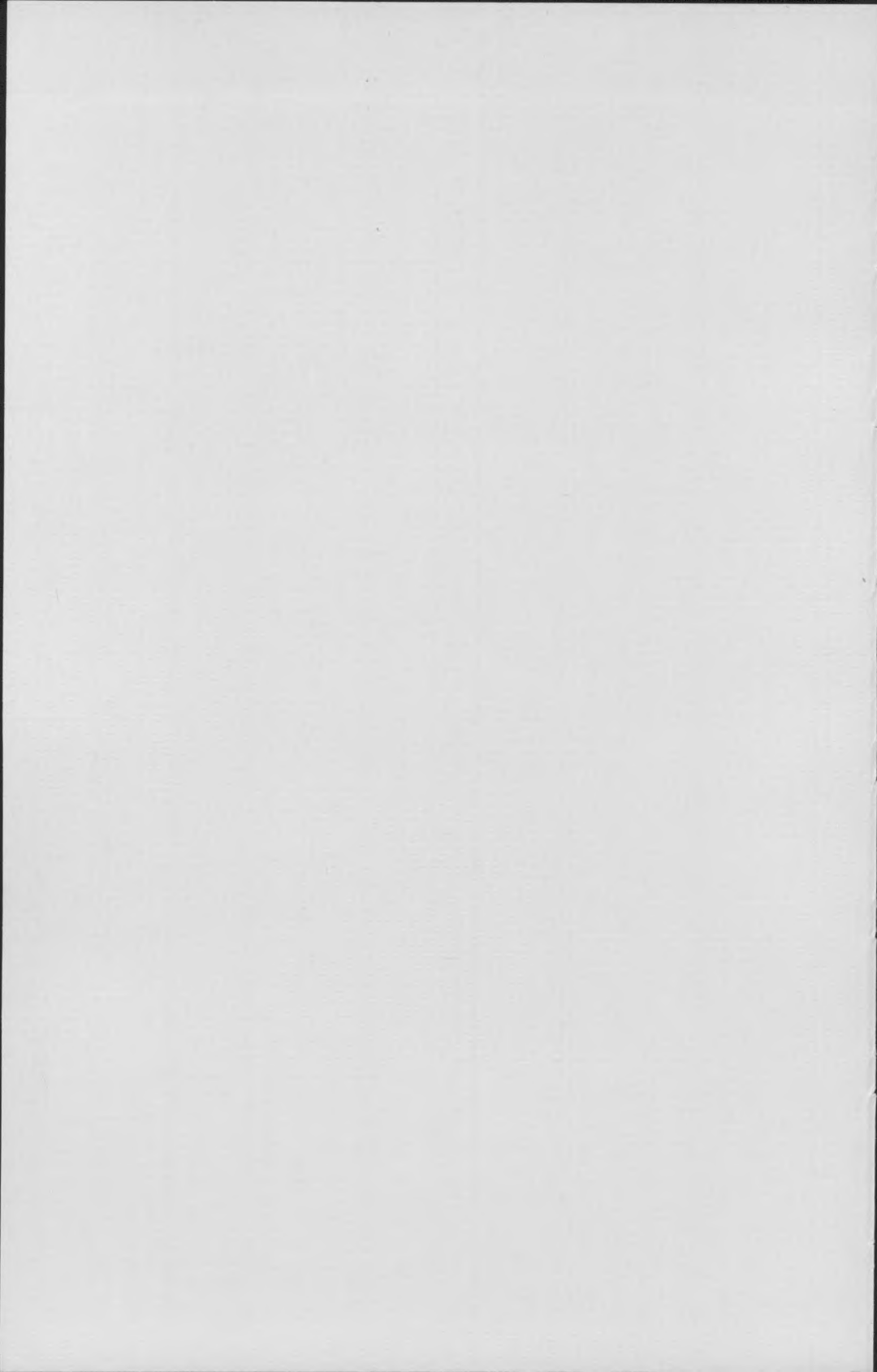




Cornell University Announcements

New York State College of Human Ecology

1973-74



Cornell University

**New York State
College of
Human Ecology**

1973-74

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

Volume 65 of the Cornell University Announcements consists of twenty-one catalogs, of which this is number 4, dated March 15, 1973. Publication dates: twenty-one times a year (four times in August; three times in March and July; twice in January, June, and October; once in April, May, September, November, and December). Publisher: Cornell University, Sheldon Court, 420 College Avenue, Ithaca, New York 14850. Second-class postage paid at Ithaca, New York.

Cornell Academic Calendar

1973-74

Registration, new students	Thursday, August 30
Registration, continuing and rejoining students	Friday, August 31
Fall term instruction begins	Monday, September 3
Instruction suspended for Thanksgiving recess, 1:10 p.m.	Wednesday, November 21
Instruction resumes	Monday, November 26
Fall term instruction ends, 1:10 p.m.	Saturday, December 8
First day of final examinations	Thursday, December 13
Last day of final examinations	Saturday, December 22
Registration, new and rejoining students	Thursday, January 24
Registration, continuing students	Friday, January 25
Spring term instruction begins	Monday, January 28
Instruction suspended, 1:10 p.m.	Saturday, April 6
Instruction resumes	Monday, April 15
Spring term instruction ends, 1:10 p.m.	Saturday, May 11
First day of final examinations	Friday, May 17
Last day of final examinations	Monday, May 27
Commencement Day	Monday, June 3

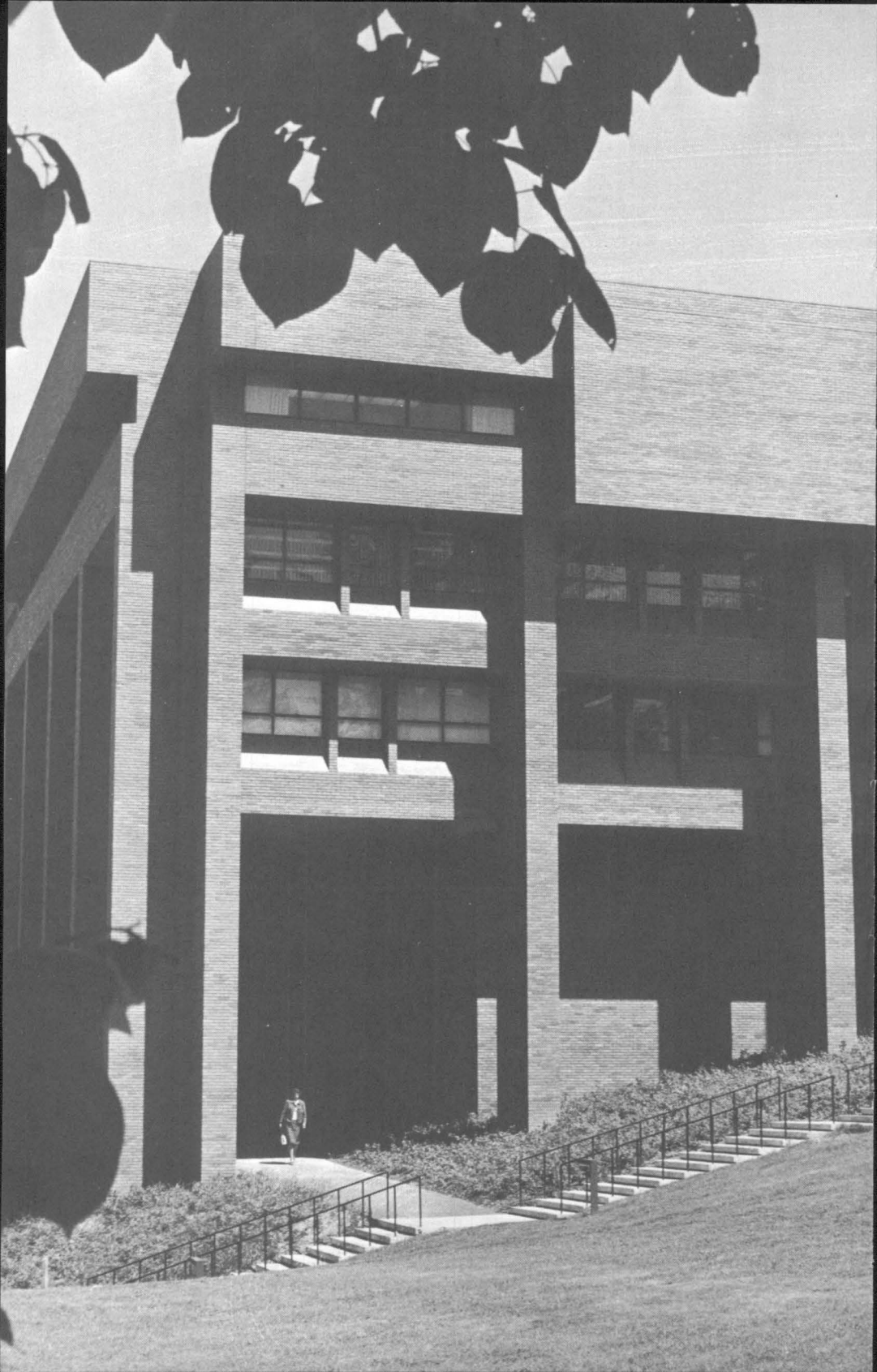
The dates shown in the Academic Calendar are subject to change at any time by official action of Cornell University.

In enacting this calendar, the University Senate has scheduled classes on religious holidays. It is the intent of Senate legislation that students missing classes due to the observance of religious holidays be given ample opportunity to make up work.

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The courses and curricula described in this *Announcement*, and the teaching personnel listed herein, are subject to change at any time by official action of Cornell University.



Cornell University

The New York State College of Human Ecology

The New York State College of Human Ecology is one of four statutory colleges of the State University of New York at Cornell University. A land-grant college, it receives support for teaching, organized research, and public service programs from both the state and federal governments. Faculty members are part of the Cornell University faculty, and students receive their degrees from Cornell.

The College program focuses on the study of human development and the quality of the human environment. It is particularly interested in problems of human welfare that are of compelling significance in contemporary society: nutrition and health, the family in poverty, urban housing and environmental design, the consumer in the marketplace, the stability of the family, and the effects of technology on food, clothing, shelter, and interpersonal relationships. In each phase of its program, the College of Human Ecology is committed to improving human development in the family as well as in the broader institutional setting.

Five departments provide the foundation for the College. All are rooted in the basic academic disciplines, and at the same time are committed to the problem-solving orientation of the College. The departments complement with each other in formulating interdisciplinary solutions for complex human problems. By pooling their resources, these departments train students and conduct research in an environment that is both academically strong and professionally oriented. Students also have the opportunity to elect studies in the other divisions of the University.

The College's many public service and continuing education activities are con-

ducted in conjunction with the county Cooperative Extension Associations and the Federal Extension Service. In addition, the College plans and carries out a variety of special workshops and training programs.

Organized research, which contributes to both the graduate education and public service functions of the College, is supported basically by state funds, in cooperation with a variety of public and private agencies.

The Undergraduate Program

The aim of the undergraduate program of the New York State College of Human Ecology 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 uniqueness of the undergraduate program lies in opportunities for an interdisciplinary approach to the solution of human problems. Because the educational program of the College guarantees students both a liberal education and professional specialization, graduates are prepared to select from a wide variety of career and graduate-study opportunities. The wide diversity of majors offered in the College allows the student to apply work in the natural and social sciences and the humanities to his major in College. Some students also fulfill additional professional requirements for the internship of the American Dietetics Association or for certifica-

6 Admission to the College

tion in nursery-kindergarten teaching, in home economics education, or in health education. *The College does not offer preparation for certification in elementary education.*

Student Participation

Students have played an active role in the development of the College program since its earliest history and have had two members on the faculty committee concerned with educational policy since the 1940s. Under the present College organization, each department has a Departmental Council composed of two graduate students and four undergraduate students, elected by the students from among those majoring in the department, and four faculty members selected by the department faculty. The Departmental Councils are a forum for communication and discussion among faculty and students on matters of academic policy and procedure. The Councils may set up ad hoc panels for hearing student grievances, except those which are the responsibility of other college or University groups, and for recommending solutions for such grievances to the appropriate decision-making body.

The graduate and undergraduate student members of the Departmental Councils meet with the dean to discuss academic matters and issues of mutual interest. This group selects from among its members two students to be members of each of the following standing committees of the faculty: Committee on Undergraduate Education; Committee on Academic Services; and Committee on Graduate Education.

In addition to participating in the development of College policy and program through the organizations described above, students have an opportunity to affiliate with special interest groups: student chapter, American Association for Textile Technology; and Cornell chapter, American Home Economics Association.

Admission to the College

It is the policy of Cornell University actively to support the American ideal of equality of opportunity for all, and no student shall be denied admission or be otherwise discriminated against because of race, color, creed, religion, or national origin.

As part of the State University of New York, the College selects students on their own merits from private and public high schools and colleges throughout the State; a limited number of out-of-state students are selected.

Since each year there are three to four times as many applicants as places available for new students, admission to the New York State College of Human Ecology is competitive and selective. The types of students sought, the criteria for admission, and the selection procedures followed are established by the faculty of the College. Selection of students is the responsibility of the Faculty Committee on Admissions.

Selection is based on the following criteria: overall academic qualifications of candidates, including preparation and achievements; expressed interest in the Human Ecology program and evidence of interest in school, college, or other activities wherever possible; recommendations from school or college counselors and others who know the candidate and can provide meaningful information; class standing; and testing, including results of either the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT).

It would help the Committee on Admissions if students interested in the areas of consumer product design, interior space planning, and apparel design presented samples of their art or design work.

The College encourages applications from minority students whose personal and career goals can be reached through the programs in the College. Cornell University has a Committee on Special Education Projects (COSEP) which provides financial assistance to accepted students who are in financial need, and counseling and tutorial assistance to supplement that available in the College of Human Ecology.

The College also encourages applications from students who are eligible for admission within the guidelines of the New York Equal Opportunity Program. Students who think they may be eligible academically and economically should consult their current school or college counselors and, in turn, contact the Admissions Office.

For further information candidates may write to the Committee on Admissions, New York State College of Human Ecology, Martha Van Rensselaer Hall, Cornell University, Ithaca, New York 14850.

Secondary-School Preparation

The New York State College of Human Ecology admits freshman students who have demonstrated achievement as indicated by their high school records and who have satisfactory academic potential as indicated by results of the College Board Scholastic Aptitude Test or the American College Testing Program. The freshman class entering in the fall of 1972 had a total median College Board Scholastic Aptitude Test (SAT) score of 1,248; 48 percent of the freshmen had SAT verbal scores of 600 or higher and 65 percent had mathematical scores of 600 or higher. Eighty-seven percent were in the top fifth of their high school graduating classes.

Applicants must offer sixteen academic units to include four units of English, three units of college-preparatory mathematics, and one unit of biology, chemistry, or physics. The remaining units shall be drawn from history or social studies, foreign language, additional science, and mathematics. It is strongly recommended that students complete both one unit of biology and one unit of chemistry or physics prior to admission. Students entering the College without previous study in either biology or chemistry, or physics will be required to complete a semester course in the respective area in order to meet general graduation requirements.

Entrance unit credit will be granted in those subjects in which the candidate attains a passing mark of the secondary school. A score of 500 or higher (on the appropriate College Board Achievement Test) or a passing grade on the appropriate New York State Regents Examination may also fulfill an entrance unit requirement.

For selection purposes, unit requirement completion will be determined by grades at the end of the seventh term. 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 Committee on Admissions at the time selections are being made.

College Entrance Tests

United States and Canadian applicants (freshmen and transfers) are required to offer results of the Scholastic Aptitude Test (SAT) or the American College Test-

ing Program (ACT). The College prefers students to offer scores from tests administered in December of their senior year, although scores from tests administered before that date 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 test for other colleges to which they are applying are encouraged to have their scores sent to Cornell University and these scores will be made a part of the student's total application record. The scores may also be used for placement purposes at Cornell in language and other courses.

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. When read by the faculty of the Cornell University department concerned, test papers must show mastery of the subject matter covered in the equivalent courses offered at the University.

Transfer Students

Each year transfer students with advanced standing enter the College from two- and four-year institutions. As part of the State University of New York (SUNY), the College encourages qualified students from the two-year campuses, community colleges, and other divisions of SUNY to continue their undergraduate education at Cornell. Advanced standing students from private and public colleges and universities throughout the United States also enter the College. Credit is allowed for passing work in other units of SUNY or other accredited colleges previously attended if the courses taken elsewhere can be appropriately applied to the College requirements. See degree requirements listed on p. 14.

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

After transfer, some students may require more than the usual amount of time

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needed to obtain a degree. This varies with the extent and nature of the student's academic background at the time of admission and with his field of special interest.

Students seeking admission to the College in the spring semester should be aware that they may encounter some difficulty with registration in year-sequence courses.

Transfer of credit from unaccredited institutions is conditional until the end of the first year in residence. At that time, if the student is in good academic standing, credit is evaluated and transferred.

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

Students applying from institutions where pass-fail grades are used exclusively are encouraged to submit recommendations from some of their professors.

Students enrolled in other schools or colleges who are seeking admission in February 1974 must file their applications by November 1, 1973. Applicants interested in September admission are required to file their applications by January 15, 1974.

A student registered at Cornell and enrolled in another division of the University who wishes to apply for transfer to this College should go to the University Registrar's Office and fill out a form authorizing his present division to send his original application materials to this College for consideration. Students seeking admission in February 1974 must file these forms before December 1, 1973. Registered Cornell students interested in September admission are required to file their requests for consideration by March 15, 1974.

A copy of the brochure, *Opportunities for Transfer Students*, is available from the Chairman, Committee on Admissions, New York State College of Human Ecology, Martha Van Rensselaer Hall, Ithaca, New York 14850.

Interruption in Formal Education

Prospective applicants to the College who have experienced an interruption in their formal education are encouraged to bring this fact to the attention of the chairman of the Committee on Admissions. Early

identification of such individuals will enable members of the admissions staff to provide counseling in admissions and program selection.

International Students

Cornell University, as a whole, has more than 1,200 foreign students currently enrolled from ninety-one different countries. About 30 percent are undergraduates and 70 percent are working for advanced degrees.

The New York State College of Human Ecology welcomes applicants from other countries. Its courses do not deal with the practical aspects of home economics 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.

Ability in the use of the English language is very important. A student should not apply to this College unless he is competent in written and spoken English. 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.

International students are considered for admission as regular degree candidates unless their previous academic preparation indicates they may benefit from consideration as special students (see page 9 for definition of special standing). Class standing of international students will be determined only after course descriptions or equivalent statements of course content have been submitted.

The following international students should request an application for admission from the University Office of Admissions, Day Hall, Cornell University:

1. Students who are in the United States as foreign citizens but who are on permanent resident visas.
2. Students who are in Canada as landed immigrants but who are not Canadian citizens.

Other international students who are in Canada or the United States on non-immigrant visas or who are applying from their home countries should request application materials from the International Student Office, 200 Barnes Hall, Cornell University.

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

1. Students whose native tongue is English or who have had instruction in English for a period of at least three years should take the *Scholastic Aptitude Test* (SAT), which consists of two parts and furnishes scores on verbal and on mathematical facility, or the *American College Testing Program* (ACT), which offers scores on four subject areas—English, mathematics, social studies, and natural sciences.

For information on the SAT the student may write to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540; or College Entrance Examination Board, P.O. Box 1025, Berkeley, California 94701.

Information on ACT may be obtained by writing to Registration Department, American College Testing Program, P.O. Box 414, Iowa City, Iowa 52240.

2. Other students should take the *Test of English as a Foreign Language*, called TOEFL, and the *Mathematics, Level 1, Achievement Test*.

For information on TOEFL the student may write to the Educational Testing Service, Princeton, New Jersey 08540.

Information on the *Mathematics, Level 1, Achievement Test* may be obtained by writing to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540.

Each applicant must make his own arrangements to take these tests. All candidates for admission in September must take the appropriate test(s) in the previous December or January.

Special Standing

Special standing in the College of Human Ecology is a nondegree status. Students accepted as special students may enroll in the College on a semester basis for no more than two semesters. During the first

semester in attendance, they may apply for regular degree status or for continuation as a special student. During a second semester with special standing, a student must either apply for regular standing or plan to terminate his studies in the College at the close of the semester.

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

Consideration for admission to the College as a special student is reserved for the following individuals:

1. Students enrolled in an institution other than Cornell University are eligible to apply for special student standing if they intend to transfer the credits to their home institution. Special students in this classification are considered students studying in absentia from their own institution and are applying to the College with an interest in a particular program or department. They must complete the Cornell application for admission, submit a transcript of their college work, a letter stating their purpose for desiring admission as a special student, a list of courses they intend to take if admitted, and confirmation from the academic dean of their college stating that the proposed work is transferable.

2. Students who have earned a Bachelor's degree and are interested in making up deficiencies for graduate study or preparing for a job or career in a field related to the focus of the College may apply for special student standing. They must complete the Cornell application for admission, submit a transcript of their college work, a letter stating their purpose for desiring admission as a special student, and a list of courses they intend to take, if admitted.

3. Students who have interrupted their education and are considering completion of a degree program but who, in the opinion of the Committee on Admissions, may benefit from special status, are considered for admission with special standing. They must file the Cornell application for admission and submit transcripts of high school and college work completed.

Special students are expected to carry an academic program of at least twelve credits of work each semester and to take one-half to two-thirds of their work in the state divisions of Cornell University (Agriculture and Life Sciences, Human Ecology, and

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Industrial and Labor Relations) each semester they are registered in the College. They are expected to maintain the same academic standards as undergraduates. Work taken while classified as a special student may be counted toward the requirements of a Bachelor's degree but may not be counted toward the requirements of advanced degrees.

Special students who wish to be considered for regular student standing must present results of the Scholastic Aptitude Test (SAT) or of the American College Testing Program (ACT).

Visits to the College

For those students and parents who wish to visit the College, group meetings are held weekdays starting at 10:30 a.m. and 3:00 p.m. (each lasting about an hour) except from mid-January through mid-April and holidays. Students should write in advance indicating the time they prefer to visit the College.

The purpose of the group conference is to provide information about the College and the University. A personal interview is not required for selection purposes, and students should be aware that they will not be evaluated for admission during their visit to the College. It is possible to meet with a counselor individually after a group conference; however, the session is not an evaluative one.

The Cornell University Ambassadors offer prospective applicants an opportunity to meet with an undergraduate student in the College to provide a student's view of life at Cornell. Arrangements for an ambassador tour should be made at least one week prior to a visit to the campus.

If a student indicates an interest in meeting with a faculty member in a specific area of study in the College, an effort will be made to arrange an appointment.

Quotas

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

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.

Deferred Admission

Students who are admitted to the College and who wish to defer admission for a semester or a year may request to do so by writing to the Admissions Committee explaining the reason(s) for deferral. Each request is considered individually. If deferral is granted, the student is required to pay a \$50 fee as an indication of his intention to matriculate, and the College guarantees the student a place in the entering class upon his return.

University Health Requirements

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

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

Admission Deadlines

August: Application blanks will be available in August 1973 for students entering in 1974. United States residents should write to the Office of Admissions, Day Hall, Cornell University, Ithaca, New York 14850. International students should write to the Office of International Students, Barnes Hall, Cornell University, Ithaca, New York 14850.

November 1: Application deadline for advanced standing and special students external to Cornell University seeking entrance in February 1974.

December: Students applying for September 1974 should take the Scholastic Aptitude Test of the College Board or ACT (American College Testing Program) by December 1973.

December 1: Application deadline for Cor-

nell students enrolled in other divisions of the University seeking entrance in February 1974.

January 1: Application deadline for students applying for financial aid. Students applying for admission in September 1974 (freshmen or advanced standing) are urged to file materials by January 1, 1974, to facilitate completion of data used in selection.

January 15: Application deadline for freshman students, special students, and transfers from colleges and schools other than those at the University, seeking entrance in September 1974.

March 1: Notification of decisions on applications from freshman applicants for admission in September begins on a rolling basis. Acceptances are provisional pending satisfactory completion of a student's final term's work.

March 15: Application deadline for Cornell students enrolled in other divisions of the University seeking entrance in September 1974.

May 1: Notification of decisions on applications from transfer applicants for admission in September begins on a rolling basis. Acceptances are provisional pending satisfactory completion of a student's final term's work.

Questions concerning admission should be addressed to the Chairman, Committee on Admissions, New York State College of Human Ecology, Martha Van Rensselaer Hall, Cornell University, Ithaca, New York 14850.

Expenses

Tuition and Fees

Tuition is \$675 per term for resident undergraduate students registered in the New York State College of Human Ecology whose legal residence was in the State of New York at the time of registration for the term.

Tuition is \$975 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, appli-

cants who are at all doubtful of their right to qualify as New York State residents should address inquiries to the Chairman, Committee on Admissions, New York State College of Human Ecology, Martha Van Rensselaer Hall, Cornell University, Ithaca, New York 14850.

An Application Fee of \$20 must be paid at the time an application for admission is submitted.

A *Deposit* of \$50 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. The deposit does not apply to the first term's tuition.

Special Fees. Assessments, charged to the student's account and payable at the Bursar's Office, are levied upon the student in certain circumstances.

A fee of \$12.50 is charged for registration in absentia (see p. 23).

There is a University fee of \$10 for late registration.

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

Payment Procedures

The estimated charge for room in the dormitories is \$630-\$856 a college year, payable in two equal installments.

A statement is mailed to the student's home address by the Bursar's Office before the beginning of each term. The charges are due and payable by the date indicated on the statement.

Any student who fails to pay tuition, fees, room and board, and/or other indebtedness to the University, within the prescribed time is subject to termination of his University registration.

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 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 anytime without previous notice.



Estimate of Annual Expenses

	<i>Resi- dent</i>	<i>Nonresi- dent</i>
Tuition	\$1,350	\$1,950
Room (average cost in dormitory)*	780	780
Board (average cost)	750	750
Books, equipment, personal expenses	650	650
<i>Total</i>	<u>3,530</u>	<u>4,130</u>

* Additional charge is made to students remaining in residence halls during Christmas and spring vacations.

In addition to the expenses listed above, new students are required to pay a non-refundable registration fee of \$50. Students planning to live in University residence halls must pay a \$60 security deposit. Gymnasium equipment amounting to approximately \$18 must be purchased by freshmen and sophomores according to the department's instructions.

It should be noted that personal expenses, such as transportation to and from home, clothing, recreation, and miscellaneous items, can only be estimated by the individual. The amount given in the table above is approximate.

Requirements for the B.S. Degree*

It is the student's responsibility to be sure he has met the requirements for the degree.

* The following requirements became effective February 1970. A student who is readmitted to the College will be held responsible for graduation requirements in effect when he re-enters. Courses offered as substitutes for requirements in human ecology will be accepted on recommendation by the departments concerned. Courses offered as substitutes for other subject requirements will be evaluated by the Office of Records and Scheduling.

Students following requirements in effect before September 1968, should consult the 1968-69 *Announcement* of the College for details. Students who matriculated in September 1968 and February and September 1969 are required to complete 125 credits for the degree, distributed as described below except that forty-one credits in human ecology are required including Counseling Service 100.

A candidate for the degree of Bachelor of Science must complete 124 credit hours of required and elective work during four years,† including four credits of physical education (one credit in each of the first four terms), unless excused by the University Committee on Academic Records and Instruction through the Committee's representative in the Office of Records and Scheduling. A student must complete a departmental major or an individual program approved by the Committee on Undergraduate Education, see p. 6. 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: A candidate for an undergraduate degree at 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 receives 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.

† A student who enters 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 twelve credit hours in the period following the completion of the graduation requirements.

A student who enters as a transfer with advanced standing may register as an undergraduate for a ninth semester only if this is necessary in order to complete the requirements of his major or one of the professional programs (ADA or Teacher Certification). He must carry a minimum of twelve credits in the ninth semester. Registration for a ninth semester must be approved by the associate dean for undergraduate education.

14 B. S. Degree Requirements

Credit Requirements

The faculty reserves the right to make changes in the academic requirements at any time. These credit requirements apply to students who matriculated during or later than February 1970.

Credit Hours

I. Natural and Social Sciences 24

A. To include six credits in natural sciences selected from Biological Sciences 101-101L, 102-102L, 107-108, 280, 281, 210; chemistry; physics.

B. To include six credits in social science selected from economics, psychology (including Education 110, 411, 417 in the College of Agriculture and Life Sciences), sociology (including rural sociology), Human Development and Family Studies 115 and 162.

C. Remaining twelve credits to be selected from any of the areas listed in (A) and (B) or from anthropology, biochemistry, microbiology, and government.

II. Communication, Analysis, and Humanities

A. To include six credits in Freshman Seminars or equivalent.

B. Remaining nine credits may be selected from art, communication arts, comparative literature, drawing, English, foreign language (ancient or modern), history, history of art, history of architecture, mathematics, music, philosophy, statistics, theatre arts, and Design and Environmental Analysis 100.

III. Human Ecology 40

A. When a departmental major is elected by a student, the forty credits must include:

1. work in two departments outside the department of major study.

2. fifteen credits outside the department of major study with at least six credits or two courses to be taken in one department.

B. When an individually developed curriculum is proposed by a student it must be approved by the Committee on Undergraduate Education.

IV. Additional Credits 41

A. At least twenty credits must be taken in the statutory divisions (Agriculture and Life Sciences, Human Ecology, Industrial and Labor Relations, Veterinary).*

B. At least twenty-six credits must be left free, i.e., they may not be infringed upon by the requirements of a major (departmental or interdepartmental).

Physical Education

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Matriculated students should consult the *Student Guide* for more detailed information about graduation requirements, including requirements for the various majors.

Physical Education Requirements

All undergraduate students must complete four terms of physical education in the first two years. Postponements are allowed only by consent of the Committee on Academic Records and Instruction through the representative in the Office of Records and Scheduling. Exemptions from the requirement may be made by the University

* Not more than 21 credit hours may be taken in the endowed divisions of the University except under all of the following conditions: (1) the student must be in his final semester prior to graduation; (2) the credit hours taken must be in excess of the 124 credit hours required for graduation (i.e., if a student wishes to take 23 endowed credit hours under this area, then he must graduate with a total of 126 credit hours); (3) payment must be made per credit hour for each credit hour taken in excess of the 21 allowed. In 1971-72, the fee was \$67.96875. Courses taken to meet I and II may be taken without charge except that credit for any courses given in an endowed division will, in the case of failure, be charged against the 21 endowed credits allowed under Group IV.

Faculty Committee on Academic Records and Instruction 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 reduced by the number of terms which the student has satisfactorily completed, not necessarily including physical education, in a college of recognized standing.

Majors and Individual Programs

Each student is required to complete a departmental major as part of the requirements for the B.S. degree unless he has the approval of the faculty to follow an individually developed curriculum.

The departmental major is a basic program of work in the field to which a student is expected to add appropriate courses in terms of his special interests: to prepare for graduate work, to prepare for a profession, or for personal satisfaction. General information about departmental majors appears in the descriptions of the departments (see p. 37). Detailed information about the requirements of each major may be obtained from the Division of Academic Services.

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 an individually developed curriculum. Approval will be given when, in the judgment of the faculty, the proposal results in an educational program that 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.

A student who wishes to graduate with an individual curriculum should consult with the associate dean for undergraduate education. If the student's interests appear to meet the criteria described above, the associate dean will designate one or more faculty members to act as advisers. When the plan has been developed in detail, the student will obtain the approval of his adviser(s) and petition the Committee on Undergraduate Education for approval of the program.

Individual curricula must include forty credits in the College and may not include more than twenty-one elective credits in the endowed divisions of the University.

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.

Degree 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 percent 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 these requirements are presented to the faculty of the College for approval.

Degree with Honors. The degree with honors recognizes outstanding scholastic achievement in an academic field. Programs leading to a degree with honors are offered to selected students by the Departments of Design and Environmental Analysis, Human Development and Family Studies, and Human Nutrition and Food. Information about admission to the programs and their requirements may be obtained from the departments or from the Division of Academic Services.

Omicron Nu. As a national honor society in the New York State College of Human Ecology, Omicron Nu serves to stimulate and encourage scholarly inquiry and action on significant problems of living, at home and in the community. These activities are focused on the purpose of Omicron Nu—

the promotion of scholarship, leadership, and research as part of the worldwide movement to improve the quality of life for individuals and families.

Students are eligible after the first semester of their junior year if they have a cumulative average of not less than B. Not more than 10 percent of the junior class may be elected, and not more than 20 percent of the senior class may be elected. Graduate students who meet a set of eligibility requirements may be elected.

Division of Academic Services

The Division of Academic Services has responsibility for the counseling and admission of undergraduates and the placement of both undergraduate and graduate students. The Division has seven counselors, including the chairman of the Division, as well as a director and an associate director of career planning and placement.

The counselors work with students throughout their college years on matters of educational, vocational, and personal concern. Through individual conferences and group discussions, the counselor assists students in exploring values, interests, goals, and other personal and social questions. He also helps students to become aware of vocational opportunities and of various College and University programs available to them. Frequently, students also have a faculty adviser in their department of major interest.

Orientation

Orientation to the College and to the University begins in the summer before students arrive on campus. Over the summer the Division of Academic Services helps students plan their fall term schedules.

New students and transfer students come to the campus several days before classes begin to participate in meetings with the dean, members of the Division of Academic Services, and faculty in the different departments of the College.

The University sponsors assemblies, discussion groups, and other activities to help students become familiar with the Cornell environment.

Career Planning and Placement

The Office of Career Planning and Placement, a part of the Division of Academic Services, is responsible for the program of career planning and placement of undergraduates, graduate students, and alumni. Acting as a liaison between faculty, students, and employers, its particular concern is to help students and faculty to know about the work opportunities available for human ecology graduates. Information regarding the personal and academic qualifications outlined by employers and the experience required as preparation for many jobs helps in planning a student's college program. Bulletins of job descriptions, files of employer recruitment literature, graduate school directories and catalogs, career seminars, and a career library are among the media used. Guidance is given through individual interviews and group meetings.

As part of the service to seniors and graduates of the College, and to supplement the candidate's application letter or interview, credentials are prepared and filed by candidates and sent by the Placement Office to employers and graduate schools.

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. In recent years, approximately 80 percent of the students in the College have held a variety of summer jobs, including summer internships related to their professional fields of interest.

It is hoped that earning money in the summer 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.

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

of Career Planning and Placement. Information about other opportunities for employment on the Cornell campus may be obtained from the Office of Scholarships and Financial Aid, Day Hall.

Professional Opportunities

Graduates of the College enter a wide variety of occupations. In certain professional fields the undergraduate courses will be followed by professional training or graduate study. Some openings are for beginners; some are for people with experience and advanced study.

Educational services provide interesting opportunities for work with people in all age groups. Head Start and Peace Corps programs, day care centers, hospital activities programs, and classes for the handicapped are only a few examples of the kinds of work available.

Undergraduates may meet the New York State requirements for teacher certification in home economics and for teacher certification in health. This work often involves teaching in adult education programs.

The College offers a program leading to certification in nursery school and kindergarten teaching. There are many other opportunities for working with children for which students may prepare.

The College does not offer a program leading to teacher certification in early childhood education or elementary education.

Cooperative Extension positions in counties of New York and other states offer many opportunities for informal teaching. This action-oriented teaching is directed toward the identification and solution of individual, family, and community problems. Cooperative Extension agents have as their audiences homemakers and youth; organizations, agencies, and groups (public and voluntary) that serve individuals and families in the community; and producers, distributors, and firms that supply goods and services to consumers. The agents also reach many individuals through personal contact and by mass-media teaching—television, radio, exhibits, and the press.

Social work is closely related to the educational field. Case-work and group-work positions such as executives and directors of teenage or young-adult pro-

grams of religious or community organizations, 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 organizations named above are excellent experience and are available at beginning levels. There are also opportunities for beginners in casework. Public agencies, such as the family and child welfare county organizations, give on-the-job training to junior caseworkers. A state civil service examination is usually required. Many agencies support educational-leave programs to assist young workers to start advanced study.

Health vocations. Human ecology relates easily to many of these. Some graduates take additional work, leading them into such fields as nursing, physical therapy, or vocational rehabilitation. 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 all of which are in the human ecology program.

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

Graduates who follow an appropriate program in human nutrition and food and are qualified for administrative positions in dietetics in hospitals, colleges and universities, hotels, industrial plants and offices, and public schools may qualify for additional professional training in an approved internship in dietetics (see p. 20).

Business. Graduates going into business may work with food, textiles, clothing, or equipment, in promotion, experimentation, public relations, writing, or combinations of these. Promotional work in foods and equipment offers opportunity. Testing, quality control, consumer education, merchandising, and research utilize human ecology training through positions in test kitchens, food science laboratories, and equipment laboratories, in utility companies,



textile firms, advertising agencies, and pattern companies. Consumer product, apparel, or interior design often require additional professional training in schools of design, but there are some related openings for the new graduate.

Writing is open to those with either a general or a specialized background supplemented by courses in writing, communication arts, and journalism. Human ecologists with writing ability are hired by magazines, newspapers, business concerns, publishers, publications firms, university information services, and in Co-operative 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.

Government service at federal, state, and local levels attracts many human ecology graduates. Positions are filled in bureaus and departments such as labor, commerce, mental health, education, agriculture, trade, personnel, housing, and interior.

International openings for persons with limited experience are available through the Peace Corps and other volunteer agencies and in some elementary and secondary schools. Graduate study, as well as experience in other cultures, is often called for and facility in a foreign language is an asset.

Special Programs

Certain areas of professional preparation may include the meeting of requirements of professional agencies; in others, the College maintains cooperative relationships with outside institutions and agencies with related interests. These special programs are described below.

Teaching Home Economics and Health in Secondary Schools

Certification to teach home economics or to teach health in the secondary schools of New York State may be earned by completing the appropriate programs in the Department of Community Service Education.

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 work beyond the bachelor's degree (master's degree study or nondegree study) to obtain permanent certification. The provisional certificate is valid for five years after graduation.

Students may choose to major in a subject matter area at the undergraduate level and to complete the teacher education program in home economics while enrolled in the Graduate School. The Master of Arts in Teaching degree is designed especially for these students. They may earn both the M.A.T. degree and permanent certification before entering the teaching profession. Information about this program is available from the Community Service Education faculty.

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 the Department of Community Service Education, even though they have no immediate concern for certification.

Undergraduate Social Work Option

The Department of Community Service Education offers a curriculum in Social Work that prepares students for entry level employment in social and human service agencies, in community and program development positions, and for graduate study in social work.

While the University does not at this time offer the master's in social work degree (M.S.W.), students will find that this option prepares them for the many jobs that do not require the master's degree. For those who go on to graduate study in social work, this option may enable them to shorten their period of graduate study or to enroll in more advanced work at the graduate level. This option requires, in addition to special courses, two days a week of supervised fieldwork for two semesters.

Social Services

The Department of Community Service Education prepares undergraduate students for positions in social services through a new program which provides a guided series of learning experiences in the theory and practice of social work. Further information may be obtained from faculty in the Department.

Teaching in Nursery Schools and Kindergartens

The College does not offer certification in early childhood or elementary education.

The Nursery-Kindergarten Experimental Program offers provisional certification at these two levels to a limited number of students. Students are admitted to the program provisionally in the sophomore year. Toward the end of the second nursery-kindergarten course students are selected for permanent membership in the program based on their performance and space available. These students are expected to meet the general graduation requirements of the College and to complete the major in the Department of Human Development and Family Studies. In addition, they take courses in early education methods and design of learning experiences and do a full semester's internship. Detailed information about the required curriculum may be obtained from the Division of Academic Services.

Administrative Dietetics

The Department of Human Nutrition and Food prepares students for positions in administrative dietetics in institutions such as hospitals, colleges, universities, or schools, and in businesses where nutrition and health are emphasized. Positions also are 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 for those who have had advanced study. The courses offered in the Department are listed on pp. 48-49.

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 four areas of specialization: (1) therapeutic and administrative, general dietetics, (2) management, (3) therapeutic and clinical dietetics, and (4) community nutrition. Details of the required curriculum may be obtained

from the Division of Academic Services.

Information about the approved internship programs is available in the Office of Career Planning and Placement and from the Department adviser. These internships are ordinarily for twelve months.

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 the Institute.

Application blanks may be obtained from the Office of Career Planning and Placement and should be filed by May 15 in the academic year preceding attendance.

A limited number of fellowships for graduate study are available each year at the Institute. Students interested in these should consult the Merrill-Palmer catalog. Merrill-Palmer graduate credits may be counted toward the doctoral degree at Cornell under certain conditions. Students interested in the graduate program should consult the field representative in the Department of Human Development and Family Studies.

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 Human Ecology anticipating transfer to the School of Nursing unless they have a special interest in the program of this College. These students must meet the same requirements in the first two years as other undergraduate students including Freshman Humanities and four credits of physical education. They must also com-

plete a minimum of eighteen credits in the College of Human Ecology.

Students interested in transferring to the School of Nursing should consult with the prenursing counselor in the Division of Academic Services regarding courses required for transfer.

Students wishing also the degree of Bachelor of Science in human ecology 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 the program at the School of Nursing.

International Studies

Study in any of the departments in the College may be combined with an interest in international or intercultural affairs. In some cases, there are specific courses in the College relating to international applications. Electives may be used to broaden knowledge of a given culture (e.g., Latin American history).

Procedures and Regulations

Preregistration

Students should use the preregistration period as a time for thoughtful planning of programs; it is expected that students will adhere to this preregistration program unless unusual circumstances make changes necessary.

The preregistration period each semester is used by students to plan their programs in consultation with their counselors and departmental advisers. Freshmen, sophomores, and transfers in their first year in the College are required to confer with their counselors before preregistering. It is advised that juniors and seniors also discuss their plans with their counselors and departmental advisers.

Information of dates and procedures regarding preregistration are given in the *Human Ecology Student Guide*.

Registration: University and College

Instructions for University registration are issued by the University registrar. Any person who has not received registration cards by registration day should go in person to the Office of the Registrar in

Day Hall to procure them.

Instructions for registration in the College are issued by the College Office of Records and Scheduling. Information about dates, procedures, and fines for late registration are given in the *Student Guide*.

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

A student cannot receive credit for a course without having registered for it in the Office of Records and Scheduling.

Use of Petitions

A student wishing to deviate from the regulations of the College may petition the Committee on Academic Standing or the Committee on Undergraduate Education, depending on the nature of the petition. The *Student Guide* gives information about appropriate types of petitions.

Petitions must be filed well in advance of the time a student requires a reply in order to permit Committee review. When a petition is denied, the student has the privilege of requesting an opportunity to appear before the Committee to present his case and appeal the decision. Students may obtain petition forms from their counselors.

Fines

Students who fail to follow appropriate procedures may be subject to fines. Information about these is given in the *Student Guide*.

Laboratory. 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.

Library. 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 University treasurer.

Grades

In the University the following letter grading system is used for final grades in undergraduate courses. The lowest passing grade is D-. A quality point equiva-

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lent is assigned to each letter grade for purposes of ranking and selection of honors.

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

Final grades of S and U may be given to undergraduates under certain conditions. Details of these are given in the *Student Guide*.

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.

If a student fails to complete the course work for an *incomplete* before the expiration of two terms and a summer session, he loses the opportunity to change the grade, and it will remain permanently as an *incomplete* on his record.

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 during the summer.

The official record of the student's credits is in the Office of the University Registrar, to whom request 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 1.70 (C-) or better is required for graduation. At the end of each semester, a student will be considered as not making satisfactory progress who had less than a 1.70 (C-) quality point aver-

age 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.

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 Infirmary should keep the slip issued by Sage Infirmary when discharged and present this to instructors when explaining the absence.

A student whose record shows persistent absence may at any time be dismissed from the College on recommendation of the Committee on Academic Standing.

Examinations

The schedule of term examinations is prepared in the Office of the University Registrar. There is to be no deviation from this examination schedule 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, 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 New York State College of Human Ecology and applied as credit toward a Cornell degree will be considered as study in absentia. In general, 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. A fee of \$12.50 will be charged for study in absentia during the fall or spring semesters, but not during summer session unless the summer registration is for more than eight credits. Study in a 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 the College of Human Ecology (see p. 7).

Students wishing to study in absentia should consult the *Student Guide* for information about the procedures to follow.

Commencement

Students who complete their work for the degree in December or August may participate with their class in the Commencement exercises in May if they wish to do so.

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 human

ecology must, therefore, be admitted to the Cornell University Graduate School and carry out their work in conformity with its rules and regulations.

More than seventy faculty members from the New York State College of Human Ecology are also members of the Graduate School faculty and are responsible for graduate work offered in the area of human ecology.

Programs leading to the degree of Master of Arts or Master of Science are offered in all of the following Fields: Consumer Economics and Housing, Design and Environmental Analysis, Education*, Human Development and Family Studies, Human Nutrition and Food. The degree of Doctor of Philosophy is awarded in all of the above Fields except Design and Environmental Analysis. The Ed.D. and M.A.T. professional degrees are also offered in Education.

Since students registered in the Graduate School may use any resources of the colleges, graduate programs have great flexibility. Students majoring in the above Fields frequently carry minors in related Fields outside the New York State College of Human Ecology. Students majoring in other areas may carry minors in the Fields within human ecology.

The research program in human ecology plays a vital role in the graduate program since many of the research projects provide educational opportunities for students. In some departments seminars are organized around a particular research project to enable students to discuss and develop ideas from research. Ongoing research projects often provide opportunities for individual thesis projects.

Graduate Admissions

To be admitted to the Graduate School, the applicant must have a bachelor's degree or the equivalent from a college or university of recognized standing and must show promise of ability to engage in advanced study and research in the area of his special interest. Most Fields require applicants to include test scores with their credentials. Specific admission requirements for each Field are given in the *Announcement of the Graduate School*.

It is necessary for an applicant to indi-

* Offered in the Department of Community Service Education.



cate the Field in which he expects to major because the faculty of that Field must recommend admission. Note that there is no general Field of Human Ecology in the Graduate School.

Graduate Degree Requirements

Each candidate for an advanced degree chooses a Special Committee of faculty members that helps to develop a program based on the candidate's educational background and professional goals. There is no curriculum prescribed for all candidates.

A candidate for the M.A. or M.S. degree must offer one major and one minor subject. A minimum of two residence units, a satisfactory thesis, and a final examination are required. A well-prepared candidate studying full time for twelve months may be able to complete the requirement for the master's degree, but more time usually is required. Candidates holding assistantships customarily stay for two academic years. The degree must be completed within a four-year period.

For the Ph.D. degree one major and two minor subjects are required. Six residence units (some of which may be transferred from previous advanced study), a satisfactory dissertation, and qualifying and final examinations are required. Each Field determines its language requirement. The degree must be completed within a seven-year period.

Further Information

Further details pertaining to degree and admission requirements are given in the *Announcement of the Graduate School*, which also contains general information about the Graduate School and descriptions of all the graduate fields.

A brochure entitled *Human Ecology Graduate Assistantships in Teaching and Research, Fellowships, and Scholarships* may be obtained from the Office of the Associate Dean for Graduate Education and Research, Martha Van Rensselaer Hall, New York State College of Human Ecology, Cornell University, Ithaca, New York 14850.

Living Arrangements

Cornell University provides its single students, both graduate and undergraduate,

with a variety of residential halls ranging from large units to small houses and cooperatives.

Although students are not subject to an on-campus residence requirement, nearly half the undergraduate population elects to live in University residence units. Entering freshmen, especially, are urged to apply for on-campus housing because adjustment to the collegiate community and the demands of the academic program is usually enhanced by the experience of living with other students in a university setting.

Entering freshmen and transfers should note that space in residence halls is limited. To increase the probability of receiving an on-campus assignment, applications for housing should be mailed promptly after receiving notice of provisional acceptance by the University. Room assignments are made in chronological order according to the date of receipt of the application at the Housing Assignment Office.

Detailed information on University residence halls and an application for housing accommodations will be enclosed in the letter of provisional acceptance sent to each successful candidate by the Office of Admissions.

Further information about housing accommodations may be obtained by writing the Housing Assignment Office, 223 Day Hall, Cornell University, Ithaca, New York 14850.

A limited number of apartments are available for married students. Requests for application forms and inquiries should be addressed to the Hasbrouck Housing Office, Pleasant Grove Road, Ithaca, New York 14850.

Dining Services

The Department of Dining Services at Cornell University maintains a number of dining halls in various locations on campus, thus enabling students to eat when and where they choose. Dining Services offer a Co-Op Dining Plan, an "all you can eat" plan for set fees. Information on Co-Op Dining will be mailed to all incoming freshmen during the summer. Dining Services also honors the Cornellcard. For information on dining, please contact Department of Dining Services, 217 Day Hall; for Cornellcard information, contact Cornellcard, 204 Day Hall, Cornell University.

Health Services and Medical Care

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

Students are entitled to unlimited visits to the Clinic. Appointments with individual doctors at the Clinic are encouraged and may be made by calling or coming in person to the Clinic. An acutely ill student will be seen promptly, with or without an appointment. Students are also entitled to most laboratory and x-ray examinations indicated for diagnosis and treatment when prescribed by University physicians, hospitalization in Sage Infirmary with medical care for a maximum of fourteen days each term, and emergency surgical care. The cost of these services is covered by tuition.

On a voluntary basis, insurance is available to supplement these services. 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.

Health Care for Student Spouses

The University Health Services offers a Prepaid Health Care Plan for student spouses that is identical in benefits to the student health care. For the payment of a fee each term, a student spouse is entitled to unlimited medical visits to Gannett Clinic, up to fourteen days each term for hospitalization in Sage Infirmary and emergency surgical care. In addition, the Health Services will assume the cost of a first visit to a specialist (when referred by a Health Services physician). Other services are available at reduced cost to those who participate in this program.

Students may enroll their spouses prior to or during the first thirty days of any term.

This primary care program is not to be confused with the Student Accident and Sickness Insurance Plan (for Cornell students and their dependents). The Student Insurance supplements basic health care by providing twelve month insurance coverage for students (and dependents) over and above benefits of the Health Services,

and by protecting the student when he is away from the Cornell campus (for example, vacations).

Information and enrollment forms for the Student Spouse Prepaid Health Care Plan may be obtained by writing or coming to: University Health Services, Gannett Medical Clinic, 10 Central Avenue, Cornell University, Ithaca, New York 14850.

Library

The State Colleges of Agriculture and Life Sciences and of Human Ecology are served by the Albert R. Mann Library with approximately 430,000 volumes. The Mann Library is supplemented by the other libraries of Cornell University, containing about 3,800,000 volumes. Many of these volumes also relate directly to subjects dealt with by these State Colleges.

In addition to materials on applied agriculture and human ecology, the Mann Library contains extensive collections dealing with such related sciences as botany, biochemistry, bacteriology, genetics, entomology, and nutrition. 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; more than 11,000 are received currently.

The Albert R. Mann Library building was completed in 1952. It has a capacity of 500,000 volumes and seats 850 readers. The first floor of the library is devoted primarily to books assigned for class reading, with rooms seating 450 persons. Also on this floor are rooms for small groups studying together, and the Ellis Room, containing books and periodicals for leisure reading. On the second floor are the reference, bibliography, and periodical reading rooms, copying service, 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.

Financial Aid

Students in the New York State College of Human Ecology are eligible to compete for scholarships that are open to undergraduates in any college of Cornell University, and for scholarships available particularly to students in the College of Human Ecology.

Incoming *freshmen* must apply by January 1 through the Office of Admissions, Day Hall. Financial aid application forms are mailed to all who apply for admission to the University. This procedure covers all freshman scholarships except The Grace Schermerhorn Scholarship. See p. 30.

Upperclassmen should apply by early March through the Office of Scholarships and Financial Aid to be considered for all possible scholarships, both those offered through the College of Human Ecology and University scholarships awarded through the Office of Financial Aid. *The deadline is April 15.*

One application is sufficient for a student to be considered for the available awards. Since the awards are made on a one-year basis, however, students must reapply each year.

Decisions on awards for entering freshmen are made in the middle of April, and notification is sent to the applicant about the same time as the acceptance for admission.

Decisions on scholarship awards for upperclassmen are made by the College of Human Ecology Awards Committee early in June; by the Office of Scholarships and Financial Aid during the summer.

The scholarships available particularly to students in the New York State College of Human Ecology are described in the following pages. Unless otherwise stated for an individual scholarship, all of these awards are made in recognition of financial need, leadership, and academic achievement. The amounts quoted are approximate.

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.

Human Ecology scholarships available to entering students are the Eastern Milk Producers Cooperative Scholarships, the

Human Ecology Alumni Elizabeth Lee Vincent Scholarship, the Grace Schermerhorn Scholarship, the Helen H. Shedrick Scholarship, and several of the tuition scholarships for nonresidents.

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. 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.

Awarded as Scholarships

The New York State Federation of Home Bureaus, Inc., Scholarship in Honor of Martha Van Rensselaer was established in 1932. Miss Van Rensselaer, first director of home economics at Cornell, was a moving spirit in organizing the Federation, a pioneer in the development of extension work, and a key person 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 1973-74 award is at least \$600.

The New York State Federation of Home Bureaus, Inc., Scholarship in Honor of Flora Rose was established in 1939. 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 amount is at least \$600.

The New York State Federation of Home Bureaus, Inc., Scholarship in Honor of Ruby Green Smith was established in 1935. Mrs. Smith, a former state leader of Home Demonstration Agents (1932-42) and a counselor for the Federation, was the author of the Home Bureau Creed and the International Creed of Associated Country Women of the World. The amount is at least \$600.

Awarded as Scholarships or Educational Grants

New York State Federation of Home Bureaus, Inc., Award in Honor of Carrie Gardner Brigden, first president of the Federation, was established in 1923. The amount is at least \$700.

New York State Federation of Home Bureaus, Inc., Award in Honor of Nettie M. Roods, former treasurer of the Federation and chairman of its scholarships committee for many years, was established in 1943 and first given in 1945-46. The amount is at least \$600.

New York State Federation of Home Bureaus, Inc., Award in Honor of Anna Gage Putnam, member of the first Board of Directors and secretary of the Federation for seven years, was established in 1945. The amount is at least \$600.

New York State Federation of Home Bureaus, Inc., Award in Honor of Martha H. Eddy, former president of the New York State Federation of Home Bureaus, was established in 1946. She was one of the College counselors of the Federation. The amount is at least \$600.

New York State Federation of Home Bureaus, Inc., Award in Honor of Ann Phillips Duncan, one of the first home demonstration agents in the state, was established in 1940. 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 \$600.

New York State Federation of Home Bureaus, Inc., Award in Honor of Elizabeth MacDonald, a former president of the New York State Federation of Home Bureaus, was established in 1947. Mrs.

MacDonald was for ten years director of the Associate Women of the American Farm Bureau Federation. The amount is at least \$600.

New York State Federation of Home Bureaus, Inc., Award in Honor of Eliza Keates Young, third president of the New York State Federation of Home Bureaus, was established in 1948. 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 \$600.

New York State Federation of Home Bureaus, Inc., Award in Honor of Cora L. Tyler, sixth president of the Federation, was established in 1949. The amount is at least \$600.

New York State Federation of Home Bureaus, Inc., Award in Honor of Evalyn F. Gatchell, the seventh president of the Federation, was established in 1951. Mrs. Gatchell was present at the meeting in 1919 called to organize the Federation. The amount is at least \$600.

New York State Federation of Home Bureaus, Inc., Award in Honor of Edith P. Wagenblass, eighth president of the Federation, was established in 1952. Mrs. Wagenblass was also chairman of the organization committee for a home bureau in Wyoming County. The amount is at least \$600.

Human Ecology Alumni Association Scholarships

The Human Ecology Alumni 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 Alumni Association of that College in 1941. The fund was doubled in 1960 through a bequest of Flora Rose who was codirector of the College with Martha Van Rensselaer and later director. Awards are made to sophomores, juniors, or seniors who are outstanding students.

The Human Ecology Alumni Elizabeth Lee Vincent Scholarship was established in 1953 by the Alumni Association of the Col-



lege in honor of Dean Vincent on her retirement from the College. The \$200 award is made to an entering freshman.

The Helen G. Canoyer Scholarship was established in 1968 by the Alumni Association of the College in honor of Dean Canoyer at her retirement from the College. The award is made annually to a junior or senior student in the New York State College of Human Ecology.

Other Scholarships

American Agriculturist Foundation Scholarships. Two scholarships of \$250 each were established in December 1970 by the American Agriculturist Foundation, Inc., to be awarded to undergraduate students, especially those from families directly involved in farm industry. Priority will be given to those students transferring from two-year colleges to the New York State College of Human Ecology.

Serby-Gildea Scholarships. Two 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 administered by the Alumni Association and are available annually to one graduate and one undergraduate student, either American or foreign, who meet the scholarship standards of the College Awards Committee. Each award is \$500.

The Suffolk Home Economics Extension Award was made possible by the voluntary contributions of Cooperative Extension members in Suffolk County. 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 Suffolk County provided their qualifications compare favorably with those of other applicants. The amount is \$400.

The Robert M. Adams 4-H Memorial Scholarship was established in memory of Professor Adams by the 4-H Clubs of New York State in 1938. The scholarship yields approximately \$150 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 Eastern Milk Producers Scholarships.

Two scholarships of \$250 each were established in January 1960 by the Eastern Milk Producers Cooperative Association, Inc., 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. A freshman applicant who is the daughter of a member of the Eastern Milk Producers Cooperative Association should note this on the scholarship application.

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 Human Ecology. 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 teachers and chairman of home economics in her particular high school to the scholarship chairman of the Association of Home Economics Teachers of New York City. The Scholarship Committee and the Executive Board of the Association makes the final choice in the selection of a candidate. The amount is approximately \$350.

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. This scholarship aid is for deserving and needy women students in this College. Preference is first given to students from the village of Williamsville; second, to students from the county of Erie; third, to students from the state of New York. The amount is approximately \$800.

The Kurtz-McCormic Memorial Scholarship was established by the Student-Faculty Committee in the New York State College of Home Economics in 1967 in memory of Carol I. 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 New York State College of Human Ecology and the amount is at least \$400.

The Ernestine Becker McCollum Scholarship was established in 1964 at the bequest of Elmer Verner McCollum. The scholarship is awarded to an undergraduate woman student in any of the departments of the New York State College of Human Ecology. The recipient is selected on the basis of scholarship and high character, and the amount of the award depends upon demonstrated financial need. The amount available is \$700.

The Alma Hipwood Keenan Fund was established in July, 1971, by John J. Keenan in memory of his wife, Alma Hipwood Keenan, Class of 1934. Interest from the fund is to be awarded in the form of a scholarship or educational grant to undergraduate students in the College. The grant is administered through the Committee on Undergraduate Awards.

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 the New York State College of Human Ecology and a minor in journalism. The amount is approximately \$1,000.

Nassau County Homemakers Council Scholarship is made possible by contributions from the chapters of the Homemakers Council that were formerly extension units in Nassau County. The award is given to a junior or senior from New York State and preferably from Nassau County or Long Island. Preference is given to a student preparing for a career in community service, such as teaching in public school or Cooperative Extension. The 1973-74 award is \$500.

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. Financial need and academic achievement are considered.

Educational Grants

New York State Federation of Home Bureaus, Inc., Educational Grants. By action of the Federation 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 p. 27). Academic average is not specified for these grants.

The Suffolk Home Economics Extension Award. See p. 30.

The Ontario County Home Economics Educational Grant was established in 1961 through the contributions of enrollees in the home economics program of the Cooperative Extension Association of Ontario County. The grant of \$250 is awarded to a junior or senior who is a resident of New York State, preference being given to students from Ontario County.

The Sarah Gibson Blanding Educational Grant was established in 1969 by the Alumni Association of the College in honor of the first dean of the College. Miss Blanding was appointed director in 1941 and dean in 1942.

Alumni Association Cash Awards. A small fund is maintained by the Alumni Association of the College from which worthy undergraduate and graduate students under financial pressure may receive limited amounts. Applications should be made through the chairman of the Alumni Committee on Scholarships on blanks available in the Office of Records and Scheduling.

Prizes

The Flora Rose Prize Fund was endowed by an anonymous donor in December 1967 to honor Professor Flora Rose. The prize is to be awarded annually to the upper-class student at Cornell University who in the opinion of the dean of the New York State College of Human Ecology, or his delegate shall demonstrate the greatest promise for contributing to the growth and self-fulfillment of future generations. Approximate value \$125.

The Paul R. Guldin Memorial Endowment was established by Mrs. Paul R. Guldin as a memorial to her husband, a graduate



of the New York State College of Agriculture in 1912. Its aim is to encourage undergraduate students in the College of Agriculture and Life Sciences and the College of Human Ecology 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 (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. First prize is \$75; second prize, \$50; third prize, \$25; first honorable mention, \$15; and second honorable mention, \$10. An award of \$100 is made at the end of the academic year for the student designated as editing the best issue of the year.

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 the College 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 New York State College of Human Ecology may be obtained from the Visitor Information Center, Day Hall.

Loans

Student loan funds are available 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 this College was established through a gift from Flora Rose, director of the College until 1940. The fund is administered through the Office of Scholarships and Financial Aid, Day Hall.

Esther Stocks Loan Fund. Through the bequest of Marion Houghtelin Hart of Winter Park, Florida, this fund was established in 1961 for the use of graduate students in preschool education in the New York State College of Human Ecology. Students wishing to use the fund should contact the

Office of Scholarships and Financial Aid, Day Hall, or the chairman of the Department of Human Development and Family Studies.

Lambda Chapter of Epsilon Sigma Phi, a national honorary fraternity for Cooperative Extension personnel, maintains a small loan fund. The first priority for loans is to members of the Cooperative Extension staff in New York State who are on study leave. Loans are also available to members of the immediate families of Epsilon Sigma Phi members and New York State Cooperative Extension staff. George Zonitch, East Roberts Hall, is chairman of the loan fund committee.

Nancy McNeal Roman Loan Fund was established in 1971 by Wylle B. McNeal in memory of her sister, Nancy McNeal Roman (former professor in the New York State College of Home Economics, 1917–1950). This fund, available to junior, senior, and graduate students, is administered through the Office of Scholarships and Financial Aid, Day Hall.

Graduate Assistantships and Other Aids

Graduate assistantships, available in each of the departments of the New York State College of Human Ecology, 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 head of that department, or to the Office of the Associate Dean for Graduate Education and Research, New York State College of Human Ecology, Cornell University, Ithaca, New York 14850. Application forms for admission also may be obtained from the Graduate School, Sage Graduate Center, Cornell University, Ithaca, New York 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 human ecology in competition with graduate students in other fields of the University. (See the *Announcement of the Graduate School* for further information.) In addition, certain fellowships and scholarships are available specifically for graduate students in fields associated with the College of Human Ecology.

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 ordinarily announced for both assistantships and fellowships no later than April 6.

The fellowships and scholarships listed below are available to qualified graduate students in fields associated with the College of Human Ecology.

The Katharine Wyckoff Harris Fellowship was established in 1956 through a bequest of Professor 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 human ecology fields. Preference is given to candidates whose major interest is in the graduate field of human nutrition and food. 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 \$3,700.

The Herbert and Lillian Powell Fellowship was established through an endowment in memory of Mrs. Powell's sister, Professor Margaret L. Brew, who had been head of the Department of Textiles and Clothing. The fellowship is restricted to a Protestant woman. 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. The approximate value of the award is \$3,700.

The Flora Rose Fellowship was established to encourage capable people who have professional home economics experience to return for advanced study. Awarded for the first time in 1963-64, the fellowship is available to candidates with majors in any field in human ecology. Doctoral candidates are given preference. Alumni are given preference among can-

didates of equally high qualifications. The award is based on evidence of exceptional ability to pursue graduate study and on potential contribution in the area of college teaching and/or research. The total value is at least \$2,400.

Human Development and Family Studies.

Twelve 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: \$3,500 to \$3,900 for twelve months, plus dependency allowance.

Human Nutrition and Food. United States Public Health traineeships in administrative dietetics or nutrition are available to full-time graduate students who are United States citizens and who have completed a dietetic internship approved by the American Dietetic Association. These traineeships provide tuition, fees, and a minimum stipend of \$2,400 per year.

The Grace Steininger Fellowship Fund, established in honor of a professor emeritus in food and nutrition, is available to candidates for advanced degrees who are majoring in the area of human nutrition and food. Preference is given to doctoral candidates. Approximate value \$3,400.

The Helen Canon Scholarship is available to candidates for advanced degrees whose major interest is in the area 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 Professor Beulah Blackmore, a close friend for many years and former head of the Department of Textiles and Clothing. Approximate value \$1,500.

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 Alumni Association and are available annually to one graduate and one undergraduate student, either American or foreign, who meet the scholarship standards of the College Awards Committee. Each award is \$500.

The Mabel A. Rollins Scholarship is avail-

able to candidates for advanced degrees who are interested in studying either economic or managerial problems of families. The scholarship is named for the head of the former Department of Household Economics and Management. It was awarded for the first time in 1970-71 and has a value of at least \$350.

The Anna Cora Smith Scholarship. In 1930 two research fellowships were established through the will of 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. 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 \$1,000.

The Ruth Ada Birk Eastwood Scholarship is available to candidates for advanced degrees with interest in household economics or management and who are preparing for college teaching. This scholarship was established through a gift from the mother of the late Ruth Ada Birk

Eastwood, a former graduate assistant in the Department of Household Economics and Management. Approximate value \$2,000.

The Blackmore Scholarship was established in 1968 through the bequest of Beulah Blackmore, former professor of home economics, in memory of her mother and father. The scholarship may be awarded to a needy graduate or undergraduate student interested in the field of textiles or clothing. The amount is approximately \$700.

The Veronica Menyhart Memorial Scholarship was established in 1971 at the request of Mr. and Mrs. Charles Menyhart, parents of the late Veronica Menyhart, former instructor in the College of Human Ecology. Annual award \$500.

The Ethel B. Waring Fellowship is for graduate study in fields that contribute to the improvement of family living in other countries and societies. American students preparing for foreign service will be considered, but preference will be given to students from other cultures who plan to return to their native countries. The grant is available to doctoral or master's degree candidates and to non-degree students. Total value approximately \$1,000.



Departamento Dental
Centro de Salud
del Vecindario
de Rochester

ABIERTO

LUNES	9:00am-1:00pm
MARTES	9:00am-1:00pm
MIÉRCOLES	1:30pm-5:00pm
JUEVES	9:00am-1:00pm
VIERNES	9:00am-5:00pm
SABADO	9:00am-5:00pm

275-4921
275-4934

Department Descriptions and Course Listings

The courses listed by departments in the following pages were those offered by the College of Human Ecology in 1972-73. For information about content of courses planned for 1973-74, write to: *New York State College of Human Ecology Course Descriptions, 1973-74*. Address your request to: Mailing Room, Bldg. 7, Research Park, Cornell University, Ithaca, New York 14850.

Courses have been numbered according to the following system.

100-299: Courses primarily for underclassmen (freshmen and sophomores). They include introductory courses; 200 courses may carry prerequisites of courses or class.

300-499: Courses primarily for upperclassmen (juniors and seniors) and graduate students.

500-699: Courses primarily for graduate students.

A new system of numbering is being devised for 1973-74.

Interdepartmental Courses

Interdepartmental courses may count toward the 15 credits outside the major but must be in addition to work in two departments with at least 6 credits or two courses in one department.

250 Social Problems and Social Policies

301 Field Study Planning

312 Decision Making in the Family

349 Participation in Selected Sections of the Human Affairs Program

350 Man in Contemporary Society

360 Field Experience in Problem Solving

368 Child-Care Facilities Planning

Division of Academic Services

300 Special Studies for Undergraduates

400 Special Studies for Undergraduates

500 Special Problems for Graduate Students

Community Service Education

Irving Lazar, Chairman; Helen Y. Nelson, Graduate Field Representative

The Department of Community Service Education focuses on the analysis of educational and social action processes and programs, especially those designed to help people improve the quality of everyday life. Faculty and students in the department have a mutual concern for understanding the processes by which people make significant changes in their environment.

Professionals are needed who can design innovative programs for effecting change, participate in the implementation of such programs, and analyze systematically their impact on people. Preparation of these professionals is a primary function of the department.

The departmental major includes options to prepare students to teach home economics (Option Ia) and health (Option Ib), to work in human service and social action agencies (Option II), or to perform educational, planning, and program development roles in a variety of settings as diverse as a local planning and development commission or the consumer arm of a major industry (Option III).

Professional Training Sequences

The Department offers professional preparation in home economics and health education and

38 Community Service Education

in social work at the undergraduate level, in home economics, health, adult and informal education and in community program development and human services program evaluation at the graduate level. In conjunction with other departments and units of the University, the Department of Community Service Education helps students prepare for work in the fields of social planning and social policy. The undergraduate options have prescribed curricula; descriptions are available from the Division of Academic Services.

In Education these curricula prepare students for provisional certification in New York State as teachers in Home Economics (Option Ia) and as teachers of Health (Option Ib) in secondary schools. These options are frequently selected also by students preparing for work in Cooperative Extension and for educational roles in community agencies and industry.

In Social Work Option II is designed to meet the recommendations for undergraduate curricula of the Council on Social Work Education. (Accreditation is being sought under the auspices of this body.) Option II prepares students for entry-level employment in social work, in community organization and program development, and serves as preparation for graduate study in social work and other human services professions in which an integrated program in social science learnings, their application and supervised practice in relevant skills is valuable.

Students interested in the above areas should consult with faculty members in the Department or members of the departmental council for current information about programs. Requirements for the department major are also available from the Division of Academic Services. Details of the field-experience requirements will be available before preregistration.

The graduate program in Community Service Education is a part of the Field of Education. The general M.S. and Ph.D. may be earned, as well as the professional degrees M.A.T. and Ed.D.

Students' programs emphasize concepts and methods of inquiry in those social sciences that have relevance for dealing with problems of program planning, implementation, and evaluation.

Requirements for all graduate degrees in education, and the types of majors available, are stated in the *Announcement of the Graduate School*. Applicants are required to submit scores on the aptitude test of the Graduate Record Examination; under certain circumstances, the Miller Analogies Test is an acceptable substitute for the G.R.E.

Sufficient assistantships are available in the Department of Community Service Education

to provide financial support as well as relevant professional experiences for many students. College and University fellowships also are available.

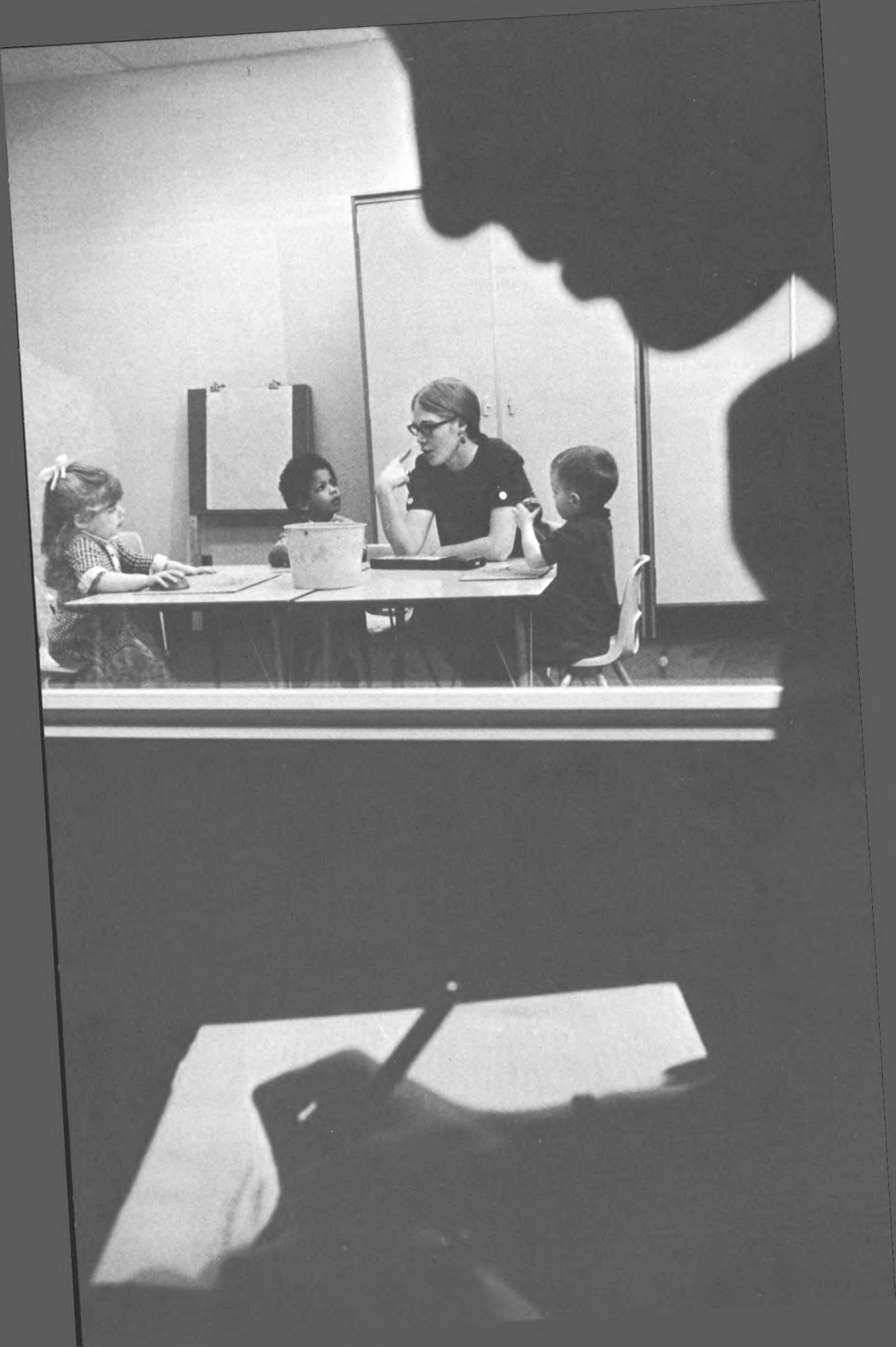
Students seeking additional detailed information about the graduate programs in this department should write to: Graduate Field Representative, Department of Community Service Education, Cornell University, Ithaca, New York 14850.

The Department has new and excellent facilities for teaching, research, and experimentation with educational technology. Cooperative relationships are maintained with human service agencies in local and large urban centers for observation, participation, and research.

For information about contents of courses planned for 1973-74, write for: *New York State College of Human Ecology Course Descriptions, 1973-74*. Address your request to: Mailing Room, Bldg. 7, Research Park, Cornell University, Ithaca, New York 14850.

List of Courses

- 101 Introduction to Community Services
- 203 Individual Behavioral Change
- 246 Ecological Determinants of Behavior
- 300 Special Studies for Undergraduates
- 302 The Structure of Community Services
- 303 Organizational Behavior
- 304 Small Group Process
- 305 Effecting Change in Community Service
- 306 Program Planning
- 325 Health-Care Services and the Consumer
- 330 Ecology and Epidemiology of Health
- 340 Clinical Analysis of Teaching
- 370 Issues in Social Welfare and the Current Social Work Scene
- 372 Interviewing and Social Casework Techniques
- 392 Research Design and Analysis
- 400 Special Studies for Undergraduates
- 404 Intervention Strategies
- 411 Introduction to Adult Education
- 414 Practicum
- 416 The Helping Relationship
- 431 Supervision of Paraprofessionals in Human Services
- 441 The Art of Teaching
- 442 Teaching Practicum
- 443 Critical Issues in Education



40 Consumer Economics and Public Policy

- 444 Career Environment and Individual Development
- 445 Community Field Study
- 446 Undergraduate Seminar
- 471 Social Work Practice I
- 472 Social Work Practice II
- 474 Special Problems in the Field of Social Work
- 500 Special Problems for Graduate Students
- 510 Seminar in Adult Education
- 530 Seminar on Human Service Programs
- 531 Seminar in Supervision of Paraprofessionals
- 570 Seminar in Higher Education
- 571 Teacher Educator in Home Economics
- 572 Teacher Educator in Home Economics
- 580 Seminar in Community Service Education
- 584 Curriculum Development
- 590 Evaluation
- 599 Master's Thesis and Research
- 620 Strategies for Community Change
- 621 Strategies for Community Change
- 625 Internship
- 626 Internship in Health Education
- 673 Internship and Field Work in Teacher Education
- 675 Administration and Supervision Practicum
- 690 Seminar in Evaluation
- 699 Doctoral Thesis and Research

Consumer Economics and Public Policy

Gwen J. Bymers, Chairman; Marjorie Galenson, Graduate Field Representative

The central concern of this department is the welfare of the consumer in society. Programs of study, research, and public service emphasize not only family spending for material goods and services such as housing, food, and clothing but also family and social investment in human capital. The faculty, comprised of social scientists from several disciplines, also are interested in the effects of social and economic policies on consumer behavior and human welfare at all levels of society. An expanding concern for consumer well-being on the part of both government and private

industry indicates that consumer economics is a growing field.

The department offers programs leading to the bachelor, master, and doctoral degrees. At the undergraduate level, the student is offered three options: consumer economics, housing, and public policy.

Consumer Economics is concerned with the welfare of the consumer in the private, semi-public, and public sectors of the economy, particularly as these operate to affect the real level of living of families. Emphasis is placed on the allocation by consumers of scarce resources, including time and money.

An option in the area of consumer economics requires a strong base in those subjects that contribute to an understanding of a market economy and consumer rights and responsibilities.

Consumer economics graduates find careers in governmental agencies providing consumer services. They also work with business and industry in consumer relations divisions.

Housing—a major social problem—is studied through an interdisciplinary approach that includes social, economic, and political dimensions. This option focuses on the economics of housing consumption and production; the social implications of housing—preferences, mobility and neighborhoods; housing market analysis; and international housing.

Emphasis is placed on the development of social science research skills for the analysis and solution of housing policies and other problems.

Recent graduates are in housing positions at the federal, state, and local governmental levels.

Public Policy is concerned with helping students master tools and approaches useful in analyzing policy issues. The policy issues covered relate to fundamental problems affecting the household, such as education, health, environment, and urban development. The techniques of welfare economics are one means of evaluating the social implications of alternative ways of allocating resources. Attention is given to the impacts that the larger economic, social and political environments have on the development of public policy.

Students are encouraged to check the interdepartmental courses on page 37.

Students seeking additional detailed information about the graduate programs in this department should write to: Graduate Field Representative, Department of Consumer Economics and Public Policy, New York State College of Human Ecology, Cornell University, Ithaca, New York 14850.

For information about content of courses planned for 1973-74, write for *New York State College of Human Ecology Course Descrip-*

tions, 1973-74. Address your request to: Mailing Room, Bldg. 7, Research Park, Cornell University, Ithaca, New York 14850.

List of Courses

- 100 Introduction to Consumer Economics and Public Policy
- 147 Housing and Society
- 148 Housing Perspectives
- 230 Problems in Providing Consumer Goods
- 248 Housing Regulation and Housing Programs
- 300 Special Studies for Undergraduates
- 320 Economics of Consumption
- 330 Management in Relation to Personal Finances
- 333 Marketing
- 341 Fundamentals of Housing Economics
- 349 Provision of Housing in the United States
- 355 Economic Conditions in Relation to the Welfare of Families
- 400 Special Studies for Undergraduates
- 411 Time-Use Decisions in Families
- 413 Resource Management for Exceptional Families
- 425 Economics of Recreation and Leisure
- 442 Faculty-Student Seminar for Housing
- 443 The Social and Economic Effects of the Housing Environment
- 465 Consumer and the Law
- 472 Community Decision Making
- 480 Welfare Economics
- 485 Public and Private Decision Making
- 499 Undergraduate Thesis for the Housing Option
- 500 Special Problems for Graduate Students
- 519 Seminar in Family Decision Making
- 520 Consumption Theory
- 530 Family Financial Management
- 540 Fundamentals of Housing
- 542 Housing Market Analysis
- 545 International Low-Cost Housing
- 548 The Social Demography of Housing
- 549 Production of Housing
- 571 Intergovernmental Relations and Local Community Change
- 580 Applied Welfare Economics—Policy

Issues

- 597 Seminar
- 599 Master's Thesis and Research
- 620 Economics of Consumption
- 640 Seminar in Current Housing Issues
- 643 Readings in Housing
- 650 Faculty-Student Seminar on Income Maintenance
- 658 Seminar for Doctoral Candidates
- 699 Doctoral Thesis and Research

Design and Environmental Analysis

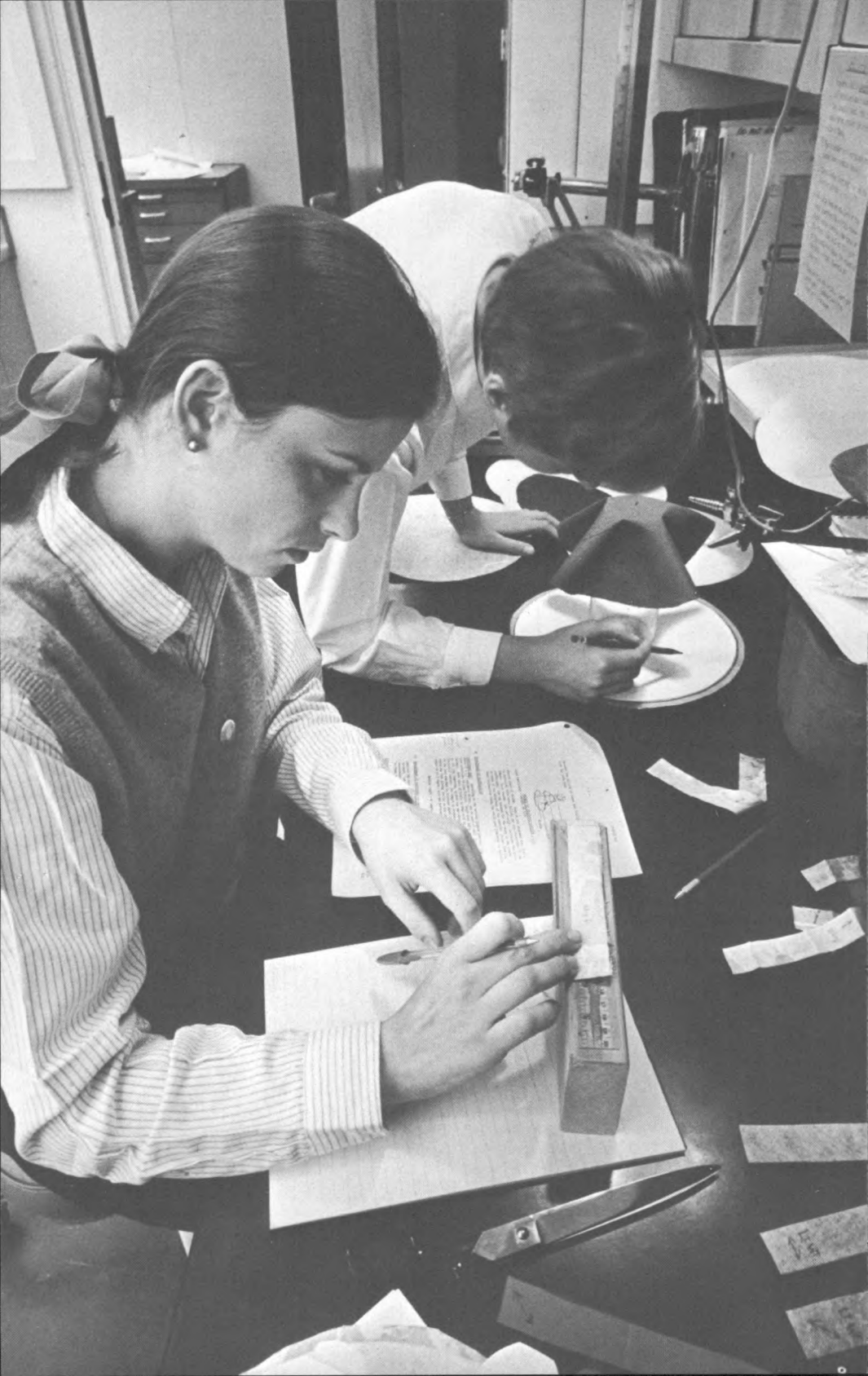
Joseph A. Carreiro, Chairman; Mary E. Purchase, Graduate Field Representative

The Department of Design and Environmental Analysis is concerned with the creation, change, and quality control of the physical aspects of our near environment. Beginning with the individual and extending "from the skin to the walls and beyond," the near environment encompasses the space we occupy as we move about in our work and leisure activities, at home and away from home. Our study focuses on people in their surroundings: the needs of individuals and families as affected by space, objects, and materials.

A unique strength of this department arises from the multidisciplinary nature of its faculty, who are trained in the three distinct areas of physical science, social science, and humanities. When faculty members representing such disciplines as chemistry, physics, psychology, sociology, economics, architecture, fine arts, and design are housed in a single department, the inevitable result is diversity and an exciting potential for interaction.

The Department offers considerable flexibility to its majors. All students are introduced to basic subject matter in the three areas of design, physical science, and social science—design concepts; the chemical, physical, and structural properties of such materials as textiles, metals, wood, clay, and plastics; psychological, sociological, and managerial analyses of our relationship to our physical environment—and all acquire some ability to apply this knowledge to the design solutions of human problems. From this exposure students elect to specialize in one of the areas and explore it systematically in some depth. At the same time they are encouraged to reach across into the other two areas for advanced knowledge as they find it appropriate.

By the sophomore year each student should select one of the following major options:



The Design Option serves students interested in the design of objects, their relationships, and the spaces in which objects are used. Students learn to seek and to apply new knowledge about materials and human needs to the design of the man-made environment. Careers are open in the professional areas of consumer product or industrial design, apparel design, interior space planning, and various aspects of housing design and technology.

The Materials-Textiles Option permits students to explore the chemical and physical properties of textiles and an increasing range of other materials and to consider the functional and aesthetic requirements for the use of these materials in the near environment. Professional careers include consumer information programs, retailing, scientific research, interpreting data for manufacturers, and formal or informal teaching.

The Human and Social Factors Option permits students to analyze existing or proposed environments, thus studying the interaction between physical, sociological, and psychological elements in order to learn how we shape the man-made aspects of our near environment and are in turn shaped by them. Professional careers include serving as consultant to designers, architects, interior space planners, and government agencies; working as a team member in rehabilitation of the physically handicapped and the culturally deprived or in creation of environments for children, the ill, or the elderly; acting as liaison between consumer and producer; and filling one of the many creative new positions, such as communication or teaching, that are rapidly emerging in the field of environmental analysis.

Courses in the department are planned to develop creative abilities, artistic judgment, analytical thinking, and problem-solving techniques. Students learn to balance aesthetic, functional, and economic considerations as they confront problems such as: how to design within the restrictions posed by limited space; what materials to choose in clothing, furnishings, or equipment; how to maintain clean, comfortable, and appropriately quiet conditions for work or recreation; how to prevent household soils; how to determine the optimal relationships between color, light, texture, space, and differing emotional and functional requirements. Field study, involving actual experience in the community, is an important aspect of the department's program.

Courses in other departments of the College of Human Ecology and in other colleges of the University may supplement work in design and environmental analysis. Appropriate areas include architecture, city planning, landscape architecture, engineering, sculpture, painting, history of art, theatre, communication arts, hotel administration, marketing, statistics,

mathematics, physics, chemistry, anatomy, physiology, psychology, anthropology, sociology, and education.

An Honors Program is offered by the Department, leading to the Bachelor of Science degree with Honors in Design and Environmental Analysis. Students may apply for admission to the Honors program in the spring semester of the sophomore year. Details of special work beyond that normally required for a major in the department are available through the department chairman.

Graduate study in the Field of Design and Environmental Analysis offers a multidisciplinary program of study individually tailored to the background and interests of the student and leading to a Master of Arts or Master of Science degree. Candidates for the Ph.D. degree in other fields may minor in either design or environmental analysis. Graduate study may be directed toward empirical problem solving or toward theoretical research into a facet of a problem. Current areas of research include such person-environment-space relations as gerontology, child environment, corridor and lobby functions, modular housing; design of consumer products, apparel and spaces; consumer and marketing studies of household equipment, textile flammability, and textile care, wear, and labeling. Financial aid is provided by teaching and research assistantships for about 2/3 of the graduate students; others may compete for available University and College fellowships (see *Announcement of the Graduate School*).

Students seeking additional detailed information about the graduate programs in this department should write to: Graduate Field Representative, Department of Design and Environmental Analysis, New York State College of Human Ecology, Cornell University, Ithaca, New York 14850.

Unusually fine facilities for study and research include specially equipped textile laboratories; household equipment laboratories; studios for woodwork, ceramics, textile printing, and weaving; a laboratory for studying human and social factors; two nursery schools; and two Design and Environmental Analysis galleries that display professional and student work.

In addition, the Department maintains the extensive Cornell Costume Collection, a unique interdisciplinary educational resource that provides design stimulus and historical evidence of the effects of cultural change on the development of apparel arts and crafts.

A graduate in Design and Environmental Analysis can make important contributions to society by providing critical information and creative ideas to individuals and organizations whose final decisions control the quality and characteristics of our near environment.

For information about content of courses planned for 1973-74, write for: *New York*

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State College of Human Ecology Course Descriptions, 1973-74. Address your request to: Mailing Room, Bldg. 7, Research Park, Cornell University, Ithaca, New York 14850.

List of Courses

- 110 Design I: Fundamentals of Design
- 111 Introduction to Design
- 115 Drawing I
- 116 Drawing II
- 117 Drawing the Clothed Figure
- 135 Textile Materials
- 137 Materials
- 144 Workshop in Elementary Clothing Construction
- 145 Apparel Design I
- 150 Environmental Analysis: Human and Social Factors
- 210 Design II: Composition and Color
- 219 Design Methods: Planning Strategies
- 230 Science for Consumers
- 235 Textile Materials: Characterization and Evaluation
- 250 Environmental Analysis: Perspectives and Methods in Human and Social Factors
- 251 Historic Furniture and Interior Design
- 252 Historic Furniture and Interior Design
- 261 Fundamentals of Interior Design
- 262 Design III: Form, Structure, and Space
- 263 Apparel Design II: Problems in Apparel Design
- 300 Special Studies for Undergraduates
- 330 Household Equipment Principles
- 335 Textile Materials: Fiber Structures and Properties
- 342 Design: Weaving
- 343 Design: Introductory Textile Printing
- 344 Intermediate Textile Design: Silk-Screen Printing
- 346 Advanced Textile Design: Silk-Screen Printing
- 349 Graphic Design
- 350 Environmental Analysis: Person, Activity, Space
- 353 Contemporary Design
- 360 Design Procedures
- 361 Residential Design
- 365 Interior Design
- 366 Apparel Design III: Design Approaches
- 375 Residential Environments: The Behavioral Basis for Design Decisions
- 378 Junior Honors Seminar
- 400 Special Studies for Undergraduates
- 436 Textile Chemistry
- 438 Textile in Fashion and Function
- 440 Form Study: Clay
- 445 Apparel Design IV: Experimental Processes
- 452 History of Costume
- 455 Psychology of the Near Environment
- 463 Product Design
- 465 Apparel Design V: Product Development and Presentation
- 466 Interior Design
- 467 Interior Design: Contract Interiors
- 479 Undergraduate Research Practicum in Design and Environmental Analysis
- 500 Special Studies for Graduate Students
- 520 Instrumental Analysis
- 530 Physical Science in the Home
- 535 Textile Materials: Characterization and Evaluation
- 536 Advanced Textile Chemistry
- 538 Textiles in the Near Environment
- 550 Man-Activity-Environment Relationships
- 551 Selected Problems in Advocacy Research
- 552 Action-Oriented Research in Person-Environmental Relations
- 555 Social Psychology of the Near Environment
- 599 Master's Thesis and Research
- 688 Seminar in Design and Environmental Analysis

Human Development and Family Studies

Henry N. Ricciuti, Chairman; Edward C. Devereux, Graduate Field Representative

The Department of Human Development and Family Studies provides majors with a strong theoretical and substantive background along with practical experience in the study of human behavior and development and of the family as a social system. It also provides opportunities for students to prepare for vari-

ous career choices within these fields. While some careers need further education at the graduate level (for example, university teaching and research, social work, clinical psychology), for HDFS majors with a bachelor's degree, some job opportunities available are research technicians, mental health assistants, youth counselors. Majors interested in preschool teaching may apply for enrollment in our Nursery-Kindergarten program. *The Department does not offer preparation for elementary teaching.*

The Department recently revised its major for students matriculating in the fall of 1972 and thereafter. It is designed to provide students with an introduction to the three major areas represented by the department: Personality-Social Development, Cognitive Development, and Family and Society, and includes systematic observation and participation experience in human development. There is a choice of several courses to fulfill the requirements within each of the three substantive areas. Additional electives permit the students to develop a program suiting their particular interests. HDFS majors work out useful combinations of courses in other areas of the College to meet personal vocational objectives, particularly in nutrition, community service education, and design. Many courses in psychology, education, anthropology, sociology, and biology are of particular interest to students in the department.

The Department is in the process of working out specializations within the major in areas such as adolescence, exceptional children, and family and community. These programs are in various stages of development, making it imperative that students interested in one of the specific areas see a faculty adviser within the department for help with course planning after the freshman year. Specific requirements of the departmental major and information concerning career opportunities are available from the Division of Academic Services.

There are opportunities to observe and work with children from two months old through adolescence in our laboratories and various field settings, including nearby nursery and elementary schools, play groups in homes, and other organized groups in the community. Arrangements may also be made for observing or working with various kinds of families.

The Nursery School-Kindergarten Certification Program offers provisional certification for a limited number of students who enter the program in their sophomore year.

Transfer students with appropriate background may apply for admission in the fall of the junior year. Students in this program are expected to meet the general requirements of the College and to complete the depart-

mental major. In addition they take a series of courses and practica that are specifically designed to meet state requirements and prepare them for careers as nursery school and kindergarten teachers.

The Honors program offered by the department leads to the Bachelor of Science degree with Honors in Human Development and Family Studies. Students may apply for admission to the Honors program in the spring semester of their sophomore year. The program involves participation in a research practicum and Honors seminar in the junior year and completion of an Honors research thesis in the senior year. A more detailed description of the program may be obtained from the Department or the Division of Academic Services.

The Department of Human Development and Family Studies offers a number of graduate programs leading to both master's and doctoral degrees. The principal areas of specialization within the Department are the following: (1) early childhood education, (2) child development, (3) cognitive development, (4) personality and social development, (5) child and family psychopathology, including a special program in pediatric psychology, and (6) family relationships. Students seeking additional detailed information about the graduate programs in this Department should write to: Graduate Field Representative, Department of Human Development and Family Studies, N. Y. State College of Human Ecology, Cornell University, Ithaca, New York 14850.

For information about content of courses planned for 1973-74, write for: *New York State College of Human Ecology Course Descriptions, 1973-74*. Address your request to: Mailing Room, Bldg. 7, Research Park, Cornell University, Ithaca, New York 14850.

List of Courses

- 111 Observation of Children**
- 115 Development of Human Behavior**
- 141 Introduction to Expressive Materials**
- 162 Marriage, Family, and Kinship**
- 205 Personality and Patterns of Adjustment**
- 212 Early Childhood Behavior and Learning**
- 222 Intellectual Development in Education**
- 230 Participation in Groups of Young Children**
- 272 Low-Income Children and Socializing Agents and Agencies: A Critical Examination of Selected Literature and Issues**
- 300 Special Studies for Undergraduates**
- 302 Family and Community Health**
- 313 Development of Preschool Methods and Materials**



- 314 Curriculum Design in Early Education
- 317 Adolescent Development in Modern Society
- 318 Social Policy and the Problems of Youth
- 319 Practicum in Working with Adolescents in Trouble
- 321 The Development of Social Behavior
- 323 Cognitive Processes
- 324 Theories of Cognitive Development
- 325 Exceptional Children
- 329 Human Sexuality and Interpersonal Relationships
- 334 Advanced Participation in Community Groups
- 336 Special Problems in Relation to Exceptional Children
- 343 Creative Expression and Child Growth
- 350 Case Studies of Intra-Family Interaction
- 352 Contemporary Family Forms
- 355 The Family Through Literature
- 360 Personality Development in Children
- 362 The Family and Society
- 374 Behavior and Development in Infancy
- 397 Experimental Child Psychology
- 398 Junior Honors Seminar
- 400 Special Studies for Undergraduates
- 401 Theories of Child Development
- 415 Internship in Preschool Teaching
- 416 Professional Seminar
- 420 Advanced Field Study in Adolescence
- 425 Applied Cognitive Psychology
- 464 Selected Problems in Emotional and Intellectual Deviation in Children
- 465 Innovative Programs of Parent Intervention and Community Action
- 472 Practicum in Community Change and Consultation
- 499 Honors Thesis
- 500 Special Problems for Graduate Students
- 508 Seminar on Theories of Intelligence
- 514 Clinical Deviations in Intellectual and Sensory-Motor Development
- 521 Seminar in Piaget
- 522 Seminar on Cognitive Development
- 523 Seminar in Cognitive Processes

- 524 Seminar in Freud and Erikson
- 525 Seminar on Symbolic Representation in the Child
- 526 Learning Issues in Development
- 560B Seminar in Psychopathology
- 564 Family and Kinship
- 595 A Process Approach to Early Education
- 599 Master's Thesis and Research
- 609 Seminar on Projective Techniques
- 611 Evaluation Practicum: Study of the Individual Personality—Deviant and Normal
- 613 Individual Intelligence Test Procedures
- 615 The Development of Human Behavior
- 621 Seminar in the Development of Social Behavior
- 622 The Nature of Subjective Reality
- 623 Seminar in the Development of Language
- 699 Doctor's Thesis and Research

Human Nutrition and Food

E. Elizabeth Hester, Chairman; Katherine Newman, Graduate Field Representative; Jerry Rivers, Department Honors Representative

The department's major areas of concern are: (1) human nutrition, with emphasis on the interrelationship of nutrition and health of individuals at various stages of the life cycle and under varying physiological and environmental conditions; (2) food science, encompassing those aspects of selection, treatment in preparation or preservation, and storage conditions that affect the quality, acceptability, and utilization of food for humans; (3) administrative dietetics, with emphasis on the application of knowledge in nutritional science, food science, and management to group feeding and institutional operations.

The problems of undernutrition and overnutrition in our society are of more general concern than ever before, not only in government but also in society at large. Students majoring in this department should be able to make significant contributions toward formulating, implementing, and evaluating food and nutrition programs created to improve the health and well-being of individuals from all age groups and socioeconomic levels.

Many professional opportunities are available to students who major in this department. These opportunities include work in various aspects of food-related concerns of individuals, families, communities, and industry, such as: (1) providing information and help to people who have food or nutrition

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problems, through Cooperative Extension or other public service agencies; (2) becoming a junior member of a laboratory team to develop or test products, to provide consumer service, or to do research in government agencies, universities, and hospitals; (3) helping to guide the management of food service in various types of group feeding operations; (4) undertaking graduate work in order to qualify for professional positions at a higher level.

Qualifications for dietetic internship programs leading to membership in the American Dietetic Association may be attained by appropriate selection of courses. The major also may be combined with other majors offered in the College; for example, health teaching option in Community Service Education.

The department offers programs leading to the bachelor's, master's, and doctoral degrees. Research or teaching assistantships, United States Public Health Traineeships, and fellowships are available to qualified graduate students.

Programs for students who wish to major in the department. The minimum basic program for the undergraduate major is designed to assure instruction in nutritional science and food science, in certain appropriate disciplines from the physical and biological sciences that are basic to food and nutrition, and in those social sciences considered basic to the application of such professional knowledge to problems concerned with food for people. Four specific courses in the department (or their equivalent in other institutions) are required: Human Nutrition and Food 115, 146, 231, and 246. In addition a minimum of nine credit hours must be elected from other offerings in the Department of Human Nutrition and Food. Some choice is possible among the basic sciences required. Details of the requirements for various options may be obtained from the department office or from the Division of Academic Services. Students are advised to consult with a member of the department faculty about options and selection of courses suitable for their particular professional interests. Those with an interest in research, graduate study, administrative dietetics, or field nutrition programs may need more work in the sciences or in department courses than the minimum listed for a major.

An Honors Program is offered by the department leading to a Bachelor of Science degree with Honors in Human Nutrition and Food. It is designed for students with a high scholastic standing who desire an opportunity for more independent study in completing the major in Human Nutrition and Food. A description of the program can be obtained from the department office or from the department Honors representative. Students who

are interested in this program should discuss their plans during the sophomore year with the department's Honors representative or the department chairman. A written application for admission to the program should be submitted to the Honors representative before registration for the junior year. Later applications, particularly for transfer students, also will be considered.

Courses Recommended for Nonmajors. Human Nutrition and Food 115 (or the equivalent) is prerequisite to all other courses in this department. Human Nutrition and Food 146, 202, 222, or 325A are suitable second-level courses in different aspects of departmental focus. Students with general Chemistry and Biological Science 101-101L also may elect Human Nutrition and Food 231. Graduate students in other fields who desire some basic work in human nutrition are directed to Human Nutrition and Food 515.

Students seeking additional detailed information about the graduate programs in this department should write to: Graduate Field Representative, Department of Human Nutrition and Food, New York State College of Human Ecology, Cornell University, Ithaca, New York 14850.

For information about content of courses planned for 1973-74, write for: *New York State College of Human Ecology Course Descriptions, 1973-74*. Address your request to: Mailing Room, Bldg. 7, Research Park, Cornell University, Ithaca, New York 14850.

List of Courses

- 115 Ecology of Human Nutrition and Food
- 146 Introductory Foods
- 202 Undergraduate Seminar in Nutrition
- 222 Maternal and Child Nutrition
- 231 Physiological Bases of Human Nutrition
- 246 Introduction to Physiochemical Aspects of Food
- 300 Special Studies for Undergraduates
- 325A Sociocultural Aspects of Food and Nutrition
- 368 Organization and Management in Food Service Systems
- 378 Quantity Food Cost Control
- 390 Honors Seminar
- 395 Honors in Food and Nutrition
- 400 Special Studies for Undergraduates
- 431 Human Nutrition
- 441 Nutrition and Disease
- 445A Community Nutrition and Health

- 445B Community Nutrition and Health
- 446A Physiochemical Aspects of Food
- 446B Physiochemical Aspects of Food, Laboratory
- 446C Physiochemical Aspects of Food, Laboratory
- 456 Experimental Food Methods
- 478 Volume Food Production
- 488 Volume Food Production Practice
- 492 Honors Seminar
- 493 Honors in Nutrition
- 496 Honors in Food
- 499 Senior Honors Problem
- 500 Special Problems for Graduate Students
- 501—
- 504 Advanced Nutrition Series
- 501 Proteins and Amino Acids
- 502 Lipids and Carbohydrates
- 503 Nutritional Energetics
- 504 Minerals and Vitamins
- 506 Carbohydrate Chemistry
- 510 Special Topics in Nutrition
- 512 Nutrition and Growth
- 514 Readings in Nutrition
- 516 Readings in Food
- 524 Research Methods in Human Metabolic Studies
- 526 Special Topics in Food
- 545 Food Supply and Human Nutrition
- 599 Master's Thesis and Research
- 605 Seminar in Human Nutrition and Food
- 699 Doctor's Thesis and Research

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John L. Doris, Ph.D., Professor
 Harold Feldman, Ph.D., Professor
 Herbert Ginsburg, Ph.D., Associate Professor
 Gilda Gold, Ph.D., Assistant Professor
 John Harding, Ph.D., Professor
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 Carole Bisogni, M.S., Lecturer
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 Joseph Chen, Ph.D., Research Associate
 Katherine Clancy-Hepburn, Ph.D., Assistant Professor
 Marjorie Devine, Ph.D., Associate Professor
 Barbara Fry, M.S., Extension Associate
 Helen Giff, M.A., Associate Professor
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Mary Morrison, Ph.D., Professor
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Diva Sanjur, Ph.D., Assistant Professor
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Emeritus Professors

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Helen Cady, M.F.A., Design and Environmental Analysis
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Albert Hoefer, B.S., Extension Service
Margaret L. Humphrey, M.A., Textiles and Clothing
Margaret Hutchins, Ph.D., Home Economics Education

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Karla Longree, Ph.D., Institution Management
Ruby Loper, B.S. in Arch., Housing and Design
Elsie McMurry, M.A., Design and Environmental Analysis
Irene Patterson, M.S., Home Economics Education
Catherine Personius, Ph.D., Food and Nutrition
Dorothy Proud, M.S., Institution Management
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Lillian Shaben, M.A., Food and Nutrition
Lloyd R. Simons, B.S.A., Extension Service
Esther Harriette Stocks, M.A., Placement Service
Carrie Williams Taylor, M.A., Extension Service
Virginia True, M.F.A., Housing and Design
Grace Morin Van Blarcom, M.A., Home Economics
Gladys L. Butt Van Cleve, M.A., Textiles and Clothing
Lucille J. Williamson, Ph.D., Household Economics and Management
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W. Keith Kennedy, Ph.D., Dean of the College of Agriculture and Life Sciences; Professor of Agronomy, College of Agriculture and Life Sciences
John Paul Leagans, Ph.D., Professor of Extension Education, College of Agriculture and Life Sciences
Henry T. Murphy, M.A., Assistant Director of University Libraries; Librarian, Mann Library

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