunig. T 2:30-4:25.

Recommended for students who wish to explore the professional opportunities of operating dietary departments in such institutions as hospitals, schools, and nursing homes where nutrition and health is emphasized. Field trip will be arranged. Estimated cost \$4.

### 220. MARKETING, SELECTING & PURCHASING OF FOOD COMMODITIES IN QUANTITY

Spring. Credit three hours. Miss Breunig. Required of all students preparing for dietetics. Suggested for students preparing for positions as home economics teachers or as extension agents. T 9:05, Th 8-9:55.

## 102 INSTITUTION MANAGEMENT

Emphasizes sources, standards of quality, grades, methods of purchasing, packaging standards, care and storage of various categories of food commodities. Field trips will be included.

### 241. MANAGERIAL ACCOUNTING FOR DIETITIANS

Spring. Credit three hours. Miss Cutlar. M W F 12:20.

A survey of basic accounting principles and management's use of accounting information. Application is made to interpretation and use of accounting records in the administration of dietary departments. Suggested also for home economics students who are planning to enter careers using business data.

### 300. SPECIAL STUDIES FOR UNDERGRADUATE STUDENTS

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

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

### 327. DIETARY FACILITY PLANNING AND EQUIPMENT SELECTION FOR QUANTITY MENU ITEM PRODUCTION

Fall. Credit three hours. Prerequisites, F.N. 246 and I.M. 106. H.E.M. 220 and 280 are strongly recommended taken prior to or concurrently with I.M. 327. Miss Cutlar. M 2:30-4:25, F 2:30.

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

Field trips to local food facilities and a one-day field trip to observe facilities outside the University community is planned. Cost \$5.

### 329. SANITARY ASPECTS OF MENU ITEM PREPARATION

Spring. Credit two hours. Prerequisite, Biological Science 290 A. Miss Breunig. T Th 11:15.

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 dietetics. Emphasis will be placed on the presentation of recent research data.

### 350. FOOD PRODUCTION PRACTICE

Fall and spring. Credit three hours. Open to a limited number of seniors and graduate students with permission of the instructor. Practice assignments require approximately 10 hours a week for the semester. Conference hour to be arranged. Students should reserve two five-hour blocks of time in class schedules, preferably 8-1:00. Students will meet with instructor the first day of the semester. 4:25-5:15.

Practice in one of the food service units on the campus. Tompkins County Hospital, or the Ithaca Public School cafeterias provide the student with an opportunity to become familiar with quantity production and service of menu items in an operating situation.



**400. SPECIAL STUDIES FOR UNDERGRADUATE STUDENTS**

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

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

**419. THEORY OF QUANTITY MENU ITEM PRODUCTION AND SERVICE**

Spring. Credit three hours. Prerequisites, F.N. 332, I.M. 220, I.M. 425, I.M. 329, and Summer Practicum. Mrs. Bloetjes, M W F 10:10.

Techniques of processing, production scheduling, and labor scheduling will be emphasized in relation to menu items prepared in quantity by institutional dietary departments.

Provides a basic understanding of production planning and is coordinated with the student's Summer Practicum experience.

**425. ORGANIZATION AND MANAGEMENT**

Fall. Credit two hours. Prerequisites, I.M. 241 or Hotel Accounting 81, and I.M. 327. Miss Breunig, T Th 9:05.

Techniques of organizing and managing dietary departments in hospitals, schools, nursing homes, and similar institutions. Budgets, records, reports, and development of line and staff organization charts are included.

**500. SPECIAL PROBLEMS FOR GRADUATE STUDENTS**

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

**510. SEMINAR IN DIETARY AND FOOD SERVICE ADMINISTRATION**

Spring. Credit one hour. Required of all graduate students in the department. Miss Cutlar, T 3:35.

**519. THEORY OF QUALITY MENU ITEM PRODUCTION AND SERVICE**

Spring. Credit three hours. Graduate section of I.M. 419. Instructor's signature required for preregistration. Mrs. Bloetjes, M W F 10:10.

**520. ADVANCED FOOD SELECTION AND PURCHASE**

Spring. Credit three hours. Graduate section of I.M. 220. Instructor's signature required for preregistration. Lecture and discussion. T 9:05, Th 8:00-9:55.

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.

## 104 TEXTILES AND CLOTHING

### 525. ADVANCED ORGANIZATION AND MANAGEMENT

Fall. Credit two hours. Graduate Section of I.M. 425. Instructor's signature required for preregistration. Hours to be arranged.

Analysis and interpretation of major administrative problems in the operation of a dietary department. Application of business management techniques including budgetary and production control.

### 527. DIETARY DEPARTMENT LAYOUT AND EQUIPMENT SELECTION

Spring. Credit two hours. Instructor's signature required for preregistration. Miss Cutlar. W 2:30-4:25.

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

### 528. SCHOOL LUNCH MANAGEMENT

Spring. Credit two hours. Instructor's signature required for preregistration. T Th 12:20 and one additional hour to be arranged.

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 operations on the local level. Analysis of monthly reports and reimbursement controls for the Type A lunch and the special milk program will be furnished.

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

### 529. SANITARY ASPECTS OF MENU ITEM PREPARATION IN QUANTITY

Spring. Graduate section of I.M. 329. Credit two hours. Instructor's signature required for preregistration. T Th 11:15 and additional conferences to be arranged.

### 540. DATA PROCESSING APPLIED TO DIETARY DEPARTMENT ADMINISTRATION

Fall. Credit two hours. Prerequisites, I.M. 519 and I.M. 525 or equivalents. Open to seniors by special permission. Mrs. Bloetjes, T Th 3:35.

Includes the development of data programs for the procurement and issuing of food commodities, the processing of ingredients, and the scheduling of departmental resources as related to automatic data processing.

### 599. MASTER'S THESIS AND RESEARCH

Fall and spring. For graduate students with training and experience satisfactory to the instructor. Hours to be arranged. S U grades optional except for final grade at completion of thesis. Mrs. Bloetjes, Miss Bruenig, and Miss Cutlar.

## TEXTILES AND CLOTHING

Mrs. Charlotte Baumgartner, Head; K. Elaine Ager, Mrs. Madeline C. Blum, Nancy Conklyn, Rachel Dardis, Pamela Empie, Susan Garner, Lily Lee, Bertha Lewis, Mrs. Frances McFadden, Mrs. Jean McLean, Mrs. Elsie McMurry, Mrs.

Sharon K. Obendorf, Edward Ostrander, Susan Sassaman, Ruth Sherlock, Betty Smith, Evelyn Stout, Helen Warner, Vivian White.

The Department of Textiles and Clothing aims to assist students in developing discrimination in the choice of textiles and apparel, in increasing creative abilities and acquiring aesthetic judgment, in becoming familiar with the chemical and physical properties and aesthetic qualities of textiles important to the consumer in the purchase and maintenance of clothing and textile furnishings, in examining the economic significance of the production, marketing, and consumption of textile products, and in understanding the sociopsychological aspects of textiles and apparel.

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

A major in textiles and clothing consists of the following courses and their prerequisites.

<i>Courses in Textiles and Clothing</i>	<i>Credit Hours</i>	<i>Prerequisite</i>
1. T.C.170 Textiles	3	
or	or	
T.C.175 Textiles	3	
and	and	
T.C.176 Textiles	3	175; Chemistry 103-104 or 107-108 recommended
2. T.C.475 Textiles: Characteriza- tion and Evaluation	3	170 or 176
or	or	
T.C.476 Textile Chemistry	4	170 or 176, Organic Chemistry
3. T.C.141*Principles of Clothing Construction and Selection	3	
and	and	
T.C.210 Design and Color in Apparel	3	141, 170, Housing and Design 100
or	or	
4. T.C.151 Apparel Design I	3	
and	and	
T.C.152 Apparel Design II	3	151, 175
5. T.C.431 History of Costume	3	History 105
or	or	
T.C.432 History of Costume	3	History 105-106
6. T.C.433 Economics of the Textile and Apparel Industries	3	170 or 176, Economics 103 and 104

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

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



*Graduate students analyze research data in textile economics and marketing.*

An *Honors program* is offered by the department, leading to the Bachelor of Science degree with Honors in Textiles and Clothing.

Students may apply for admission to the Honors program in the spring semester of the sophomore year. Sophomores planning to apply may, with permission of the instructor, undertake special projects involving work beyond that normally required in textiles and clothing courses. An applicant should complete one such project during the fall or spring semester of the sophomore year.

In the spring of the junior year, Honors students are required to take the Junior Honors Seminar (T.C. 398). Also during the junior year, students should complete a course at the 400 level in the area in which they wish to write the senior Honors thesis.

During the senior year Honors students must register in an Undergraduate Research Practicum in either Apparel Design—Marketing (T.C. 498) or Textile Science (T.C. 499), and are required to write an Honors thesis under the direction of a faculty member in the department.

#### 151. APPAREL DESIGN I

Fall and spring. Credit three hours. Each section limited to sixteen students. Misses Ager, Lee, and Sassaman. M W 9:05–12:05 or 1:25–4:25. T Th 9:05–12:05 or 1:25–4:25.

A preliminary examination will be held at 7:30 P.M., October 23.

A study of the fundamental principles and processes of flat pattern design

and clothing construction. Laboratory experiences include the development of a master pattern for an individual from a basic commercial pattern. Students are expected, as a result of the discovery and understanding of relevant concepts, to relate flat pattern and construction techniques to apparel design problems.

#### 152. APPAREL DESIGN II

Spring. Credit three hours. Prerequisites, T.C. 151 and T.C. 170 or 175. Each section is limited to sixteen students. Misses Ager, Lee, and Sassaman. M W 1:25-4:25, T Th 1:25-4:25.

A preliminary examination will be held at 7:30 P.M., March 12.

A continuation of T.C. 151 involving more advanced problems in apparel design. Emphasis is placed on successful integration of pattern design with construction processes in contemporary fabrics. Students are encouraged to create and execute original designs.

#### \*170 TEXTILES

Fall and spring. Credit three hours. Each section limited to 20 students. Miss White, Mrs. Obendorf, and assistants. Lecture: T Th 11:15-12:05. Laboratory: M 2:30-4:25, T 8-9:55, W 2:30-4:25, Th 8-9:55 or 2:30-4:25, F 2:30-4:25.

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

#### 175. TEXTILES

Fall. Credit three hours. Each section limited to twenty students. Mrs. Obendorf. Lecture: T Th 11:15-12:05. Laboratory: T 8-9:55, W 2:30-4:25, Th 8-9:55.

An introduction to textile materials and their structure, properties, and economic importance. Characteristics important in consumer use are emphasized. Laboratory experiments give students an opportunity to apply basic physical and chemical principles to the study of fibers, yarns, and fabrics.

#### 176. TEXTILES

Spring. Credit three hours. Prerequisites: T.C. 175; Chemistry 104 or 108 or parallel registration recommended. Each section limited to twenty students. Mrs. Obendorf. Lecture: T Th 11:15-12:05. Laboratory: T 8-9:55, W 2:30-4:25.

A continuation of T.C. 175. Investigation of the behavior of textile materials in relation to environmental factors and conditions of service influencing performance, comfort, and aesthetics. Laboratory experience provides an opportunity to explore a variety of textile materials and methods of evaluation. Students are encouraged to pursue independent study.

#### 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 or 175, and Housing and Design 100.

Each section limited to sixteen students. Fall, M W 1:25-4:25; T Th 1:25-4:25. Spring, T Th 1:25-4:25. Misses Sassaman and Sherlock.

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

## 272. TRENDS IN TEXTILES AND TEXTILE FURNISHINGS

Spring. Credit three hours. S U grades optional. Open to all students on campus. Lecture-demonstration-discussion. Miss Stout. M W F 8-8:50.

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

## 300. SPECIAL STUDIES FOR UNDERGRADUATES

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

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

## 311. PROBLEMS IN APPAREL DESIGN

Fall and spring. Credit three hours. Prerequisites, T.C. 152 and 176, or T.C. 215, and Housing and Design 100. May be elected by students from other departments and colleges with permission of the instructor. Each section limited to eighteen students. Mrs. McMurry. Lecture: Th 8-8:50. Laboratory: T Th 9:05-11.

Studio problems at the intermediate level are designed to involve students in creative experiences which will increase understanding of concepts and principles of design as related to apparel and human needs. Exploration of sources of apparel design ideas and experimentation with materials and techniques. Innovation is encouraged.

In considering interrelationships among such factors as function, materials, and technical processes, the aid of specialists whose knowledge bears upon the solution of design problems will be incorporated through lectures, studio critiques, and field trips.

## 333. PRINCIPLES OF MARKETING

Spring. Credit three hours. Prerequisite, Economics 103. Miss Dardis. M W F 11:15-12:05.

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

## 350. APPAREL DESIGN: DRAPING

Fall and spring. Credit three hours. Prerequisites T.C. 152 and 311 or T.C. 210 and 215. Each section limited to sixteen students. Miss Sherlock. T Th 9:05-12:05.



*Student interrelates knowledge of textiles and design principles in solving a studio problem in apparel design.*

Offers a creative environment for the exploration and development of apparel design. Problems are chosen by the students which will contribute to further development of 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.

#### 398. JUNIOR HONORS SEMINAR

Spring. Credit one hour. Limited to juniors in the departmental Honors program. Department Faculty. Time and room to be arranged.

Readings, reports, and discussion of selected topics.

#### 400. SPECIAL STUDIES FOR UNDERGRADUATES

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

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

#### 431. HISTORY OF COSTUME

Fall. Credit three hours. Prerequisite or parallel, History 105. For upperclassmen and graduate students. May be elected by students from other colleges of the University. Mrs. McMurry. M W 2:30-4:25.

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

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

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

#### 432. HISTORY OF COSTUME

Spring. Credit three hours. Prerequisite, History 105-106 (106 may parallel). For upperclassmen and graduate students. May be elected by students from other colleges of the University. Mrs. McMurry. M W 2:30-4:25.

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

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

#### 433. ECONOMICS OF THE TEXTILE AND APPAREL INDUSTRIES

Fall. Credit three hours. Prerequisites, T.C. 170 or 176 or permission of instructor, and Economics 103 and 104 or equivalent. Miss Dardis. M W F 11:15-12:05.

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

#### 434. PSYCHOLOGY OF TEXTILES AND APPAREL

Spring. Credit three hours. Prerequisites, C.D. & F.R. 115, and Psychology 101 or Education 110, or equivalent. Mr. Ostrander. T Th 2:30-3:45.

Course focus is on the consumer as a decision maker. Psychological, social, and cultural factors contributing to consumer behavior are explored in terms of theories, models, and empirical research findings. An analytical approach is used. Students formulate and plan an empirical research project.

#### 445. APPAREL DESIGN: TAILORING PROCESSES

Fall and spring. Credit three hours. Prerequisite, T.C. 215, or 152. Limited to sixteen students. Miss Ager. T Th 9:05-12:05.

Design in apparel achieved through structural potentials of fabric. Processes related to fabric characteristics and to style, cost, and end use. Opportunity for students to explore, adapt, and create processes, and to evaluate results in terms of design quality.

#### 475. TEXTILES: CHARACTERIZATION AND EVALUATION

Fall and spring. Credit three hours. Prerequisite, T.C. 170 or 176 (176 may parallel). Miss Stout. W F 12:20-2:15 and two unscheduled hours of independent laboratory work weekly. Limited to sixteen students.





*Undergraduates in an introductory textile laboratory evaluate results of a water repellency experiment.*

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

#### 476. TEXTILE CHEMISTRY

Fall. Credit four hours. Prerequisites, T.C. 170 or 176, and organic chemistry (Chemistry 357-358 preferred), or permission of instructor. Limited to ten students. Miss Smith. Lecture: T Th 9:05-9:55. Laboratory: T Th 10:10-12:05.

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

#### 477. STRUCTURE AND PROPERTIES OF TEXTILE FIBERS

Spring. Credit four hours. Prerequisites, organic chemistry, Physics 101-102 or 207-208, and permission of instructor. Miss White. Lecture: T Th 1:25-2:15. Laboratory: T Th 2:30-4:25.

Selected topics dealing with relationships between structure and properties of textile fibers. Emphasis is on properties influencing utility and aesthetic appeal of textile materials. Consideration is also given to fiber modifications imparted by physical and chemical means during manufacture and use. Laboratories include an introduction to experimental techniques and independent investigations.

**498. UNDERGRADUATE RESEARCH PRACTICUM IN APPAREL DESIGN-MARKETING**

Fall and spring. Credit two to four hours. Limited to seniors in the departmental major. Registration by permission of instructor. Department faculty. Time and room to be arranged.

An independent literary, laboratory, or field study, conducted throughout the year.

**499. UNDERGRADUATE RESEARCH PRACTICUM IN TEXTILE SCIENCE**

Fall and spring. Credit two to four hours. Limited to seniors in the departmental major. Registration by permission of instructor. Department faculty. Time and room to be arranged.

An independent literary, laboratory, or field study, conducted throughout the year.

**500. 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.

**533. SEMINAR IN TEXTILE ECONOMICS AND MARKETING**

Spring. Credit one hour. S U grades exclusive. Prerequisite, T.C. 433. Upperclassmen by permission of instructor. Miss Dardis. Time and room to be arranged.

A critical review of research literature in the economics of the textile and apparel industries and the marketing of textile products. The application of research methods to current problems of the textile and apparel industries will be discussed.

**534. PSYCHOLOGY OF CONSUMER BEHAVIOR**

Fall. Credit three hours. Prerequisites, C.D. & F.R. 115, and Psychology 101 or Education 110, or equivalent. Mr. Ostrander. T Th 2:30-3:45.

Course focus is on consumer behavior as influenced by information and communication. The consumer's behavior and attitudes toward products, producers, and outlets are considered as a function of advertising and other sources of information. The dynamics of attitude and behavioral change are studied, using models and theories which incorporate demographic and personality variables. Students formulate and plan an empirical research project.

**551. APPAREL DESIGN: DESIGNERS' PROBLEMS**

Spring. Credit three hours. Prerequisite, T.C. 350; T.C. 333 desirable. May be taken preceding or following T.C. 555 but not parallel. Miss Lee. T Th 2:30-4:25.

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

**[555. DESIGN AND COLOR IN APPAREL: ADVANCED COURSE]**

Spring. Credit three hours. Prerequisites, T.C. 350, Housing and Design 200, or Drawing 111 or Art 340a. Mrs. McMurry. T Th 2:30-4:25. Approximately two additional hours of laboratory work required.

Selected problems in designing apparel provide opportunity to solve the interrelated problems in developing a design set by such factors as materials and technical procedures. Alternate-year course; not offered in 1968-69.

#### 570. SEMINAR: STRUCTURE AND PROPERTIES OF TEXTILE MATERIALS

Fall. Credit two hours. S U grades optional. Registration by permission of instructor. Miss White. M 1:25-3:20.

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

#### [575. TEXTILES: CHARACTERIZATION AND EVALUATION]

Spring. Credit three hours. Prerequisite, T.C. 475; statistics and T.C. 476 and 477 recommended. Miss Stout. W F 12:20-2:15 and two unscheduled hours of independent work weekly. Not offered in 1968-69.

A series of cooperative class problems involving various fibers in fabric form, testing procedures, and specialized equipment. Physical, chemical, and microscopical procedures are combined in studying certain problems.

#### 576. ADVANCED TEXTILE CHEMISTRY

Spring. Credit four hours. Prerequisites, T.C. 475 and 476 and quantitative analysis or permission of instructor. Limited to ten students. Miss Smith. Lecture T Th 9:05-9:55. Laboratory: T Th 10:10-12:05.

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

#### 588. SEMINAR IN TEXTILE CHEMISTRY

Spring. Credit one hour. S U grades exclusive. Registration by permission of instructors. Misses Lewis and Smith. Time and room to be arranged.

A critical discussion of current research literature in the field.

#### 590. INSTRUMENTAL ANALYSIS OF TEXTILE MATERIALS

Fall. Credit two hours. Registration by permission of instructor. Miss Lewis. T Th 2:30-4:25.

A laboratory course designed to illustrate the use of instrumental analytical techniques in the study of textile materials.

#### 599. MASTER'S THESIS AND RESEARCH

Fall and spring. Registration by permission of instructor. Department faculty. S U grades optional.

#### 608. SEMINAR IN TEXTILES AND CLOTHING

Fall and spring. S U grades exclusive, M 4:25. Department faculty.

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

## 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 Office of Records and Scheduling.

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

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

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

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

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

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