

CORNELL UNIVERSITY

OFFICIAL PUBLICATION

APRIL 20, 1955

School of Education

ANNOUNCEMENT FOR
SESSIONS OF 1955-56



The Academic Calendar

	1955-56	1956-57
Freshman Orientation	Sept. 16, <i>F</i>	Sept. 14, <i>F</i>
Registration, new students	Sept. 19, <i>M</i>	Sept. 17, <i>M</i>
Registration, old students	Sept. 20, <i>T</i>	Sept. 18, <i>T</i>
Instruction begins, 1 p.m.	Sept. 21, <i>W</i>	Sept. 19, <i>W</i>
Midterm grades due	Nov. 9, <i>W</i>	Nov. 7, <i>W</i>
Thanksgiving recess:		
Instruction suspended, 12:50 p.m.	Nov. 23, <i>W</i>	Nov. 21, <i>W</i>
Instruction resumed, 8 a.m.	Nov. 28, <i>M</i>	Nov. 26, <i>M</i>
Christmas recess:		
Instruction suspended	Dec. 20, <i>T</i> , 10 p.m.	Dec. 22, <i>S</i> 12:50 p.m.
Instruction resumed, 8 a.m.	Jan. 4, <i>W</i>	Jan. 7, <i>M</i>
Instruction ends	Jan. 21, <i>S</i>	Jan. 19, <i>S</i>
Second-term registration for students in residence	Jan. 23, <i>M</i>	Jan. 21, <i>M</i>
Examinations begin	Jan. 24, <i>T</i>	Jan. 22, <i>T</i>
Examinations end	Feb. 1, <i>W</i>	Jan. 30, <i>W</i>
Midyear recess	Feb. 2-3, <i>Th-F</i>	Jan. 31-Feb. 1, <i>Th-F</i>
Registration for students not in residence in fall term	Feb. 4, <i>S</i>	Feb. 2, <i>S</i>
Instruction begins	Feb. 6, <i>M</i>	Feb. 4, <i>M</i>
Midterm grades due	Mar. 24, <i>S</i>	Mar. 23, <i>S</i>
Spring recess:		
Instruction suspended, 12:50 p.m.	Mar. 24, <i>S</i>	Mar. 23, <i>S</i>
Instruction resumed, 8 a.m.	Apr. 2, <i>M</i>	Apr. 1, <i>M</i>
Instruction ends	May 26, <i>S</i>	May 25, <i>S</i>
Examinations begin	May 28, <i>M</i>	May 27, <i>M</i>
Examinations end	June 5, <i>T</i>	June 4, <i>T</i>
Commencement Day	June 11, <i>M</i>	June 10, <i>M</i>

CORNELL UNIVERSITY OFFICIAL PUBLICATION

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Faculty

(As of April 1, 1955)

- Deane W. Malott, A.B., M.B.A., LL.D., President of the University.
Forrest Frank Hill, Ph.D., LL.D., Provost of the University.
Andrew Leon Winsor, Ph.D., Head of the Department of Rural Education and Director of the School of Education.
- J. Stanley Ahmann, Ph.D., Associate Professor of Rural Education.
Howard G. Andrus, Ph.D., Director of the Educational Placement Bureau and Associate Professor of Rural Education.
Alfred L. Baldwin, Ph.D., Professor of Child Development and Family Relationships and Head of the Department.
Frank C. Baldwin, M.A., Dean of Men.
Sara E. Blackwell, Ph.D., Associate Professor of Home Economics Education.
Mrs. Dorothy V. N. Brooks, Ed.D., Dean of Women and Professor of Education.
John M. Brophy, Ph.D., Associate Professor of Industrial and Labor Relations.
Julian Edward Butterworth, Ph.D., Professor of Rural Education (Educational Administration), Emeritus.
Pauline Neville Campbell, M.S., Assistant Professor of Education and Elementary Education Consultant, Ithaca Public Schools.
Samuel J. Catalfano, M.S., Supervisor of Practice Teaching in Modern Languages, Ithaca Public Schools.
Cora B. Chase, M.S., Professor of Rural Education (Home Economics Education), Emeritus.
Robert F. Coffin, Ph.D., Instructor in Rural Education (Agricultural Education).
Ethelwyn G. Cornelius, M.S. in Ed., Instructor in Home Economics Education.
E. William Crane, B.S., Instructor in Rural Education.
Robert H. Dalton, Ph.D., Professor of Child Development and Family Relationships.
Dora M. DePew, M.A., Supervisor of Practice Teaching in Mathematics, Ithaca Public Schools.
Robert Donaldson, M.A., Supervisor of Practice Teaching in Science, Ithaca Public Schools.

- Theodore H. Eaton, Ph.D., Professor of Rural Education, Emeritus.
- Lloyd Elliott, Ed.D., Professor of Rural Education (Educational Administration) and Director of the Summer Session.
- Margaret Elliott, M.S., Instructor in Home Economics Education.
- Lynn A. Emerson, Ph.D., Professor of Industrial Education.
- Carol Engebretson, M.S., Assistant Professor of Home Economics Education.
- Jean Failing, Ph.D., Professor of Home Economics and Coordinator of Resident Instruction, College of Home Economics.
- Richard B. Fischer, Ph.D., Assistant Professor of Rural Education (Nature and Conservation Education).
- Frank S. Freeman, Ed.D., Professor of Psychology and Education.
- Marvin D. Glock, Ph.D., Professor of Rural Education (Educational Psychology), and Director, University Testing and Service Bureau.
- Eva L. Gordon, Ph.D., Associate Professor of Rural Education (Nature Study).
- Lawrence B. Hixon, Ed.D., Assistant Professor of Education.
- Helen Hoefer, M.S. in Ed., Associate Professor of Home Economics Education.
- Edwin R. Hoskins, Ph.D., Professor of Rural Education (Agricultural Education), Emeritus.
- Margaret Hutchins, Ph.D., Professor of Home Economics Education.
- Philip G. Johnson, Ph.D., Professor of Rural Education (Nature and Conservation Education).
- Paul J. Kruse, Ph.D., Professor of Rural Education (Educational Psychology), Emeritus.
- Claude L. Kulp, M.A., Professor of Education.
- J. Paul Leagans, Ph.D., Professor of Extension Education.
- Clyde B. Moore, Ph.D., Professor of Education, Emeritus.
- Helen Moser, M.A., Associate Professor of Home Economics Education.
- A. Gordon Nelson, Ph.D., Professor of Educational and Vocational Guidance.
- Milacent G. Ocvirk, M.A., Director of English, Ithaca Public Schools.
- E. Laurence Palmer, Ph.D., Professor of Rural Education (Nature Study and Science Education), Emeritus.
- H. Irene Patterson, M.S., Associate Professor of Home Economics Education.
- Isabel Peard, Ph.D., Assistant Professor of Education, Director of Student Deans and Head Residents.
- Curtis L. Pfaff, M.A., Supervisor of Practice Teaching in Social Studies, Ithaca Public Schools.
- Katherine M. Reeves, M.A., Professor of Child Development and Family Relationships.
- William A. Smith, Ph.D., Professor of Rural Education (Agricultural Education) and Director of Extramural Courses.

- Rolland M. Stewart, Ph.D., Professor of Rural Education, Emeritus.
 Frederick H. Stutz, Ph.D., Professor of Rural Education (Secondary Education).
 Flora M. Thurston, M.A., Professor of Home Economics Education, Emeritus.
 Helen L. Wardeberg, Ph.D., Assistant Professor of Rural Education (Elementary Education).
 Ethel Waring, Ph.D., Professor of Child Development and Family Relationships, Emeritus.

ASSISTANTS, 1954-55

- Anthony Barraco, B.E., Assistant in Education.
 Milton Boyden, M.S., Assistant in Rural Education.
 Sylvia Gardels, M.S., Assistant in Home Economics Education.
 Etsuko Hatakeyama, B.S., Assistant in Home Economics Education.
 Francis Hugo, M.A., Assistant in Rural Education.
 Cathryne Kehoe, M.S., Assistant in Home Economics Education.
 Oswald Laubenstein, M.A., Assistant in Teacher Education.
 Arthur S. McDonald, M.A., Assistant in Rural Education.
 Harold Miller, M.Ed., Assistant in Rural Education.
 Gertrude Nygren, M.A., Assistant in Home Economics Education.
 William O'Connor, M.Ed., Assistant in Rural Education.
 Barbara Osborn, B.S., Assistant in Home Economics Education.
 Elizabeth Ray, M.Ed., Assistant in Home Economics Education.
 Stanley J. Reeves, B.S., Assistant in Rural Education.
 Albert Spruill, M.S., Assistant in Rural Education.
 John Storm, M.S., Assistant in Industrial Education.
 Robert Taft, Assistant in Industrial Education.
 Evans G. Thompson, M.S., Assistant in Rural Education.
 Dora Worbs, M.L.S., Assistant in Rural Education.
 Carmine Yengo, M.A., Assistant in Rural Education.

FORD FOUNDATION FELLOWS

- | | |
|---|------------------------|
| Alice L. Babcock | Patricia A. Lothrop |
| Theresa A. Clingenpeel | Cynthia L. Myer |
| Helen L. Eldredge | Maureen Moynihan |
| Mary M. Funk | Patricia M. Pierson |
| Michael A. Gonta | Sarah M. Shearman |
| Sondra C. Greenstein | Phyllis A. Shire |
| Carol L. Hoff | Joan Dannette Wingeier |
| Lillian V. Mastrotto, <i>Senior Graduate Fellow</i> | |

GRADUATE RESIDENTS AND STUDENT DEANS

Amy Botsaris
 Jean Bradley
 Alba De Lellis
 Eleanor Dorsey
 Roxanna Downing
 Zelia Gorman
 Charlotte Green
 George N. Hart
 Ruth Herzberger
 Philip W. Hoffmire
 Albert P. Hood
 G. Michael Hostage

Jean McDonald
 Richard C. Oldenburg
 Jean Parker
 Eleanor Peterson
 Fred K. Piker
 Elizabeth Reilly
 Spencer J. Roemer
 Patricia Scheuerman
 Samuel G. Scott
 Betsy Slater
 Thelma Souder
 Donna-Jane Spraggon
 Marjorie Whitfield

SUPERVISING TEACHERS

(Elementary Training Program)

Barbara Ames
 Shirley Banner
 H. Marie Earl
 Hazel A. Lamb
 Betty E. Balduf
 Lois N. McChesney
 Marion L. Denison

Virginia S. Bristow
 Lila B. Sheppard
 Francis J. Spadaro
 Alice H. Hanson
 Doris B. Holtham
 Ernestine W. Banford
 Bessie C. Farnham

COOPERATING TEACHERS

Patricia Adams
 Lawrence E. Bach
 Lester F. Bach
 William Banner
 Lyle Barnes
 Ellen Barraco
 Lillian Bell
 H. W. Bellinger
 Maynard Bellinger
 Fred Bennett
 Anne Blanchard
 Mary Alice Boehlert
 Lucile Brinsmaid
 John Carter
 Edward R. Caul

Carol Chase
 Richard Chauncey
 Mayfred Claflin
 Edythe Conway
 Warren W. Currier
 J. F. Davis
 C. B. DeKay
 Barbara Densmore
 Dora DePew
 Jane Diehl
 Frances Doig
 Robert Donaldson
 Helen Duncan
 Madeline Dunsmore
 Marian Elliott

Kenneth Elmore	Joseph Morris
Helen Engst	Martha Neighbour
F. E. Farquhar	Norma Newman
Emory Faulks	Carolyn O'Brien
Warren Giles	Anthony Peppe
L. C. Grubel	Doreen Perelli
Mae Guinan	Curtis Pfaff
Eloise Hadlock	Patricia Pierce
G. E. Halloran	Harry Powell
K. S. Hart	Pearl Price
Ruth Hathaway	Irene Rohel
Elsie Haynes	James Rose
R. L. Helbig	John Ruane
Douglas Higgins	Amy Russell
Elsie Hinman	Walter Schroeder
Kasimer Hipolit	R. A. Shotwell
Peter Holub	Suzanne Siegfried
Helen Howell	Arthur Smith
Josephine Howe	Mary Smith
E. L. Huff	C. R. Stevens
Thelma Huhta	Elizabeth Stocking
James Huxtable	Jane Stoutenburg
Stephen Jamba	Sarah Stutz
Elsie Johnson	Marjorie Swift
E. H. Johnson	Carol Taber
Morgan Kelts	R. W. Totman
Mary Kiernan	Winifred Uhlinger
Barbara Lanning	Sally VanSchaack
L. F. Lee	J. A. Vaughn
J. E. Manchester	A. E. Vrooman
JoAnn MacDonald	Virginia Wagner
Donna McClelland	Muriel Weeks
H. L. McDougal	Richard E. Wells
Albertina Miller	Carl Widger
Ruth Miller	Florence Williamson
Roger Ming	Evelyn Wood
Dorothy Minogue	Margaret L. Woodside
June Moore	Nelson Wright
Marjorie Moore	Donald Young
	Dewitt Zien

COOPERATING ADMINISTRATORS

Bertha Bartholomew, *Principal, Boynton Junior High School*
 Frank Bliss, *Principal, Ithaca Senior High School*

Gerald E. Clarke, *Principal, Cayuga Heights School*
Russell I. Doig, *Principal, Trumansburg Central School*
Edith Faucett, *Principal, East Hill School*
Agnes Feehan, *Principal, Central School*
William L. Gragg, *Superintendent, Ithaca Public Schools*
John Kuppinger, *Principal, St. John School*
Willard Peters, *Principal, Fall Creek School*
Ralph Simpson, *Principal, Dryden Central School*
Marjorie Smith, *Principal, West Hill School*
Clyde Spear, *Principal, Spencer Central School*
Louise Wilson, *Principal, Belle Sherman School*
Louis J. Wolner, *Principal, Homer Central School*

The School of Education

THE SCHOOL of Education at Cornell was established to provide opportunity for basic and advanced study and research in education. It is an organization through which the various colleges of the University cooperate to offer a balanced program of general and professional education for students who plan to serve in this field. Courses of study arranged in the School prepare students for positions as teachers in elementary schools, high schools, and colleges; school principals, superintendents, and supervisors; guidance counselors; and various opportunities in extension work and adult education. Advanced preparation is provided for positions in research, authorship, and teaching in colleges and universities.

It is the purpose of the School of Education to direct the basic preparation of students so that maximum strength in the arts and sciences may be integrated with a broad understanding of human development, social processes, and professional work. As an integral part of a university rich in scientific, cultural, and professional programs, the School of Education provides unusual advantages. Furthermore, the selection policy of the school affords an intimate relationship of faculty and students and permits personal direction of individuals in terms of their background, abilities, and professional interests. In addition to the academic program on campus, students are given an opportunity to observe and teach under qualified supervisors in the schools of representative New York State communities, so that theory and practice are combined in their preparation.

Cornell University offers many advantages and opportunities for students preparing to teach. The students in education attend classes with all other students in the University; thus they have access to the strong subject matter courses and laboratories in the various colleges. They live in the dormitories and fraternities with students preparing for other professions and occupations and enjoy the social and educational stimulation that a large university provides.

The School has been authorized to act as agent for the State Department of Education in recommending certificates for services in New York State, and it recommends to the proper educational authorities in other states that similar credentials be issued. Candidates who have completed the appropriate programs at Cornell may be recommended for one or more of the following credentials: elementary school teacher,

high school teacher, supervisor, principal or superintendent, school counselor.

Undergraduates may work toward teaching certification while meeting the degree requirements of their college. Students who desire to complete both certification and degree requirements in a minimum of time are advised to consult with official counselors in the School of Education as early as possible. The Educational Placement Bureau provides assistance in obtaining appropriate employment to each candidate who has completed a program of professional preparation.

UNDERGRADUATE STUDY

ADMISSION OF UNDERGRADUATES

Students planning to apply for admission to one of the undergraduate colleges should write to the Director of Admissions, Edmund Ezra Day Hall, Ithaca, N.Y. Those who expect to obtain Bachelor of Science degrees should apply for admission to the College of Agriculture or the College of Home Economics. Those who seek Bachelor of Arts degrees should apply for admission to the College of Arts and Sciences. A candidate for admission as a freshman in an undergraduate college must satisfactorily complete secondary school subjects carrying a value of 16 entrance units. The subjects in which these units may be offered, the number of units that may be credited in each subject, and the units required in specific subjects by the several divisions of the University, together with other general information about admission and costs at Cornell, are all described in the *General Information Announcement*. This booklet may be obtained from Cornell University Official Publication, Edmund Ezra Day Hall, Ithaca, N.Y.

GUIDANCE AND SELECTION OF UNDERGRADUATES

In most cases the student will be assigned to a regular college adviser on entrance. In order that the prospective teacher may secure advice regarding his professional program, he should, as early as possible in his university experience, consult with the official adviser in his teaching field. A list of these advisers is given on page 12.

As the student proceeds in his preparation for teaching, appraisal will be made of the development of his abilities, understandings, and appreciations, and of such other qualities as make for success in teaching. Special determinations will be made at two principal points as to the fitness of the candidate to continue: (1) at the end of the sophomore year, and (2) prior to the period of student teaching in the senior year. Committees responsible for the selection in the several fields will be concerned with the personal and physical fitness of the candidate, his emotional and intellectual equipment, his general and special academic competence, his familiarity with current affairs, and his ability to use the English language.

Knowledge gained of the student by his advisers and his instructors, supplemented by the health record and the more formal measures such as psychological and personality tests, will provide information useful in judging the strictly personal factors involved. In general, each student will be expected to maintain a standing in scholarship at least equal

to the average of his college. A steady growth in the use of English will be expected of each student. Standards of accomplishment will be set up for the several groups of prospective teachers, beginning in the freshman year, and checked at frequent intervals throughout the period of preparation.

These requirements and standards may be supplemented by additional requirements in the several fields in order to ensure a high degree of competence at all levels and to meet the special demands in different areas of teaching. Students entering the program later than the sophomore year will be expected to meet the standards and requirements indicated above and may find it necessary to remain for an additional term or summer session.

Students planning to teach should consult these official advisers:

Academic Subjects except Science: Assistant Professor Hixon, 209 Rand.

Agriculture: Professor W. A. Smith, 209 Stone.

Art: Professor J. A. Hartell, 303 White.

Elementary Education: Assistant Professor Helen Wardeberg, 108 Stone.

Home Economics: Professor Margaret Hutchins, Apt. C, Van Rensselaer.

Industrial and Technical Education: Professor ———, Industrial and Labor Relations Building.

Science: Professor P. G. Johnson, 4 Stone.

Information pertaining to veterans and living facilities is contained in the *General Information Announcement*. For details concerning requirements in military science and physical education, see the *Announcement of the Independent Divisions and Departments*.

A student pursuing the undergraduate program will pay the tuition of the college in which he is matriculated as a candidate for the Bachelor's degree. See the *General Information Announcement* for details of tuition and fees.

UNDERGRADUATE PROGRAMS OF PROFESSIONAL PREPARATION

The requirements for teaching certificates vary considerably throughout the country. A student preparing to teach should not assume that the completion of the requirements for a degree at Cornell, including courses in education, automatically qualifies him for a teaching certificate in the locality in which he plans to teach. Special requirements of the state or city in which the student expects to teach should be a guide in planning a teacher training program. Questions concerning these requirements should be referred to the student's adviser in education.

Observation and directed teaching for academic and elementary teachers are conducted in selected schools of Ithaca and near-by communities. Apprentice teaching also will be done in off-campus schools, selected primarily to provide better than average opportunity for experience and

growth. Students engaged in student teaching in home economics or apprentice teaching in vocational agriculture will live in the school community during the period of this experience and will be expected to participate in community life.

TEACHERS OF AGRICULTURE

Graduation Requirements of the College of Agriculture. Students preparing to teach in the field of vocational agriculture will register in the New York State College of Agriculture and must meet the requirements of that College for graduation. The College of Agriculture requires the completion of the following program of courses: orientation, 1 hour; English, 6 hours; botany, biology, or zoology, 6 hours; chemistry or physics, 6 hours; geology, 3 hours; basic sciences and social studies, 24 hours; electives in the College of Agriculture, 54 hours; general electives, 20 hours.

Technical Studies in Agriculture and Related Sciences. In the present plan for the preparation of prospective teachers through the New York State College of Agriculture, a total of 54 semester hours in agriculture and related science is required. A minimum of 36 of these hours should be distributed in the following broad fields:

	Semester hours Minimum
Agricultural economics and farm management.....	6
Agricultural engineering and farm mechanics.....	12
Farm animals including dairy and poultry.....	6
Farm crops chosen from field, vegetable, and fruit crops.....	6
Soil technology.....	3
Dairy science.....	3

General Electives. The prospective teacher will find opportunity to select such courses from agriculture, science, or other University offerings as will contribute further to his preparation for teaching.

TEACHERS OF ACADEMIC SUBJECTS

Graduation Requirements of the College of Arts and Sciences. At Cornell University all prospective teachers of academic subjects, except students in the College of Agriculture preparing to teach science, will register in the College of Arts and Sciences and must meet the graduation requirements of that college. For full information consult the *Announcement of the College of Arts and Sciences*.

To teach an academic subject in the public high schools, the prospective teacher must complete considerable course work in the area to be taught and must also fulfill certain education courses as prescribed by the state.

As an aid to the prospective teacher, programs in the academic sub-

jects have been established, for the four undergraduate years, which meet college requirements and provide the preparation needed for teaching in the secondary schools. These programs vary in extent and in the number of prescribed courses. It is desirable that some one of the programs below be selected, although other combinations may be arranged to suit individual needs.

English and Speech. In the sophomore year the student takes the course in great English writers (English 251-252) and a course in composition (English 201 or 203). In the junior year he takes the survey course in American literature (English 329-330), and in the senior year the course in Shakespeare (English 369-370). In addition to these requirements the following courses are recommended for prospective teachers: one course in criticism (which may be Literature 401-402), the course in American folk-literature (English 355), and a course in modern poetry (English 326 or 349). The requirement for this special English major is thirty hours after English 111-112 has been completed. Nine hours of speech must be included in the related subjects, preferably Speech and Drama 101, 111 or 141, and 333. Students primarily interested in speech and drama or in literature should major in those departments and supplement their training with considerable work in English.

Latin. Students desiring to prepare themselves to teach Latin in the secondary schools should fulfill the requirements of the major in classics. A combination may be made between Latin and another field of study which will satisfy the major requirements and prepare prospective teachers in both subjects.

Modern Foreign Languages. Students desiring to prepare themselves to teach the modern foreign languages in secondary schools should study carefully the offerings of the Division of Modern Languages and the several departments of literature or linguistics, in French, German, Russian, and Spanish. For detailed descriptions of work involved for the completion of the majors in these fields, see the Departments of German Literature, Romance Literature, and Russian Literature, and the Division of Modern Languages in the *Announcement of the College of Arts and Sciences*.

Mathematics. Preparation for teaching mathematics is based on the major requirement in the subject: 9 hours of analytic geometry and calculus plus 15 hours of advanced courses. Course 241-242 should be taken by all prospective teachers. As the teaching of mathematics is frequently combined with the teaching of physical science or general science, it is recommended that considerable work be taken in the sciences.

Science. Teachers of science may be prepared either through the College of Agriculture or through the College of Arts and Sciences. In the College of Agriculture the training includes 36 hours of basic courses in physical, biological, and earth sciences, and approximately 24 hours of advanced courses in one or more of these areas. The program in the College of Arts and Sciences is based on approximately 20 to 40 hours in a major field, ordinarily chosen from botany, chemistry, physics, or zoology, and additional courses to make a total of approximately 60 hours in science. In addition, completion of the minimum certification requirement of 15 hours in mathematics is advisable.

Social Studies. In social studies the student may major in history, economics, government, or sociology, although concentration in history is preferable. The basic program must include 18 hours of history and 18 hours of social science. Depending upon the major subject selected, the number of hours in the program will aggregate from 48 to 60.

Required Educational Courses as Effective Fall Term, 1955. Students preparing to teach in the public secondary schools of New York and other states must complete the following program of courses:

Sophomore or Junior Year

Zoology 201. The Nature of Man: Structure and Development. Fall Term.

or

Biology 9. Biological Basis of Social Problems. Spring Term 3 hrs.

Senior Year

The courses noted below should be taken as a block, either during the fall or spring terms.

R.E. 111 or Psych. 103. Educational Psychology 3 hrs.

R.E. 190. Social Foundations of Education 3 hrs.

Ed. 130. The Art of Teaching 10 hrs.

Total 19 hrs.

The program will be adjusted according to departmental requirements and other contingencies. Prospective teachers should plan their college work in order that a full semester of their senior year may be devoted to the completion of the educational requirements.

TEACHERS OF HOMEMAKING

Teachers

Graduation Requirements of the College of Home Economics. Students preparing to teach home economics or do extension work in this field will register in the New York State College of Home Economics and must meet the requirements of that College for graduation. Detailed information may be secured from the *Announcement of the College of Home Economics*.

Subject Matter Requirements of the State Education Department for Certification of Homemaking Teachers. In the majority of school systems, teachers of home economics teach all phases of homemaking. Even in those schools in which homemaking is departmentalized, it is desirable that each teacher have a broad view of the entire field. Information concerning state certification requirements may be secured from the Department of Home Economics Education in the College of Home Economics.

Extension Workers

Subject Matter Recommendations and Suggestions for Extension Workers. It is recommended that students preparing for extension work have general training in homemaking and courses in sociology, psychology, economics, and education.

To assist the students in meeting these recommendations, a suggested plan is set up for the use of students and their counselors. This plan provides for courses as indicated to meet graduation requirements, recommended courses of special interest for extension workers, and elective courses which will further contribute to the students' preparation for extension service.

Suggested Experience. A student preparing to do extension work should plan her college program and her experiences during the summer to provide opportunity to work with individuals and groups, to observe and study communities and the significant situations and problems to which home economics applies. Summer experience in the extension service program is recommended whenever possible. Opportunities for volunteer work can be provided between freshman-sophomore, sophomore-junior years by the extension service. Summer assistant positions with compensation are provided between junior and senior years.

Practice in public speaking, radio, newspaper writing, and discussion with a variety of groups and organizations will be valuable.

TEACHERS OF ART

The School of Education cooperates with the College of Architecture in the preparation of teachers of art. Students desiring to prepare in this field should register in the College of Architecture as candidates for the degree of Bachelor of Fine Arts. See the *Announcement of the College of Architecture* for the curriculum.

The technical work in art, history of art, and related subjects, required of such students, is the equivalent of more than three full years of work, with the remainder of the time being spent on general education and professional education.

The technical work in art is given by members of the staff of the Department of Painting and Sculpture, who are all practicing artists. It affords a training in the fundamentals of design, drawing, and painting, which aims to equip the student as a competent practitioner of his art, as well as a teacher.

ELEMENTARY TEACHERS

The Department of Rural Education in the College of Agriculture cooperates with the Department of Child Development and Family Relationships in the College of Home Economics in the preparation of teachers for the primary grades. Students registered in the College of Home Economics, who are meeting the requirements of the curriculum in Early Childhood Education, may register for the necessary professional courses in the Department of Rural Education in their junior and senior years and qualify for a certificate to teach in the schools of New York State.

GRADUATE STUDY

ADMISSION

Admission to study in the Graduate School is granted to graduates of approved colleges whose personalities, experience, and records provide evidence of ability to succeed in the various fields for which the school provides preparation. Members of the Faculty examine carefully the application of each individual and make recommendations to the Graduate School relative to his fitness as a candidate, or to the Committee on Professional Degrees relative to the appropriateness of his preparation. Every student, whether or not he is a candidate for a degree, must be admitted by the required procedures before he registers in any course. Final admission rests with the Dean of the Graduate School.

Candidates in the School of Education may become candidates for a Ph.D., Ed.D., M.S., M.A., or M.Ed. degree.

Status of Students. Every applicant accepted by the Graduate School is admitted in one of the following categories: (1) candidate for an advanced degree, either general or professional; (2) provisional candidate; (3) noncandidate.

Any student wishing to change from one category to another, or from candidacy for one degree to candidacy for another, must secure approval from the office of the Graduate School.

Both provisional candidates and noncandidates will work under the supervision of an adviser chosen by them and approved by the Dean. Not later than two weeks after registration, they must present to the Dean for approval a *Statement of Courses*, on the usual forms. When a quota system is in effect, they must be approved for places in the allotment, term by term.

Provisional candidates expect to take degrees eventually, but for some reason are not accepted as candidates immediately. Upon recommendation of the adviser and with the Dean's approval, they may reregister once in provisional status. When admitted to candidacy, they may petition for transfer of a maximum of one residence unit, provided there is convincing evidence that their work has been of the same quantity and quality as would have been required of candidates.

Noncandidates have announced no intention of working toward an advanced degree, but wish special advanced training. The Graduate School will admit a limited number if facilities warrant and proper directors for the work intended may be found. Except with the permission of the General Committee, a student may register in this status only twice. Upon recommendation of the Special Committee and with the approval of the Dean, a maximum of one residence unit may be transferred to

candidacy. A member of the University Faculty may register as a non-candidate, but may not thereafter, under any circumstances, receive residence credit for any time during which he was so registered.

An application for admission should be made on the proper form, which will be supplied at the office of the Graduate School, 125 Edmund Ezra Day Hall. No application will be acted upon until all the credentials enumerated in this form have been filed. For admission in the fall term, the application should be filed before March 1; for admission in the Summer Session, between March 15 and May 1. Though applications may be filed at any time, the officers cannot give assurance that the application will receive the same consideration that it would receive if filed during those periods.

An applicant who is not a graduate of Cornell University must submit complete official transcripts of all previous college courses.

To be admitted to the Graduate School an applicant (1) must have received his baccalaureate degree from a college or university of recognized standing or have done work equivalent to that required for such degree; (2) as judged by his previous scholastic record, or otherwise, must show promise of ability satisfactorily to pursue advanced study and research; and (3) must have had adequate previous preparation in his chosen field of study to enter at once upon graduate study in that field.

GRADUATE PROGRAMS OF PROFESSIONAL PREPARATION

FIELDS OF STUDY FOR GRADUATE STUDENTS

To meet the requirements of the Graduate School, candidates for advanced degrees must select a major or minor field of work or a field of concentration. Approved fields for majors in the School of Education are:

Agricultural Education	Guidance and Personnel Administration
Educational Administration and Supervision	History and Theory of Education
Educational Psychology and Measurement	Home Economics Education
Elementary Education	Industrial Education
Extension and Adult Education	Nature, Science, and Conservation Education
	Secondary Education and Curriculum

Candidates for higher degrees in education are encouraged to take one minor outside the field of education.

GENERAL DEGREES

Students with appropriate qualifications who are primarily interested in scholarly research may apply to the Graduate School for admission to candidacy for the degrees of Master of Arts, Master of Science, or Doctor of Philosophy. Requirements for these degrees are fully described in the *Announcement of the Graduate School*. Students who are candidates for

any one of these degrees may either major or minor in one of several areas of education.

All candidates for these general degrees must register both in the Graduate School and with the Registrar of the University at the beginning of each term or session.

THE PROFESSIONAL DEGREES IN EDUCATION

Advanced professional degrees in education are designed as preparation for the professions in education. The admissions, requirements, and curricula for such degrees, as approved by the Graduate Faculty, are announced and administered by the Faculty of the School of Education, which is a division of the Graduate School. Degrees are awarded upon recommendation of the School of Education to the Graduate Faculty.

Two professional degrees are offered, namely, Master of Education and Doctor of Education. The Master of Education degree is planned for those who desire to complete a fifth year of preparation for teaching beyond a Bachelor's degree, or for the preparation of specialists in education; and the Doctor of Education degree for leadership in education. The program leading to these degrees shall include such courses, seminars, projects, and investigations of an advanced or graduate nature as will develop ability to perform acceptably the professional duties required of the several types of educational workers.

Entrance Examination. An applicant for admission to candidacy for a professional degree (M.Ed. or Ed.D.) must submit to the School of Education his score on the Miller Analogies Test and/or the Cooperative Reading Test, unless he is seeking admission as a provisional candidate. An applicant who needs information concerning the location of a center where he may conveniently go for testing, should write to the Director of the School of Education.

Registration. Candidates registering for a professional degree, Doctor of Education or Master of Education, must register in the School of Education and with the Registrar of the University. On official registration days this registration takes place at Barton Hall. Preceding the fall term, the Registrar notifies all students of the hour at which they are to report; if a graduate student does not receive notification at least a week before registration day, he should communicate with the Graduate School or the School of Education. Registration must be made in person. If a student cannot register at the appointed hour he should report at the appropriate office at the earliest time thereafter, bringing an endorsement signed by his adviser or chairman. A fee of \$5 is required for late registration by matriculated students.

A registered student who for any reason discontinues his work during a term should immediately report that fact to the division which admin-

isters his degree in order to obtain an official withdrawal and any refund of tuition or fees he may be entitled to.

The student is responsible for fulfilling all requirements for degrees, as indicated in the catalogue.

THE DEGREE OF MASTER OF EDUCATION

The program for the degree of Master of Education (M.Ed.) is designed for those preparing for teaching or other comparable professional positions.

Admission to Candidacy. To be admitted for this degree an applicant must hold a Bachelor's degree from an institution of recognized standing, give evidence of ability necessary for successful progress in graduate study, and show a sincere interest in the profession. The Committee on Professional Degrees is responsible for action on admissions.

Residence. For the M.Ed. degree a minimum of two residence units is required. Residence may be earned in various combinations of:

(1) Regular terms of full- or part-time residence during the academic year—1, $\frac{3}{4}$, or $\frac{1}{2}$ residence units.

(2) Six-week summer sessions— $\frac{2}{5}$ residence unit.

(3) Three-week summer periods or extramural work on or off campus—recorded in blocks of not less than 6 hours ($\frac{2}{5}$ residence unit).

One of the residence units must be earned by work on the Cornell campus. Credit earned through three-week summer session periods is *not* transferable in fulfillment of residence requirements for the general degrees of M.A., M.S., and Ph.D., nor for the Ed.D. degree beyond residence earned in candidacy for the M.Ed. degree.

Each candidate for an advanced degree is expected to complete his residence with reasonable continuity. Under any circumstances, a candidate who fails to register during any period of four or more years may continue only after the General Committee has stipulated the amount of additional residence to be required. The Committee will be guided in its decision by an estimate, written by the candidate's Special Committee, of the period of study necessary to recover ground lost. No more than ten years may intervene between the time of first registration for and the completion of all requirements for the degree.

Supervising Committee. A candidate must select a Committee of two or more members from the Graduate Faculty, one of whom will serve as chairman and represent the School of Education. Other members of the Committee are to be selected with the advice of the chairman, to give adequate representation of the candidate's program. All members of the Committee shall approve the candidate's program.

Program of Studies. Within two weeks after registration for the first

unit of residence a candidate shall meet with his entire Committee to plan a program of studies. The program, designed to develop professional competence, must include a minimum of thirty hours of credit in courses and seminars. Courses in *educational psychology* and in the *history or philosophy of education* shall be required of the candidate who has not previously completed such courses.

The candidate is required to have completed in candidacy or elsewhere courses and directed participation in the art of teaching appropriate to the field of professional service for which he is preparing.

The remainder of the candidate's program shall include courses in a teaching field or such other courses as will give unity and breadth to the program.

Essay. A candidate for the M.Ed. degree must complete an essay which is acceptable to his Committee. Regulations concerning preparation of essays shall be determined by the Committee on Professional Degrees. One copy of this essay, suitably bound, must be filed with the School of Education.

Diagnostic Examination. A candidate for the M.Ed. degree must take a written diagnostic examination prepared and administered by the School of Education. The examination, to be taken within one week after registration for the first unit of residence, shall be designed to appraise the candidate's knowledge of the field of education and ability in reading and communication. The Supervising Committee shall use examination results as a guide in planning with him a program of studies.

Final Examination. For the M.Ed. degree a candidate must pass a comprehensive final examination conducted by his Committee. The examination, to be both written and oral, shall be designed to measure the candidate's proficiency in the theory and practice of education.

THE DEGREE OF DOCTOR OF EDUCATION

The program for the degree of Doctor of Education (Ed.D.) is designed to prepare the candidate for a position of leadership in the educational profession.

Admission to Candidacy. A candidate for the Ed.D. degree must be a graduate of an approved college and must have completed a minimum of three years of successful experience appropriate to his proposed field of professional service.

The applicant must show evidence, based on previous training, of scholastic ability and other qualifications necessary for successful progress in graduate study, field study, and professional work. The Committee on Professional Degrees of the School of Education is responsible for action on admissions.

Residence. In fulfillment of the requirements for the Ed.D. degree, a minimum of five units of residence is required beyond the Bachelor's degree, of which at least three units must be earned in residence at Cornell. Two units of residence beyond the Master's degree or its equivalent must be earned at Cornell in regular terms, consecutive except on petition. Any remaining residence units must be earned in regular terms, in summer sessions, extramurally, or, in the instance of graduate assistants, by registration for Summer Research.

All requirements for the degree must be completed within four years after the minimum residence requirement has been satisfied. (See paragraph on continuity of residence under requirements for the M.Ed. degree.)

In addition to meeting residence requirements, a candidate must complete successfully one year of participation in directed field study as described in subsequent statements.

Supervising Committee. A candidate must select a Committee of at least three members from the Graduate Faculty, one of whom will serve as chairman and will represent the candidate's field of professional service. Other members of the Committee are to be selected, with the advice of the chairman, to give adequate representation of the candidate's program. All members of the Committee shall approve the candidate's program.

Program of Studies. Within a period of two weeks after registration for the first unit of residence, the candidate shall meet with his entire Committee to plan a program of studies. The program, designed to develop competence in a field of professional service and in the general field of education, must include a minimum of sixty-five credit hours in courses and seminars beyond the Bachelor's degree, of which thirty-five hours shall be completed beyond the Master's degree or its equivalent.

The candidate will be expected to prepare himself in courses and seminars representing a field of professional service. Fields are described in terms of professional positions for which preparation is offered. Approved fields of professional service for the Ed.D. degree are as follows: Administrator, Coordinator, Curriculum Specialist, Extension Specialist, Student Service Specialist, Supervisor, Teacher.

The program of studies must include advanced courses or seminars in each of these subjects: educational psychology, history or philosophy of education, measurement, research in education, statistics. At least fifteen hours of credit must be earned in courses other than those in professional education.

The transfer of credit in institutions other than Cornell University must be approved by the Supervising Committee and by the Committee on Professional Degrees.

Directed Field Study. For the Ed.D. degree a minimum of one year of full-time experience appropriate to the field of professional service is required. This period of participation, to be known as directed field study, will follow completion of a minimum of two units of residence beyond the Master's degree or its equivalent.

In advance of the period of field study the candidate will plan, with his Committee and with his employer or supervisor, for the kind and extent of experience to be obtained and studied during the field study period and for the manner in which the experience will be obtained, reported, and evaluated.

Direction and evaluation of the field study shall be the responsibility of the Supervising Committee under the general supervision of the Committee on Professional Degrees. The candidate and the employer or supervisor shall be invited to share in the evaluation.

The Supervising Committee and the Committee on Professional Degrees require a satisfactory comprehensive written evaluation of the experience. Successful completion of the field study is prerequisite to recommendation of the candidate for the degree.

Thesis. For the Ed.D. degree the candidate is required to present a thesis which will give evidence of the ability to apply knowledge to a professional problem. The thesis must satisfy the Supervising Committee in respect to both professional proficiency and literary quality. Regulations concerning preparation and publication of theses shall be determined by the Committee on Professional Degrees. Two copies of the thesis, suitably bound, must be filed in the School of Education.

Diagnostic Examination. A candidate for this degree must take a written diagnostic examination prepared and administered by the School of Education. The examination, to be taken within one week after registration for the first unit of residence, shall be designed to appraise the candidate's ability to read and interpret educational literature, to understand educational problems, and to demonstrate proficiency in communication of ideas. The Supervising Committee shall use examination results as a guide in planning with him a program of studies.

Intermediate Examination. A candidate for the Ed.D. degree must pass an intermediate examination given by his Committee. The examination, to be both written and oral, will be given before or immediately following completion of four units of residence.

Final Examination. For the Ed.D. degree a candidate must pass a final examination conducted by his Committee. The examination, to be written or oral or both, shall be prepared with the assistance of the Committee on Professional Degrees, and shall cover (1) the field of pro-

fessional service, (2) core studies in education, and (3) the thesis. At least one member of the committee on Professional Degrees shall attend the examination.

FACILITIES FOR VISITING FELLOWS

Whenever possible, the Faculty welcomes mature scholars who wish to use the facilities of the University to prosecute investigations or to work with the Faculty in the advancement of knowledge. A scientist or scholar who wishes to work on the campus may, upon recommendation of the department in which he wishes to work and endorsement of the College Dean over that department, be given the title of Visiting Fellow by the President, providing he has no formal duties to perform and is paid no salary by the University.

TUITION AND FEES FOR GRADUATE STUDENTS

Registration Deposit. A deposit of \$28 must be made by every applicant for admission after the applicant has received provisional notice of acceptance, unless the candidate has previously matriculated as a student at Cornell University. This deposit is used to pay the matriculation fee, chest X-ray, and examination blank charge, and covers certain expenses incident to graduation if the student receives a degree.

A Tuition Fee of \$150 a term is to be paid by all students registered in the Graduate School with major concentration in subjects within the state-supported colleges of the University; all others must pay a fee of \$425 a term. This fee is payable at the beginning of each term.

Upon recommendation by the appropriate college dean and by action of the Board of Trustees, for each appointment in a state-sponsored school or college, waiver of tuition in the Graduate School may be made to a member of the teaching or scientific staff, whose major field of study is in a state-supported school or college, subject to the following limitations:

- (a) If the rate of annual salary for the academic year is not greater than \$1700, the tuition fee may be waived entirely;
- (b) If the rate of annual salary is greater than \$1700 but not greater than \$1800, 25% of the tuition will be charged and 75% waived;
- (c) If the rate of annual salary for the academic year is greater than \$1800 but not greater than \$1900, 50% of the tuition will be charged and the balance waived;
- (d) If the rate of annual salary for the academic year is greater than \$1900 but not greater than \$2000, 75% of the tuition will be charged and the balance waived;
- (e) If the rate of annual salary is greater than \$2000, no waiver will be made.

The word salary as used above means total pay, that is, base pay plus any bonus.

Graduate assistants on the nine- or twelve-month basis who reside here during the summer, who are registered for Summer Research for credit in the Graduate School, and who are required to give service in their department or college during that period may be recommended for waiver of tuition during the summer period under the

above limitations. This waiver of tuition does not apply if the student registers in the Summer Session. Those who are engaged only in graduate study and not doing productive work for the department during the summer may not have their tuition waived. The amount of tuition to which the above percentages will be applied is the prorated amount of the full tuition fee based upon the maximum amount of residence units that can be earned.

A regularly appointed member of the teaching or scientific staff registered in the Graduate School, whose appointment does not carry free tuition, shall pay tuition at the rate of three-quarters of the tuition regularly charged full-time students, unless arrangements have been made in advance with the Dean of the Graduate School whereby such student is to receive less than three-quarters of full residence credit because of his appointment, in which case the student may apply to the Treasurer for proration of tuition on the basis of the maximum residence credit that may be earned.

Candidates who have completed minimum residence requirements for the Ph.D. degree are eligible for waiver of tuition.

A *College and University Fee* of \$75 a term, payable at the beginning of each term, is required of all students registered in the Graduate School. This general fee contributes toward the services supplied by the libraries, Clinic and Infirmary, and the student union in Willard Straight Hall, and pays a portion of the extra cost of laboratory courses and general administration.

A graduate student who returns to the University to present his thesis and to take the final examination for an advanced degree, all other work for that degree having been previously completed, shall register as a "candidate for degree only" and shall pay only an administration fee of \$35.

A *Thesis Fee* of \$30 is required of Ph.D. candidates at the time of depositing the approved thesis and abstract in final form, to be used to cover mailing, microfilming, and binding the library copies of the thesis and publication of the abstract; and if the Dean of the Graduate School determines that these services are necessary for a candidate for the Ed.D. degree, he shall likewise pay the fee. An additional fee of \$5 shall be paid if the student desires a copyright on his thesis.

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

GRADUATE FELLOWSHIPS, SCHOLARSHIPS, AND ASSISTANTSHIPS

Information concerning fellowships and scholarships open to candidates in *all* fields may be found in the *Announcement of the Graduate School*. Financial assistance available to selected students in the School of Education is indicated below.

Holders of fellowships and scholarships pursue a full-time course of study and are usually not required to render services to the University;

whereas students who are awarded graduate assistantships ordinarily spend twenty hours a week helping with instruction, research, or extension work. Assistants are eligible for residence units in candidacy according to regulations of the Graduate Faculty. Normally an assistant who is called upon for services not exceeding twenty clock-hours a week is eligible for three-fourths of a unit each term, but by earning an additional one-half unit in Summer Research, he may earn two units in one calendar year. Assistantships usually extend over a period of nine months. Many include a waiver of tuition, in addition to the stipend indicated.

Requests for application forms, and additional information concerning any of the opportunities listed below, should be addressed to the Director of the School of Education, Stone Hall, Cornell University. Completed applications must be received by March 1.

ASSISTANTSHIPS

One Secondary-School Teacher Education Assistantship. Open to a person qualified to assist with the preparation of high-school teachers. \$1725.

Two Elementary-School Teacher Education Assistantships. Open to individuals qualified to assist with the preparation of elementary-school teachers. \$1725.

Twenty-Eight Resident Assistantships in University Dormitories. Available to students majoring or minoring in Guidance and Personnel Administration. Women receive board and room plus honorarium up to \$500. Men receive room plus honorarium up to \$1000; apartments available for married couples.

Three Extension Education Assistantships. For majors in Extension Education. \$1600*—\$2500.

Three Agricultural Education Assistantships. Normally open to candidates for the doctorate in Agricultural Education. \$1440-1680.*

Three General Teaching Assistantships. Open to candidates for the doctorate in the Department of Rural Education. \$1200-1896.*

One Science Education Assistantship. For majors in Science Teaching, or Nature Study or Conservation Education. \$1200.*

Two Teaching Assistantships in Home Economics Education. For candidates who have had home economics teaching experience and who show promise of leadership in the field of home economics education. \$1350.*

Four Research Assistantships in Home Economics Education. Open to

* Tuition in the Graduate School may be waived.

advanced Home Economics Education majors capable of doing research. \$1600.*

One Educational Psychology Assistantship. Open to qualified candidates for the Ph.D. in Educational Psychology who are capable of assisting with instruction in the introductory psychology courses. \$1680.*

Two Reading Laboratory Assistantships. Open to doctoral candidates who are qualified to conduct the reading improvement program. \$1680* and \$1800.

Two University Testing and Service Bureau Assistantships. For doctoral candidates who are qualified to direct testing programs. \$1800.

Two Assistantships in the Counseling Service of the College of Home Economics. Open to candidates who are interested in working toward advanced degrees in Guidance and Personnel Administration, Home Economics Education, Child Development and Family Relationships, or Educational Administration. \$1200-1896.*

FELLOWSHIPS AND SCHOLARSHIPS

One Senior Graduate Fellowship. For research in elementary teacher education. \$2500.

Fourteen Ford Foundation Fellowships. For liberal arts graduates who meet the requirements for the Experimental Program in Elementary Education (see page 29). \$1800.

Two DuPont Teaching Fellowships. For qualified recent college graduates who wish to prepare for high school science or mathematics teaching. \$1200.*

One Edward A. Sheldon Scholarship for Women. For "any woman of suitable qualifications who needs this assistance," preference being given candidates in the following order: first, a woman graduate of the State University Teachers College at Oswego, N.Y.; second, a woman graduate of any other New York State Teachers College; third, a suitably qualified woman who is preparing to teach. \$120.

One Scholarship Given by the Late Anna Botsford Comstock. Available to graduate students in nature study. \$150.*

The Julian E. Butterworth Award. For excellence in research in rural school administration. \$50.

* Tuition in the Graduate School may be waived.

THE EDUCATIONAL PLACEMENT BUREAU

THE BUREAU is the central office of permanent record and placement for qualified Cornellians from *all* departments of the University who wish to secure professional positions in elementary schools, secondary schools, or colleges. With the Bureau's assistance, Cornellians are regularly placed as teachers, guidance counselors, student personnel workers, supervisors, school administrators, and research workers. Requests are received throughout the year from public schools, private schools, junior colleges, technical institutes, colleges, universities, and teacher-training institutions. On the college level the Bureau's contacts are nation-wide.

Services provided include a permanent file of credentials, available throughout each registrant's professional career, and up-to-date information concerning current positions, salary ranges, certification requirements in each state, and placement trends and demands. Detailed information pertaining to all accredited colleges, universities, junior colleges, and private schools in the country is available for reference.

All Cornellians qualified and interested in school or college positions are invited to register with this office well in advance of the completion of their training. Credentials containing comprehensive information as to the personal and educational qualifications and experience of each registrant are compiled in conformity with standards established by the National Institutional Teacher Placement Association. With the cooperation of the registrant, this record is kept up to date at all times and is available to any educational institution or qualified official upon request. Heads of department and professors are invited to use this service in placing their graduates.

The Bureau is located in Room 104, Stone Hall.

ON-CAMPUS EMPLOYMENT

The University maintains a placement service in the office of the Dean of Men for handling requests for part-time employment. Opportunities arise for normal types of student employment.

THE EXPERIMENTAL PROGRAM IN ELEMENTARY TEACHER EDUCATION

THE SCHOOL of Education at Cornell University has launched a five-year experiment in the professional preparation of elementary teachers, supported by a liberal grant from the Fund for the Advancement of Education of the Ford Foundation. Instead of the usual curriculum based on accepted courses, a selected group of students have begun their training as interns under the direction of carefully selected elementary teachers. Problems that arise in connection with the internships are considered in an integrated seminar participated in by members of the University staff, supervising teachers, state specialists, and the student teachers.

Students who participate in this project must be graduates of approved liberal arts colleges, who have not taken professional courses in education and have not had formal teaching experience. Each must qualify for admission to the Cornell Graduate School. Men or women with this background of liberal arts education who have the essential personal qualifications for elementary teaching and are interested in such an experimental approach for their professional preparation, may apply for fellowships. Personal interviews will be requested whenever possible. Fourteen fellowships of \$1800 each are available to those who meet these requirements. A few students who meet all requirements may be admitted on a nonfellowship basis without a financial grant. Those who complete the year of graduate work successfully will be recommended for a Master of Education degree at Cornell and will be recommended to their respective state departments of education for certification upon graduation.

Persons interested in becoming interns for the 1955-56 school year should apply immediately for admission to: Professor Claude Kulp, Elementary Teacher Education Program, Rand Hall.

THE EXTRAMURAL DIVISION

COURSES are available through the Division of Extramural Courses to students interested in part-time study. These include the regularly scheduled on-campus offerings for students who can commute to the campus as well as courses in off-campus centers located to suit the convenience of a sufficient number of students to warrant the offering. Graduate credit may be earned in these courses. Credit is recorded in the Registrar's office the same as for full-time students. A candidate for an advanced degree in Cornell University may have such credit applied toward requirements for the degree on recommendation of his Special Committee. Candidates for degrees in other institutions should be guided by the regulations in those institutions.

Residence credit toward advanced degrees in Cornell University may be earned through extramural registration as follows:

1. At the discretion of the student's Special Committee, fifteen credit hours of graduate study earned on campus and/or in off-campus centers may be accepted as one residence unit in fulfillment of the requirements for the Master's degree. Two residence units may be earned in this manner by candidates for the doctorate.

2. Credit hours may be accumulated to make a block of six hours or the equivalent of two-fifths of a residence unit, the smallest fraction that will be recorded by the Graduate School toward fulfillment of the residence requirement for a degree. When a full unit of residence credit is earned through extramural registration, the last three of the fifteen required hours also will be recorded.

3. The manner of satisfying the remainder of the residence requirement for a degree varies according to the degree. Students should consult the statement of residence requirements for the particular degree in question.

Students who wish to register for courses through the Division of Extramural Courses should apply for information to the Director of the Division, 207 Stone Hall.

THE SUMMER SESSION

THE Administrative Board of the Summer Session offers academic instruction for both graduates and undergraduates by members of the faculties of the Graduate School, of the Colleges of Arts and Sciences, Engineering, Agriculture, and Home Economics, and of the Schools of Education, Industrial and Labor Relations, and Hotel Administration.

This unification of the curricula and faculties of the several schools and colleges make possible the adaptation of academic work to the special needs of summer students. Undergraduate courses are equivalent to required and elective collegiate courses leading to the baccalaureate. Advanced courses, seminars, and informal study, treating topics of concern to students with special interests, are designed with particular regard for what can satisfactorily be treated in a short term and in the summertime. The needs of teachers are met not only in the workshops, seminars, and professional courses in education, but also in departmental courses. A number of unit programs and special courses are offered for professional workers other than teachers.

All necessary facilities of the University are available to students registered in the Summer Session: libraries, classrooms, and laboratories; residence halls, dining rooms, and cafeterias; health services and medical care; counseling services; student union, chapel, playing fields, and recreational areas.

The Summer Session's purpose is to place the facilities of the University at the disposal of persons who can use them to good advantage and for serious purposes during the summer period. Admission will not be granted to persons who are inadequately trained for the work they propose, or whose records in Cornell University or elsewhere are unsatisfactory. Nor will admission be granted to persons whose purposes seem inadequate or inappropriate or better served by other work at other institutions.

The *Announcement of the Summer Session* and application forms for admission are available from the Director of the Summer Session, 356 Edmund Ezra Day Hall. A student planning to become a candidate for an advanced degree from Cornell University should apply for admission not only to the Director of the Summer Session but also to the Dean of the Graduate School.

Registration for the six-week Summer Session in 1955 will take place July 5, and classes will begin July 6, extending through August 13.

THE UNIVERSITY TESTING AND SERVICE BUREAU

THE BUREAU is designed to provide equipment and an organization whereby the various resources in the University can be utilized in the study of educational problems. These problems may arise in such areas as curriculum planning, testing and evaluation, administration and supervision, personnel management, youth adjustment, counseling, and psychological foundations of education. They may exist in any of the various colleges of the University, in the public schools, or in the communities of the state. In addition to the coordination of research, the Bureau offers statistical and clerical assistance to the staff and graduate students in their independent research studies.

The Bureau maintains an educational and vocational testing service for students referred by counselors of the Colleges, the Dean of Men, and the Dean of Women. Persons not enrolled at Cornell University may obtain such service upon referral from Professor A. G. Nelson, 215 Stone Hall.

Other forms of service include the maintenance of information concerning schools and colleges and related matters, teaching aids for use by the staff in the preparation of teachers, an extensive library of psychological and educational tests, and a small selected library of technical books dealing with research in education and psychology. The Bureau will also score IBM answer sheets for schools for a very reasonable fee. There are numerous opportunities for graduate students in education to obtain practical experience in the various activities of the Bureau as part of their programs of study. Arrangements for such experience are made through the Director of the Bureau and the student's advisory committee.

Programs of reading improvement are conducted on a group basis for students within the University found to be in need of such training who request this service through their advisers. During the Summer Session there are special opportunities for reading improvement among students in elementary and secondary schools.

Effort is made to offer educational service in harmony with recognized needs and developments. For that purpose suggestions as to improvement of the Bureau's program are constantly solicited.

Description of Courses

ADMINISTRATION AND SUPERVISION

R.E. 219. *SEMINAR IN PERSONNEL ADMINISTRATION IN EDUCATIONAL INSTITUTIONS*. Spring term. Credit two hours. Open to graduate students in education. Th 4-6. Stone 201. Professor WINSOR.

A study of the problems of human relations in educational institutions. The methods and principles of recruitment, selection, placement, maintenance, organization, and government of staff and employees are analyzed.

R.E. 243. *PRINCIPLES AND PROCEDURES IN SUPERVISION*. Fall term. Credit three hours. M W F 10. Stone 212. Assistant Professor WARDEBERG.

Designed for superintendents, principals, and others in supervisory positions. Nature and scope of supervision, fundamental principles, and basic techniques will be considered.

R.E. 261. *FUNDAMENTALS OF EDUCATIONAL ADMINISTRATION*. Fall term. Credit three hours. T Th 11-12:30. Stone 212. Professor ELLIOTT.

An introduction to the study of administration with special application to the educational program. Both the science and the art of administration are examined.

R.E. 262. *THE SECONDARY SCHOOL PRINCIPALSHIP*. Spring term. Credit two hours. T 4:15-5:45. Stone 201. Professor ELLIOTT.

A course in school administration dealing with the responsibilities of the secondary school principal within the school building. Special attention will be given to the problems of the six-year high school.

R.E. 264. *SCHOOL FINANCE*. Fall term. Credit two hours. Prerequisite, 261 or the equivalent. Th 4:15-5:45. Warren 201. Professor ELLIOTT.

Typical problems: how local school funds are levied, collected, and disbursed; budget making; bonding; sources of state funds and their distribution.

[R.E. 265. *THE SCHOOL PLANT*. Spring term. Credit two hours. Prerequisite, Course 261 or equivalent. Not given in 1955-56.]

[Ed. 267. *THE LEGAL PROBLEMS OF THE SCHOOL ADMINISTRATOR*. Credit two hours. Assistant Professor HIXON. Not given in 1955-56.]

R.E. 268. *SEMINAR IN EDUCATIONAL ADMINISTRATION*. Spring term. Credit two hours. M 4-5:30. Warren 260. Professor ELLIOTT.

AGRICULTURAL EDUCATION

R.E. 131. *INTRODUCTION TO TEACHING VOCATIONAL AGRICULTURE*. Spring term. Credit one hour (part of the ten-hour unit). Required of juniors and others entering the directed teaching program in the senior or following year. M 2-4:30. Warren 201. STAFF in agricultural education.

A seminar type of course, with observations in near-by departments of agriculture, in orientation, preparation, and selection of the trainee for directed teaching in off-campus cooperating school centers.

R.E. 132. *METHODS, MATERIALS, AND DIRECTED PRACTICE IN TEACHING VOCATIONAL AGRICULTURE IN THE SECONDARY SCHOOL*. Fall term. Credit nine hours. STAFF in agricultural education.

Directed participation in off-campus centers in the specific and related problems of teaching prevocational and vocational agriculture on the junior and senior high school levels.

R.E. 133. *SPECIAL PROBLEMS IN VOCATIONAL AGRICULTURE*. Spring term. Credit as arranged. STAFF in agricultural education.

Selected problems in vocational agriculture to meet particular needs of prospective teachers.

R.E. 134. *ORGANIZATION AND DIRECTION OF YOUNG FARMER GROUPS*. Fall term. Credit three hours. Professor ——— and STAFF in agricultural education.

Directed participation in off-campus centers in problems that serve the needs of young men on farms. The planning of local programs; the evaluation of the qualifications and opportunities of young men for placement and progressive establishment in farming or in the related-farm occupations; and the training for leadership in other youth and adult organizations.

R.E. 230. *SEMINAR IN AGRICULTURAL EDUCATION*. Spring term. Without credit. Required of seniors, adult special, and graduate students in agricultural education. T 7-9 p.m. Stone 201. STAFF in agricultural education.

R.E. 231. *SUPERVISION IN VOCATIONAL AGRICULTURE*. Fall term. Credit two hours. M 4:15-6. Stone 201. Taught in alternate years. Professor SMITH. Open to students with experience in teaching vocational agriculture, or by permission.

R.E. 232. *METHODS OF INSTRUCTION IN VOCATIONAL AGRICULTURE*. Fall term. Credit two hours. Open to students with experience in teaching vocational agriculture. S 9-11 a.m. Stone 212. ———.

Consideration will be given to the selection of units of instruction, developing specific teaching objectives, analysis of farming problems, selection of teacher-pupil activities, and the evaluation of learning experience as applied to individual and group instruction.

R.E. 233. *SUPERVISED FARMING PROGRAMS IN VOCATIONAL AGRICULTURE*. Spring term. Credit two hours. T 4:15-6. Stone 201. Professor SMITH.

Meaning and function of farming programs; how they are planned and used as a means of instruction in vocational agriculture.

R.E. 234. *EDUCATION FOR LEADERSHIP OF FARM YOUTH AND ADULT GROUPS*. Fall term. Credit two or three hours. F 4:15-6. Stone 201. Professor ———.

Designed for leaders in the fields of agricultural education who are responsible for organizing programs. A consideration of objectives and trends in part-time education and in social-economic problems in rural areas.

[R.E. 235. *THE PREPARATION OF TEACHERS IN VOCATIONAL AGRICULTURE*. Fall term. Credit two or three hours. Taught in alternate years. Professor SMITH. Not given in 1955-56.]

R.E. 236. *THE ORGANIZATION AND ADMINISTRATION OF VOCATIONAL AGRICULTURE IN THE SECONDARY SCHOOL*. Spring term. Credit two hours. W 4:15-6. Stone 201. Professor ———.

R.E. 237. *PLANNING COURSES OF STUDY AND PROGRAMS OF WORK FOR VOCATIONAL EDUCATION IN AGRICULTURE*. Spring term. Credit three hours. Open to students with experience teaching vocational agriculture. Th

4:15-6 and one hour by appointment. Special trips to be arranged. Warren 201.

The development of basic and individualized courses of study and comprehensive programs of work. An evaluation of the effectiveness of vocational education in agriculture in selected high school departments to determine patterns for course building and program planning.

R.E. 238. *MATERIALS OF INSTRUCTION IN VOCATIONAL AGRICULTURE*. Fall term. Credit two hours. Open to students with experience teaching vocational agriculture. M 7-9 p.m. Stone 201. ———.

Consideration is given to the selection, preparation, adaptation, organization, and evaluation of instructional materials appropriate to teaching vocational agriculture.

[R.E. 239. *PREVOCATIONAL AGRICULTURE IN THE SECONDARY SCHOOL*. Spring term. Credit two hours. Taught in alternate years. Not given in 1955-56.]

CURRICULUM, ELEMENTARY AND SECONDARY EDUCATION

Ed. 24. *SOCIAL STUDIES IN THE ELEMENTARY SCHOOL*. Fall term. Credit two hours. S 9-10:30. ———.

This course will be conducted as a workshop in which group discussion is combined with curriculum planning. Attention will be given to the contributions which the social studies can make to general elementary education. Each member of the class will have the opportunity to organize learning experiences for the grade level in which he is most interested.

Ed. 130. *THE ART OF TEACHING*. Fall term: credit ten hours; Spring term: credit ten hours. W F 8 and other hours to be arranged. Students will register for either fall or spring term on the advice of course instructors. Assistant Professor HIXON, Professor JOHNSON, Miss DEPEW, Mrs. OCVIRK, Mr. CATALFANO, Mr. PFAFF.

For seniors preparing to teach mathematics, English, social studies, science, languages, or art in the secondary schools. A study of general principles of teaching and of special methods of teaching each of these subjects. Opportunities to observe the work of experienced teachers and to do directed teaching in a secondary school.

R.E. 140. *THE ART OF TEACHING*. Fall or spring term. Credit eight or twelve hours. M 8 and other hours to be arranged. Prerequisite, consent of the instructor. Conference Room, Stone. Assistant Professor WARDEBERG.

For seniors preparing to teach in areas of early childhood or elementary education. Principles, methods, and materials for effective teaching will be studied. Students will be placed in elementary classrooms in Ithaca and surrounding communities for directed student teaching.

R.E. 247. *SEMINAR IN ELEMENTARY EDUCATION*. Spring term. Credit two hours. S 9-10:40. Stone 201. Assistant Professor WARDEBERG.

For resident or extramural graduate students who are experienced teachers working on special problems in elementary education.

R.E. 276. *PRINCIPLES OF CURRICULUM BUILDING*. Fall term. Credit two or three hours. W 4-6. Stone 201. Professor STUTZ.

A consideration of major problems, principles, and techniques in determining the school curriculum. Relation of curriculum principles and trends to specific curriculum problems of concern to members of the class. Persons taking the course for three hours of credit are required to assume extra responsibilities.

R.E. 277. *SEMINAR IN CURRICULUM*. Spring term. Credit two hours. Prerequisite, Course 276 or the equivalent. W 2-3:30. Stone 212. Professor STUTZ. Advanced work in curriculum study or planning.

Ed. 278. *SEMINAR IN SECONDARY EDUCATION*. Spring term. Credit two hours. M 4-6. Prerequisite, consent of instructor. Assistant Professor HIXON.

Ed. 290. *SECONDARY EDUCATION*. Fall term. Credit three hours. T Th S 9. Assistant Professor HIXON.

A study of the nature, function, organization, curriculum, and extension of secondary education in its adaptations to present-day needs and conditions.

R.E. 292. *SEMINAR IN SOCIAL STUDIES EDUCATION*. Spring term. Credit as arranged. M 4:15. Stone 212. Professor STUTZ.

A course designed for resident or extramural students who are working on special problems in the teaching of the social studies. Approval of the instructor is necessary prior to registration.

R.E. 313. *METHODS OF TEACHING READING*. Fall term. Credit two hours. Th 4-5:30. Stone 212. Assistant Professor WARDEBERG.

For inexperienced teachers and students preparing to teach in the elementary school. A study of methods, materials, and techniques in the teaching of reading.

R.E. 314. *METHODS OF TEACHING ARITHMETIC*. Spring term. Th 4-5:30. Stone 212. Assistant Professor WARDEBERG.

For inexperienced teachers and students preparing to teach in the elementary school. A study of methods, materials, and techniques in the teaching of arithmetic.

[R.E. 315. *READING IN THE SECONDARY SCHOOL*. Spring term. Credit two hours. Given every third year. Professor GLOCK. Not given in 1955-56.]

[R.E. 316. *REMEDIAL READING*. Spring term. Credit two hours. Given every third year. Professor GLOCK. Not given in 1955-56.]

EDUCATIONAL PSYCHOLOGY

R.E. 10. *PSYCHOLOGY*. Fall or spring term. Credit three hours. Recommended primarily for freshmen and sophomores. Fall, M W 10 and one hour to be arranged; Spring, T Th 10 and one hour to be arranged. Plant Science 233. Associate Professor AHMANN.

Consideration of the outstanding psychological concepts that bear upon personal problems and social relationships.

Psych. 103. *EDUCATIONAL PSYCHOLOGY*. Fall term. Credit three hours. Primarily for prospective teachers. Prerequisite, a first course in psychology. M W F 11. Professor FREEMAN. (Equivalent of R.E. 111.)

R.E. 111. *EDUCATIONAL PSYCHOLOGY*. Fall or spring term. Credit three hours. Prerequisites, Biol. 9 or Zool. 201, and R.E. 10 or Psych. 101. Not open to freshmen. Lectures, M W F 9. Fall, Comstock 245; spring, Comstock 145. Professor GLOCK. (Same as Psych. 103.)

Consideration of the outstanding facts and principles of psychology bearing upon classroom problems.

R.E. 117. *PSYCHOLOGY OF ADOLESCENCE*. Spring term. Credit three hours. Prerequisite, a course in elementary or educational psychology. M W F 11. Warren 145. Professor ELLIOTT.

A study of behavior during adolescence, of tasks involved in developing maturity, and of the effects on development of some social conditions.

R.E. 211. *EDUCATIONAL PSYCHOLOGY*. Fall term. Credit three hours. Permission of the instructor required. Extension majors, M W 11-12:30; others, M F 11-12:30. Stone 7. Professor GLOCK.

For mature students with teaching experience. Special emphasis will be given to the topics of learning, adjustment, and evaluation, and their relationship to the teacher's problems.

R.E. 213. *SEMINAR IN EDUCATIONAL PSYCHOLOGY*. Spring term. Credit two hours. Alternates with Course 251. Prerequisite, R.E. 299 or equivalent, and permission of the instructor. F 8:30-10. Stone 201. Associate Professor AHMANN.

For graduate students who are beginning work on their thesis problems. A seminar dealing with the design and execution of research problems in education, with emphasis on those requiring extensive statistical treatment.

[R.E. 218. *SEMINAR IN EDUCATIONAL PSYCHOLOGY*. Spring term. Credit two hours. Given every third year. Professor GLOCK. Not given in 1955-56.]

[R.E. 251. *EDUCATIONAL MEASUREMENT*. Spring term. Credit three hours. Candidates for a principal's certificate may register for two hours' credit. To be alternated with R.E. 213. Prerequisite, a course in educational psychology or permission of instructor. Associate Professor AHMANN. Not given in 1955-56.]

R.E. 253. *INTRODUCTION TO EDUCATIONAL STATISTICS*. Fall term. Credit three hours. T Th 8:30-10. Warren 345. Associate Professor AHMANN.

A study of common statistical procedures encountered in educational literature and research. The course includes the computation and interpretation of descriptive measures and tests of significance.

R.E. 254. *STATISTICAL INSTRUMENTS IN EDUCATION*. Spring term. Credit three hours. Prerequisite, R.E. 253 or permission of instructor. M W 8:30-10. Warren 37. Associate Professor AHMANN.

A study of the analysis of variance, the analysis of covariance, the discriminant function, test item analysis, and supporting topics.

R.E. 255. *USE AND INTERPRETATION OF TESTS IN GUIDANCE AND PERSONNEL ADMINISTRATION*. Fall term. Credit two hours. Open to students in guidance or personnel administration, other students by permission of instructor. Th 4-6. Stone 201. Associate Professor ANDRUS.

This course deals with the development, use, and interpretation of aptitude tests as a basis for guidance and selection.

Psych. 351. *PSYCHOLOGICAL TESTS I*. (Tests of intelligence and specific aptitudes.) Fall term. Credit three hours. Not open to sophomores. Prerequisite, 6 hours in psychology and a course in statistics, or consent of the instructor. T Th S 9. Professor FREEMAN.

Basic psychological and statistical principles in the construction and use of individual and group tests of intelligence and specific aptitudes; theories of the nature of mental abilities; fields of application; intensive study of selected individual scales. Demonstrations in administering and interpreting individual scales.

Psych. 352. *PSYCHOLOGICAL TESTS II*. (Tests of personality and of social behavior.) Spring term. Credit three hours. Prerequisite, Psych. 351 or equivalent, and consent of the instructor. T Th S 9. Professor FREEMAN.

Basic psychological principles in the construction and use of personality rating scales, personality inventories, projective techniques, and situational tests. Demonstrations.

[Psych. 410. *INDIVIDUAL DIFFERENCES*. Spring term. Credit three hours.

Prerequisite, Psych. 351 or equivalent, or consent of instructor. Professor FREEMAN. Not given in 1955-56.]

Psych. 411. *PROCEDURES IN CLINICAL PSYCHOLOGY*. Spring term. Credit three hours. Prerequisite, Psych. 351 and a course in personality development, or their equivalents. Primarily for graduate students. All students must have consent of the instructor. M 4-6 and conferences. Professor FREEMAN.

Procedures and instruments used with clinical cases involving problems of learning and behavioral adjustment. Study of case materials.

Psych. 543. *PRACTICE IN PSYCHOLOGICAL TESTING*. Either term. Credit to be arranged. Prerequisite, Psychology 351 or 352, or equivalent. For graduate students. All students must have consent of the instructor. Limited enrollment. Professor FREEMAN.

Practice in administering and interpreting individual tests of intelligence and personality, including projective techniques. Each student is expected to concentrate upon a single instrument in a given semester.

EXPERIMENTAL PROGRAM IN ELEMENTARY TEACHER EDUCATION

Ed. 248. *OBSERVATION AND STUDENT TEACHING*. Fall and spring terms. Credit ten hours each term. Professors KULP, CAMPBELL, and STAFF.

Internship program of the Cornell experiment in the education of elementary teachers. Minimum of fifteen clock hours each week devoted to directed observations of and gradual induction into classroom teaching in elementary schools in Ithaca and surrounding communities. This internship phase of the program is closely coordinated with Ed. 249.

Ed. 249. *SEMINAR IN ELEMENTARY TEACHER EDUCATION*. Credit six hours. Professors KULP, CAMPBELL, and STAFF.

Problems identified by the students in the internship phase of the Cornell experimental program in the education of elementary teachers will become focal points of discussion in the seminar. Essential understandings from the fields of Human Development, Curriculum Planning, History and Philosophy of Education, and Methods of Learning will be developed in relation to specific problem situations identified by the students in Ed. 248. Planned to meet certification requirements of the New York State Education Department.

EXTENSION, ADULT, AND HIGHER EDUCATION

R.E. 214. *COLLEGE TEACHING*. Fall term. Credit two hours. M 7-9 p.m. Warren 145. STAFF in EDUCATION, and others.

Designed for non-Education majors who plan to teach in higher institutions. Methods of teaching, organization of subject matter, motivation, learning, testing, grading, and similar problems will be treated.

R.E. 223. *SEMINAR IN EXTENSION EDUCATION*. Throughout the year. Credit two hours each term. W 2-3:30. Warren 260. Open to graduate students in extension education and others interested in extension education. Professor LEAGANS.

Provides opportunity for special study of individual problems, for group study of common problems, and for exchange of experiences among students from various states and countries.

R.E. 224. *PROGRAM BUILDING IN EXTENSION EDUCATION*. Fall term. Credit two hours. T 2-3:30. Warren 160. For graduate students in extension education and others interested in adult education. Professor LEAGANS.

A study of the basic problems, principles, and procedures in the process of extension program building in both agriculture and homemaking.

R.E. 225. *TEACHING IN EXTENSION EDUCATION*. Spring term. Credit two hours. T 2-3:30. Warren 160. For graduate students in extension education and others concerned with teaching adults. Professor LEAGANS.

The course deals with the principles of teaching and learning and their application in extension teaching. Major problems, including the formulation of learning situations, selection and organization of learning experiences, selection and use of extension methods, and evaluation of teaching, are considered.

R.E. 291. *SEMINAR IN THE DEVELOPMENT AND EXECUTION OF EDUCATIONAL PROGRAMS IN UNDERDEVELOPED AREAS OR COMMUNITIES*. Fall term. Credit two hours. Th 2-3:30. Stone 201. Professor LEAGANS.

Designed for teachers, extension workers, missionaries, government workers, and others who expect to do educational work in underdeveloped areas of the free world. Analysis is made of the cultural, social, educational, and economic factors in selected areas as background for the development of programs and teaching procedures.

R.E. 293. *ADMINISTRATION AND SUPERVISION OF ADULT EDUCATION*. Spring term. Credit two hours. Time and place to be arranged. Professor

[R.E. 294. *PRINCIPLES AND PHILOSOPHY OF ADULT EDUCATION*. Spring term. Credit two or three hours. Not given in 1955-56.]

[R.E. 298. *RURAL EDUCATIONAL LEADERSHIP*. Spring term. Credit two hours. For graduates and advanced undergraduates. Especially appropriate for public school teachers, school principals, social workers, agriculture and home economics workers, and directors of adult education. Professor LEAGANS. Not given in 1955-56.]

H.E. Ed. 437. *ADULT EDUCATION*. Fall term. Credit two or three hours. T 4:15-5:45. Van Rensselaer 124. Open to undergraduates with permission. Associate Professor PATTERSON. (See page 44 for description.)

H.E. Ed. 438. *SEMINAR IN ADULT HOME ECONOMICS EDUCATION*. Spring term. Credit two hours. T 4:15-5:45. Van Rensselaer 124. Associate Professor PATTERSON.

H.E. Ed. 490. *TEACHING HOME ECONOMICS IN HIGHER EDUCATION*. Fall term. Credit two hours. T Th 10. Van Rensselaer 301. Associate Professor PATTERSON. (See page 45 for description.)

GENERAL

R.E. 190. *SOCIAL FOUNDATION OF EDUCATION*. Fall or spring term. Credit three hours. Registration must be approved by the instructor. M W F 10. Warren 145. Professor STUTZ.

Evaluation of the school as a social institution with emphasis on the role of the school in a democratic society.

R.E. 194. *PRINCIPLES OF VOCATIONAL EDUCATION*. Spring term. Credit two hours. Open to graduate students and others who have permission to register. Given in alternate years. F 4:15-6. Stone 201. Professor SMITH.

R.E. 199. *INFORMAL STUDY IN EDUCATION*. Maximum credit, three hours each term. Members of the STAFF.

This privilege is granted to a qualified student of junior rank or above, when approved by his adviser from the education staff who is personally responsible for the study.

R.E. 299. *EDUCATIONAL RESEARCH METHODS*. Fall term. Credit two hours. For graduate students preparing for or engaged in research in education. M W 11. Warren 345. Associate Professor AHMANN.

Consideration of the basic research methods as applied to education and the principles of thesis writing.

R.E. 300. *SPECIAL STUDIES*. Credit as arranged. Members of the STAFF. Students working on theses or other research projects may register for this course.

The staff members concerned must be consulted before registration.

R.E. 400. *INTERNSHIP IN EDUCATION*. Fall and spring terms. Credit two to six hours as arranged. Members of the FACULTY.

Opportunity for apprentice or similar practical experience on the graduate level in administration, agricultural education, guidance, personnel administration, supervision, and other types of professional service in education.

Ed. 402. *FIELD LABORATORY IN STUDENT PERSONNEL ADMINISTRATION*. Throughout the year. Prerequisite, consent of the instructor. Credit and hours to be arranged. Assistant Professor PEARD.

Ed. 499. *INFORMAL STUDY IN EDUCATION*. Maximum credit three hours each term. Members of the STAFF.

Ed. 500. *SPECIAL STUDIES*. Credit as arranged. Members of the STAFF.

Students working on theses or other research projects may register for this course. The staff members concerned must be consulted before registration.

GUIDANCE AND PERSONNEL ADMINISTRATION

Ed. 280. *INTRODUCTION TO STUDENT PERSONNEL ADMINISTRATION*. Fall term. Prerequisite, consent of the instructor. Credit two hours. T 10-12. Conference Room, Day. Assistant Professor PEARD.

Development of a personal philosophy basic to a personnel program in higher education.

Ed. 281. *ADMINISTRATION OF STUDENT PERSONNEL SERVICES*. Spring term. Prerequisite, consent of the instructor. Credit two hours. T 10-12. Conference Room, Day. Assistant Professor PEARD and STAFF.

The various aspects of student personnel work in higher education with an emphasis upon their function.

R.E. 282. *EDUCATIONAL AND VOCATIONAL GUIDANCE*. Fall term. Credit two hours. For graduate students only. S 9-11. Stone 201. Professor NELSON.

Principles and practices of educational and vocational guidance. Historical and theoretical background of the guidance movement; educational, vocational, and community information needed; the study of the individual; group methods; counseling; placement and follow-up and the organization, administration, and appraisal of guidance programs.

R.E. 283. *COUNSELING METHODS*. Spring term. Credit two hours. For graduate students only. Prerequisite, Courses 255 and 282 or equivalents. M 9-11. Warren 201. Professor NELSON.

Techniques for counseling with individuals concerning various types of educational, social, and vocational adjustment problems. Case studies.

R.E. 284. *GROUP TECHNIQUES IN GUIDANCE*. Spring term. Credit two hours. S 9-11. Warren 201. Professor NELSON.

Methods and materials for presenting occupational and orientation information

to students. Deals with classes in occupations, orientation groups, field trips, clubs, work-experience programs, and other group methods.

R.E. 285. *OCCUPATIONAL AND EDUCATIONAL INFORMATION*. Fall term. Credit four hours. Prerequisite, permission of the instructor. T Th 1. Field trips on Monday afternoons. Stone 201. Professor NELSON.

Survey and appraisal of occupations and training opportunities; study of sources of educational and vocational information; job analysis; vocational trends. Field trips to places of employment.

R.E. 289. *SUPERVISED PRACTICE IN TESTING AND COUNSELING*. Either term. Credit to be arranged. Prerequisites, 255, 283, 285, or their equivalents, and the permission of the instructor. For advanced graduate students only. Hours for observation and practice to be arranged. All day Wednesday. Professor NELSON.

Practice in the administration, scoring, and interpretation of psychological tests. Observation and supervised experience in counseling at the Cornell Guidance Center. Case conferences and assigned readings.

Ed. 380. *ADMINISTRATION OF EXTRACURRICULAR ACTIVITIES*. Fall term. Prerequisite, consent of the instructor. Credit two hours. T 2-4. Conference room, Day. Dean BALDWIN, Professor BROOKS, and STAFF.

Theory and philosophy of extracurricular activities in higher education, application of principles of leadership; campus clubs, student unions, student government.

Ed. 381. *SEMINAR IN STUDENT PERSONNEL ADMINISTRATION*. Spring term. Prerequisite, consent of the instructor. Credit two hours. T 2-4. Conference room, Day. Professor BROOKS.

Trends in higher education, relation of personnel office to other offices and agencies, the field of personnel.

HISTORY AND PHILOSOPHY OF EDUCATION

Ed. 244. *PHILOSOPHY OF EDUCATION*. Spring term. Credit two hours. For mature students, preferably with teaching experience. W 4-6. Assistant Professor HIXON.

A critical consideration of educational philosophies which are generally recognized as significant influences upon education in the United States.

R.E. 296. *HISTORY OF AMERICAN EDUCATION*. Spring term. Credit three hours. For seniors and graduate students. T Th 9-10:30. Stone 201. Professor STUTZ.

A study of American education from the colonial period to the present, with emphasis on public education and on historical trends affecting contemporary educational policy and practice.

[R.E. 297. *HISTORY OF EDUCATION IN THE MODERN PERIOD*. Spring term. Credit three hours. Professor STUTZ. Given in alternate years. Not given in 1955-56.]

NATURE STUDY, SCIENCE, AND CONSERVATION EDUCATION

[R.E. 106. *OUTDOOR LIVING AND CAMP ADMINISTRATION*. Fall term. Credit three hours. Registration by permission of instructor only. Assistant Professor FISCHER. Not given in 1955-56.]

R.E. 107. *THE TEACHING OF NATURE STUDY AND ELEMENTARY SCHOOL SCIENCE*. Spring term. Credit two hours. Open to seniors and graduate students and juniors by permission. Designed particularly for those who are

preparing to teach or supervise nature study or science. Lecture, S 8. Practical exercises, S 9-11:30. Stone 7. Associate Professor GORDON.

The content and methods of nature study and of elementary-school science, with field work and laboratory experience useful in classroom and camp.

R.E. 108. *FIELD NATURAL HISTORY*. Fall or spring term. Credit two hours. Open to juniors, seniors, and graduate students, and to sophomores with instructor's permission. Limited to twenty students a section. Lecture, T or F 4:30. Stone 7. Weekly field trips, T or F 2-4:30, begin with first meeting and continue regardless of weather. Friday section primarily for those experienced in field biology. Assistant Professor FISCHER.

The course is devoted to studies of local plants and animals, their ecology, and their relations to humans. Applications to teaching science and conservation are emphasized. May be taken one or both terms.

R.E. 128. *METHODS OF TEACHING SCIENCE IN SECONDARY SCHOOLS*. Spring term. Credit three hours. Permission of the instructor. For seniors and graduate students. Th 2-5:30 and additional hours to be arranged. Stone 7. Professor JOHNSON.

A consideration of methods and materials useful in teaching science in secondary schools. Observation of the work of experienced teachers constitutes an important part of the course.

R.E. 129. *PRACTICE IN TEACHING SCIENCE IN SECONDARY SCHOOLS*. Fall or spring term. Credit four hours. Prerequisite, Rural Education 128 or 207 and permission of the instructor. For seniors and graduate students. Hours to be arranged. Stone 7. Professor JOHNSON.

R.E. 202. *NATURE LITERATURE*. Fall term. Credit two hours. Given in alternate years. Open to seniors and graduate students interested in nature, science, and conservation education. Lectures, T Th 10. Stone 7. Associate Professor GORDON.

A survey of nature and science prose and poetry, with attention to their significance at elementary- and secondary-school levels and for leisure reading.

R.E. 203. *WRITING IN NATURE, SCIENCE, AND CONSERVATION EDUCATION*. Spring term. Credit two hours. Open to seniors and graduate students interested in nature, science, and conservation education. T Th 11. Stone 7. Assistant Professor FISCHER.

A course designed to improve natural history, science, and conservation writings. Subject matter, sources of information, types of articles, use of illustrations, and outlets for students' articles are covered.

[R.E. 205. *THE TEACHING OF CONSERVATION*. Spring term. Credit two hours. Assistant Professor FISCHER. Not given in 1955-56.]

R.E. 207. *METHODS AND MATERIALS FOR THE TEACHING OF SCIENCE IN SECONDARY SCHOOLS*. Fall term. Credit two hours. Registration by permission only. Th 4-5:30. Stone 7. Professor JOHNSON.

A consideration of problems of selection and organization of subject matter, of choice and use of materials, and of methods of teaching earth sciences at the secondary school level.

[R.E. 209. *THE DEVELOPMENT OF NATURE AND SCIENCE EDUCATION IN THE UNITED STATES*. Fall term. Credit two hours. Associate Professor GORDON. Given in alternate years. Not given in 1955-56.]

R.E. 226. *RESEARCH IN NATURE STUDY, SCIENCE, AND CONSERVATION EDUCATION*. Fall or spring term. Credit one hour a term. W 4:30-6. Stone 7. Professor JOHNSON, Associate Professor GORDON, Assistant Professor FISCHER.

A seminar dealing with special problems.

CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS

C.D. & F.R. 475. *METHODS IN FAMILY LIFE EDUCATION*. Fall term. Credit three hours. Registration by permission of the instructor. W 2-4:30. Van Rensselaer 121. Assistant Professor FELDMAN.

This course is designed to acquaint students with the objectives and methods of family life education. A variety of methods will be explored, such as the lecture, group discussion, role taking, panel, and their applicability to a variety of situations and media will be discussed. In addition to class meetings, students will take part in one or more practical demonstrations either in college classes, community groups, leadership training sessions, or radio programs.

HOME ECONOMICS EDUCATION

H.E. Ed. 110. *HOMEMAKING EDUCATION AND THE COMMUNITY*. Fall term. Credit one hour. T or Th 12. Van Rensselaer 124. Associate Professor HOEFER and Professor HUTCHINS.

This course is offered to help the student who is planning to be a homemaker to understand the place in which she may serve in educational programs in her community. It will also give her a basis for understanding ways in which home economics serves all members of the family. It may help her in making a vocational choice. Opportunity will be given to observe homemaking programs which are being conducted by the extension service, public schools, and other educational agencies.

H.E. Ed. 300. *SPECIAL PROBLEMS FOR UNDERGRADUATE STUDENTS*. Fall and spring terms. Credit and hours to be arranged. DEPARTMENT STAFF.

For students recommended by advisers and approved by the head of the department and the instructor in charge for independent, advanced work not otherwise provided in the department or for special arrangement of course work necessitated because of previous training.

H.E. Ed. 310. *THE HOME ECONOMIST AS A TEACHER*. Spring term. Credit two hours. T Th 11. Van Rensselaer 124. Open to upperclassmen. Associate Professor HOEFER.

This course is designed for home economics students who plan to be dietitians, social workers, homemakers, and others who will be working with groups of people on an informal basis, and so will be concerned with the educational process. The course will include study of educational objectives, factors affecting the learning process, various methods of instruction applicable to informal groups, demonstrations and discussions of group teaching, conferences, and committees.

H.E. Ed. 320. *EXTENSION EDUCATION*. Fall and spring terms. Credit two hours. Open to juniors and seniors preparing for 4-H Club or home demonstration work. This course must precede Extension Education 321. Discussion period, F 2-4. Van Rensselaer 3M11. Associate Professor HOEFER.

Opportunity will be provided to observe extension and other community programs.

H.E. Ed. 321. *EXTENSION EDUCATION*. Fall and spring terms. Credit eight hours. Associate Professor HOEFER. Supervised field experience for one-half of the term in a selected county and conference periods for one-half of the term. Prerequisite, Extension Education 320. During this term students will take Homemaking Apartments 302. Students live in the Homemaking Apartments for seven weeks and in the county in which they are doing extension work for seven weeks.

Students are assigned to cooperating counties where opportunity is provided to work with the county extension staff and to gain experience in 4-H Club and/or home demonstration work. A member of the college staff supervises this field experi-

ence. Students observe, assist, and participate in the program of the county extension groups. They should gain experience in teaching 4-H Club and/or home demonstration groups, in office management, radio, newswriting, and working with other county agencies, and in others of the usual activities of an extension agent.

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

Student teachers have an opportunity to study the community and the place of home economics in the total educational program of the community. They observe and participate in community activities in the total school program and in the home economics program.

330. Fall and spring terms. Credit two hours. This course must precede Home Economics Education 331. Discussion period. T Th 8. Van Rensselaer 3M11. Field work is required one-half day a week for the purpose of visiting homemaking programs in cooperating schools.

331. Fall and spring terms. Credit eight hours. Directed teaching for one-half of the term and general conferences throughout the term. Hours and room to be arranged. This course is a continuation of Home Economics Education 330. During this term the student registers for only one other course, Homemaking Apartments 302. Students live in the Homemaking Apartments for one-half of the term and in the communities in which they teach for the other half of the term. Student teachers are assigned to cooperating schools within a reasonable distance of Ithaca. They live in the communities and work under the guidance of the local homemaking teachers and under the supervision of the Home Economics Education staff.

H.E. Ed. 403. *SPECIAL PROBLEMS FOR GRADUATE STUDENTS*. Fall and spring terms. Credit and hours to be arranged. DEPARTMENT STAFF.

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

H.E. Ed. 407. *THESIS AND RESEARCH*. Fall and spring terms. Credit and hours to be arranged. Registration with permission of the chairman of the graduate committee and the instructor. Professor HUTCHINS, Associate Professors BLACKWELL, HOEFER, MOSER, and PATTERSON, Assistant Professor ENGBRETSON.

H.E. Ed. 437. *ADULT EDUCATION*. Fall term. Credit two or three hours. T 4:15-5:45. Van Rensselaer 124. Open to undergraduates with permission of the instructor. Associate Professor PATTERSON.

This introductory course is planned for students interested in understanding the importance of adult education. These include teachers, administrators, directors of adult education, extension agents, parent educators, and others. Attention is focused on finding educational needs, planning programs suited to adult learners, choosing teaching procedures and materials for adults, promotion of programs, and philosophy and evaluation in adult education. A wide variety of adult education activities in the Ithaca area provides opportunities for students to observe the application of principles to local programs. Students taking the third credit may observe and assist in teaching adults in local programs or do a special problem in some other phase of adult education.

H.E. Ed. 438. *SEMINAR IN ADULT HOME ECONOMICS EDUCATION*. Spring term. Credit two hours. T 4:15-5:45. Van Rensselaer 124. Associate Professor PATTERSON.

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

[H.E. Ed. 439. *THE TEACHING OF HOME ECONOMICS*. Credit three hours. Associate Professor PATTERSON. Tentatively scheduled for spring, 1957.]

H.E. Ed. 459. *EVALUATION*. Spring term. Credit three hours. M W F 10. Van Rensselaer 3M11. Associate Professor PATTERSON.

For high school and college teachers, administrators, extension agents, and educational research workers. Basic principles of evaluation will be studied in relation to specific methods of appraising educational programs or individual achievement. Opportunities will be given for constructing and using evaluation instruments. Other students will be admitted by permission of the instructor.

H.E. Ed. 469. *ADMINISTRATION AND SUPERVISION IN HOME ECONOMICS*. Spring term. Credit three hours. S 10-12. Van Rensselaer 301. Professor HUTCHINS.

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

H.E. Ed. 480. *SEMINAR IN HOME ECONOMICS EDUCATION*. Fall and spring terms. No credit. M 4. Van Rensselaer 3M11. DEPARTMENT STAFF. Fall, emphasis on philosophy, Associate Professor HOEFER, coordinator. Spring, emphasis on research, Associate Professor PATTERSON, coordinator.

[H.E. Ed. 485. *SUPERVISION OF THE RESIDENCE EXPERIENCE IN HOME MAKING*. Credit two hours. Assistant Professor ENGBRETSON. Tentatively scheduled for spring, 1957.]

H.E. Ed. 490. *TEACHING HOME ECONOMICS IN HIGHER EDUCATION*. Fall term. Credit two hours. T Th 10. Van Rensselaer 301. Associate Professor PATTERSON.

This course is planned for students interested in preparing to teach in colleges, junior colleges, or institutes.

Students will have opportunity to apply the principles of teaching to the subjects they plan to teach; for example, food and nutrition, housing, textiles and clothing, family relations, or management.

This course deals with: (a) the contributions of Home Economics at the college level; (b) the philosophy involved in cooperatively planned programs; (c) the characteristics of college-age youth; (d) factors affecting student learning; (e) principles influencing the choice of teaching procedures and materials for college teaching; (f) the educative values of group teaching.

INDUSTRIAL AND TECHNICAL EDUCATION

The program in industrial and technical education is designed to prepare persons for administrative and supervisory positions in the field of industrial and technical education in the public schools, and for positions in training departments in industrial establishments.

DEVELOPMENT OF WRITTEN INSTRUCTIONAL MATERIALS (ILR) 333. (Open to advanced undergraduate and graduate students.) Credit two hours. Fall term.

Study of the various types of written instructional materials used in educational programs, with emphasis on the procedures and techniques used in their preparation. The course deals with the application of educational principles to written instructional materials; analytical and other techniques used in developing the course of study or the outline of the content; formats; writing the manuscript copy; illustrating the instructional manual; reproduction processes for instructional materials; and the preparation of copy for the printer. The course content is applicable to the development of training manuals in industry, instruction manuals for vocational schools, textbooks, and other types of written instructional materials.

CONFERENCE LEADERSHIP AND OTHER INSTRUCTIONAL METHODS (ILR) 334. (Open to advanced undergraduate and graduate students.) Credit three hours. Fall term.

Study of the various methods of instruction applicable to adult groups, with special reference to workers and supervisors in industry. Content will include a review of educational objectives and principles of learning; demonstration and discussion of on-the-job training, group teaching, conferences, panels, symposiums, role playing, and other methods; applications of these methods to specific situations. Special emphasis will be placed on group discussion leadership, and students will be expected to lead group discussions on current topics and problems.

INDUSTRIAL EDUCATION (ILR) 530. Spring term.

A graduate course providing a broad overview of educational principles and practices pertaining to training within industry, workers' education, and industrial education in public and private institutions. Basic principles of adult education; methods of teaching adults; development of courses of study; appraisal and development of instructional materials; organizational patterns of program; legislation affecting industrial education; interrelationships between public industrial education, management, and organized labor.

INDUSTRIAL EDUCATION (ILR) 631. Spring term.

A graduate seminar dealing with problems of special importance in the field of industrial education within industry and in public industrial and technical institutions at the present time.

INTERDEPARTMENTAL COURSES

Soc. 101. *AMERICAN SOCIETY*—I. Either term. Credit three hours. Open to all students. Fall term, lectures for freshmen T Th 10, or M W 11, with discussion sections to be arranged; for others, T Th S 9. Spring term, lectures T Th 10, with discussion sections to be arranged. Professor WILLIAMS, Assistant Professors STREIB and KAPLAN, and STAFF.

An analysis of social organization in the contemporary United States. Emphasis is placed on major American institutions—the family and kinship, social classes, ethnic groups, associations, social aspects of economic and political organization, education, and religion.

Soc. 201–202, and ILR 497–498. *METHODS OF RESEARCH IN THE BEHAVIORAL SCIENCES*. An interdepartmental course given cooperatively by the staffs of the departments and schools interested in coordinated research training. Throughout the year. Credit three hours a term. First term prerequisite to the second. Open to upperclass and graduate students. T Th 10 and a two-hour laboratory period to be arranged. Professors BRONFENBRENNER, DEAN, DEVEREUX, MOE, SUCHMAN, WILLIAMS, WHYTE, and other members of the cooperating departments.

Basic scientific methods used in current research upon human behavior. Course will include survey method, unstructured interviewing, participant field observation, content analysis, controlled and semicontrolled experiments, and the analysis of documents. Lectures, demonstrations, case materials, laboratory and field sessions.

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

THE NATURE OF MAN: STRUCTURE AND DEVELOPMENT (Zoology 201). Fall. Credit three hours. Not open to freshmen. Prerequisite, a laboratory science, preferably zoology or biology. Mr. SINGER and assistants. Lectures, T Th 10; recitations, M 9, 10, 11, T 9, 11, W 8, 9, 10, 11, Th 8, 9, 11 or F 8, 9, 10, 11.

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

THE NATURE OF MAN: DEVELOPMENT AND PERSONALITY (Psychology 202). Spring. Credit three hours. Prerequisite, one of the following: a course in Psychology, Sociology-Anthropology, Child Development and Family Relationships, or Zoology 201 (or equivalent), or consent of instructor. Messrs. BRONFENBRENNER and LAMBERT. M W F 10.

A study of the development of personality from infancy to adulthood viewed from a biological, psychological, and cross-cultural perspective. Special emphasis is given to the role of social interaction, beliefs, and values both as determinants and products of personality.

THE NATURE OF MAN: CULTURE AND PERSONALITY (Sociology-Anthropology 205). Fall. Credit three hours. Prerequisite, one of the following: a course in Psychology (preferably Psychology 202), Sociology-Anthropology, Child Development and Family Relationships, or Zoology 201 (or equivalent), or consent of instructor. Messrs. OPLER and LAMBERT. M W F 10.

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

CORNELL UNIVERSITY OFFICIAL PUBLICATION

The issues of this publication are designed to give to prospective students and other persons information about Cornell University. No charge is made for them.

The prospective student should have a copy of *General Information* and a copy of one or more of the following Announcements:

New York State College of Agriculture (Four-Year Course), New York State College of Agriculture (Two-Year Course), College of Architecture, College of Arts and Sciences, Graduate School of Business and Public Administration, School of Education, College of Engineering, Far Eastern Studies, Financial Aids and Scholarships, The Graduate School, New York State College of Home Economics, School of Hotel Administration, Independent Divisions and Departments, New York State School of Industrial and Labor Relations, Law School, Medical College, Cornell University-New York Hospital School of Nursing, School of Nutrition, Summer Session, New York State Veterinary College.

[The prospective student should note that undergraduate preparation in a recognized college or university is required for admission to these divisions of Cornell University: Graduate School of Business and Public Administration, Law School, Medical College, Cornell University-New York Hospital School of Nursing, School of Nutrition, New York State Veterinary College, The Graduate School.]

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