

CORNELL UNIVERSITY
OFFICIAL PUBLICATION

*New York State College
of Home Economics
at Cornell University*

1955-56

THE COLLEGE OF HOME ECONOMICS AT CORNELL UNIVERSITY IS
A CONTRACT UNIT OF THE STATE UNIVERSITY OF NEW YORK



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¹Sabbatic leave, fall term 1955-56.

²Sabbatic leave, fall term 1955-56.

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³Sabbatic leave, year 1955-56.⁴Sabbatic leave, year 1955-56.

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⁵Sabbatic leave, fall term 1955-56.⁶Sabbatic leave, fall term 1955-56.⁷Sabbatic leave, spring term 1955-56.

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- Hubbs, Helen A., B.S.L.S., Assistant Librarian, Albert R. Mann Library
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- Hynes, Dorothy Robina, M.A., Instructor in Home Economics and Student Counselor
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- Leighton, Martha E., B.S., Associate State 4-H Club Leader and Professor in Extension Service
- Lim, Eulalia, B.S., Assistant in Food and Nutrition
- Little, Ginevera, M.S., Instructor in Food and Nutrition
- Longree, Karla, Ph.D., Associate Professor of Institution Management; also Associate Professor in School of Nutrition

^aSabbatic leave, fall term 1955-56.

- Loper, Ruby M., B.S. in Arch. Eng., Associate Professor of Housing and Design; also Associate Professor of Agricultural Engineering in College of Agriculture
- Lutz, Ruth N., Ph.D., Assistant Professor of Food and Nutrition; also Assistant Professor in School of Nutrition
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- Montgomery, Wanda, M.S., Assistant Professor of Textiles and Clothing
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- Patrick, Eula Mae, B.S., Assistant in Housing and Design
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- Perry, Mignon, M.S., Assistant in Housing and Design
- Personius, Catherine J., Ph.D., Professor of Food and Nutrition, Head of the Department; Coordinator of Research in Home Economics, Assistant Director of Agricultural Experiment Station; also Professor in School of Nutrition
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- Reeves, Katherine M., M.A., Professor of Child Development and Family Relationships
- Reid, Martha E., B.S., Assistant in Homemaking Apartments

⁹Sabbatic leave, spring term 1955-56.

¹¹Sabbatic leave, spring term 1955-56.

¹⁰On leave until May 31, 1956.

- Roberts, Mrs. Irene W., M.A., Assistant in Economics of the Household and Household Management
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- Snowman, Barbara R., M.S., Instructor in Economics of the Household and Household Management
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- Warren, Jean, Ph.D., Associate Professor of Economics of the Household and Household Management
- Warters, Vivien N., A.M.L.S., Associate Librarian, Albert R. Mann Library, and Associate Professor of Home Economics

¹²Sabbatic leave, fall term 1955-56.

¹⁴Sabbatic leave, fall term 1955-56.

¹³On leave until November 30, 1955.

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Andrew Leon Winsor, Ph.D., Director of the School of Education; Head of the Department of Rural Education, and Professor of Education, College of Agriculture

Carlton E. Wright, Ph.D., Associate Professor of Food Information in the Extension Service, College of Agriculture

General Information

HOME ECONOMICS: ITS DEVELOPMENT AT CORNELL

THE FIRST colleges opened to women in America were planned to give educational opportunities equal to those for men, and the courses of study were comparable to those in the men's colleges. As time went on, educational leaders realized a need for a type of education suited more particularly to women. Since the home was an important field of activity for all women, courses were introduced to train women specifically for their responsible tasks of homemaking.

Cornell was a pioneer in this type of education. Home Economics began here. It was established as a department in the New York State College of Agriculture in 1908, and money was appropriated for a separate building in 1910, though actually the move into the new quarters did not come until 1913. In 1919 the department became the School of Home Economics, and in 1925, by legislative action, it became a college. It is now one of the largest undergraduate colleges on the Cornell campus. Linked with the resident instruction and the research is the extension service, which reaches into homes and communities throughout the state.

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

In the early stages of its development, education in home economics consisted largely of teaching the efficient performance of household skills. It has broadened its scope as woman's status in society has changed, vocational opportunities have opened, and women have become voting citizens in the community as well as homemakers. Today the New York State College of Home Economics aims to prepare its students to be not only intelligent homemakers but also intelligent citizens and contributors in the world of work.

Courses in home economics deal with the effective feeding, clothing, and housing of the family; the care and guidance of children; the family relationships; the growth of artistic sense and taste that brings

beauty into the home in many ways; the organization and running of the home on a sound economic, social, and hygienic basis; and the care and use of equipment.

There are seven departments in the College: Child Development and Family Relationships; Economics of the Household and Household Management; Food and Nutrition; Home Economics Education; Housing and Design; Institution Management; Textiles and Clothing. Effort is made to so interrelate the work of the departments that students think of them not as isolated divisions but rather as different aspects of the total program of homemaking education. In addition, courses are offered in the Homemaking Apartments, and in Orientation.

Many courses in other colleges of the University are closely related to those in Home Economics. This college, as part of a university, gives students the opportunity to elect studies in many fields. Of the 120 credit hours required for a degree, one-fourth are devoted to basic courses in the biological, physical, and social sciences; at least one-third to courses in home economics; and about one-third to elective courses in the various colleges of the University. English and physical education are required of all students.

MARTHA VAN RENSSELAER HALL

The New York State College of Home Economics is housed in Martha Van Rensselaer Hall, named for the founder of home economics education at Cornell. This building, which was dedicated in 1934, is on the upper terrace of the Cornell University campus.

Offices of administration, extension, and resident staff, an auditorium seating about 500 persons, staff and student lounges, classrooms, and laboratories are located there. Each of the seven departments of instruction has its particular section of offices and classrooms.

A wing to the northeast of the main building, and entered from it on the ground floor, includes the departments of Child Development and Family Relationships, Home Economics Education, and the Homemaking Apartments.

Offices of resident and extension personnel of the Department of Child Development and Family Relationships are on the ground floor, extending also into the main building. The space occupied by the department includes the Nursery School and laboratories for experiments with creative activities.

The Homemaking Apartments are above the Nursery School on the second and third floors. They are fully equipped residence apartments.

The Department of Home Economics Education, with its offices for faculty and graduate assistants and workroom for teaching materials and equipment, is on the fourth floor.

A large recreation room with fireplace occupies the top floor and is used by student groups for special parties.

The Department of Economics of the Household and Household Management is in the east wing of the main section of the building. Classrooms, workrooms for research, and staff offices are included on the first floor. On the ground floor are offices and laboratories where staff, extension personnel, students, and homemakers study home management and processes. Examples of equipment illustrate major variations in features available on the market. In the laboratories temporary walls are used to form rooms of various sizes and shapes, and easily movable equipment makes it possible to set up actual work centers for study.

The Department of Textiles and Clothing occupies the second floor of the east wing. There are six laboratories, two workrooms, and staff offices. Facilities for research in these areas, in addition to those usually found, include a modern conditioning room with up-to-date testing equipment, and a unique collection of historic and foreign costumes. One large laboratory with a stage may be converted into a small auditorium that seats about 150 persons and may be used for demonstrations, assemblies, and other class activities.

The Department of Housing and Design is in the east wing, on the third and fourth floors, and in the Martha Van Rensselaer Annex. Laboratories for housing research and interior design work, and studios for work in color, design, and handicrafts are included.

A small art gallery and lecture room has exhibitions of current work from professional sources of residential architecture, interior design, crafts, painting, and industrial design.

The Department of Institution Management occupies much of the lower part of the west wing of Martha Van Rensselaer Hall. The cafeteria dining rooms, the tea room called the Green Room, and the kitchens provide the teaching laboratories for the department.

The rooms of the Department of Food and Nutrition are on the second, third, and fourth floors of the west wing. They include laboratories for the study of nutrition, food preparation, and science in relation to food, and research.

LIBRARIES

The State Colleges of Agriculture and Home Economics are served by the Albert R. Mann Library of about 210,000 volumes. This is supplemented by the other libraries of Cornell University, containing over 1,000,000 volumes, many of which also relate directly to subjects dealt with by the State Colleges.

In addition to materials on applied agriculture and home economics, the Mann Library contains extensive collections dealing with such re-

lated sciences as botany, biochemistry, bacteriology, genetics, and entomology. It also includes large collections in economics, sociology, and education, and smaller collections on a variety of other subjects. Of major importance are the numerous complete files of foreign and domestic periodicals and government publications, of which some 6,000 are received currently. The library includes an outstanding collection on beekeeping maintained from funds provided in honor of the late Everett Franklin Phillips.

The library is located in Albert R. Mann Hall, completed in 1952, whose capacity of 425,000 volumes and 600 reading-room seats provides amply for present needs. The principal collection on entomology and limnology is located in Comstock Hall, and that on plant pathology and mycology in the Plant Science Building, near the departments they serve. Small departmental collections of reprints, bulletins, and duplicate books and journals for use of faculty and graduate students are also provided in several other buildings.

The first floor of Mann Hall is devoted primarily to books assigned for class reading, with rooms seating 300. Also on this floor are rooms for typing and for small groups studying together, and the Ellis Room containing books and periodicals for informal reading. On the second floor are the reference, bibliography, and periodical reading rooms, offices and workrooms, the main loan desk, and the card catalog. The catalog provides a record of library materials located in all libraries and departmental collections of the Colleges. The library has a comprehensive collection of bibliographies, as well as a card catalog of publications of the United States Department of Agriculture.

The library is open, with librarians on duty to assist readers, from 7:50 a.m. to 10:00 p.m. daily except Saturday, when it closes at 5:00 p.m. Students may borrow most books, except those on reserve, for periods of two weeks. Information on library regulations and suggestions for the use of the library are provided all new students in orientation meetings each fall. More detailed information appears in a library handbook distributed at that time.

HOTEL ADMINISTRATION

In 1922, at the request and with the financial aid of the American Hotel Association, a Department of Hotel Administration was organized in the University in what was then the School of Home Economics. In 1950 this department became the School of Hotel Administration, and in 1954 the School was separated from the State Colleges to become an independent unit within the University. The printed *Announcement of the School of Hotel Administration* may be obtained by writing to Dean H. B. Meek, Statler Hall, or to Official Publication, Edmund Ezra Day Hall, Cornell University, Ithaca, N. Y.

THE UNDERGRADUATE PROGRAM OBJECTIVES

The aim today of the College of Home Economics in its resident undergraduate program is to guide each student in the use of educational opportunities made available by the College, the University, and the community, toward effective functioning (1) in her individual living and as a member of society as a whole; (2) in homemaking; and, in the case of a majority of students, (3) in a vocation other than that of homemaking to which home economics has a major contribution to make. It is recognized that in certain of the vocations preparation may not be complete but may be of prevocational nature only.

There are certain qualities of feeling, thought, and action which should permeate all of living and which should, therefore, be included in the aims of education. Students should become increasingly able to think clearly and constructively, to express themselves clearly, concisely, and accurately, to weigh values, and to attack and solve problems. They should be able to make and to be responsible for their own decisions, to take initiative, to assume leadership, and to carry responsibility. With these qualities must be the disposition to use them with social sensitivity and refinement of feeling to sustain and develop the democratic way of life in its largest sense. This should enable students to meet changing conditions and situations in such a way that they will continue to grow into living that is increasingly intelligent and humane.

For effective functioning in all phases of living a girl should be able to understand herself and to cultivate wholesome relationships with other people; to accept herself and others; to think with and live cooperatively with others for common ends; to maintain her own physical and mental health at a high level; to assume responsibilities of citizenship in a democracy and to take an intelligent and active part in community life and in the solution of our social and economic problems; to acquire a stimulating and functioning philosophy of life and to keep a balance of interests and activities that is satisfying and constructive; to cultivate religious living that is meaningful and effective; to develop a capacity for enriching her own life and the lives of others; to develop an appreciation of our social heritage and of the significant thought and social forces of our time; to sense and to add to beauty in every phase of daily living.

In homemaking she should be able, in addition, to deal successfully with those experiences which make up family life and to use all the resources at her command for the welfare of the family and of its individual members.

In a vocation she should be able to find and to give satisfaction; to understand the technical aspects of her work and to assume responsi-

bility; to understand the demands of the job, the conditions of work, and the place of the job in its social and economic setting.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE*

The requirements for the degree of Bachelor of Science are the completion of 120 credit hours of required and elective work during the four years; and, in addition, four credits of physical education, one credit in each of the first four terms, unless excused by the University Committee on Requirements for Graduation. Official excuse slips are issued by the Secretary of the College.

The student must be in residence for at least two terms immediately prior to receiving the degree. A cumulative average of at least 70 is required.

Credits should be distributed in the following groups as indicated:

| <i>Group I</i> | | <i>Credit hours</i> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------|
| Basic sciences, minimum required hours..... | | 30 |
| Courses in any college in the University. To include: | | |
| A. Biological sciences | | 6 |
| Courses to be taken include at least one course in human biology, such as: | | |
| Biology 1, <i>General Biology</i> (spring semester) | Physiology 303, <i>Human Physiology</i> | |
| Biology 9, <i>Biological Basis of Social Problems</i> | Zoology 201, <i>The Nature of Man: Structure and Development</i> | |
| Remaining work to be chosen from the following subject-matter areas: Bacteriology, Biochemistry, Biology, Botany, Entomology, Physiology, Zoology. (Zoology 201 and Biology 9 may not both be used to fulfill the requirement of 6 credit hours. Conservation 9, <i>General Ornithology</i> , may be counted as a biological science.) | | |
| B. Physical sciences | | 6 |
| Courses to be taken in at least two of the following subject-matter areas: Chemistry, Physics, Astronomy, Meteorology, Geology, except for Geology 105 (<i>Geography</i>), and Geology 108 (<i>Mineral Resources</i>), both of which are counted as social sciences. Agricultural Engineering 10 (<i>Household Mechanics</i>) may be counted as a physical science. | | |
| C. Social sciences† | | 12 |
| Not more than six hours may be in any one of the following subject-matter areas: Economics, Government, History, Psychology, Sociology, Philosophy. | | |
| One course each to be taken in Groups 1, 2, 3, and 4 (below). | | |
| Group 1. Courses which contribute to understanding the behavior of individuals. | | |

*A student who is readmitted to the College after a period of years will be held for the graduation requirements which were in effect when she entered originally, provided her first registration was not more than eight years ago. Students who are readmitted after a period longer than eight years will be held for the requirements in effect at the time of re-entrance.

†A change in the social science requirement adopted in the fall of 1950 applies to all freshman and transfer students entering in the fall of 1950 and thereafter. The Counselors may be consulted for a list of approved courses in each group.

Credit hours

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Group 2. Courses which contribute to understanding the social institutions of the society in which the individual lives. | |
| Group 3. Courses which contribute to understanding the social institutions of contemporary societies other than that in which the individual lives. | |
| Group 4. A second course from Groups 1, 2, or 3, or a course in any social science exclusive of courses which are technical, mathematical, or highly specialized. | |
| D. Basic science elective | 6 |
| Choose courses from A, B, or C. However, not more than nine hours of social science taken to meet the social science requirement and the basic science elective may be in one subject-matter area. | |
| <i>Group II</i> | |
| English, minimum required hours | 6 |
| English 111-112. Students who are exempted from English 112 may choose any other 3-credit course in English Composition or Literature. | |
| <i>Group III</i> | |
| Home Economics, minimum required hours | 40 |
| To include the homemaking core courses (see courses starred, pp. 61-88). | |
| <i>Group IV</i> | |
| Electives | 44 |
| A. Courses in any college in the University..... | 24 |
| B. Courses in the State Colleges of Home Economics, Agriculture, Veterinary Medicine, and the School of Industrial and Labor Relations. Although the courses in Groups I and II and many of the courses in Group III contribute to the student's general education, it is hoped that these electives also will be used to broaden this aspect of the student's education. | 20 |
| | 120 |
| Physical education (should be taken during the first four terms of residence) | 4 |
| <i>Note:</i> Of the 10 hours of credit in Food and Nutrition 214 and 215 (see pp. 72, 73), 6 hours are counted as Chemistry and may be credited to either Group IB, 1D, or Group IVB; 4 hours are credited to Group III as Food. | |
| Courses in Hotel Administration may be counted in Groups IVA; they may be included in Group III only by faculty permission. | |
| Group I and Group IVA may be taken outside the State Colleges without additional charge to the student. If, however, a student fails in any course in either Group I or Group IVA, the credit hours of the failed course are counted against Group IVA. Courses may be taken outside the State Colleges beyond this limit of 24 hours only during the student's last semester prior to graduation, and provided that the hours taken in excess of 24 credits are also in excess of the 120 hours required for graduation, and upon payment of \$26.5625 for each credit hour. | |

DEGREES WITH DISTINCTION

Degrees with distinction are awarded each year to those seniors who have consistently achieved outstanding scholastic records. Those hon-

ored are selected from the top 10 per cent of the graduating class at the end of the seventh semester. The "graduating class" is interpreted as those students who will complete work for the degree in February, June, or September of the same calendar year. The following requirements must be met by those selected:

1. The cumulative average for courses in home economics subject matter at the end of seven semesters must be 83 or above.

2. The number of credits with a grade of 79 or below must not exceed 15 per cent.

3. Transfer students must have completed 45 credits at Cornell. In determining the average, work taken previously at another college is included.

Eligible students are reviewed by the Committee on Petitions and Academic Standing, and the names of those who meet the requirements above are presented to the faculty for approval.

COUNSELING SERVICE

Each student, upon admission to the College, is assigned to a Counselor who will work with her throughout her college course. The Counseling Service is maintained to foster the maximum growth and development of the student in matters relating to personal and educational adjustment and to vocational choice. Some counseling is conducted on a group basis, as in the orientation course for new students; frequently it is on an individual basis through student conferences. The student may consult her Counselor at any time.

ORIENTATION OF NEW STUDENTS

DURING THE SUMMER, PRIOR TO ENTRANCE IN SEPTEMBER....Orientation begins with an exchange of correspondence during the summer between the student and her Counselor. The Counselor's letters include such information as how to apply for part-time work during the school year, arrangements for opening checking accounts in the Ithaca banks, suggestions for getting baggage to Ithaca, and a list of types of clothing appropriate for campus wear. Each year the clothing list is prepared by the students who are in the College. The entering freshman, in turn, submits an autobiography, an outline of the courses she would like to include in her first term, and raises whatever questions she may wish. The final letter from the College is a request that the student come to the campus for the University Orientation Week.

UNIVERSITY ORIENTATION WEEK IN SEPTEMBER....Orientation Week is a joint project of the University and the Student Council. New students report to the campus several days before classes begin and before former students return. Routine examinations (physical,

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

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

Student Council sponsors class assemblies, rallies, and social events which are designed to help students become aware of the various activities available on the Cornell campus and the procedures for joining some of them. There are opportunities for learning the way around the campus, becoming familiar with several of the buildings, and getting acquainted with classmates.

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

ORIENTATION COURSE. . . An orientation course is required of all freshmen in the first semester and is taught by members of the counseling staff. It is designed to help the entering student understand the relation of home economics to general education, to become aware of the variety of experiences available in the University community, and to build a four-year program that will utilize many of these and be meaningful to her as an individual, a potential homemaker, a citizen, and a professional person. Study techniques, time management, and the problems of human relationships are included. A major segment of the course deals with vocational opportunities for home economists and the professional requirements of them.

EDUCATIONAL, PERSONAL, AND VOCATIONAL COUNSELING

The student plans at least one conference each term to discuss her program for the following semester. "Program" is interpreted by the College to include all of the activities—academic, personal, social, vocational, and remunerative—to which the student gives interest and time. It is thought of as the means through which each student will prepare to meet her citizenship responsibilities after graduation as well as the responsibilities of her profession and her home. The Counselor helps the student in every way possible to make effective use of the resources of the University and the University community for the fulfill-

ment of her needs and purposes, and to broaden the scope of her interests.

As a basis for building a balanced program the average schedule of courses should approximate 15 credit hours each term, exclusive of physical education. During the several terms, however, either more or fewer hours may be taken, depending on the ability of the individual and the demands which other aspects of her program put upon her physical resources and her time. To carry more than 18 credits or less than 12 in a given semester requires the approval of the faculty committee on petitions and academic standing (see p. 56).

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

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

Although it is not necessary that a student prepare for a particular vocation, each girl is encouraged to analyze her future goals and plan accordingly. Most students prepare for a vocation as well as for home-making. The Counselor works with the student in selecting a vocational field through assisting her to learn how to study a vocation, to consider her interests and aptitudes, and to study these in relation to the requirements of particular vocations. Certain vocations require specific preparation, and in such cases the Counselor discusses with the student the ways in which she can most adequately plan to meet the requirements. Girls are referred to members of the staff, placement officers, workers and employers, and to vocational literature for additional information about the various opportunities in their fields of interest and the qualifications that are usually expected. Each student is encouraged to use her courses, extracurricular activities, and work experiences to increase her knowledge and understanding of the kind of vocation she is considering.

PLACEMENT SERVICE

The Placement Office, a division of the Counseling Service and the College Secretary's Office, is responsible for the program of after-college placement of seniors, graduate students, and alumnae, with the exception of those who enter the fields of teaching in the public schools. The

work with the latter group is centralized in the Educational Placement Bureau in the School of Education.

The Placement Office acts as a liaison between staff, students, and employers. As a part of the Counseling Service of the College its particular concern is to help students and staff, through vocational information, to know something of the many work opportunities available for home economics graduates. Information regarding the personal and academic qualifications outlined by employers and the experience required as preparation for many jobs may help in the planning of a student's college years. Frequent bulletins of job descriptions, files of occupational leaflets for student and faculty use, displays and other visual aids are among the media used. Guidance is given through individual conferences, the freshman orientation course, and other group meetings.

The program of summer employment also centers in the College Placement Office. Summer jobs help students to see conditions of work at first hand and to increase their knowledge of vocations. Assistance is given in the making of contacts, and follow-up conferences are held with the student to help her relate her work experience to her total program of vocational planning.

The placement program is carried on with seniors and also with alumnae, since many requests received in the Placement Office are for experienced workers. As part of the service to graduates of the College, credentials are prepared and sent to employers. These include the candidate's course titles, credits and grades, college activities, summer school or postgraduate study, work experiences, and the recommendations of instructors and previous employers.

SUMMER AND PART-TIME EMPLOYMENT

Summer work serves a twofold purpose. In addition to financial assistance, it provides an opportunity for the student to gain vocational experience, in some cases to see the various opportunities a given vocational field offers, and to learn something of the personal qualifications and adjustments required.

Last summer undergraduates were engaged in many camp jobs as counselors, dietitians, or assistant dietitians; in resorts and summer hotels as waitresses, cooks, clerical workers, hostesses; in families as general assistants, responsible for either food preparation or the care of children; in tea rooms and cafeterias as general assistants; in department stores as salespeople; in offices as secretaries, stenographers, or clerical workers; in nursery groups and playgrounds as teachers or assistant teachers; and in industrial plants as skilled and unskilled workers. Some worked as apprentices in the dietary or nursing depart-

ments of hospitals. This is an excellent opportunity for students who anticipate postgraduate training in hospital dietetics or nursing.

Eighty-one per cent of the students in the College reported jobs of at least four weeks' duration for the summer of 1954. The average number of weeks of employment was ten, and, according to reports filed by students, 39 per cent earned between \$300 and \$500, and 19 per cent earned over \$500. Thirty-four per cent received room and board in addition to this amount. Students are encouraged to discuss their summer work plans and to make application for summer jobs through the Placement Office early in the spring term.

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

Some students may earn their board during the college year by waiting on table in the dormitory dining rooms. In these cases \$228 a term is deducted from the total dormitory charge of \$447.50 a term for room and board. Occasionally a student may earn full room and board in a private family, in return for four hours of work a day in the home. This type of employment handicaps a student considerably because of the distance from the campus and the time involved. Homemakers prefer to employ students who have completed their first year at college and have shown ability to handle housework and scholastic requirements at the same time. Placements in homes are handled by the office of the Dean of Women, and, since Cornell University requires women students to live in the residential halls, special permission to live elsewhere must be secured from the Dean of Women before any plans for work are made.

Students may earn small amounts by doing miscellaneous work by the hour such as caring for children, serving at teas, light housework, clerical work, stenography, and typing. Calls for this work are irregular, and one cannot depend on earning any definite amount.

Information about opportunities for employment on the Cornell campus during the school term, except for jobs in the College itself referred to above, may be obtained from the Financial Counselor in the office of the Dean of Women, Edmund Ezra Day Hall.

It is hoped that earning money will not have to be a main consideration all the time a student is in college. Much valuable experience is to be gained from an apprenticeship in a field in which a student hopes to be employed later, but often such apprenticeships cannot be paid, inasmuch as the student does not yet have sufficient experience to make her valuable to the organization.

VOCATIONAL OPPORTUNITIES

Graduates of the College of Home Economics have basic preparation for a wide variety of occupations. In certain professional fields the

undergraduate courses will be followed by professional training in the next few years. Many openings exist at the upper levels for people with experience and advanced training.

On the other hand, there are excellent opportunities for beginners too. Members of the senior class are usually 100 per cent employed, except for those not registered for employment because of full-time homemaking and those who are continuing with full-time graduate study.

Students interested in *educational services* may look forward to many opportunities to work with young people at various age levels as well as with adults. During their college years students may meet the state requirements for certification for early childhood education or for teaching home economics education in secondary schools. As part of the latter job, they often participate in the adult education programs. Teaching at the college level requires a graduate degree. There are many opportunities for teaching children, and students may prepare to work in nursery schools and community centers serving young children and their parents. Although less frequent, there are sometimes calls for home economics graduates to teach in schools for the handicapped or in activities programs for hospitalized children. The state extension positions are included in the educational services, and there are opportunities for beginners as well as experienced workers in many states as home demonstration agents working with adult homemakers or as 4-H Club agents. These workers do their teaching in community centers and in homes rather than as part of formal education in public schools.

Social service is closely related to the educational field. Case work jobs and such group work positions as those of the executives for the Girl Scouts or Camp Fire Girls, directors of teen-age or young-adult programs of the Y.W.C.A., directors of family development programs and children's activities programs in the settlements all include informal teaching, as do the jobs of home economics consultants in social welfare agencies. For many positions in social work, graduate training is required. However, there are good opportunities for beginners to get experience in either case work or group work before going on to graduate study. They may find openings in public agencies of the counties or states, as trainees or junior case workers, and positions with many of the above-named organizations may be had at the beginning level and are excellent experience for the beginner in group work.

Home economics relates easily to many of the *health vocations*. Some graduates take additional work which leads them into the fields of nursing or physical therapy. Occupational therapy requires graduate training but utilizes the background courses in art activities, creative materials, child development, and the dynamics of human behavior

which are in the home economics program. Nutrition education jobs fall into both the health and social service categories, and graduates trained in nutrition may work with people at all income levels through such organizations as national, state, and local health agencies, industrial plants, or public schools.

Graduates trained in *institution management* may choose from a wide variety of environments for the performance of their duties in quantity food service. They may find themselves working in school lunch programs, or in hospitals, colleges, industrial cafeterias, or commercial restaurants. They may work in production, supervision, administration, therapeutics, or teaching, in accordance with their interests, abilities, and training. Many graduates supplement their college course by fifth-year internships under the direction of such organizations as the American Dietetic Association or the National Restaurant Association.

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

Home economics journalism is open to those with either a general or a specialized background that has included training in writing and journalism. Home economists with writing ability are needed by magazines, newspapers, business concerns, and university information services. Workers in the field of business, and, in some cases in extension, are increasingly participating in radio and television programs.

The following outline shows the distribution of employed graduates of the College as of February, 1955.

| | |
|--------------------------------------------------------------------------------------|------|
| TOTAL NUMBER OF POSITIONS..... | 1644 |
| NUMBER OF GRADUATES EMPLOYED (total number of positions minus 94 duplicates | 1550 |

DISTRIBUTION OF GRADUATES

| BUSINESS | Total | Per Cent |
|-------------------------------|-------|----------|
| Advertising 5 | 266 | 17% |
| Art & Photography 3 | | |
| Clerical and Secretarial 91 | | |
| Designing 4 | | |
| Food Testing and Promotion 41 | | |
| Home Service and Equipment 42 | | |

| | Total | Per Cent |
|--------------------------------------------------------|-------|----------|
| Interior Decorating 5 | | |
| Merchandising 39 | | |
| Miscellaneous 30 | | |
| Textiles and Clothing, Testing and Promotion 6 | | |
| EDUCATION | 653 | 42% |
| Administration 43 | | |
| Supervision 17 | | |
| Teaching | | |
| Adult Education 20 | | |
| College Teaching | | |
| Child Development and Family Relationships 30 | | |
| Economics of the Household and Household Management 20 | | |
| Food and Nutrition 40 | | |
| Home Economics Education 10 | | |
| Housing and Design 2 | | |
| Institution Management 4 | | |
| Textiles and Clothing 27 | | |
| Miscellaneous College Teaching 31 | | |
| Elementary School 16 | | |
| Kindergarten and Primary 60 | | |
| Nursery School 44 | | |
| Secondary Schools—Home Economics 251 | | |
| Secondary Schools—Other Subjects 11 | | |
| Technical Institutes 8 | | |
| Vocational and Trade Schools 7 | | |
| Miscellaneous education positions 11 | | |
| EXTENSION | 135 | 8% |
| Extension Administration 10 | | |
| Extension Information 7 | | |
| Foreign Service 7 | | |
| Home Demonstration Agents 67 | | |
| 4-H Club 17 | | |
| Specialists 26 | | |
| Miscellaneous 1 | | |
| FOREIGN SERVICE | 57 | 3% |
| GRADUATE STUDY | 49 | 3% |
| Assistantships and Fellowships 7 | | |
| Other Study 10 | | |
| Study for Advanced Degree 32 | | |
| INSTITUTION MANAGEMENT | 226 | 14% |
| Airline Steward 3 | | |
| College Foods 34 | | |
| Commercial Restaurants 22 | | |
| Hospital Foods 95 | | |
| Industrial Foods 13 | | |
| Miscellaneous I.M. Jobs 6 | | |
| Public and Private School Foods 40 | | |
| Residence Management 8 | | |
| A.D.A. Intern 5 | | |
| JOURNALISM | 28 | 1% |
| LIBRARY | 3 | .1% |
| MISCELLANEOUS (general) | 19 | 1.2% |
| NURSING AND RELATED | 12 | .7% |
| Nursing 5 | | |
| Occupational Therapy 1 | | |

| | <i>Total</i> | <i>Per Cent</i> |
|-----------------------------------------|--------------|-----------------|
| Physical Therapy 1 | | |
| Physician 5 | | |
| NUTRITION AND PUBLIC HEALTH..... | 36 | 2% |
| PERSONNEL AND GUIDANCE..... | 16 | 1% |
| RESEARCH AND LABORATORY TECHNICIAN..... | 53 | 3% |
| SOCIAL SERVICE | 91 | 5% |
| Case Work 36 | | |
| Consultant 3 | | |
| Cottage Supervision 4 | | |
| Group Work and Recreation 20 | | |
| Investigator 2 | | |
| Medical and Psych. 6 | | |
| Miscellaneous Social Service 14 | | |
| Religious 6 | | |

VOCATIONAL PREPARATION

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

EXTENSION TEACHING

The New York State Extension Service, in cooperation with the United States Department of Agriculture and the county extension associations, offers home economics education to the families of the state in their home communities.

Home Demonstration work gives homemakers of the state an opportunity to study and practice home economics at home. The program is developed cooperatively by homemakers and the extension staff. Teaching by county and urban Home Demonstration Agents, by trained local leaders, and by members of the faculty of the Extension Service from the State Colleges is carried on through lectures, demonstrations, training schools, conferences, radio and television, newspaper articles, service letters, and exhibits.

In 4-H Club work, the boy or girl who enrolls agrees to carry on at home an educational project directed by a volunteer local leader. Local leaders are trained and supervised by 4-H Club Homemaking Agents and members of the extension faculty of the State Colleges. The program is augmented with radio and television programs, news releases, exhibits, tours, camps, demonstrations, and field and achievement days.

Openings in the field of extension teaching include the positions of Home Demonstration Agents, 4-H Club Agents, associates, and assistants, and the state positions of administrators and of specialists working in the various subject-matter fields. Positions as specialists and administrators require graduate training.

Students wishing to qualify for positions must complete satisfactorily

the four-year course in home economics. There is a recommended curriculum for students preparing for extension work. In addition to home economics courses, the curriculum suggests courses in sociology, psychology, methods of teaching, extension education, recreational leadership, public speaking, and journalism.

TEACHING HOMEMAKING IN SECONDARY SCHOOLS

Students can qualify to teach homemaking in the secondary schools by following a prescribed program in teacher education. Graduates of the College of Home Economics who have satisfactorily completed such a program are eligible for a ten-year provisional certificate. A permanent certificate is granted to candidates who have completed *thirty* semester hours of *post-Bachelor study* approved by the State Education Department.

INSTITUTION MANAGEMENT

The Department of Institution Management offers training for such positions in the field as are outlined on pages 27 and 28. The background of preparation varies somewhat depending on which interest the student wishes to pursue, whether managerial dietetics in hospitals or other institutions or commercial food service.

For all students in Institution Management, the following subjects are important: food preparation, food science, bacteriology, food service, organization and administration procedures, the selection, care, preparation, and service of food in quantity, nutrition, menu planning, meat and meat products, personnel management, accounting, food control, kitchen planning, and the selection and care of institution equipment and furnishings. Courses in management, marketing, economics, teaching methods, applied psychology, and human relationships deal with subject matter which is closely allied to the work of the food administrator or dietitian.

A summer practice requirement must be met by students who plan to seek positions, such as those in commercial, industrial, and other institutional food services, in the field of institution management. This will entail full-time employment on an approved job during one summer period of not less than six weeks, preferably in the summer between the junior and senior years. Contacts for positions are made through the Placement Office, although the College does not guarantee placement. Students are expected to present a written report to the Department of Institution Management.

POSTGRADUATE INTERNSHIP TRAINING IN DIETETICS

For positions in hospital dietetics a postgraduate internship is usually required. Certain centers have been approved by the American Dietetic Association to give internships and training. Some provide training

in food service administration in institutions other than hospitals, including residence halls, and industrial and school cafeterias, some in food clinic work, and some in hospital dietetics. A list of these centers as printed by the American Dietetic Association is available in the Placement Office. These courses are ordinarily ten to twelve months in length.

The American Dietetic Association has outlined the following program as prerequisite to admission to approved postgraduate internship training:

| <i>Subjects</i> | <i>Minimum Hours</i> | <i>Subjects</i> | <i>Minimum Hours</i> |
|----------------------------------|----------------------|-----------------------------------|----------------------|
| Chemistry | 12 | Foods | 6 |
| To include: | | To include: | |
| General Inorganic | | Food Selection and Preparation | |
| Organic | | Meal Planning and Service | |
| *Biochemistry with laboratory | | Nutrition and Dietetics | 6 |
| Biology | 6 | To include at least two of the | |
| To include: | | following: | |
| Human Physiology | | Diet in Disease (for students | |
| Bacteriology | | entering hospital and food clinic | |
| Social Sciences | 9 | courses) | |
| To include two of the following: | | Normal Nutrition (general) | |
| Psychology | | Advanced Nutrition | |
| Sociology | | Institution Economics | 6 |
| Economics | | To include: | |
| Education | 3 | Organization and Management | |
| To include one of the following: | | Quantity Cookery | |
| Educational Psychology | | | |
| Methods of Teaching | | | |
| Principles of Education | | | |

*Food Chemistry may be substituted by those on administrative internships.

POSTGRADUATE APPRENTICE TRAINING IN COMMERCIAL FOOD SERVICE

The National Restaurant Association has made it possible for graduates from accredited colleges and universities to receive specialized training in commercial food service operation. Apprentice courses extending over ten months are offered by cooperating member restaurants.

The National Restaurant Association requires the following qualifications for graduates in institution management making application for apprenticeship training in accredited restaurants:

1. A B.S. degree with a major in institution management from an accredited college or university where the curriculum meets the standard of preparation required by the National Restaurant Association for this training.
2. Above-average grades.
3. Demonstrated qualities of leadership in school.
4. A pleasing personality, good health, good appearance, poise, confidence, good voice, emotional stability, and good character.

5. A genuine interest in high-standard food in commercial restaurants and enthusiasm for the work.
6. Ability to work well with different types of people.
7. Executive potentialities—ability to take responsibility and to plan and direct work for others.
8. Ability to work well with one's hands.
9. Demonstrated aptitude and judgment in evaluating details and in making decisions.
10. Ability in mathematics—accuracy and understanding of cost report.

The National Restaurant Association has outlined the following program of courses as prerequisite to admission to apprentice training courses:

| <i>Subjects</i> | <i>Hours</i> | <i>Subjects</i> | <i>Hours</i> |
|----------------------|--------------|--------------------------------|--------------|
| Chemistry | 10-15 | Foods | 8 |
| Biology | 6-8 | To include: | |
| To include: | | Food Selection and Preparation | |
| Human Physiology | | Menu Planning and Service | |
| Bacteriology | | Experimental Cookery | |
| Psychology | 6 | Nutrition and Dietetics | 6 |
| To include: | | Institutional Management | 12-15 |
| Personnel Management | | To include: | |
| Economics | 3-6 | Quantity Cookery | |
| Education | 3-6 | Organization and Management | |
| With emphasis on | | Institutional Accounting | |
| Methods of Teaching | | | |

AFFILIATION WITH THE MERRILL-PALMER SCHOOL

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

Students interested in various phases of child development; parent education; social service work; nutrition; or extension, secondary school, or other teaching may apply and be selected to study there during one term of the senior year or the second term of the junior year. Selection is on the basis of scholarship (which should be above average), sincerity of interest, and readiness for intensive work. Application should be made through the Secretary of the College of Home Economics by March 1 in the year preceding attendance.

Students receive full credit at Cornell for courses taken at the Merrill-Palmer School. Senior students will register in the University *in absentia* and be required to pay a fee of \$12.50 to bind their registration at the University during the period of absence. Students who hold state cash scholarships cannot be granted them during the period of absence but may apply to the Secretary of the College for recommendation at the University during the period of absence. Students who hold state cash scholarships cannot be granted them during the period of Detroit.

Tuition and fees at Merrill-Palmer amount to approximately \$61.50 per semester. Board and room come to \$15.75 a week. There are a few opportunities for part-time work for students who need to earn.

A limited number of graduate assistantships are available each year for work at the School. Students interested in these should consult the Merrill-Palmer catalogue and should leave their names at the office of the Placement Secretary of the College of Home Economics by March 1. Merrill-Palmer graduate credits may be counted toward the Master's or Doctor's degree at various affiliated colleges, including Cornell.

SCHOOL OF NUTRITION

The School of Nutrition was established at Cornell University in 1941 to integrate the training provided on the campus in nutrition, in supporting courses in the physical and biological sciences, and in other related fields, and to expand this training. The School offers opportunity for study in several fields including human nutrition and food technology. Its curriculum provides for the training of nutrition teachers and research workers, nutritionists in public agencies and in institutional work, and personnel for laboratory work in food preparation and processing.

To be admitted to the School the applicant must hold a Bachelor's degree from a college or university of recognized standing, except that admission is open to Cornell undergraduates who can otherwise qualify at the end of their third year and for whom a combined curriculum can be planned which will enable them to receive the Bachelor's degree in their college and simultaneously complete the first year's work of the School. The applicant must have a definite professional interest in the field of food and nutrition.

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

THE CORNELL UNIVERSITY-NEW YORK HOSPITAL SCHOOL OF NURSING

A combined course taken partly at the University in Ithaca and partly at the Cornell University-New York Hospital School of Nursing in New York City leads to the degree of Bachelor of Science in Nursing. Students should not apply to the College of Home Economics anticipating transfer to the School of Nursing unless they have a special interest in the program of this College. These students are expected to combine courses in home economics with those specifically required for entrance to the School of Nursing during the two years they are in the College.

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

Information regarding such a combination of work in the two schools may be obtained from the class counselor. The *Announcement of the Cornell University-New York Hospital School of Nursing* may be obtained by writing to Miss Virginia Dunbar, Dean of the School of Nursing, 1320 York Avenue, New York 21, N.Y.

ADMISSION

Home economics is an art and a science which draws on many other arts and sciences. It is a comparatively new and very wide field which demands intelligence and devotion from its students. The graduate home economist, by Cornell standards, is a woman prepared for satisfying personal and family life, intelligent citizenship, and economic independence. The selection of freshman and advanced-standing students who can meet the objectives of the College with satisfaction to the faculty and to themselves is recognized as a serious responsibility.

Minimum academic standards have been established to ensure, insofar as possible, that accepted students will be able to meet the scholastic standards of the University. Since the College has as its goal in the selection of applicants a student body composed of persons of well-balanced interests and abilities, the applicants who present the best all-round total records are admitted and not those who present high academic records only. The application of every student who is interested in the program of the College and who can meet the minimum standards described below is welcomed for this reason.

The faculty of the College of Home Economics has given to the Committee on Admissions the responsibility of selecting the undergraduate student body of approximately 600 students. The committee

consists of the Dean, the Coordinator of Resident Instruction, and the Class Counselors. The fact that the majority of the members of the admissions committee are Counselors who work with the students on personal, educational, and vocational matters during the four years they are in college provides an unusual opportunity for this group to be aware of how students perform after being selected in accordance with the approved criteria.

The present admission policies have grown out of the experience of the Committee on Admissions in selecting students over a period of years. The fact that this is a state-supported college and each year has many more applicants than can be accommodated has determined the policies and practices of admission. The College is obligated to try to select those applicants who seem to give promise of being most able to profit by a home economics education, and who seem likely to make real returns to the state both through their vocational contribution and through their influence and leadership in the community. An effort is made by the committee to determine whether it seems likely that the applicant will be successful in a large university where she is to be thrown on her own resources, where she must make her own judgments, and where she must establish herself as a member of a large group.

The committee attempts to determine attributes of the student such as breadth and continuity of interests, characteristics of personality such as self-reliance and industry, and the basis of interest in home economics. The committee considers the following sources of information about the candidate: the academic record, results of test scores, statements from high school or college staff members, reports of extracurricular activities, special interests and work experience, personal recommendations, and the interview. The personal interview, which each applicant has with several members of the Committee on Admissions, also provides an opportunity for the candidate to ask questions regarding the program of the College and its appropriateness for her and to learn other facts pertinent to application.

As a state-supported institution the College is limited in the number of out-of-state students it may accept. There are no other quotas used by the Committee on Admissions in selecting students. No county, city, or school quotas exist, nor is preference given on the basis of early application or previous family connection with the University.

The Committee on Admissions advises each applicant to investigate other educational opportunities and to make alternative plans to which she may turn in case she is not accepted by this College. This suggestion is offered because the number of applicants who meet the minimum scholastic requirements for entrance greatly exceeds the number that can be admitted.

APPLICATION PROCEDURE FOR FRESHMAN AND ADVANCED-STANDING APPLICANTS

Required Examinations:

Freshman and advanced-standing applicants are required to submit scores from the Scholastic Aptitude Test of the College Entrance Examination Board, Box 592, Princeton, New Jersey. Students are advised to take the test in January of the senior year, but the Committee on Admissions accepts scores from other testing periods, including those taken during the junior year in high school.

March 1.

This is the final date for filing the application form for admission in September. Freshman and advanced-standing students are admitted in September only.

Application forms may be obtained from the Director of Admissions, Edmund Ezra Day Hall, Cornell University, Ithaca, N.Y.

Although priority of application in no way affects the decisions of the Committee on Admissions, high school seniors are urged to make application in the fall of the senior year in order to facilitate the gathering of application data for the use of the committee.

March - April.

During these months the Committee on Admissions interviews applicants for admission. Interviews are held in Albany, Buffalo, Ithaca, and New York City. Applicants are notified in February and early March of the dates scheduled in each city and they may indicate when and where they wish to be interviewed.

May.

All freshman applicants are notified at one time of acceptance or rejection, usually during the third week in May. Advanced-standing students who are in the second year in college are also notified of acceptance or rejection in the latter part of May. Advanced-standing applicants who are currently enrolled in their freshman year are notified as soon as possible after the Committee on Admissions receives the transcripts of their grades for the spring term.

MINIMUM SCHOLASTIC REQUIREMENTS FOR FRESHMAN APPLICANTS

In order to be entitled to consideration for admission applicants must offer the following:

1. Sixteen units representing completion of a secondary-school course and in the main to be made up of English, foreign language (ancient or modern), mathematics, science, and social studies including history.

A detailed statement with regard to high school subjects which may be offered for admission is given below under "Entrance Subjects and Units."

2. A high school average of at least 80 at the end of the seventh semester and at the end of the high school course.

3. A scholastic rating in the upper two-fifths of the high school graduating class at the end of the seventh semester and at the end of the high school course.

4. A satisfactory score on the Scholastic Aptitude Test of the College Entrance Examination Board.

ENTRANCE SUBJECTS AND UNITS

The subjects that may be offered to satisfy entrance requirements and the number of entrance units that may be credited in each subject are listed below. A unit represents a year of study in a given subject in a secondary school. Ordinarily, it takes 120 hours of classroom work to satisfy the requirements of a year's study—that is, a minimum of 160 class periods if each period is forty-five minutes long. Two hours of laboratory are considered equivalent to one hour of classroom work. In drawing and industrial arts, 240 hours are required to earn one unit and 120 hours to earn one half-unit.

ENGLISH, 4 YEARS (required of all entering students).....4

FOREIGN LANGUAGES (modern and ancient)

| | | | |
|---------------|-----|---------------|-----|
| French | 1-4 | Spanish | 1-4 |
| German | 1-4 | Greek | 1-3 |
| Hebrew | 1-3 | Latin | 1-4 |
| Italian | 1-3 | | |

(It is desirable to present at least two years of a foreign language for entrance credit, although credit will be granted for a single year of study in not more than two languages.)

MATHEMATICS

| | | | |
|----------------------------|---------------|--------------------------|---------------|
| Elementary Algebra | 1 | Plane Geometry | 1 |
| Intermediate Algebra | 1 | Solid Geometry | $\frac{1}{2}$ |
| Advanced Algebra | $\frac{1}{2}$ | Plane Trigonometry | $\frac{1}{2}$ |

SCIENCES

| | | | |
|-----------------------|------------------|--------------------------|------------------|
| Biology | 1 | Physical Geography | $\frac{1}{2}$ -1 |
| Botany | $\frac{1}{2}$ -1 | Physics | 1 |
| Chemistry | 1 | Zoology | $\frac{1}{2}$ -1 |
| General Science | 1 | | |

(If a unit in biology is offered, a half-unit in botany and a half-unit in zoology may not also be counted.)

| | |
|-------------------------------------------------------------------------------------------------------|-------|
| SOCIAL STUDIES, including history (each course) | 1/2-1 |
| VOCATIONAL SUBJECTS | |
| Agriculture | 1/2-7 |
| Bookkeeping | 1/2-1 |
| Drawing | 1/2-1 |
| Home Economics | 1/2-6 |
| Industrial Arts | 1/2-1 |
| ELECTIVES—any high school subject or subjects not already used and acceptable to the University | |
| | 1/2-2 |

ADMISSION WITH ADVANCED STANDING

The records of students admitted to the College of Home Economics from other colleges in Cornell University or from other institutions of collegiate rank may be submitted for credit toward advanced standing. Credits submitted from institutions other than Cornell will be accepted for transfer only if grades are equivalent to or above the Cornell 70. Transfer is seldom made from unaccredited institutions. If made, it is conditional and tentative until the end of the first year of residence. Applicants for admission should direct questions concerning the granting of credit to the chairman of the Committee on Admissions in the College of Home Economics.

In order to obtain the degree of Bachelor of Science, the student must meet the requirements for this degree as stated on pages 19-20. She must also be in residence in the College of Home Economics for the last two regular terms prior to receiving the degree and must complete at least 30 hours of work in the regular college year, of which 20 shall be in Home Economics. Such work will not include credits earned in Cornell summer sessions.

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

ADMISSION WITH SPECIAL STANDING

The College of Home Economics is able to accommodate a very limited number of special students not candidates for advanced degrees. Special students must take at least two-thirds of their work in the State Colleges each semester they are registered in the College. They are expected to maintain the same academic standards as undergraduates (see page 58). Work taken as a special student may not be counted toward the residence requirement of the Graduate School. Applicants who hold baccalaureate degrees should investigate registration as non-candidates in the Graduate School.

Application should be made to the University Director of Admissions for entrance with special standing in the College of Home Economics.

The applicant should write to the chairman of the Admissions Committee of the College indicating the type of work she wishes to take as a special student.

Special students pay the same University fees as those paid by regular students in the University (see pages 42 and 44). Applicants should correspond with the Office of the Dean of Women regarding rooms.

Out-of-state special students taking a full-time schedule of twelve or more credit hours will pay tuition of \$150 a semester. For special students who are teaching or otherwise employed in the Ithaca community, and who are registered for less than a full-time schedule, tuition may be adjusted by the Treasurer. Special students who are state residents and who hold a first degree from the New York State College of Home Economics will be charged \$26.5625 a credit hour for courses taken in the colleges not state-supported.

THE GRADUATE PROGRAM

All graduate students who take their major work in some area of home economics are registered in the Graduate School, the School of Nutrition, or the School of Education of Cornell University and receive their higher degrees from these schools. Names of the members of the faculty of the College of Home Economics who are also members of the faculties of these schools will be found in the appropriate Announcement.

Inquiries about admission should be addressed to *The Graduate School*, *The School of Nutrition*, or *The School of Education*, Cornell University. Requests for specific information regarding opportunities for advanced study should be directed to the representative of the field in which an applicant is interested.

The fields for major and minor study in the Graduate School in the area of home economics are Child Development and Family Relationships, Economics of the Household and Household Management, Food and Nutrition, Housing and Design, Home Economics Education, Institution Management, and Textiles and Clothing. Course offerings in these fields are listed in the Announcements of the College of Home Economics, the School of Nutrition, and the School of Education. General Home Economics is offered as a minor only.

Since students registered in the Graduate School of Cornell University may use the facilities in any of the colleges, graduate programs have great flexibility and permit unusual richness of training. Students majoring in any field in home economics frequently carry minors in related sciences or arts outside the area of home economics. Students majoring in other areas may carry minors in home economics fields.

Research is a significant part of the graduate program. Students work under the supervision of faculty members to gain experience and train-

ing in general research methods and in specific techniques which are related to their special fields of study. A student may share in one of the several College research studies that are in progress not only as departmental but also as interdepartmental projects, or he may undertake research on some other project in which he has a particular interest. Each department carries on a continuous program of experimentation and study. The programs of the Cornell University Housing Research Center and the Cornell University Social Science Research Center offer opportunity for University-wide cooperation in the area of research.

FINANCIAL AID

Graduate assistantships, available in each of the departments of the College of Home Economics, offer opportunities for some students to gain experience in college teaching or in research and to secure financial aid. General information regarding assistantships and requests for application forms should be addressed to the Secretary of the College of Home Economics, Cornell University. Inquiries about specific assistantships may be addressed to the head of the department concerned. Applications should be filed by February 20 if possible.

Fellowships and scholarships are available for a limited number of students in the Graduate School. Applications are due February 20, and fellowship awards are announced April 1. Full information and application forms are available at the *Office of the Graduate School*, 125 Edmund Ezra Day Hall.

ADVANCED DEGREES

For full information regarding the M.S. and M.A. degrees and the Ph.D. degree, see the *Announcement of the Graduate School*; regarding professional degrees in education, see the *Announcement of the School of Education* as well as the *Announcement of the Graduate School*; regarding the degrees of Master of Nutritional Science or Master of Food Science, see the *Announcement of the School of Nutrition*. All these Announcements may be obtained by writing to the offices of the respective schools, or to Official Publication, Edmund Ezra Day Hall, Cornell University, Ithaca, N.Y.

MASTER'S DEGREES. . . Graduate study leading to a Master's degree is offered in Child Development and Family Relationships, Economics of the Household and Household Management, Food and Nutrition, Home Economics Education, Housing and Design, Institution Management, and Textiles and Clothing. A student may select either a major or a minor in any of these fields. He may also select a minor in general home economics.

DOCTOR'S DEGREE. . . The approved major subjects for study leading to the Ph.D. degree are Child Development and Family Relationships, Economics of the Household and Household Management, Food, Food and Nutrition, Nutrition, Housing and Design, and Home Economics Education. Home Economics Education is also an approved major subject for study leading to professional degrees in education.

LIVING ARRANGEMENTS

Cornell University requires all undergraduate women to live and take their meals in housing units operated by the Department of Residential Halls unless they are living at home or in one of the recognized sorority houses. Permission to live elsewhere is granted only under exceptional circumstances upon written application to the Dean of Women.

The residence charge in the dormitories is \$447.50 a term, or \$895.00 a year, and includes full board, room, and an allowance for personal laundry. Requests for room assignment to a dormitory are not considered unless submitted on an official room application blank. Room application blanks are distributed only by the Office of Admissions, and one is automatically enclosed in the letter of provisional acceptance sent to each successful candidate.

The Dean of Women is the recognized representative of the University in all matters relating to the welfare, the social life, and the self-government organizations of the women students. Prospective students are requested to write to her, in Edmund Ezra Day Hall, for information concerning matters in which they may need assistance.

HEALTH SERVICES AND MEDICAL CARE

These services are centered in the University Clinic or out-patient department and in the Cornell Infirmary or hospital. Students are entitled to unlimited visits at the Clinic; laboratory and X-ray examinations indicated for diagnosis and treatment; hospitalization in the Infirmary with medical care for a maximum of 14 days each term and emergency surgical care. The cost for these services is included in the College and University general fee. For further details, including charges for special services, see the *General Information Announcement*.

EXPENSES

TUITION

Tuition is free to undergraduate students (except those registered in the Summer Session) pursuing regular or special courses in the New York State College of Home Economics, who at the time of their admission to the College are, and for at least twelve months prior thereto

have been, bona fide residents of the State of New York. Students who are not exempt from tuition on entrance are held for tuition throughout their college terms.

Any student transferring from one college or course in the University to another must pay for the hours of credit allowed in the latter college or course an amount corresponding to the difference in tuition; no such transfer shall be allowed or credit given until such payment has been made. The taking of such credit hours may not be reduced or deferred.

Students in Home Economics who are not exempt under these provisions are required to pay \$150 a term for tuition.

OTHER FEES

A COMPOSITE FEE OF \$101 EACH TERM (see p. 44) covers the following services:

Laboratory and library. The student is entitled to the *normal* amount of materials required for the course and an allowance for breakage. No additional charge should be incurred by a student who is careful in the use of supplies and equipment. Costs incurred by a student in excess of these allowances will be charged against him or her by the department.

Administration and endowed college laboratory services.

Health and infirmary. See "Health Services and Medical Care" above.

Student Union membership. Membership entitles the student to a share in the common privileges afforded by the operation of Willard Straight Hall, subject to regulations approved by the Board of Managers of the Hall.

Physical recreation. Women students are entitled to the use of the women's gymnasium, recreation rooms and playgrounds, and to the use of a locker.

Student activities. Various student organizations, approved by the Student Council, are open for membership to all students.

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

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

Fees for late registration, or for examination to make up an "incomplete," or a grade of "absence," are discussed on pages 55 and 57.

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

DATES FOR PAYMENT OF BOARD AND ROOM, TUITION, AND OTHER FEES

The charge for board, room, and allowance of laundry in the women's dormitories is \$895 a college year, payable in four equal installments. For the fall term, the first payment is due 30 days prior to the date of registration and the second payment at midterm. For the spring semester, payments are due at the beginning of the term and at midterm.

Tuition and other fees must be paid within twenty days after the last registration day of each term of the regular session. The last day of grace is printed on the registration card which the student is required to present at the Treasurer's Office.

Any student who fails to pay her tuition charges, other fees, room and board, and other indebtedness to the University, or who, if entitled to free tuition, fails to claim it at the Treasurer's Office and to pay her fees and other indebtedness within the prescribed period of grace, is thereby dropped from the University unless the Treasurer has granted her an extension of time to complete payment. The Treasurer is permitted to grant such an extension, when, in his judgment, the circumstances of a particular case warrant his doing so. For such an extension, a fee of \$2 is assessed. A reinstatement fee of \$5 is assessed any student who is permitted to continue or return to classes after being dropped from the University for failure to pay within the prescribed time. The assessment may be waived in any instance for reasons satisfactory to the Treasurer and the Registrar, when such reasons are set forth in a written statement.

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

PROCEDURE FOR PAYMENT OF FEES AND DEPOSITS

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

THE CASHING OF CHECKS

The Treasurer of the University accepts checks in settlement of charges payable at his office, but a rule of the Board of Trustees forbids him to cash any credit instrument, even to the extent of accepting a check or draft in amount greater than the sum due and returning the

excess in cash. Students are therefore advised to open an account in an Ithaca bank as soon as they arrive in town, or else to provide themselves with travelers' checks, drafts on New York City banks, money orders, or other forms of credit instruments such as a bank will cash in the ordinary course of business.

ESTIMATE OF TERM EXPENSES OF STUDENTS

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

REQUIRED:

For all students

| | | |
|------------------------------------------------|------------------------------|----------|
| *Tuition | (waived for state residents) | \$150.00 |
| †Room and board in dormitory | | 447.50 |
| *University and College general fee | | 101.00 |
| *Books and materials (estimated average) | | 30.00 |
| Total including tuition | | \$728.50 |

For new students

| | |
|-----------------------------------------------------------------------------------------|----------|
| *Deposit with treasurer (paid prior to entrance) and used for matriculation costs | \$ 45.00 |
| ‡Room deposit | \$ 25.00 |

For freshmen and sophomores

| | |
|------------------------------------------------------------------------------------|----------|
| Gymnasium equipment (to be purchased according to Department's instructions) | \$ 16.25 |
|------------------------------------------------------------------------------------|----------|

DESIRABLE BUT NOT REQUIRED:

| | |
|-------------------------------------------------|----------------|
| Freshman banquet fee | \$ 1.50 |
| Music, University Concert Course (season) | 3.50 to 9.50 |
| Dramatic Club productions, each | .60 to 1.00 |
| Athletic games (season—estimated) | 12.00 to 15.00 |

*Special students also are held for these fees.

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

‡Applied in full against initial room and board bill.

OPPORTUNITIES FOR EARNING EXPENSES

Applicants should understand at the outset that there is no way to earn while at college the entire amount necessary for college expenses. Even before launching a plan to earn a portion of the college costs, a student should give careful consideration to the amount of remunerative work that she may have to carry and still be successful in an average college program. Otherwise health, the quality of scholastic work, and many of the opportunities which a college education affords may be unnecessarily sacrificed. In planning her college program, a student should remember that classroom work is but one part of education. Opportunities for participation in activities, time for social life, special

lectures and concerts, reading, relaxation, sleep, and even spare time may be as significant in the educational program as are the courses for which the student registers. It is important for a freshman to find her place in the new community as early as possible, and this should be taken into consideration in planning the time she should take to earn a portion of her college expenses. There are advantages in keeping the work load to a minimum during the first year, but sometimes, when it is obvious that attending college will be impossible unless the student earns a substantial amount of her expenses, it would seem wise for her to apply early for a position during the first year. This would perhaps give the student a feeling of financial security from the beginning and also prevent too heavy a work schedule at a later period in her college career. If there is uncertainty as to the best planning, the student may obtain information concerning financial assistance by writing to Miss Eleanor Simonds in the Office of the Dean of Women, Edmund Ezra Day Hall.

SCHOLARSHIPS, PRIZES, GRANTS, AND LOANS

Students in the New York State College of Home Economics are eligible to compete for certain scholarships that are open to undergraduates in any college of Cornell University. The Cornell National Scholarships, the LeFevre Scholarships, the University Undergraduate Scholarships, and the State University Scholarships are among those awarded irrespective of college. General information is available in the *Announcement of Financial Aids and Scholarships*, obtainable at the office of Official Publication, Edmund Ezra Day Hall.

Certain scholarships available particularly to students in the College of Home Economics are described in the following paragraphs.

Home Economics Scholarships available to freshmen are the New York State Bankers Association Scholarship, the Sears-Roebuck Scholarship, the Elizabeth Lee Vincent Award, the Grace Schermerhorn Scholarship, and the Non-resident Tuition Scholarships. These scholarships are awarded during the summer prior to entrance. Students who apply for admission in 1956 and who wish to apply for freshman scholarships may obtain application forms from the Scholarship Secretary, Office of Admissions, Day Hall. These should be requested prior to February 15 and must be filed by March 1, as indicated on the forms. This procedure covers all freshman scholarships except the State Bankers and the Grace Schermerhorn scholarships; *see the individual scholarship descriptions* for the procedure to be followed for these two. Students who apply for admission in 1955 may apply for any of the above Home Economics Scholarships in accordance with the procedure outlined in the individual scholarship descriptions.

Scholarships available to sophomores, juniors, and seniors are awarded in May and are effective for the following year. Applications for these must be made by April 15, on forms obtainable at the Office of the Secretary of the College.

THE HOME BUREAU SCHOLARSHIPS

Thirteen scholarships, established by the New York State Federation of Home Bureaus, are awarded each year in recognition of leadership and financial need. Although preference is given to those interested in and preparing for the Extension Service, students with other vocational interests are also eligible. The funds for these scholarships have been established as a result of dime contributions from members of the Home Bureaus throughout the counties of the state. Awards are made to students from New York State. In general, an average of 78 is desirable.

The usual practice is to award one scholarship annually from each fund, though occasionally, when accumulated interest permits, additional awards are made.

THE CARRIE GARDNER BRIGDEN SCHOLARSHIP was established in 1923 and was first awarded in 1927-28. It was named in honor of the first president of the New York State Federation of Home Bureaus. The amount is \$240. It is awarded to a member of the incoming senior class and was held during the year 1954-55 by Joan Persson.

THE MARTHA VAN RENSSELAER SCHOLARSHIP was established in 1932 and was named in honor of the first director of Home Economics at Cornell. Miss Van Rensselaer was a moving spirit in the organization of the Federation of Home Bureaus. She was a pioneer in the development of extension work and in the establishment of Home Economics at the college level. In 1923 she was chosen as one of the twelve greatest women in the United States, by a committee appointed by the League of Women Voters. The amount of the scholarship is \$200. It is awarded to a member of the incoming senior class and was held during the year 1954-55 by Ellen Buck.

THE FLORA ROSE SCHOLARSHIP, established in 1939, was named in honor of the person who worked with Miss Van Rensselaer as co-director of Home Economics at Cornell and later became the second director of the New York State College of Home Economics until her retirement in 1940. The first award was made for the year 1939-40. The amount is \$200. The scholarship is given to an incoming junior or senior and was held during the year 1954-55 by Hester Young.

THE RUBY GREEN SMITH SCHOLARSHIP was started in 1935 and was named in honor of Mrs. Smith, a former state leader of Home Demonstration Agents (1932-1942), and counselor of the New York State Federation of Home Bureaus. Mrs. Smith is the author of the Home Bureau Creed and the International Creed of the Associated Country Women of the World. The first award of the scholarship was in 1936-37. The amount is \$200. It is awarded to an incoming junior or senior and was held during the year 1954-55 by Donna Avery.

THE NETTIE M. ROODS SCHOLARSHIP was named in honor of a former treasurer of the New York State Federation of Home Bureaus, and chairman of the Federation scholarship committee for many years. Incoming juniors and seniors may apply for this scholarship. The amount is \$200. Begun in 1943 and first awarded in 1945-46, it was held in 1954-55 by Paula Zurich.

THE ANNA GAGE PUTNAM SCHOLARSHIP, established in 1945, was named in honor of a member of the first Board of Directors of the New York State Federation of Home Bureaus. Mrs. Putnam was for seven years the secretary of the Federation. Incoming sophomores, juniors, and seniors are eligible to hold this scholarship. The first award was in 1946-47, and the amount is \$200. It was awarded for 1954-55 to Cherie Woodcock.

THE MARTHA H. EDDY SCHOLARSHIP was established in 1946 and awarded for the first time for the year 1947-48. Mrs. Eddy, in whose honor it is named, is a former president of the New York State Federation of Home Bureaus. She has been a member of the Saratoga County Home Bureau since its organization and at present is one of the College Counselors of the Federation. The scholarship is available to incoming sophomores, juniors, and seniors, preference being given to underclassmen. The amount is \$200. The scholarship for the year 1954-55 was awarded half to Barbara Pincus, and half to Betty Lou Carson.

THE ANN PHILLIPS DUNCAN SCHOLARSHIP, established in 1940, was named in honor of the Home Demonstration Agent for Broome County, one of the first agents in the State. Mrs. Duncan was one of the organizers of the State Federation of Home Demonstration Agents and served on the State Fair Commission. This scholarship is available to incoming sophomores, juniors, and seniors. The amount is \$200. In 1954-55 the scholarship was held by Mary Ann Christiana.

THE ELIZABETH MacDONALD SCHOLARSHIP was begun in 1947 and awarded for the first time for the year 1948-49. It is named in honor of a past president of the New York State Federation of Home Bureaus, who was also for ten years director of the Associated Women

of the American Farm Bureau Federation. The scholarship is available to incoming sophomores, juniors, and seniors, preference being given to underclassmen. The amount is \$200. This scholarship was awarded for the year 1954-55 to Helma Bremser.

THE ELIZA KEATES YOUNG SCHOLARSHIP was established in 1948 and awarded for the first time for the year 1949-50. It is named in honor of the third president of the New York State Federation of Home Bureaus, who was for many years a member of the Legislative Forum Committee. Mrs. Young's efforts in Albany made it possible for her to help secure state funds for the building of Martha Van Rensselaer Hall. Mrs. Young has also been prominent in work with the Associated Country Women of the World. The scholarship of \$200 is available to incoming sophomores, juniors, and seniors. It was held in 1954-55 by Jane Rasmussen.

THE CORA L. TYLER SCHOLARSHIP was established in 1949 and awarded for the first time in 1950-51. It is named in honor of the sixth president of the New York State Federation of Home Bureaus. This scholarship of \$200 is available to incoming sophomores, juniors, and seniors, preference being given to underclassmen. It was awarded for 1954-55 to Catherine Welch.

THE EVALYN F. GATCHELL SCHOLARSHIP was established in 1951 and awarded for the first time in 1952-53. It is named in honor of the seventh president of the New York State Federation of Home Bureaus, who was a member for many years of the State Board of Directors. Mrs. Gatchell was present at the meeting in 1919 which was called to organize the New York State Federation of Home Bureaus and represented the Rural Women of the United States at the Peace Bridge at the unveiling of the bronze plaque, given by the Associated Country Women of the World, commemorating 150 years of peace between the United States and Canada.

This scholarship of \$200 is available to incoming sophomores, juniors, and seniors. It was awarded for 1954-55 to Marilyn Mitchell.

THE EDITH P. WAGENBLASS SCHOLARSHIP is the newest in the group, established in 1952 and awarded first for the year 1953-54. It is named for the eighth president of the Federation. Mrs. Wagenblass was also chairman of the organization committee which secured a Home Bureau for Wyoming County. The amount of the scholarship is \$200. It is available to sophomores, juniors, and seniors and was awarded for 1954-55 to Nancy Marx.

OTHER SCHOLARSHIPS

THE NEW YORK STATE BANKERS ASSOCIATION SCHOLARSHIP was established in 1940, making \$150 available to an incoming



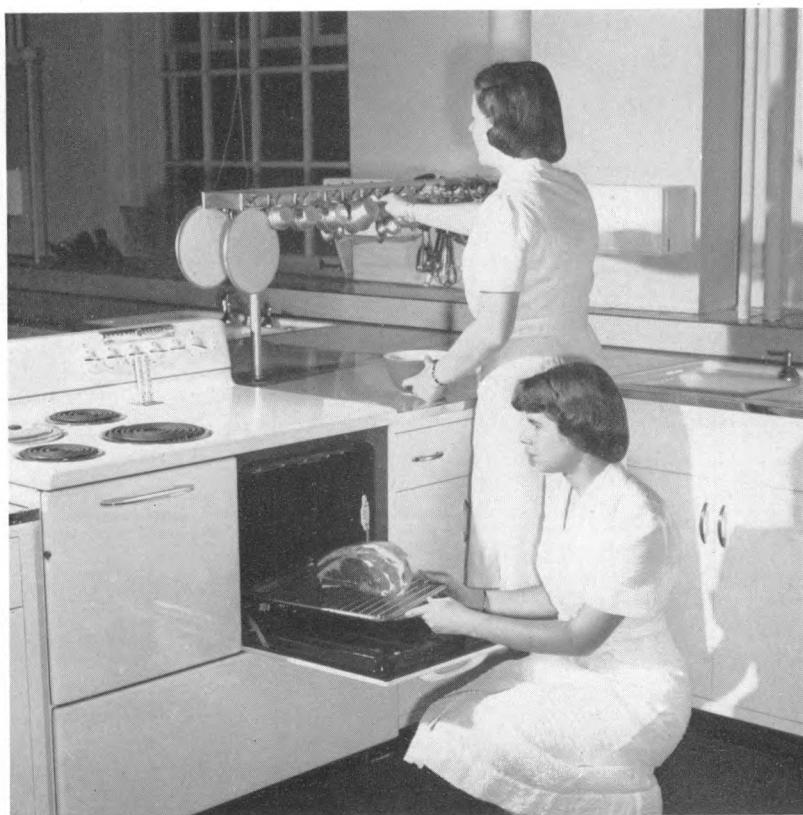
Outdoor time in the Nursery School.



In the temporary basement living quarters of this unfinished house, the homemaker explains her situation to students and asks them to help plan her kitchen arrangement.



Students studying chemistry applied to food preparation.



Students in an elementary class in nutrition and food preparation.



A student teacher works with junior high school students on clothing storage.



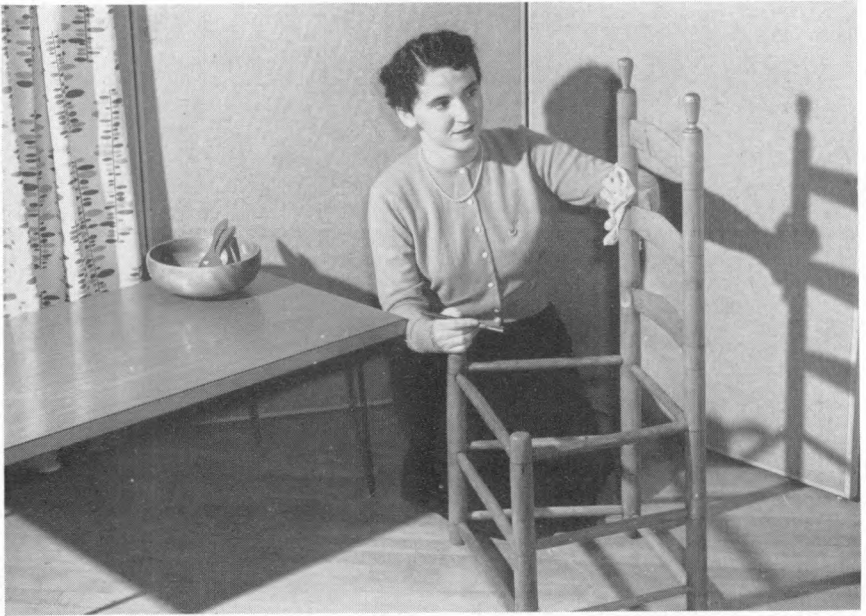
A homemaking class and student teacher plan together.



Listening to records adds to family fun in the Homemaking Apartments.



Laboratory in Color and Design.



A student in the course, "Interior Design for Limited Space and Budget," learning how to refinish a chair. Other practical experiences were building the new coffee table, finishing the accessory, selecting the draperies.



Students in Hotel Administration and Institution Management work on quantity food preparation in the Cafeteria kitchen.



Students learn to create designs in apparel.



A textile student measures the width of fabric before testing in the humidity- and temperature-control laboratory.

freshman who is a 4-H Club member. Since 1948-49 the sum has been \$200. Half is paid upon the student's matriculation as a freshman, and the remaining half is paid at the beginning of the next semester.

The recipient, selected on the basis of scholarship, leadership, and financial need, must be a 4-H Club member, and must be in the group of students accepted as freshmen by the College of Home Economics. After acceptance, freshmen may obtain application blanks from the county 4-H Club Office. Mary Anne Farnsworth held the scholarship in 1954-55.

SEARS-ROEBUCK SCHOLARSHIPS in home economics were established in 1950 by the Sears-Roebuck Foundation. Four awards, usually \$200 each, are made to freshman women coming from rural communities of New York State. Half of the award is paid upon matriculation as freshmen, and the remaining half is paid at the beginning of the second semester. The recipients are selected on the basis of financial need, scholarship, and potential leadership. Application blanks for 1955 may be obtained from the Secretary of the College after acceptance for admission and must be completed by July 15. Candidates wishing to apply in 1956 should see p. 45. Awarded for 1954-55 to Mary Louise Wyant, Delma Spellman, Jewelle Carlson, and Donna Galusha.

THE ELIZABETH LEE VINCENT SCHOLARSHIP was established in 1953 by the Home Economics Alumnae Association of the College in honor of Miss Vincent, upon her retirement as Dean of the College. It was awarded for the first time in 1953-54. The award is made to an entering freshman on the basis of financial need, scholastic ability, and leadership. Application is made after acceptance for admission on a form obtainable from the office of the Secretary of the College. This should be filed prior to July 15. Candidates wishing to apply in 1956 should see p. 45. This scholarship of \$200 was awarded for 1954-55 to Evelyn Mae Wright.

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

The amount of the scholarship is \$200 for the freshman year. No freshman award was made for 1954-55.

TUITION SCHOLARSHIPS FOR NONRESIDENTS... Eight scholarships giving waiver of tuition are open to students who are not residents of New York State. Three give preference to foreign students. Financial need and academic achievement are considered.

Scholarships to sophomores, juniors, and seniors are awarded in May and are effective for the following year. Applications for these must be made by April 15, on forms obtainable at the Office of the Secretary of the College.

Freshmen and special students may apply after acceptance for admission. Freshman applicants in 1955 may obtain blanks from the Office of the Secretary of the College. Freshman candidates wishing to apply in 1956 should see p. 45.

Awarded in 1954-55 to Mrs. Martha Penta, Mrs. Yolande Pineiro, Mrs. Sarojini Arulanandan, Ruth Clarke, Hua Priscilla Fu, Susan J. McKelvey, Virginia Woodruff.

THE NEW YORK STATE FEDERATION OF WOMEN'S CLUBS offers each year two scholarships of \$250 each to juniors or seniors in an accredited college in New York State. These have often been held by students in the New York State College of Home Economics. Candidates must be state residents and must be endorsed by a member club of the State Federation.

A candidate must submit a written application, before May 1, to Miss Emma Best, Scholarship Chairman, 4 Clauverwie Street, Middleburg, N. Y. She must indicate her activities in and out of school, her aim in acquiring an education, and her plans following graduation from college. She must be in good health, show interest in civic affairs, and evidence of need for financial assistance to complete her education. She must furnish credentials from her college indicating her scholastic rating, and must submit at least three references, who will be consulted by the scholarship committee of the Federation. Persons named should be able to supply information concerning the character, background, habits, health, and financial need of the candidate.

Award is on the basis of superior ability, scholarship, personality, resourcefulness, and promise.

One half of the scholarship is paid to the college at the beginning of each semester upon notice to the scholarship chairman that the candidate is in good standing.

DREYFUS MEMORIAL SCHOLARSHIPS... Two scholarships of an annual value of \$500 each were established in 1926 by Mrs. Berta E. Dreyfus in memory of her husband, Dr. Louis A. Dreyfus. In their award preference is given first to students coming from high schools of Richmond County, New York, and next to those from Sandusky, Ohio. First consideration is given to those specializing in chemistry,

engineering, or agriculture or, to women, in home economics or arts and sciences. These scholarships are awarded to incoming juniors and seniors. Applications should be made to the Secretary of the Faculty Committee on Undergraduate Scholarships, Office of the Dean of Men, Day Hall.

DAUGHTERS OF THE AMERICAN REVOLUTION INDIAN SCHOLARSHIPS...The New York State Conference, Daughters of the American Revolution, created in 1929 a scholarship in the College of Home Economics for New York Indian students. This permanent scholarship is in memory of Olive S. Whitman, late wife of ex-Governor Charles S. Whitman. Applications must be filed with Mrs. Benjamin A. Tracy, chairman of D.A.R. Committee on American Indians, 307 S. Manlius Street, Fayetteville, N. Y. by freshmen, at the time of application for admission to the College. The scholarship was not awarded in 1954-55.

OMICRON NU SCHOLARSHIP...Since 1931 the college chapter of Omicron Nu, a national home economics honorary society, has offered a scholarship annually to a member of the incoming junior class. The award is made on the basis of financial need, scholarship, continuing interest in home economics, and leadership. A minimum cumulative average of 78 is required. The amount varies. For 1954-55 two scholarships of \$150 each were awarded to Margaret Mowry and Mary Glintz.

THE HOME ECONOMICS CLUB SCHOLARSHIP is awarded to a member of the incoming senior class. The holder of the scholarship is selected on the basis of financial need, leadership, and scholarship. A minimum cumulative average of 78 is required. This annual gift was first made by the Home Economics Club in 1927. The amount varies; for 1954-55 it was \$100 and was awarded to Elizabeth Woods.

THE HOME ECONOMICS ALUMNAE ASSOCIATION SCHOLARSHIP is given in honor of Martha Van Rensselaer, the first director of Home Economics at Cornell. The fund was established by the College Alumnae Association in 1941, and the first award was made for the year 1942-43. The scholarship is awarded to a member of the incoming sophomore, junior, or senior class who is an outstanding student, on the basis of scholarship, leadership, and financial need. A minimum cumulative average of 78 is required. The amount is \$200. Helen Grant held the scholarship in 1954-55.

THE ROBERT M. ADAMS 4-H MEMORIAL SCHOLARSHIP was established in memory of Professor R. M. Adams by the 4-H Clubs of the State of New York in 1938. The scholarship yields approximately \$50 a year. Students who are state residents are eligible to apply after

their first year in the College, and those who have been 4-H Club members are given first consideration. The award is based on financial need, leadership, and scholarship. A minimum cumulative average of 78 is required. In 1954-55 two \$50 scholarships were awarded, one to Irene Adler and one to Mary Parker.

THE BORDEN HOME ECONOMICS SCHOLARSHIP...A fund established in 1944 by the Borden Company provides for an annual award of \$300 to the top-ranking member of the senior class. The award is made in the fall prior to graduation. The recipient must have completed two or more courses in food and nutrition. The award was made in the fall of 1954 to Mrs. Doris Smith.

THE DANFORTH SUMMER FELLOWSHIP is awarded annually by the Danforth Foundation and the Ralston-Purina Mills in St. Louis, Missouri, to outstanding juniors of thirty-nine state universities. Awards have been made to juniors in this college since 1936-37. Application is made through the Office of the Secretary of the College and should be filed by April 15.

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

The recipient is chosen by a faculty committee and the scholarship holder of the previous year, for her interest in the commercial field, her scholarship and leadership ability, and as an outstanding student in physical, mental, social, and religious development. In 1954-55 no award was made.

THE DANFORTH GIRLS' SCHOLARSHIP has been awarded annually to an outstanding freshman in the College of Home Economics since 1941-42. Application is made through the Office of the Secretary of the College. The candidate recommended by her college receives a half scholarship, and one girl is chosen by the Danforth Foundation for the national honor of a full scholarship. Candidates receive two weeks of leadership training with free tuition and expenses at the American Youth Foundation Camp on Lake Michigan. A half scholarship was awarded in 1954 to Paula Zurich.

PRIZES

THE ELSIE VAN BUREN RICE HOME ECONOMICS PUBLIC SPEECH STAGE is an annual speaking contest open to students in good standing in the College of Home Economics. Preliminaries are

held under the auspices of the Home Economics Club, and the final contest usually takes place during Farm and Home Week. The subjects are chosen by the competing students.

A first prize of \$100 and a second prize of \$25 are offered.

This public speaking contest was endowed by Professor Emeritus James E. Rice of the Department of Poultry Husbandry to further the preparation of students in home economics for participation in public affairs. First prize in 1954 was awarded to Elizabeth Rothermel, second prize to Irene Adler.

For information concerning prizes offered in the University and open to competition of students in the College of Home Economics, see the pamphlet, Prize Competitions, which may be obtained from Cornell University Official Publication, Edmund Ezra Day Hall.

GRANTS

ALUMNAE ASSOCIATION CASH AWARDS....A small fund is maintained by the Alumnae Association of the New York State College of Home Economics from which worthy students under financial pressure may receive small sums. Applications should be made through the chairman of the alumnae committee on scholarships on blanks available in the office of the Secretary of the College.

OMICRON NU provided the money for one grant-in-aid of \$100 in 1954-55, and it was presented to Mrs. Doris S. Smith.

HOME BUREAU GRANTS of varying amounts were made from accumulated funds to four students for 1954-55: Sandra Ames, Nancy Cunningham, Louise Meliere, and Margaret Reed.

LOANS

The Omicron Nu Loan Fund was established at the suggestion of Emma Rose Curtis of the class of 1937 and was originally named in her honor. It is available to seniors in the New York State College of Home Economics. No interest is charged, but loans must be paid back a year from the time of borrowing to ensure help to other students. Applications for loans from this fund should be made through the Secretary of the College.

The New York State Grange has established a loan fund to aid its members in securing a higher education. Application may be made to Mr. H. M. Stanley, Skaneateles, N. Y.

The Lambda Chapter of Epsilon Sigma Phi, national honorary extension fraternity, has a loan fund for students. Sons and daughters of New York State extension workers have priority, but usually sufficient funds are available for loans to other students as well. These loans for

education, secured by properly endorsed negotiable notes, are without interest during the college course and for six months thereafter, after which interest is at 4 per cent for one year and 6 per cent for each year after that until the principal is paid. Interest charges begin six months after the borrower receives the degree for which the loan was made. If the borrower leaves college before a degree is obtained, interest charges begin six months after the borrower leaves college. The Epsilon Sigma Phi Education Loan Fund is administered by a committee of the fraternity.

A number of other loan funds are available to students through the University. These are administered by a standing committee. Applications are made through the Office of the Dean of Women.

The American Agriculturist Loan Fund is specifically for students in agriculture and home economics. Application may be made through the Office of the Dean of Women.

GRADUATE FELLOWSHIPS AND DEPARTMENTAL ASSISTANTSHIPS

THE ANNA CORA SMITH SCHOLARSHIP FOR RESEARCH.

The Anna Cora Smith Scholarship is awarded to a young woman for research in home economics. The research must aim "to add to home-economics knowledge and to make all its teachings more useful both to the State and to the individual." The selection of candidates is made on the basis of fitness for research. While presumably the scholarship is awarded to graduate students, no limitation is imposed to prevent the committee from exercising its discretion in the selection of an undergraduate student. Application should be made at the Office of the Graduate School by February 19. The scholarship was awarded for 1954-55 to Mrs. Frederica Jefferson.

DEPARTMENTAL ASSISTANTSHIPS . . . A number of departmental assistantships in teaching and research in all subject-matter departments and in the Counseling Service are available to qualified graduate students. Some of these carry waiver of tuition in the Graduate School. Application should be made by February 20 if possible. Full information about assistantships available and method of application will be sent on request by the Secretary of the College of Home Economics.

FELLOWSHIPS AND SCHOLARSHIPS are available for a limited number of students in the Graduate School. (See p. 40.)

PROCEDURES AND SPECIAL REGULATIONS PREREGISTRATION

During each semester a period designated *preregistration* is used by the students to plan their programs in consultation with their coun-

selors. The purpose of the preregistration period is to give time for thoughtful planning of programs; therefore, it is assumed that the student will adhere to this program unless unusual circumstances make changes necessary.

REGISTRATION

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

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

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

A student who is absent from registration is liable for the late-registration fee.

LATE REGISTRATION

A student registering in the University after the close of registration day shall first pay a fee of \$5. Permission to register late must be obtained from the Assistant Secretary of the College.

Students failing to preregister during the announced periods will not be allowed to register until after the term commences and therefore will be held to pay a \$2 fine to file the study card after registration day.

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

CHANGES IN COURSE REGISTRATION

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

A student must register according to the schedule she planned at the preregistration period and which she receives on registration day. During the first week of a semester a student who finds it necessary to drop a course or to add another course must obtain approval and a change-of-registration slip from the Class Counselor. This slip must be

signed by the instructor in each course being added or dropped and must be handed in to the Secretary of the College, Room 146, before the end of the first week of classes.

A student who fails to follow the prescribed procedure in changing registration, who initiates a change in schedule during the week of changes but does not get it in on time, and whose petition to correct this error is granted, will be liable for a fee of \$3. This assessment may be waived only if, in the judgment of the Committee on Petitions and Academic Standing, failure to comply with the regulation was due to reasons beyond the student's control.

From the second week of the semester through the fifth week changes may be made only through petition after consultation with the Class Counselor. A petition blank *and* a change-of-registration slip may be obtained from the Class Counselor and should be returned to her for referral to the Faculty Committee on Petitions and Academic Standing. The student will be notified by the Secretary of the College of the action taken by the committee.

Beginning with the sixth week of a semester, changes in academic program cannot be made except in very exceptional cases.

USE OF PETITIONS

A student may petition the Committee on Petitions and Academic Standing when for some unusual reason it seems impossible or unwise for her to comply with the rules of the University or College. The following examples are given in order that students may be clear on appropriate uses to be made of petitions:

(1) When it is necessary to change the schedule during the term. The student should continue to follow the program for which she is registered until officially notified that action has been taken on her petition.

(2) When a student wishes to carry a schedule of more than 18 hours, exclusive of physical education. The student should have a minimum average of 80 for the preceding term if filing such a petition. (Students receiving course credit for work in Sage Chapel Choir in spring semester may register for 17 academic hours in addition without petitioning.)

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

(4) When it is proposed to meet the graduation requirements in a special way, including permission to study *in absentia* at any institution other than the Merrill-Palmer School.

(5) When a student completes the graduation requirements in less than 8 semesters but wants to defer her B.S. degree.

When a student's petition is denied she has the privilege of requesting an opportunity to appear before the Committee to present her case and appeal the decision.

LIBRARY FINES

Any fines incurred should be paid within ten days. The names of students delinquent in the payment of library fines will be sent to the Treasurer of the University. In order that a student may graduate, it is essential that all accounts be cleared. Failure to pay fines may result in withholding of the degree.

GRADES

Grades in the University are reported to the Registrar on the numerical scale of 0 to 100, 60 being the lowest passing grade.

In May, 1949, the faculty of the College agreed to the following interpretation of grades assigned in courses in home economics:

| <i>Freshmen and Sophomores</i> | | <i>Juniors and Seniors</i> | <i>Graduate Students</i> |
|------------------------------------|----------|--------------------------------|------------------------------|
| Superior | 87-100 | 90-100 | 92-100 |
| Good | 79-86 | 83-89 | 86-91 |
| Average | 74-78 | 78-82 | 80-85 |
| Fair | 66-73 | 70-77 | 75-79 |
| Inferior | 60-65 | 60-69 | Below 75 |
| Failure | Below 60 | Below 60 | Below 60 |

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

To remove the grade of *incomplete* and receive credit for the course, a student must obtain a permit from the Office of the Secretary of the College and must pay a fee of \$2 unless waiver of the fee is granted by that office. A grade of *incomplete* must be removed before the expiration of two terms and a summer session, otherwise the grade automatically becomes a failure and is averaged in the student's record as 50.

If a student's deficiency in a course is merely the result of unavoidable absence from the final examination, the grade *absence (Abs.)* may be given. The student should obtain from the Office of the Secretary of the College a permit for making up the examination. It is wise to make up the examination as soon as possible, for obvious reasons, but two terms and a summer session are allowed. If not made up, this grade is figured in the average as 50.

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

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

ACADEMIC STANDING

A cumulative average of 70 is required for graduation. A student whose cumulative average is below 70, or whose average for a given term is below 70, is considered as not making satisfactory progress, and her record is reviewed by the Faculty Committee on Petitions and Academic Standing as soon as possible after the close of the semester. She may be warned, placed on probation or strict probation for a term, or she may be asked to leave the University. When any of these actions is taken, the student may request an opportunity to appear before the Committee to present her case and appeal the decision. Parents are notified of Committee decisions regarding academic standing.

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

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

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

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

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

Records of students who fail to complete or to pass a total of 12 hours in any term will be reviewed by the Committee on Petitions and Academic Standing unless they have already been granted permission by that committee to carry less than 12 hours (see pages 23, 56). In the

latter cases the records will be reviewed if the student fails to complete any part of her program.

ATTENDANCE AND ABSENCES

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

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

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

EXAMINATIONS

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

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

When a student misses an examination for an unavoidable reason, such as illness, a grade of *Abs.* may be given and arrangement made for a make-up (see page 57).

PROCEDURE FOR LEAVE OF ABSENCE, HONORABLE DISMISSAL, OR STUDY IN *ABSENTIA*

If a student finds it necessary to withdraw from the University before the end of a term, application should be made at the Office of the Secretary of the College for a leave of absence or an honorable dismissal.

A leave of absence is granted for one semester only. At the request of the student it may be extended for a second semester. If the student does not indicate her intention to return before the beginning of the third term her record will be closed by an honorable dismissal.

An honorable dismissal refers to moral character, not to academic standing.

If the student wishes to re-enter at a later date, after having had an

honorable dismissal, she must reapply through the Home Economics Committee on Admissions. Her application should be made, if possible, at least two months in advance of the date she wishes to return.

Study *in absentia* is limited to the senior year and may be taken only by petition and faculty approval. Permission to study *in absentia* at the Merrill-Palmer School is granted automatically, and the number of credits to be taken there is not limited. At other institutions credit taken *in absentia* is limited to 15 hours. A fee of \$12.50 is charged to bind a student's registration *in absentia*.

TRANSFER OF CREDIT

REGULAR TERM AND SUMMER SESSION

The total amount of credits granted for work taken at other institutions while a student is registered at Cornell is 30. Of these, not more than 15 may be taken *in absentia*.

Grades must be equivalent to the Cornell 70 and will not be included in the cumulative average.

Students wishing to study in the summer session at institutions other than Cornell and to have their credits transferred, must file a request at the Secretary's Office. Credits taken in summer sessions or during leave of absence will be transferred only when the program is approved by the Class Counselor and the institution is approved by the College Secretary's Office for transfer of credit. Grades must be equivalent to the Cornell 70 for work taken away from Cornell to count toward graduation. Work taken at Cornell will be recognized if it is of passing grade (60 or above). In any case, the maximum number of summer session credits which may be counted toward the degree, including credits from the Cornell summer session, is twelve. Students must be in good standing at the time of summer registration if credits are to be approved.

For regulations governing transfer of credit at the time a student is admitted with advanced standing, see p. 38.

Description of Courses

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

Courses in home economics are numbered as follows:

Courses below 300: primarily for underclassmen.

Courses in the 100 group: without prerequisite.

Courses in the 200 group: having prerequisite; open to members of all classes as soon as the preliminary work has been taken.

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

Courses in the 400 group: for graduates.

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

*Courses starred represent the required homemaking core (see page 20).

ORIENTATION

JEAN FAILING, *Chairman*; NANCY HODDICK, THERESA HUMPHREYVILLE, DOROTHY HYNES, ESTHER STOCKS, Mrs. DORIS WOOD.

100. *ORIENTATION*. Fall. Credit two hours. Required of all first-term freshmen. Miss HUMPHREYVILLE and department staff.

T Th 9. Sec. 1, Amphitheatre; Sec. 2, Room 121; Sec. 3, Room 124; Sec. 4, Room 339.

A course designed to acquaint the student with the educational experiences offered in college and to assist her in considering ways to make intelligent use of them. Includes work on educational plans, discussion of personal, social, and study problems of college students, and investigations of some of the vocational opportunities in home economics.

CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS

ALFRED L. BALDWIN, *Head*; MARY L. BARRETT, W. LAMBERT BRIT-TAIN, URIE BRONFENBRENNER, JOSEPH BURROUGHS, ROBERT H. DALTON, EDWARD C. DEVEREUX, Jr., HAROLD FELDMAN, MARY FORD, JOHN HARDING, EDWARD V. POPE, KATHERINE M. REEVES, Mrs. LEMO D. ROCKWOOD, ALBERT SHIRE, MARCUS SINGER, Mrs. MIRIAM TAIETZ, Mrs. RUTH H. THOMAS, FRANCES WILSON, MARGARET WYLIE.

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

In the laboratories for the study of child development and family relationships

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

Courses in other departments of the University that are related to the work in Child Development and Family Relationships are in *Psychology, Education, Anthropology, Sociology, and Zoology*.

*102. *THE MODERN WOMAN, HER PERSONAL RELATIONSHIPS*. Fall and spring. Credit three hours. Students will need to have a free hour during the morning available for observation in the department nursery school: 9, 10, or 11. Mr. FELDMAN.

T Th S 10. Amphitheatre.

The relationships which women have with men, children, family, and the community will be analyzed. The many roles of women will be presented and the problems and gratifications of each discussed.

130. *EXPERIENCE WITH CHILDREN*. Fall and spring. Credit three hours. Primarily for sophomores. Recommendation of adviser and instructor's signature required at preregistration. Miss REEVES.

Discussion, T 2-4. Room 117. Laboratory periods individually arranged. The student must have one morning (other than Saturday) and one afternoon free for participation assignment.

Directed experience with young children in nursery schools and organized groups in the community. Observation, reading, reports.

141. *INTRODUCTION TO EXPRESSIVE MATERIALS*. Fall and spring. Credit three hours. Not open to students who have had Child Development and Family Relationships 341. Open to juniors and seniors. Limited to 16 students. Mr. BRIT-TAIN.

Fall, T Th 8-10, T Th 2-4. Spring, T Th 8-10. Room NB-19.

The course is designed to explore the means and materials suitable for creative expression throughout the total age range. A purpose of the course is the acquisition of competence in evaluating and utilizing various media, and an understanding of the creative process as seen in the various developmental stages. Experimentation will be carried on in paint, clay, chalk, crayon, paper, wire, plaster, wood, and other materials.

150. *CHILDREN'S LITERATURE*. Spring. Credit two hours. Miss REEVES. M W 2. Room 124.

Literature as a resource in the child's living. The relation of children's literature to world literature. Traditional and modern forms. Illustration in children's books.

The student is expected to read widely in the literature for children two to twelve years of age, to participate in a story-telling group, and to work intensively on a problem of her own selection.

215. *CHILD DEVELOPMENT*. Fall. Credit three hours. Prerequisite, Child Development and Family Relationships 102 or the equivalent. Mr. SHIRE.

M W F 10. Room 124.

Constitution, maturation, and biological and psychological needs will be considered as they affect the developing child's relationships with his family, peers, and teachers, his capacity and readiness to learn, and his perceptions of himself. The age range to be studied will begin with the prenatal period and continue through adolescence. The teaching methods will include lectures, discussions, films, and demonstrations. Reports and demonstrations based on observation and the student's own experiences will contribute as illustrations.

300. *SPECIAL PROBLEMS FOR UNDERGRADUATE STUDENTS*. Fall and spring. 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. One facility for special problems is the creative arts laboratory. Interested students should consult Mr. Brittain, Miss Wilson, or Mr. Shire.

302. *HEALTH OF THE FAMILY*. Spring. Credit two hours. Open to juniors, seniors, and graduate students. Mrs. TAIETZ.

M W 2. Room 3M11.

This course is concerned primarily with the promotion of health and the prevention of illness in the family. The individual as a member of his family and community will be considered within the framework of the beginning family, the expanding family, and the contracting family.

303. *HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION*. Fall. Credit three hours. Miss REEVES.

M W F 10. Room 121.

The educational position of the young child in twentieth-century America; the views of social philosophers, notably Rousseau, Pestalozzi, and Froebel, concerning the problems of early childhood; family education in America out of which evolved the kindergarten and nursery school; folk movements emphasizing the significance of the child, such as the Child Study Movement, the Child Health and Hygiene Movement, and the Parent Education Movement. Observation in kindergartens and early grades in the city schools.

310. *PRINCIPLES FOR CHILD GUIDANCE*. Fall. Credit three hours. Open to juniors, seniors, and graduate students. Prerequisite, one course in Child Development and Family Relationships or Psychology. Mr. HARDING.

M W F 2. Room 121. Each student attends a small weekly discussion group. These are held M 9, T 9 or 11, or Th 11. Each student plans individually for observations in the nursery school—three hours every two weeks, preferably at 9, 10, and 11 o'clock each fortnight.

This course attempts to apply the knowledge and understanding of child behavior and psychodynamics of family interaction to the guidance of children. It deals with a child's behavior as the language whereby he tells his adults about his needs; with guidance as the procedures whereby his adults try to help him satisfy his needs; and with principles of guidance as the relationships between the two. These relationships are studied directly in the nursery school and then applied to older children.

315. *CHILD DEVELOPMENT*. Fall. Credit three hours. Primarily for seniors and graduate students. Limited to thirty students. Prerequisite, Child Development and Family Relationships 215 or equivalent. Miss FORD.

T 2, Th 2-3:30. Room 124.

This course is concerned with patterns of physical, mental, emotional, and social development from birth through adolescence. Theories and practices of child rearing will be considered in terms of experimental data. Special emphasis will be given to the family, the peer group, and the school as factors influencing healthy personality development.

[325. *EXCEPTIONAL CHILDREN IN THE FAMILY*. Spring. Miss FORD. Not offered in 1955-56. To be offered in 1956-57.]

330. *PARTICIPATION IN THE NURSERY SCHOOL*. Fall and spring. Credit three hours. Open to *upperclassmen in Home Economics Education* and other quali-

fied seniors. Number of students limited. Permission of the instructor required. Child Development and Family Relationships 310 is recommended as a preceding or parallel course. Nursery School staff.

Four laboratory hours in blocks of two, three, or four morning hours (8:00-12:30). Discussions, T 3-4:30, Th 3:30-4:30. Fall, Room 124. Spring, Room 121.

Opportunity for experience with a group of children in the nursery school teaching program. Readings and discussions supplement the participation experience in giving students an understanding of young children and of themselves in relationship with children.

331. *PARTICIPATION IN THE NURSERY SCHOOL*. Fall and spring. Credit three or four hours. *Open to juniors and seniors with concentration in Child Development and Family Relationships and other qualified seniors. Number of students limited. Permission of the instructor required.* Child Development and Family Relationships 130 or an equivalent experience is required as a prerequisite; Child Development and Family Relationships 310 is recommended as a preceding or parallel course. Nursery School staff.

Six laboratory hours in blocks of two, three, or four morning hours (8:00-12:30), preferably at least one 3-hour block. Discussion, T 3-4:30, Th 3:30-4:30. Fall, Room 124. Spring, Room 121.

A course offering opportunity for specialized participation in the nursery school teaching program. Readings and discussions supplement experience with groups of children two, three, and four years of age.

343. *CREATIVE EXPRESSION AND CHILD GROWTH*. Spring. Credit three hours. Registration by permission of the instructor. Mr. BRITTAIN.

T Th 2-3:30. Room NB-19.

This course is designed primarily for those planning to teach kindergarten and the primary grades. It is aimed at an appreciation, understanding, and evaluation of the creative productions of children in relation to their developmental stages.

345. *EXPLORATION IN THE MEANING OF PLAY*. Spring. Credit three hours. Open to seniors and graduate students by permission of the instructor. Limited to twenty students. Mr. DALTON.

M W F 11. Recreation Room. Laboratory two hours per week to be arranged.

An attempt to understand the meaning of play in childhood and its counterpart in adulthood. Some of the topics to be discussed are reverie and fantasy, humor, ritual, dramatic play, and the inability to play. Each student will be expected to observe, analyze, and interpret several play situations.

359. *PERSONAL RELATIONS WITHIN THE FAMILY*. Fall. Credit three hours. Mr. FELDMAN.

W 2-4:30. Room 124.

The course content will be divided into two parts. The first will focus on acquainting students with observation methods. In the second part, the student will use the knowledge of methods to increase her understanding of families. The creative art program will constitute a laboratory for observation, and students should have about two hours a week available in addition to the class time.

360. *PSYCHODYNAMICS OF PERSONALITY*. Fall. Credit three hours. Open to juniors and seniors; graduate students admitted by permission of the instructor. Limited to forty-five students. Mr. DALTON.

M W F 11. Room 124.

Psychological influences in the development and functioning of persons. Special attention will be given to: basic determinants of personality; structure of the per-

sonality; personality in social and cultural context; the influence of conscious and unconscious processes in behavior.

362. *MARRIAGE AND FAMILY RELATIONSHIPS*. Fall and spring. Credit three hours. Each section limited to forty students. Mrs. ROCKWOOD.

M W F 11 or 2. Room 117.

Brief consideration is given to those identifying characteristics of American society that seem most relevant to an analysis of marital and family relationships at mid-century. The major emphasis of the course is on the relationship of the sexes and of the older and younger generations at successive stages of the life cycle.

363. *THE FAMILY AND SOCIETY*. Fall. Credit three hours. Primarily for seniors and graduate students. Prerequisite, six or more credit hours in Child Development and Family Relationships, Sociology, or Psychology, or equivalent experience. Mr. DEVEREUX.

M W F 9. Room 225. M.V.R. Annex.

A sociological approach to the study of family, with particular reference to relationships between the family and society and between the family and personality structure. The major focus will be upon the modern American family, but some use will be made of comparative materials on other societies.

366. *CRITICAL PROBLEMS IN FAMILY LIFE*. Spring. Credit three hours. Prerequisite, Child Development and Family Relationships 362 or the equivalent. Mr. HARDING.

M W F 10. Room G62.

Discussion of etiology, incidence, impact, and possible ways of dealing with seven major problems in family life: childlessness, illegitimacy, parental neglect or absence, divorce, major illness, delinquency, and emotional disturbance.

The general purpose of this course is to provide students with a realistic knowledge of some problems in family life which are both fairly common and so serious that the average family needs outside help in dealing with them. A specific goal is to acquaint the student with typical institutional sources of help so that she might be better able to make appropriate referrals in cases where her advice was sought. The discussion of sources of help includes some consideration of the current philosophies and practices of social agencies working in each problem area.

401. *CHILD BEHAVIOR AND DEVELOPMENT*. Fall. Credit three hours. Mr. BALDWIN.

T 1:30-4. Room 225. M.V.R. Annex.

An introduction to the field of child development for beginning graduate students who are planning to complete the work for the Ph.D. A systematic survey of theories and facts in child development. Each student will read a number of the classic research investigations in this field.

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

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

405. *RESEARCH PROBLEMS AND METHODS IN CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS*. Fall. Credit three hours. Messrs. BRONFENBRENNER, DEVEREUX, and HARDING.

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

The aim of the course is to enable the beginning graduate student to evaluate research reports in the departmental area and to give him some understanding of

the problems involved in designing and executing research. Approximately six studies will be discussed during the semester, and in addition each student will be assisted in designing and, where practical, carrying out a small scale research project of his own.

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

415. *SEMINAR IN CHILD DEVELOPMENT*. Spring. Credit three hours. Prerequisite, permission of the instructor. Mr. BALDWIN.

T 1:30-4. Room 225. M.V.R. Annex.

Each year the seminar is focused upon some selected problem in the field of child development. Members of the seminar prepare reports, participate in group discussion, and frequently conduct research projects. Offered in alternate years; offered in 1955-56.

[421. *SEMINAR IN RESEARCH IN PERSONALITY DEVELOPMENT*. Spring. Credit three hours. Mr. BALDWIN. Offered in alternate years. Not offered in 1955-56.]

431. *SPECIAL PARTICIPATION AND NURSERY SCHOOL PROBLEMS*. Fall and spring. Credit and hours to be arranged. Miss REEVES (Community Schools), Miss BARRETT (Campus Nursery School). For graduate students only.

Opportunity for graduate students to gain experience with children in the campus nursery school and to assist in nursery schools or cooperative play groups in the city, or to pursue a special interest in some aspect of the nursery school program.

460. *SEMINAR IN PSYCHODYNAMICS*. Fall. Credit three hours. Open to graduate students by permission of the instructor. Limited to twelve students. Mr. DALTON.

Th 1:30-4:00. Recreation Room.

Formation, structure, and functioning of personality from a psychological point of view. Special emphasis will be placed upon critical stages in the development of personality; the ego; anxiety and its implications for normal and aberrant behavior.

[461. *DYNAMICS OF FAMILY INTERACTION*. Spring. Credit three hours. Mrs. ROCKWOOD. Offered in alternate years. Not offered in 1955-56.]

462. *SEMINAR ON THEORY AND RESEARCH ON THE FAMILY*. Spring. Credit three hours. Open to graduate students with permission of the instructor. Child Development and Family Relationships 363 recommended as a preceding course, but not required. Mr. DEVEREUX.

Th 2-4:30. Recreation Room.

This seminar will be concerned with the application of various aspects of sociological and psychological theory to the analysis of the family. Relevant research will be examined, and attempts will be made to formulate plans for further research in this area.

464. *SEMINAR IN MARRIAGE AND FAMILY THEORY*. Fall. Credit three hours. Open to graduate students by permission of the instructor. Mrs. ROCKWOOD.

The influence of psychological and sociological theories in shaping contemporary family theory. Evaluation of broad inclusive theories of family systems and of specific theories relating to some aspect of marriage and family relationships.

475. *METHODS IN FAMILY LIFE EDUCATION*. Spring. Credit three hours. Registration by permission of the instructor. Mr. FELDMAN.
W 2-4:30. Room 124.

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, and 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.

482. *PROJECTIVE METHODS IN THE STUDY OF CHILDREN AND FAMILIES*. Spring. Credit three hours. Registration by permission of the instructor. Limited to 15 students. Prerequisite, 460 or equivalent. Mr. SHIRE.

Th 1:30-4:30. Room 225. M.V.R. Annex.

An introduction to the use of projective techniques as a method of understanding and of doing research with children and families. The relationship of projective test findings to observed behavior. Emphasis will be placed on the appropriateness and utility of these methods for the study of the family. It is expected that students will become familiar with the administration and interpretation of some of these techniques. Testing and observation of children and families enrolled in the departmental laboratories will serve as a basis for discussion and written reports.

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 203). 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.

METHODS OF RESEARCH IN THE BEHAVIORAL SCIENCES (ILR 497-498 and Sociology 201-202). Throughout the year. Credit three hours. First term prerequisite to the second. Open to upperclass majors and graduate students. Messrs. BRONFENBRENNER, DEAN, DEVEREUX, MOE, SUCHMAN, WILLIAMS, WHYTE, and other members of the cooperating departments.

T Th 10, and a two-hour laboratory period to be arranged.

An interdepartmental course given cooperatively by the staffs of the departments and schools interested in coordinated research training. 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.

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

T Th 11-12:30. Room 232, Warren.

This course considers the adjustments in the middle and later years as a process of biological, psychological, and social change. Emphasis will be placed upon changes in role and status, marital and family relationships, living arrangements, and employment. The provisions, public and private, which have been developed to meet the aged person's economic, social, psychological, medical, recreational, educational, and housing needs will be described and evaluated.

ECONOMICS OF THE HOUSEHOLD AND HOUSEHOLD MANAGEMENT

MABEL A. ROLLINS, *Head*; MRS. DOROTHY K. ASHKENAS, MRS. ELIZABETH CONRAD, L. LEOLA COOPER, RUTH DEACON, MARJORIE KNOLL, MRS. JESSIE F. MACDONALD, SARAH MANNING, BARBARA SNOWMAN, JEAN WARREN, MRS. LUCILLE J. WILLIAMSON.

The Department of Economics of the Household and Household Management attempts to clarify the scope and meaning of management in the home and to help students recognize and use intelligently the many resources available to them to accomplish their individual purposes. It aims also to help students understand the relation between general economic conditions and economic problems of families and to provide a background for intelligent civic action in furthering human well-being.

Courses in other colleges of the University that are related to the work in Economics of the Household and Household Management are in *Agricultural Economics, Agricultural Engineering, Anthropology, Chemistry, Economics, Education, Government, Physiology, Psychology, Sociology, Statistics.*

*128. *MANAGEMENT AND HOME PROCESSES.* Fall and spring. Credit three hours. Mrs. CONRAD, Miss SNOWMAN, Mrs. BAILEY, Misses COMEAUX, PHILLIPS, and ———.

Lecture, M W 10. Amphitheatre. Laboratory: fall, T Th 8-10, 11-1, 2-4, W F 8-10, 11-1, 2-4; spring, T Th 8-10, 11-1, 2-4, W F 8-10, 2-4. Room G-19.

Help in understanding and recognizing the procedure of management in the solution of problems in the home. Equipment involved in food preparation. Processes and equipment used in the care of the home and in laundering. Nature of the materials to be cleaned and characteristics of the supplies used in cleaning and

protecting these materials. The wide range of choice in method, equipment, cost, materials, and human effort available to accomplish the ends desired. Comparison of certain home processes with commercial services in terms of cost, quality of product, and satisfaction obtained.

*130. *ECONOMIC CONDITIONS IN RELATION TO THE WELFARE OF FAMILIES*. Fall and spring. Credit three hours. (Graduate students register for Economics of the Household 430.) Misses ROLLINS, WARREN, and KELLEY.

M W F 11. Amphitheatre.

Changes that have taken place in the economic welfare of families in this country and some of the factors related to these changes. Production and distribution as they relate to economic welfare, the national income as it relates to family incomes, the significance of price in our economic organization, the connection between outside economic conditions and personal financial problems.

260. *PROBLEMS IN PROVIDING CONSUMERS' GOODS*. Fall and spring. Credit three hours. Also open to graduate students. Prerequisite, Economics of the Household 130 or permission of the instructor, Mrs. ASHKENAS.

M W 2-4. Room 301.

The contribution of an efficient marketing system to the level of consumption of our people. The kinds of markets, and the quantity, quality, and variety of supplies available. Effects of practices of consumers and of middlemen on prices. Problems in standardization of goods. Present and possible contributions of the government, business associations, and private organizations in improving marketing practices.

Occasional trips to markets will be taken in place of class meetings.

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

310. *MANAGEMENT PROBLEMS IN HOMES*. Fall and spring. Credit three hours. Prerequisite for undergraduates, Economics of the Household 128 or permission of the instructor. For graduate students, the instructor's signature is required at preregistration. Misses KNOLL and STECKLE.

M 3, W F 2-4:30. Room G-20. One additional hour for graduate students, to be arranged. Room G-20.

Ways in which different families manage to achieve their purposes using the resources available. Experience in homes in observing the procedure of management and in recognizing values and goals, resources, and decisions made. Students work with families toward solving some of the families' management problems. One all-day tour, time to be arranged.

320. *MANAGEMENT IN RELATION TO HOUSEHOLD EQUIPMENT*. Spring. Credit three hours. For juniors, seniors, and graduate students. Prerequisite, Economics of the Household 128 or permission of the instructor. Mrs. WILLIAMSON.

W F 11-1. Room G-19.

Selection, care, and use of household equipment. Relative advantages of various types of equipment in performing certain tasks. Luxury, convenience, and essential features of appliances for cooking, refrigeration, house cleaning, and laundering. Materials, design, cost, and performance of utensils. Cost and other comparisons in the safe and efficient use of electricity, gas and other fuels for cooking, water heating, and refrigeration.

330. *MANAGEMENT IN RELATION TO PERSONAL FINANCES*. Spring. Credit three hours. For juniors, seniors, and graduate students. Prerequisite, Economics of the Household 130 or permission of the instructor. Miss WARREN.

M W F 9. Room 121.

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

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

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

407. *THESIS AND RESEARCH*. Fall and spring. Registration with permission of the instructor and chairman of graduate committee. Mrs. ASHKENAS, Mrs. CONRAD, Misses KNOLL, ROLLINS, and WARREN, and Mrs. WILLIAMSON.

[408. *WORK SIMPLIFICATION IN HOME ECONOMICS*. Spring. Credit two hours. Miss ———.

M 11-1. Room G-19.

Adaptation of work simplification techniques as developed in industry, for use in studies of activities in homes and in home economics laboratories. Development of techniques valid in terms of family living, applicable to different regions and types of homes, and economical to perform. Distinction between devices suitable for teaching and for research, including stop-watch studies, process charts, motion symbols, flow charts, and preparation and analysis of films. Work on individual problems. Not offered in 1955-56.]

420. *HOME PROCESSES*. Fall. Credit two hours. For graduate students only. The instructor should be consulted before registering. Mrs. CONRAD.

T Th 10, and laboratory, 2 hours, to be arranged. Room G-19.

Chemical and physical processes involved in the care of the home; electricity as related to its use in the home; chemical and physical reactions involved in soil removal; supplies and conditions used to accomplish soil removal in the home laundry and in general home care; supplies for protection of fabrics and surfaces; control of odors and correction of dryness and dampness.

430. *ECONOMIC CONDITIONS IN RELATION TO THE WELFARE OF FAMILIES*. Fall and spring. Credit three hours. Graduate section of Economics of the Household 130. Misses ROLLINS and WARREN.

M W F 11 and one additional hour to be arranged. Amphitheatre. See description of Economics of the Household 130.

432. *PERSONAL FINANCES*. Spring. Credit two hours. Prerequisite, Economics of the Household 330 or the equivalent, and graduate standing. The instructor should be consulted before registering. Miss WARREN.

F 2-4. Room 133.

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

461. *PROBLEMS IN THE DISTRIBUTION OF CONSUMERS' GOODS*. Spring. Credit two hours. Prerequisite, Economics of the Household 260 or the equivalent, and graduate standing. The instructor should be consulted before registering. Mrs. ASHKENAS.

F 2-4. Room to be arranged.

Analysis of some of the important problems in distribution. Practice in locating and using sources of data bearing on marketing problems. Discussion of contributions from research in marketing.

490. *REVIEW OF RESEARCH IN HOME MANAGEMENT*. Spring. Credit two hours. For graduate students only. Prerequisite, Economics of the Household 310. The instructor should be consulted before registering. Miss KNOLL.

Th 2-4. Room G-9.

Consideration of various concepts of management, and evaluation of methods and results of research.

495. *ECONOMIC PROBLEMS OF FAMILIES*. Fall. Credit two hours. For graduate students only. The instructor should be consulted before registering. Miss ROLLINS.

Th 2-4. Room 108.

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

499. *SEMINAR*. Fall and spring. For graduate students. Department staff.

T 4. Room 114.

FOOD AND NUTRITION

CATHERINE PERSONIUS, *Head*; GERTRUDE ARMBRUSTER, ALICE BRIANT, MABEL DOREMUS, LOLA DUDGEON, MILDRED DUNN, FAITH FENTON, GRACE FOSTER, IDA GIBSON, HAZEL HAUCK, FRANCES JOHNSTON, GINEVERA LITTLE, RUTH LUTZ, MARTHA MAPES, NELL MONDY, GRACE STEININGER, ELEANOR WILLIAMS, THERESE WOOD.

The Department of Food and Nutrition aims to help students gain an appreciation of the relation of food to health and to translate into wholesome practices in daily living the knowledge they gain. The principles of good nutrition are applied to the problems of food selection for family groups as well as for the individual. Laboratory practice in food preparation and in the planning, preparation, and service of attractive and nourishing meals is offered; also laboratory experiences that give some understanding of the scientific aspects of food preparation and of the aesthetic aspects of cookery. Students are encouraged to take advantage of opportunities for participation in food preparation in home situations in order to develop skill. Students who wish to major in the Department of Food and Nutrition must complete the following courses:

Food and Nutrition 103.

Food and Nutrition 214 and 215, or Food and Nutrition 225 (organic chemistry is a prerequisite to Food and Nutrition 225).

Food and Nutrition 230 (Biochemistry 10 and Physiology 303 or Zoology 201 are prerequisite to this course).

A course in Bacteriology.

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

Students with a vocational interest in hospital dietetics, in commercial food work, or in research will need more work in science and in food and nutrition than the

minimum listed for a major. The department vocational counselors should be consulted as to the most appropriate courses for various vocations.

Many of the courses in other colleges of the University that are related to work in Food and Nutrition are included in the *Announcement of the School of Nutrition*.

100. FOOD PREPARATION IN RELATION TO MEAL PLANNING. Fall and spring. Credit three hours. Intended exclusively for students outside the College of Home Economics. Limited to eighteen students. Miss GIBSON.

Lecture and laboratory, T Th 10-12:20. Room 361.

For students who are inexperienced in food preparation and who wish to serve simple, well-planned meals in their own homes.

***103. ELEMENTARY FOOD AND NUTRITION.** Fall and spring. Credit five hours. Limited to eighteen students in a section. Misses STEININGER, LITTLE, and MACKAY.

Lecture and discussion, M W F 8. Amphitheatre and Room 117.

Laboratory

| <i>Fall</i> | | | | <i>Spring</i> | | | |
|-------------|----|-------|----------|---------------|----|-------|----------|
| M | W | 2-4, | Room 352 | M | W | 2-4, | Room 426 |
| M | W | 2-4, | Room 426 | M | W | 2-4, | Room 352 |
| T | Th | 11-1, | Room 426 | T | Th | 11-1, | Room 426 |
| T | Th | 11-1, | Room 352 | T | Th | 11-1, | Room 352 |
| T | Th | 2-4, | Room 426 | T | Th | 2-4, | Room 426 |

Selection of an adequate diet and its importance in achieving and maintaining optimum health. Consideration of some of the problems that may be involved in the feeding of individuals and family groups. Laboratory experience includes the preparation of various types of food and some opportunity for the planning, preparation, and serving of simple meals.

***104. ELEMENTARY NUTRITION.** Fall and spring. Credit three hours. For transfer students only. Instructor's signature required at preregistration. Miss STEININGER.

M W F 8. Amphitheatre.

For transfer students who have had college work in food preparation but not in nutrition. The work covered is the same as that in Food and Nutrition 103, but the students audit the laboratory.

190. NUTRITION AND HEALTH. Fall. Credit two hours. Intended for students who have had no previous college course in human nutrition. Not to be elected by students who take Food and Nutrition 103 or 104. Miss HAUCK.

T Th 9. Room 426.

The relationship of food to the maintenance of health; its importance to the individual and society.

214. CHEMISTRY AND ITS APPLICATION TO FOOD PREPARATION. Fall. Credit five hours (1 hour, Food; 4 hours, Chemistry). Prerequisite or parallel, Food and Nutrition 103. Not to be elected by students who take Chemistry 101 or 105. Food and Nutrition 214 is designed to be the first of a two-course sequence, the second course of which is Food and Nutrition 215. Misses MONDY, WILLIAMS, DIETRICH, and ———.

Lecture and discussion, M W F 9. Amphitheatre and Rooms 339 and 117.

Laboratory

M W 2-4, Rooms 353 and 356

T Th 11-1, Rooms 353 and 356

M W 2-4, Rooms 353 and 358

T Th 2-4, Rooms 353 and 356

T Th 8-10, Rooms 353 and 356

T Th 2-4, Rooms 353 and 358

Fundamental principles and practices of food preparation approached through the study of general chemistry. Consideration of the physicochemical properties of gases, liquids, solids, and solutions; pH, titrations, buffer mixtures and hydrolysis; and fundamental chemical reactions. The influence of kind and proportion of ingredients and of methods of manipulation and cookery on the flavor and texture of such foods as baking powder products, fruit-ice mixtures, and sugar mixtures. Beverages as solution. Subjective scoring of food products.

Laboratory practice in chemistry and comparative cookery includes experiments using simple chemical techniques and basic cookery processes. Emphasis on the application of scientific principles to the interpretation of observed results.

215. *CHEMISTRY AND ITS APPLICATION TO FOOD PREPARATION*. Spring. Credit five hours (3 hours, Food; 2 hours, Chemistry). Prerequisite, Food and Nutrition 214. This course is planned to follow Food and Nutrition 214 and should be taken the term after it. Misses MONDY, WILLIAMS, DIETRICH, and

Lecture and discussion, M W F 9. Amphitheatre and Rooms 339 and 117.

Laboratory

M W 2-4:20, Rooms 353 and 356

T Th 10:30-1, Rooms 353 and 356

M W 2-4:20, Rooms 353 and 358

T Th 2-4:20, Rooms 353 and 356

T Th 8-10:20, Rooms 353 and 356

T Th 2-4:20, Rooms 353 and 358

Fundamental principles and practices of food preparation approached through the study of organic and colloidal chemistry. The influence of kind and proportion of ingredients and of methods of manipulation and cookery on the palatability and the nutritive value of baked products, such as cakes and yeast breads, of eggs, meats, and vegetables. Subjective scoring of food products; food storage and sanitation. Food preservation, especially canning, and the science underlying it. Students who have completed Food and Nutrition 214 and 215 should recognize culinary quality in cooked foods and the factors that contribute to quality. They should attain some skill in specific cookery techniques and should be able to apply this knowledge and skill critically in food preparation.

Course 215 serves as a prerequisite for Biochemistry 10, 11 and Chemistry 201, and 303 and 305.

225. *FOOD PREPARATION: PRINCIPLES AND COMPARATIVE METHODS*. Spring. Credit five hours. Not to be elected by students who have had Food and Nutrition 215. Limited to sixteen students. Prerequisite, Food and Nutrition 103, and prerequisite or parallel, organic chemistry. Miss WILLIAMS.

Lecture, M F 9. Amphitheatre. Discussion, W 9. Room 301. Laboratory, T Th 10:30-1. Room 358.

Class will meet with Food and Nutrition 215 for lecture. Discussion period and laboratories will be independent of Food and Nutrition 215.

The application of science, particularly chemistry, to the principles of food preparation; experiments in comparative cookery.

230. *NUTRITION*. Spring. Credit three hours. Prerequisites, elementary college courses in nutrition, biochemistry, and human physiology (for Home Economics students, Food and Nutrition 103, Human Physiology 303, or Zoology 201, and Bio-

chemistry 10; other students should see the instructor about equivalent preparation). Misses HAUCK and ———.

Discussion, T Th 8. Room 339. Laboratory, F 2-4 or S 9-11. Room 426.

Principles of nutrition as they relate to energy metabolism and weight control, hygiene of the digestive tract, proteins, minerals, and vitamins. Application of the principles of nutrition to needs of normal individuals. During and as a result of this course the student is expected to establish and maintain good nutrition practices.

240. *CULTURAL ASPECTS OF FOOD PREPARATION*. Fall and spring. Credit three hours. Prerequisite, Food and Nutrition 215 or 225. Miss GIBSON.

Lecture, F 2. Room 339. Laboratory, T Th 2-4:30 or M W 2-4:30. Room 361.

Planned for students interested in commercial food service and food promotion work. History of food and its preparation. Foreign and regional cookery. Study of the use of herbs, spices, and other food adjuncts. Preparation of some unusual foods and dishes, including appetizers, soups, entrees, sauces, planked foods, special breads, pastries, and desserts.

300. *SPECIAL PROBLEMS FOR UNDERGRADUATE STUDENTS*. Fall and spring. Credit and hours to be arranged.

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

305. *FOOD DEMONSTRATIONS*. Fall and spring. Credit one hour. Limited to ten students. Prerequisite, Food and Nutrition 215 or 225. Mrs. FOSTER.

T Th 2:30-4. Room 352.

Emphasis on the purposes and techniques of demonstrations in relation to food preparation and nutrition, with application to teaching, extension, business, and social service.

306. *MEAL PLANNING AND PREPARATION*. Fall and spring. Credit three hours. Prerequisite, Food and Nutrition 103. Mrs. FOSTER.

Lecture, T 9. Room 3-M-11. Laboratory, W F 11-1:20. Room 361.

This course includes the day-by-day problems of the homemaker in securing palatable and nutritious meals with the time, money, and energy at her disposal; it is built around the family table where so much of the culture and traditions of the parents are transmitted to the children; it includes the family's simple entertaining and an introduction to more elaborate service.

314. *SCIENCE IN FOOD PREPARATION*. Fall. Credit three hours. Prerequisite, Food and Nutrition 215 or 225 and Biochemistry 10. Miss PERSONIUS.

Lecture T Th 8. Room 339. Laboratory S 9-11. Rooms 356 and 358.

Study of scientific principles underlying modern theory and practice in the preparation of batters, doughs, and starch-thickened products, and in egg and milk cookery. The relation to food preparation of the physical and chemical properties of fats, proteins, starches and leavening agents; colloidal systems—gels, sols, foams, and emulsions. Laboratory studies of effect of varying ingredients, manipulation, and cooking conditions on quality of the product.

315. *SCIENCE IN FOOD PREPARATION. INTRODUCTORY EXPERIMENTAL COOKERY*. Spring. Credit three hours. Prerequisite, Food and Nutrition 314, or equivalent. Miss FENTON.

Lecture T Th 9. Room 339. Laboratory F 10-1. Room 358.

Continuation of Food and Nutrition 314 with emphasis on meat, fruit, vegetable and sugar cookery, and frozen desserts. The relation to food preparation of the physical and chemical properties of sugars, fruit and vegetable pigments and flavor constituents; properties of true solutions—solubility, boiling and freezing point, crystallization, palatability and retention of nutrients. Study of methods and techniques used in experimental work in food. Laboratories during the latter half of the semester will be devoted to independent work on a problem in food preparation.

330. *DIET THERAPY*. Fall. Credit three hours. Prerequisite, Food and Nutrition 230 or equivalent. Miss HAUCK.

Discussion, M W F 9. Room 426.

Diet in diseases such as fever, gastrointestinal disturbances, and diabetes. Experience in independent use of journal literature in this field.

340. *MATERNAL AND CHILD NUTRITION*. Fall and spring. Credit two hours. Prerequisite, Food and Nutrition 103 or 190. Not open to students who have taken Food and Nutrition 230. Majors in the department may elect this course as sophomores. Nonmajors must have junior or senior standing. Miss ———.

Lecture and discussion, W F 8. Room 339.

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

360. *SEMINAR IN FOOD AND NUTRITION*. Fall. Credit one hour. Prerequisite, Food and Nutrition 215 or 225. Miss FENTON.

Th 2. Room 301.

Study of historical and current research literature. One half of the semester is devoted to food science and one half to the nutrition field.

400. *READINGS IN NUTRITION*. Spring. Offered in alternate years. Credit two hours. Instructor's signature required at preregistration. Miss HAUCK.

T Th 11. Room 301.

Critical review of literature in the field of vitamin and mineral metabolism, with emphasis on the experimental data on which the principles of human nutrition are based.

[401. *READINGS IN NUTRITION*. Spring. Offered in alternate years. Credit two hours. Instructor's signature required at preregistration. Miss HAUCK.

T Th 11. Room 301.

Critical review of literature relating to energy metabolism, proteins, fats, and carbohydrates, with emphasis on the experimental data on which the principles of human nutrition are based. Not offered in 1955–56.]

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

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

407. *THESIS AND RESEARCH*. Fall and spring. Credit and hours to be arranged. Registration with permission of the instructor. Misses BRIANT, FENTON, HAUCK, JOHNSTON, LONGREE, LUTZ, Mr. MAYNARD, Mr. McCAY, Misses MONDY, PERSONIUS, STEININGER, and YOUNG.

414. *ADVANCED EXPERIMENTAL COOKERY*. Fall. Credit three hours. Prerequisite, Food and Nutrition 315 or equivalent. Instructor's signature required at preregistration. Miss MONDY.

Laboratory T Th 10–1. Room 358.

A study of the objectives, methods, and results of food research. Objective and subjective experimental techniques used in measuring the quality of food. Independent laboratory work on problems in food preparation.

420. *ADVANCED SEMINAR IN NUTRITION*. Fall. Credit one hour. Miss LUTZ and department staff.

T 4:30. Room 301.

421. *ADVANCED SEMINAR IN FOOD*. Spring. Credit one hour. Miss FENTON and department staff.

T 4:30. Room 301.

440. *NUTRITION OF GROWTH AND DEVELOPMENT*. Fall. Credit two hours. Prerequisite, Food and Nutrition 230 or equivalent. Miss STEININGER.

T Th 9. Room 301.

Relation of nutrition to growth and development from the prenatal period to adulthood. A study of research literature.

Note: The attention of advanced and graduate students is called to the courses listed in the *Announcement of the School of Nutrition*. For other courses see the *Announcement of the School of Hotel Administration*.

HOMEMAKING APARTMENTS

CAROL L. ENGBRETSON, *in charge*.

300. *SPECIAL PROBLEMS FOR UNDERGRADUATE STUDENTS*. Fall and spring. Credit and hours to be arranged. Miss ENGBRETSON.

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.

301. *HOMEMAKING APARTMENTS*. Fall and spring. Credit one hour. Open to juniors and seniors. Instructor's signature required at preregistration. Required of students planning to take Homemaking Apartments 302 and to be scheduled the semester preceding 302. Miss ENGBRETSON.

Discussion period, M 12. Apartment B, Living Room. Four observations of one hour each to be arranged.

302. *HOMEMAKING APARTMENTS, RESIDENCE COURSE*. Fall and spring. Credit six hours. Offered twice each term in two blocks of seven weeks each. For juniors and seniors. Open to graduate students. Miss ENGBRETSON.

Students preparing to teach are to schedule the course concurrently with Home Economics Education 331 (see page 78). Students preparing to go into extension work are to schedule the course concurrently with Home Economics Education 321 (see page 77). Prerequisite, Homemaking Apartments 301; Food and Nutrition 340 recommended.

A course which brings together into an integrated and functioning whole the various phases of homemaking. Students will obtain experience in the following areas of homemaking: the care and management of a home; planning, buying, preparing, and serving meals; entertaining; and caring for a young baby.

During the period of residence in the apartment, students are not charged for dormitory living. The cost of living in the apartment does not exceed cost of living in the dormitory.

HOME ECONOMICS EDUCATION

MARGARET HUTCHINS, *Head*; SARA BLACKWELL, Mrs. ETHELWYN CORNELIUS, MARGARET ELLIOTT, CAROL ENGBRETSON, Mrs. HELEN HOEFER, HELEN MOSER, IRENE PATTERSON.

The undergraduate program in Home Economics Education is designed for (1) students who wish to become teachers in the public schools, (2) students who wish to become agents in the Extension Service, and (3) students whose primary interest is in homemaking, community service, or professions involving informal teaching.

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

110. *HOMEMAKING EDUCATION AND THE COMMUNITY*. Fall. Credit one hour. Mrs. HOEFER and Miss HUTCHINS.

T 12 or Th 12. Room 124.

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.

300. *SPECIAL PROBLEMS FOR UNDERGRADUATE STUDENTS*. Fall and spring. 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.

310. *THE HOME ECONOMIST AS A TEACHER*. Spring. Credit two hours. Open to upperclassmen. Mrs. HOEFER.

T Th 11. Room 124.

This course is designed for home economics students who plan to be dietitians, social workers, or 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.

320. *EXTENSION EDUCATION*. Fall and spring. Credit two hours. Open to juniors and seniors preparing for 4-H Club or Home Demonstration work. This course must precede Extension Education 321. Mrs. HOEFER.

Discussion period, F 2-4. Room 3-M-11.

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

321. *EXTENSION EDUCATION*. Fall and spring. Credit eight hours. Mrs. 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 experience. 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, working with other county agencies, and other of the usual activities of an extension agent.

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. Miss MOSER, coordinator, assisted by Misses PATTERSON, ENGBRETSON, and ELLIOTT, Mrs. CORNELIUS, 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. Credit two hours. This course must precede Home Economics Education 331.

Discussion period, T Th 8. Room 3-M-11. Field work is required one half-day a week for the purpose of visiting homemaking programs in cooperating schools.

331. Fall and spring. 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.

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

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

407. *THESIS AND RESEARCH*. Fall and spring. Credit and hours to be arranged. Registration with permission of the chairman of the graduate committee and the instructor. Misses HUTCHINS, PATTERSON, BLACKWELL, ENGBRETSON, and MOSER, and Mrs. HOEFER.

437. *ADULT EDUCATION*. Fall. Credit two or three hours. Open to undergraduates with permission of the instructor. Miss PATTERSON.

T 4:15-5:45. Room 124.

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 provide opportunities for students to observe the application of principles to local programs. Students taking the third credit may observe or assist in teaching adults in local programs or do a special problem.

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

T 4:15-5:45. Room 124.

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

[439. *THE TEACHING OF HOME ECONOMICS*. Credit three hours. Miss PATTERSON. Not offered in 1955-56. Tentatively scheduled for spring, 1957.]

459. *EVALUATION*. Spring. Credit three hours. Miss PATTERSON.

M W F 10. Room 3-M-11.

For high school and college teachers, administrators, extension agents, and educational research workers; students without experience in any of these professional positions are admitted by permission of the instructor. Basic principles of evaluation 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.

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

S 10-12. Room 301.

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.

480. *SEMINAR IN HOME ECONOMICS EDUCATION*. Fall and spring. No credit. Department staff. Fall, emphasis on philosophy, Mrs. HOEFER, coordinator. Spring, emphasis on research, Miss PATTERSON, coordinator.

M 4. Room 3M11.

[485. *SUPERVISION OF THE RESIDENCE EXPERIENCE IN HOMEMAKING*. Credit two hours. Miss ENGBRETSON. Not offered in 1955-56. Tentatively scheduled for spring, 1957.]

490. *TEACHING HOME ECONOMICS IN HIGHER EDUCATION*. Fall. Credit two hours. Miss PATTERSON.

T Th 10. Room 301.

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.

HOUSING AND DESIGN

VIRGINIA TRUE, *Head*; RICHARD R. ARNOLD, GLENN H. BEYER, HELEN J. CADY, MRS. RUTH B. COMSTOCK, CATHARINE U. EICHELBERGER, MRS. DORA W. ERWAY, RUBY M. LOPER, JAMES E. MONTGOMERY, SARAH E. NEBLETT, MRS. RUTH R. RAMMINGER, JAMES K. SCHMIDT, CLARA STRAIGHT.

The Department of Housing and Design offers students opportunity for creative experience, guided study, and observation, in order to develop understanding and appreciation of their daily environment. The primary objective is to increase ability to make the house, with its surroundings and furnishings, both a background and a means of achieving a successful degree of individual and family living.

Undergraduate and graduate programs provide study of the needs and resources of the family to be housed in terms of the house, its environmental setting, and its interior development. The technical and aesthetic principles of good design are emphasized as well as the development and well-being of the individual and the family.

An undergraduate who wishes preprofessional preparation in this area is required to take 100, 220, 247, and one additional course in each of the three areas of Housing and Design. In addition, the student should choose work which emphasizes one area; namely, design, interior design, or housing. Electives should include related subjects such as *Child Development and Family Relationships*, *Economics of the Household and Household Management*, *Architecture*, *Fine Arts*, *Sociology*, and *Psychology*.

Graduate work is offered for the M.S. degree and the Ph.D. degree, with major in the field of Housing and Design. For Home Economics undergraduates planning for graduate work in Housing and Design, the language requirement should be met, and a minimum of 20 credit hours of Housing and Design subject matter should be taken. This, plus the homemaking core of 24 credit hours, is an acceptable undergraduate preparation. (See the *Announcement of the Graduate School*.)

*100. *COLOR AND DESIGN*. Fall and spring. Credit three hours. Limited to fifteen students in a section. Mrs. ERWAY, Miss NEBLETT, Miss STRAIGHT, and Mr. SCHMIDT.

FALL

| <i>Lecture</i> | <i>Laboratory</i> |
|---------------------|-----------------------|
| F 9, Room 317..... | M W 8-10, Room 322 |
| F 9, Room 317..... | T Th 11-1, Room 322 |
| F 9, Room 317..... | T Th 2-4, Room 322 |
| F 12, Room 317..... | M W 8-10, Room 401-A |
| F 12, Room 317..... | M W 11-1, Room 327 |
| F 2, Room 317..... | M W 2-4, Room 401-A |
| F 2, Room 317..... | T Th 11-1, Room 401-A |

SPRING

| <i>Lecture</i> | <i>Laboratory</i> |
|---------------------|-----------------------|
| Th 9, Room 317..... | M W 11-1, Room 322 |
| Th 9, Room 317..... | T Th 11-1, Room 322 |
| F 10, Room 317..... | M W 9-11, Room 318 |
| F 10, Room 317..... | M W 2-4, Room 318 |
| F 11, Room 317..... | M W 8-10, Room 327 |
| F 11, Room 317..... | M W 11-1, Room 327 |
| F 12, Room 317..... | T Th 11-1, Room 401-A |

A study of the basic principles of color and design through laboratory experiment, lectures, reading, and art gallery observations.

This study gives opportunity for the student to develop, through creative experiments and guided observations, a greater understanding and appreciation of daily environment, and to increase ability to solve design problems involving choice and arrangement. Minimum cost of materials, \$7.

130. *INTERIOR DESIGN FOR HOTELS*. Spring. Credit two hours. For students in Hotel Administration. Advised for juniors and seniors. Mr. ARNOLD. (For description, see *Announcement of the School of Hotel Administration*.)

T Th 2-4. Room 327.

200. *ADVANCED COLOR AND DESIGN*. Fall and spring. Credit two hours. Prerequisite, Housing and Design 100 or equivalent. Limited to fifteen students. Miss STRAIGHT. Fall, M W 11-1, Room 322. Spring, M W 8-10, Room 322.

This course is concerned with design of a more complex nature and broader scope than Housing and Design 100. Color, organic form, textures, and composition in both two- and three-dimensional design are emphasized.

Laboratory problems give the students opportunity to experiment with design in a variety of media and techniques. Use of new materials and techniques is encouraged.

[210. *HANDICRAFTS STUDIO*. Fall. Credit two hours. Prerequisite, Housing and Design 100; 211 must precede or parallel this course. Mrs. ERWAY.

M W 2-4. Room 318.

A course to develop creative expression through experimentation with various materials and processes such as bookbinding, block printing, weaving, wood carving, stitchery, leathercraft; helpful to students interested in occupational therapy, camp work, teaching, and homemaking. Minimum cost of materials, \$7. Not offered in 1955-56.]

211. *HANDICRAFTS AROUND THE WORLD*. Spring. Credit one hour. Open to sophomores. Mrs. ERWAY.

F 9. Room 317.

A lecture course on the development of handicrafts from prehistoric times to the present, showing how creative expression has developed through the civilizations, and its effect on contemporary industry.

*220. *INTERIOR DESIGN*. Fall and spring. Credit three hours. (Four hours' outside work in laboratory required.) Prerequisite, Housing and Design 100. Limited to fifteen students in each section. Mr. ARNOLD, Miss CADY, and Mr. SCHMIDT.

FALL

Lecture

Laboratory

| | |
|---------------------|----------------------|
| W 9, Room 317..... | M F 8-10, Room 408 |
| W 9, Room 317..... | T Th 11-1, Room 408 |
| W 9, Room 317..... | T Th 2-4, Room 408 |
| F 11, Room 317..... | M W 11-1, Room 401-A |
| F 11, Room 317..... | T Th 2-4, Room 401-A |
| Th 10, Room 317.. | T Th 11-1, Room 327 |

SPRING

Lecture

Laboratory

| | |
|----------------------|----------------------|
| W 9, Room 317..... | M F 8-10, Room 408 |
| W 9, Room 317..... | T Th 11-1, Room 408 |
| W 9, Room 317..... | T Th 2-4, Room 408 |
| F 2, Room 317..... | M W 11-1, Room 401-A |
| F 2, Room 317..... | M W 2-4, Room 401-A |
| F 2, Room 317..... | T Th 2-4, Room 401-A |
| Th 10, Room 317..... | T Th 11-1, Room 327 |

Analysis of the furnishing needs of the family. Analysis of architectural features of rooms as a basis for development of furnishing for family living. Special emphasis on furniture choice; construction, functional, and aesthetic qualities; adaptation of color to interior design; selection of fabrics; lighting. Arrangement of furnishings in selected rooms for functional family use and for design quality.

235. *INTERIOR DESIGN FOR LIMITED SPACE AND BUDGET*. Fall and spring. Credit three hours. (Four hours' outside work in laboratory required.) Limited to fifteen students. Prerequisite, Housing and Design 220. Miss NEBLETT.

T Th 1:40-4:30. Room 401-B.

Students anticipate furnishing problems of the young couple faced with limited space and budget. Practice in furniture arrangement, selection, restoration, and repair, remodeling, refinishing, and constructing simple carpentry pieces of furniture and accessories. Minimum cost of materials, \$10.

247. *CHOOSING THE HOUSE AND THE NEIGHBORHOOD*. Fall and spring. Credit three hours. Mr. MONTGOMERY.

M W F 9. Room 3-M-11.

Examination of major issues involved in acquiring a house: (1) guides to securing shelter—whether to own or rent, and what to look for in selecting a house and a neighborhood; (2) understanding the roles and practices of those concerned with providing housing.

300. *SPECIAL PROBLEMS FOR UNDERGRADUATE STUDENTS*. Fall and spring. 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 on a problem not dealt with by other courses in the department, or for special arrangement of course work necessitated because of previous training.

[305. *FASHION ILLUSTRATION*. Spring. Credit three hours. Prerequisites, Housing and Design 100 and Architecture 340, or equivalent. Clothing courses desirable. Miss STRAIGHT.

M W 8-11. Room 322.

Introductory course for the fashion illustrator. Practice with fashion figures, layouts for fashion advertisements, exploration of varied techniques and media as used for reproduction processes in newspaper and magazine fashion illustration. Minimum cost of materials, \$7. Not offered in 1955-56.]

311. *TEXTILE DESIGN*. Spring. Credit two hours. Limited to nine students. Prerequisite, Housing and Design 220. Mrs. ERWAY.

T Th 11-1. Room 318.

Laboratory experiments in color and design applied to textile printing on fabrics which harmonize for a given room. A creative weaving project which could be used in the same room. Experimenting with various materials giving an opportunity to develop an appreciation of textiles and their appropriate use.

[319. *CONTEMPORARY DESIGNERS*. Fall. Credit two hours. Prerequisite, Housing and Design 100. Miss TRUE.

T Th 8. Room 317.

A study of contemporary design. Analysis of works of a selected group of contemporary designers; and comparison of purposes and philosophies which affect design form and expressive content. Artists' work chosen from painting, architecture, interior design, and related design fields to accent the interrelation of design in the various fields. Not offered in 1955-56.]

320. *HISTORIC FURNITURE AND INTERIOR DESIGN*. Fall. Credit three hours. Prerequisite, Housing and Design 100. This is the first course of a two-course sequence, the second of which is 322. Mr. ARNOLD.

M W F 8. Room 317.

A study of changes in furniture and interior design (form and structure) reflecting the changing cultural framework of Western civilization through the eighteenth century.

322. *HISTORIC FURNITURE AND INTERIOR DESIGN*. Spring. Credit three hours. Prerequisite, Housing and Design 320. This is the second course of a two-course sequence and should be taken the term following 320. Mr. ARNOLD.

M W F 8. Room 317.

A critical examination (beginning with the eighteenth century) of the emergence and development of contemporary furniture and interior design, with special consideration of technological growth.

325. *INTERIOR DESIGN*. Spring. Credit three hours. (Four hours' outside work in laboratory required.) Prerequisite, Housing and Design 220. Limited to fifteen students. Miss CADY.

M W F 11-1. Room 408.

Problems in interior designing which involve form, scale, corrective design; also color, fabrics, and the evaluation of design quality in furniture. Sketches, plans, and working drawings are made for built-in furniture and storage units. Treatment of background of rooms is stressed in accordance with their architectural design and family use. Field trips to New York City (approximate cost, \$25). An equivalent experience may be arranged.

339. *SEMINAR IN INTERIOR DESIGN*. Fall. Credit one hour. For upperclassmen and graduate students. Department staff.

Hours to be arranged. Room 318.

340. *HOUSE PLANNING*. Fall. Credit three hours. Prerequisite, Housing and Design 220. Limited to fifteen students. Mr. ARNOLD.

M W F 9-11. Room 327.

An introduction to the shelter design problem as a unified concept, comprising integration of environmental needs (social and physical) and contemporary technological potential. Drafting-room work consisting of plan and model studies of house and site, lectures and discussions, local field trips, required reading.

348. *HUMAN FACTORS IN HOUSING*. Fall. Credit three hours. Permission of instructor. Mr. MONTGOMERY.

M W F 11. Room 3-M-11.

Consideration of (1) the effects of physical and cultural factors upon housing; (2) the impact of housing upon personal and social adjustment.

[349. *SEMINAR: CROSS-CULTURAL HOUSING VALUES*. Spring. Credit three hours. Prerequisite, consent of instructor. Mr. MONTGOMERY. Not offered in 1955-56.]

400. *SEMINAR IN CURRENT HOUSING PROBLEMS*. Spring. Credit three hours. Registration by permission of the instructor, based upon student's training, experience, and interest. Instructor's signature required at preregistration. Mr. BEYER.

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

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

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

407. *THESIS AND RESEARCH*. Fall and spring. Registration with permission of the instructor. Mr. ARNOLD, Mr. BEYER, Miss CADY, Mr. MONTGOMERY, Misses NEBLETT, STRAIGHT, and TRUE.

410. *RESEARCH METHODS IN HOUSING AND DESIGN*. Spring. Credit three hours. Required of Housing and Design majors and recommended to graduate minors in the department. Mr. MONTGOMERY.

T 2-4. Room 3-M-11.

[425. *INTERIOR DESIGN: THEORY AND PRACTICE*. Spring. Credit three hours. Prerequisite, Housing and Design 220, 325 and/or 235. Miss NEBLETT.

M W F 8-10. Room 401-B.

Advanced problems in design and techniques integrated toward a class problem in the complete development of a room. Examination of sources for furnishing information materials. Not offered in 1955-56.]

446. *HOUSING IN THE UNITED STATES: MAJOR DETERMINANTS*. Spring. Credit three hours. Instructor's signature required at preregistration. Mr. MONTGOMERY.

M W F 11. Room 3-M-11.

Major factors, historical and current, which influence the quantity and quality of our housing. Such factors as the Industrial Revolution, pressure groups, the government, designers and planners, and research are critically examined.

INSTITUTION MANAGEMENT

———, *Head*; ALICE BURGOIN, KATHLEEN CUTLAR, MARIE HARRIS, VIDA KERSCH, MARIE KNICKREHM, KARLA LONGREE, AIMEE MOORE, DOROTHY PROUD.

The Department of Institution Management offers to the student orientation and training in food administration. Practice is provided in situations where large numbers of persons are served. The students participate in preparing and serving food in the cafeteria and Green Room, where approximately 1800 patrons are fed each day. The content of courses includes organization and administration procedures, the selection, care, preparation, and service of food in quantity, menu planning, accounting, food control, kitchen planning, and the selection and care of institution equipment and furnishings.

Some courses in other colleges of the University that are related to the work in Institution Management are in *Personnel Administration*; *Personnel Problems in Supervision*; *Human Relationships*; *Meat and Meat Products*; *Food Economics*; *Bacteriology*.

Summer Practice Requirement. Students preparing for positions in the field of Institution Management are expected to meet a summer practice requirement (see page 30).

100. *INSTITUTION FOOD SERVICE*. Fall and spring. Credit three hours. May be elected by any undergraduate. Required of students specializing in institution management or dietetics. The term is divided into two blocks: fall term, two sections in each block; spring term, one section in each block. One hour of lecture runs throughout the term for the entire group registered in the course. Miss HARRIS and assistant.

Lecture running throughout the term, F 2. Amphitheatre.

Laboratory discussion running for the duration of the block, M 2. Room 339.

Practice laboratory, *fall*, section I, M W F 11-1:30; section II, T Th S 11-1:30; *spring*, one section only, T Th S 11-1:30. Cafeteria. In addition, one catering assignment by arrangement.

Fall: first block, September 21 through November 11; second block, November 14 through January 20.

Spring: first block, February 6 through April 7; second block, April 10 through May 26.

White uniform, hose, and hair net must be worn for all laboratories including the first one scheduled.

Practical experience in serving and meeting the public is provided in the Home Economics tea room and cafeteria, where approximately 1800 persons are served daily. The course includes analysis of vocational opportunities in the field of institution management; study of various types of food service enterprises, with special emphasis on menu variations, mechanics of service, the general physical set-up, and efficiency of personnel. Several short field trips to food service operations in Ithaca will be included. Estimated cost of field trips, \$1.

200. *QUANTITY FOOD PREPARATION: PRINCIPLES AND METHODS*. Credit three hours. For students in Hotel Administration. Prerequisite, Food and Nutrition 120 or equivalent experience. Misses CUTLAR and KERSCH. (For description, see *Announcement of the School of Hotel Administration*.)

210. *QUANTITY FOOD PREPARATION: PRINCIPLES AND METHODS*. Credit four hours. For students in Hotel Administration. Prerequisite, Food and Nutrition 120 or equivalent experience. Miss CUTLAR. (For description, see *Announcement of the School of Hotel Administration*.)

220. *FOOD SELECTION AND PURCHASE*. Fall and spring. Credit three hours. Preferably taken in the junior year. May be taken in the sophomore year on the recommendation of the Class Counselor. Advised for all students specializing in institution management or dietetics; suggested for students preparing for positions in teaching, extension, food promotion, or home service. Animal Husbandry 92 is suggested to precede or parallel this course. Miss MOORE.

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

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

230. *QUANTITY FOOD PREPARATION: PRINCIPLES AND METHODS*. Fall and spring. Credit five hours. Should be taken in the junior year. May be taken in the sophomore year on the recommendation of the Class Counselor. Advised for all students specializing in institution management or dietetics; suggested for students preparing for positions in teaching, extension, food promotion, or home service. Prerequisites, Food and Nutrition 215 or 225. Miss MOORE.

Lecture, M 9. Room G-62. Laboratory, W F 8-1:30. Room G-62 and Cafeteria.

White uniform, white socks, and hair net are required. A major course in institution management, with emphasis given to quantity cooking in the cafeteria kitchen; observation of management and personnel problems; use, operation, and maintenance of equipment; food costing; and menu planning. The student is expected to apply what has been taught in prerequisite or parallel courses, including basic principles and procedures of food preparation, food chemistry, marketing, and nutrition. Student ability for professional work in food administration is evaluated.

TEA ROOM AND CAFETERIA ACCOUNTING. (Hotel Accounting 240). Fall. Credit three hours. Recommended for the sophomore or junior year. Mr. BECK and assistants.

Lecture, T 10; practice, T Th 2-4:20. Statler Hall.

An elementary course in simple accounting, using as illustrative material the accounting records of the cafeteria and the tea room. Cash and credit transactions, checkbook and deposit records, journal and ledger entries are studied, as well as trial balances, profit and loss statements, and balance sheets.

300. *SPECIAL PROBLEMS FOR UNDERGRADUATE STUDENTS.* Fall and spring. Credit and hours to be arranged.

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

305. *SPECIAL PROBLEMS IN EXPERIMENTAL QUANTITY COOKERY.* Fall. Credit and hours to be arranged. For graduate students in Institution Management and for seniors with adequate background in foods and major interest in Institution Management. Number of registrants limited. Instructor's signature required for pre-registration. Miss LONGREE.

Selected problems are offered for special study and experimentation. All projects deal with pertinent problems in quantity food preparation.

310. *FOOD SERVICE MANAGEMENT AND CATERING.* Fall, 2 sections, and spring, 1 section. Advised for upperclassmen specializing in Institution Management and Hotel Administration. Open to graduate students with training or experience in quantity food service. Prerequisite, Institution Management 200, 210, 230, or equivalent experience. Miss HARRIS.

Lecture, S 9. Laboratory: fall, T or Th 8:15-1:45; spring, Th 8:15-1:45. Green Room.

Special catering assignments require approximately 15 hours in addition to scheduled laboratories.

White uniforms, hose, and hair nets are required for the women; chef's coat, apron, and cap for the men.

Individual managerial responsibility includes planning menus, calculating costs, organizing work, preparing and serving food for luncheon and other catering projects as assigned.

320. *INSTITUTION ORGANIZATION AND ADMINISTRATION.* Fall. Credit three hours. Primarily for seniors. Advised for all students specializing in institution management or dietetics. Prerequisites, Institution Management 230 and Accounting 240. Hotel Administration 119 or Industrial and Labor Relations 461 is recommended to precede or parallel this course. Miss ———.

M 2-4, F 2. Room 124.

Analysis and interpretation of major administrative problems such as the operational plan of a food service organization, policies underlying the plan, financial management, some phases of employment management, planning of efficient kitchens, and selection of equipment. A one- or two-day trip to Syracuse or Rochester to visit various types of institutions will be included. Estimated cost of trip, \$6 to \$12.

350. *INSTITUTION PRACTICE.* Fall and spring. Credit three hours. Open to a limited number of seniors and graduate students majoring in Institution Management, with the permission of the instructor. Practice assignments require approximately 10 hours a week for the full semester. Conference hour to be arranged.

Students will meet with the instructor the first day of the term, 4-5, G-69. Miss **BURGOIN**.

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

400. *READINGS IN INSTITUTION MANAGEMENT*. Spring. Offered in alternate years. Credit one hour. Registration with the permission of the instructor. Hours to be arranged. Miss ———.

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

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

407. *THESIS AND RESEARCH*. Fall and spring. For graduate students with training and experience satisfactory to the instructor. Hours to be arranged. Misses **BURGOIN**, **LONGREE**, **MOORE**, and staff.

Individual research in the area in which the student is particularly interested or in a study already set up in the department. Food-control procedure, job analyses, motion and time studies, experimentation, development of standardized procedures in quantity food preparation with emphasis on palatability and vitamin retention, and determination of factors underlying efficient kitchen planning are subjects suggestive of the field in which there is vital need for research.

[410. *SEMINAR IN INSTITUTION ORGANIZATION AND ADMINISTRATION PROBLEMS*. Spring. Offered in alternate years. Credit one hour. By arrangement. For graduate students with adequate training in institution management. Misses ———, **LONGREE**, and department staff. Not offered in 1955-56.]

420. *FOOD PURCHASING*. Fall and spring. Credit three hours. Graduate section of Institution Management 220. Instructor's signature required for preregistration. Miss **MOORE**.

Lecture and discussion, T 9, Th 9-11, and one additional hour to be arranged. Room G-62. (See description of Institution Management 220.)

425. *FOOD SERVICE PROBLEMS*. Fall. Credit two hours. Students will attend designated lectures and field trips in Institution Management 320. Instructor's signature required for preregistration. Miss ——— and staff.

Lectures and discussions M 2-4, F 2. Room 124. One additional hour to be arranged.

Study of selected problems of food service organization and administration with particular emphasis on kitchen planning and kitchen equipment.

TEXTILES AND CLOTHING

Mrs. **HELEN POWELL SMITH** *Head*; Mrs. **FLORENCE BOAK**, Mrs. **GLADYS BUTT**, Mrs. **MARGARET HUMPHREY**, Mrs. **ELSIE McMURRY**, Mrs. **WANDA MONTGOMERY**, Mrs. **GERTRUDE PUCKETT HARRELL**, Mrs. **JANET C. REED**, Mrs. **MARY RYAN**, Mrs. **ORA SINGLETON**, Mrs. **ADALINE SNEELMAN**, Mrs. **FRANCES SPRATT**, Mrs. **EVELYN STOUT**, Mrs. **VIVIAN WHITE**, Mrs. **FRANCES E. YOUNG**.

The Department of Textiles and Clothing has a two-fold purpose: to serve students who wish to gain some knowledge, skill, and appreciation of the field; and to give preprofessional training to those whose major interest is in textiles and clothing.

A major in textiles and clothing gives insight into the varied possibilities of the

field. The student should develop discrimination in the selection and purchase of wearing apparel and fabrics; appreciation of the aesthetic, economic, and technical aspects of clothing; a mature, intelligent attitude toward the relative importance of textiles and clothing; some proficiency in designing and constructing garments; ability in caring for and repairing clothing and fabrics.

A major at the undergraduate level should take a minimum of 18 credit hours of work which would include 101, 201, 210, 215, and 170 as required courses. Electives should be chosen from related fields in this College or other colleges and schools of the University.

*101. *CLOTHING: SELECTION, PURCHASE, CARE.* Fall and spring. Credit three hours. Each section limited to twenty students. Mrs. BUTT, Mrs. BOAK, Misses SINGLETON, and WHITE.

Lecture, F 10. Amphitheatre.

LABORATORY

Fall

M W 11-1, Room 213
M W 2-4, Room 213
T Th 8-10, Room 213
T Th 11-1, Room 213
T Th 2-4, Room 213

Spring

M W 11-1, Room 213
M W 2-4, Room 213
T Th 11-1, Room 213

A course designed to introduce students to some family clothing problems and to help them develop an appreciation of the factors that contribute to a satisfactory appearance. The laboratory work will consist of discussions and practice in the selection of dress designs, fabrics, and colors for individuals; problems in caring for the wardrobe; personal grooming; buying of clothes; and the selection and use of source material. Estimated cost of materials, \$3-\$5.

105. *CLOTHING SELECTION AND CONSTRUCTION.* Spring. Credit three hours. Intended exclusively for students outside the College of Home Economics. Limited to eighteen students. Mrs. BOAK, Mrs. BUTT, Misses SINGLETON and WHITE.

M W 2-4, Room 234.

For students who wish experience in the selection of dress materials and of designs suitable for their own needs and in methods in the construction of garments. Materials provided by the student. Estimated cost of materials, \$10 to \$20.

[150. *MEN'S WEAR: SELECTION, PURCHASE, CARE.* Fall. Credit two hours. Open to all men registered in the University. Miss HUMPHREY.

T Th 2-4, Room 234. Martha Van Rensselaer Hall.

A course in judging and selecting ready-to-wear garments from the standpoint of quality in fabrics; selection of clothes and accessories for suitability to individual needs. Care of clothes will include experience in cleaning and pressing of suits, coats, and accessories. Emphasis in this course will be determined by the interests and needs of the students. Estimated cost of materials, \$3 to \$5. Not offered in 1955-56.]

170. *TEXTILES: CLOTHING FABRICS.* Fall and spring. Credit two hours. Each section limited to twenty students. Misses STOUT and WHITE.

Fall: M W 2-4, or T Th 2-4, Room 278. *Spring:* T Th 2-4, Room 278.

Selection and judging of textiles for family clothing needs. Basic study of fibers, yarn and cloth construction, and fabric finishes, with emphasis on practical aspects such as recognition, uses, serviceability, and care. Students are supplied with swatches of a number of current fabrics. Estimated cost of materials, \$3.

201. *CLOTHING SELECTION AND CONSTRUCTION*. Fall and spring. Credit three hours. Prerequisite, Textiles and Clothing 101. Each section limited to twenty students. Mrs. BOAK, Mrs. BUTT, Misses HUMPHREY, SINGLETON, and SPRATT.

Fall

M W F 11-1, Room 215
M W F 11-1, Room 217
M W 2-4:40, Room 217
M W 2-4:40, Room 234

Spring

M W F 11-1, Room 215
M W 2-4:40, Room 217
T Th 8-11, Room 215

A course concerned with the selection of dress materials, designs suitable for each student, and methods of construction. Students make two or more garments using commercial patterns after conference with the instructor to determine the type of experience needed.

Materials are provided by the student. Estimated cost of materials, \$15 to \$25.

210. *DESIGN AND COLOR IN APPAREL*. Fall and spring. Credit two hours. Prerequisite, Textiles and Clothing 201. Especially valuable for students intending to teach. Each section is limited to sixteen students. Mrs. McMURRY and Miss SPRATT.

Fall

W F 9-11, Room 216
T Th 9-11, Room 216
T Th 2-4, Room 216

Spring

T Th 9-11, Room 216
T Th 2-4, Room 216

Opportunity is offered for creative experiences in dress selection to help develop (1) appreciation of dress design, and (2) skill in achieving beauty of costume in relation to the wearer. The course is planned primarily to prepare students for the advanced clothing courses in which they are expected to have some ability in adapting and originating apparel designs.

The course is conducted through lectures, reference reading, discussion, and laboratory practice. Laboratory problems include experimentation with fabric combinations, color analysis, experience in using various kinds of source material as inspiration for original designs, and other problems suited to the needs and interests of the students. Materials provided by the student. Estimated cost of materials, \$5.

215. *FITTING, FLAT PATTERN DESIGN, AND CONSTRUCTION*. Fall and spring. Credit three hours. Suggested for sophomores. Especially valuable for students intending to teach. Textiles and Clothing 201 required and 210 to precede or parallel this course. Each section limited to sixteen students. Misses HUMPHREY, SINGLETON, and SPRATT.

Fall

T Th 8-11, Room 215
T Th 2-4:40, Room 215
T Th 9-11, Room 216

Spring

M W 2-4:40, Room 215
T Th 2-4:40, Room 215

A course in flat-pattern making which provides opportunity to develop greater independence, proficiency, and judgment in designing, fitting, and constructing clothing. Throughout the course emphasis is placed on methods and techniques used in obtaining a well-fitted garment. Students fit a foundation pattern in muslin following the careful taking of body measurements. A master pattern of manila tag is made from which flat patterns and dress designs are developed. After consideration and study of individual proportions, each student constructs and finishes one garment from a pattern which she has developed. All materials are to

be purchased by the student after conference with the instructor. Estimated cost, \$20-\$30.

250. *PATTERN DESIGN: FITTING AND DRAPING*. Fall and spring. Credit three hours. Prerequisites, Textiles and Clothing 201, 210 and 215 or the equivalent. Each section is limited to twenty students. Misses SPRATT and SINGLETON.

Fall: T Th 2-4:45, Room 217.

Spring: T Th 9-12, Room 217; T Th 2-4:45, Room 217.

A course to develop more understanding and skill in designing and fitting through draping on a dress form. Laboratory work in preparation of a dress form.

Other laboratory problems include draping three dresses. Study of proportion and use of line in relation to the individual. Dress materials provided by the student after consultation with the instructor. Estimated cost of materials, \$15 to \$25.

270. *HOTEL TEXTILES*. Spring. Credit two hours. For sophomores, juniors, and seniors in the School of Hotel Administration. With the consent of the instructor, may be elected by juniors and seniors in the College of Home Economics who have been unable to schedule Textiles and Clothing 370, Household Textiles. Miss STOUT. T Th 9-11. (For description, see *Announcement of the School of Hotel Administration*.)

275. *SCIENCE RELATED TO TEXTILES*. Spring. Credit two hours. Prerequisites, Food and Nutrition 214 or General Chemistry, and Textiles and Clothing 170 or 370. Section limited to twelve students. Miss WHITE.

W F 8-10. Room 353.

Application of scientific principles to the selection and care of fabrics. Relationships between current theories of molecular structure of the most important natural and man-made fibers and their behavior in use. Consideration of some of the chemical reactions involved in the manufacture and maintenance of textiles. Laboratory experiments include observation of the effects of common reagents used in laundry and stain removal, the detection of chemical damage in fabrics, the preparation of cellulose acetate, the application of some common finishes such as mercerization of cotton, shrinkage control of wool, etc. This course is not intended to train students as textile chemists but rather to give them background and the ability to read the literature in their field intelligently.

300. *SPECIAL PROBLEMS FOR UNDERGRADUATE STUDENTS*. Fall and spring. 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 on a problem not dealt with by other courses in the department, or for special arrangement of course work necessitated because of previous training. Students are to assume any expense involved unless otherwise previously arranged.

330. *HISTORY OF COSTUME*. Fall. Credit three hours. For upperclassmen and graduate students. Mrs. McMURRY.

M W F 2. Room 215.

A course aimed to develop appreciation of costume as an expression of the life of the people and of historic costume as a basis for designing stage and modern civil costume.

The course is conducted through lectures, reference reading, and discussion. Development of a special problem selected by the student to meet individual needs. Costume collection and rare reference books are made available. Estimated cost of materials, \$5 to \$10.

340. *ADVANCED DRESSMAKING*. Spring. Credit three hours. Prerequisite, Textiles and Clothing 250 or the equivalent. For upperclassmen and graduate students. Registration limited to sixteen students. Miss HUMPHREY.

T Th 9-12. Room 234.

A course in advanced construction methods. Emphasis in this course will be given to finishing details and the handling of unusual fabrics and designs. Some experience will be given in the use of special fabrics used in trade dressmaking. Two garments will be made. Materials provided by the students. Estimated cost of materials, \$20 to \$35.

345. *TAILORING*. Fall. Credit three hours. Prerequisite, Textiles and Clothing 250 or the equivalent. For upperclassmen. Graduate students should see Textiles and Clothing 445. Registration limited to sixteen students. Miss HUMPHREY.

T Th 9-12. Room 234.

A course in custom tailoring which offers the opportunity of developing discriminating judgment in the selection of designs, suitable fabrics, and quality of construction detail. Materials provided by the student after consulting the instructor. Estimated cost of materials, \$25 to \$50.

355. *DESIGN AND COLOR IN APPAREL: ADVANCED COURSE*. Spring. Credit two hours. Prerequisite, Textiles and Clothing 250, or the equivalent. May be taken parallel with Textiles and Clothing 340. Mrs. McMURRY or Miss SPRATT.

M W 2-4. Room 216.

The course work has been planned to give opportunity for the student to coordinate her work in apparel design with that in advanced dressmaking. This course assumes that the design process is completed with the production and testing of an apparel design. The problems in the two courses will be related so that there is greater opportunity to use the wealth of resource material owned by the Department of Textiles and Clothing, to explore design possibilities, and to develop some designs, some of which may be executed.

Problems will include research in the development of detail in costume; designs for accessories particularly suitable for basic costumes; apparel designs suitable for various fabrics, and other problems suited to the interest and ability of the students. Estimated cost of materials, \$5-\$20.

Included in the course plan is a two-day trip to New York to study museum exhibits and designers' collections. When the trip is taken, students are responsible for the transportation and living expenses.

360. *TEXTILES AND CLOTHING IN BUSINESS*. Spring. Credit 3 hours. Textiles and Clothing 170 and 250 are required, and Economics of the Household 260 is to precede or parallel this course. Mrs. BOAK.

Lecture M F 11. Laboratory W 11-1. Room 217.

This course is designed to give the student a survey of the functions of the clothing fashion world, problems confronted by those in the fashion field, practices employed by the various clothing businesses and organizations, and the occupational opportunities, with their qualifications, available to the graduate. Problems related to the consumer are studied. Some field trips may be taken where transportation costs for the student may be involved. \$1-\$6.

370. *HOUSEHOLD TEXTILES*. Fall. Credit two hours. For juniors and seniors. (Graduate students should see Textiles and Clothing 470 and consult the instructor.) Miss STOUT.

T Th 9-11. Room 278.

Selection, purchase, and care of household textiles from the standpoint of the consumer-buyer. Range in type and quality of household textiles offered on the market, and methods for judging choice in relation to need and cost are considered.

Laboratory work complements and extends discussion and study. It includes an understanding and evaluation of technical information by means of fiber identification, performance of standard and other physical tests, and study of specifications established by various groups. Pertinent legislation is studied.

One or more one-day or part-day field trips are taken to various manufacturing establishments engaged in producing household textiles and related items. Estimated cost of trips, \$2 to \$4.50. Estimated cost of materials for the course, \$2.

375. *TEXTILES: ADVANCED COURSE*. Fall. Credit two hours. Prerequisite, Textiles and Clothing 170 or 370, or the equivalent. Miss WHITE.

W F 11-1. Room 278.

Consideration of important physical properties of textile fibers such as tensile strength, absorbency, etc., which help to determine the ultimate uses and the value of the fiber to the consumer. Simple home tests and some standard laboratory procedures for predicting durability and other possible satisfactions to be obtained from fabrics. Individual problems selected by the student on the approval of the instructor, giving some experience in the use of testing instruments, an introduction to sources of textile information, and an opportunity to become acquainted with some new developments in the textile field. Estimated cost of materials, \$5 to \$15.

401. *RESEARCH METHODS IN TEXTILES AND CLOTHING*. Fall. Credit two hours. For graduate students. Mrs. RYAN.

W F 9.

Discussion of methods of choosing a research problem, including a review of various areas of possible research in textiles and clothing. Each student will carry out a minor research problem under the direction of the staff member and report her progress to the class at various stages.

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

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

407. *THESIS AND RESEARCH*. Fall and spring. Registration with permission of the instructor. Department staff.

430. *SEMINAR: CLOTHING AS RELATED TO HUMAN BEHAVIOR*. Spring. Credit two hours. For graduate students. Mrs. RYAN.

W F 2. Room 278.

Critical review of literature concerned with social-psychological aspects of clothing with emphasis on methods of approach. The formulation and planning of a problem in this field.

445. *TAILORING*. Fall. Credit three hours. Prerequisite, Textiles and Clothing 250 or the equivalent. Graduate section of Textiles and Clothing 345. Miss HUMPHREY.

T Th 9-12. Room 234. One additional hour to be arranged. See description of Textiles and Clothing 345.

470. *HOUSEHOLD TEXTILES*. Fall. Credit one hour. Prerequisite or parallel, Textiles and Clothing 370. Required of graduate students taking Household Textiles 370. Miss STOUT. Consult the instructor before registering. Hours to be arranged.

478. *SEMINAR IN TEXTILES*. Credit one hour. Graduates; undergraduates by special permission of Textiles and Clothing staff. Time to be arranged. Miss STOUT and Miss WHITE.

Present status and new developments in textiles. Critical discussion of research literature. Class activities may include panel discussion, field trips, reports by students, staff, or others with special knowledge in certain areas of the textile field.

EXTENSION TEACHING AND INFORMATION

A JOINT DEPARTMENT WITH THE COLLEGE OF AGRICULTURE

WILLIAM B. WARD, *Head*.

[315. *HOME ECONOMICS JOURNALISM*. Fall. Credit three hours. Open to juniors and seniors; juniors to receive preference in case of overregistration. This course may not be counted as part of the 40 hours of Home Economics required for graduation. Not to be taken by students who have had Journalism 15. ———.

M W F 10. Room 3-M-11.

A course to help students write clear, factual material on home economics subject matter which would be suitable for publication in newspapers, magazines, educational periodicals, and other media.

Practice and criticism in news and feature writing. Experience in planning and posing photographs and in editing copy. Brief survey and limited experience in other fields where journalistic techniques are used, such as radio and television, advertising, writing of leaflets and bulletins. Not offered in this College in 1955-56.]

Home Economics students interested in beginning Journalism should register in *Agricultural and Home Economics Journalism 15*, College of Agriculture, M W F 10. Warren 245. Professor WARD.

For other courses in the department, see the *Announcement of the College of Agriculture*.

SOME COURSES IN OTHER COLLEGES FOR HOME ECONOMICS STUDENTS

(Students should refer to the Announcements of the several colleges for complete course offerings.)

AGRICULTURAL ENGINEERING 10. Household Mechanics. Fall and spring. Credit three hours. For women students. Not open to freshmen. Professor WRIGHT and assistants.

Lectures, T Th 12. Caldwell 100. Practice, W Th or F 2-4:30. Agricultural Engineering Laboratories.

A course intended to develop ability to think and to reason in terms of mechanical devices. As part of this training, laboratory exercises are given on automobiles, sewing machines, vacuum cleaners, refrigerators, water systems, plumbing, wiring systems, and some of the simpler machines and tools used in homes.

ANIMAL HUSBANDRY 92. Meat and Meat Products. Fall and spring. Credit two hours. For women students. Not open to freshmen. Designed primarily for students in the College of Home Economics. Registration limited to sixteen students in each laboratory section. Associate Professor WELLINGTON and Poultry Department staff.

Lecture, Th 11, Wing B. Laboratory, Th or F 2-4:20, Meat Laboratory.

A course dealing with the major phases of meats, poultry, and eggs: wholesale and retail buying, nutritive value of meats, cutting, freezing, curing, cooking, and miscellaneous topics.

BACTERIOLOGY 4. Household Bacteriology. Spring. Credit three hours. Prerequisite, Elementary Chemistry. Limited to students in Home Economics. Associate Professor VAN DEMARK and assistants.

Lectures, T Th 10. Laboratory, T Th 8-9:50 or T Th 11-12:50. Stocking.

An elementary, practical course for students in home economics, stressing food bacteriology.

BIOCHEMISTRY 10. Elements of Biochemistry. Fall. Credit four hours. Prerequisite, Chemistry 303 and 305 or Food and Nutrition 215. Associate Professor DANIEL.

Lectures and discussion, M T Th S 8. Savage 145.

Primarily for students in the College of Home Economics. An elementary course dealing with the chemistry of biological substances and their transformations (digestion and metabolism) in the animal organism.

BIOCHEMISTRY 11. Elements of Biochemistry. Fall. Credit two hours. Prerequisite or parallel, Biochemistry 10. Associate Professor DANIEL and assistants.

Laboratory, T Th 2-4:20 or W 2-4:20 and S 9-11:20. Savage 210.

Laboratory practice with biochemical substances and experiments designed to illustrate chemical reactions which may occur in the animal body.

BIOLOGY 9. Biological Basis of Social Problems. Spring. Credit three hours. If taken following Biology 1, Botany 1, or Zoology 101-102 or 103-104, credit 2 hours. No prerequisites. Associate Professor UHLER.

Lecture and demonstration, T Th S 9. Roberts 392.

An elementary course designed especially to furnish a background in biological science for students in the College of Home Economics who intend to enter the field of nursery school teaching, though open to other interested students as well. A survey of biological principles and relationships with emphasis on human structure, development, heredity, and eugenics.

COURSES TO MEET UNIVERSITY REQUIREMENTS IN PHYSICAL EDUCATION FOR WOMEN

1. Required activities: Fundamentals (P.E. 51) during the freshman year. Rhythmics (P.E. 52) immediately following the completion of Fundamentals. Individual Gymnastics (P.E. 53) is required when recommended by the Medical or Physical Education staff.

Other activities (P.E. 54): archery, badminton, basketball, bowling, canoeing, equitation, field hockey, folk and square dancing, golf, lacrosse, lifesaving, modern dance, softball, tennis, volleyball. For further information, see the *Bulletin of the Department of Physical Education for Women*. Misses ATHERTON, BATEMAN, COAKLEY, SHEAN, SOLLEDER, HODGE, Mrs. BAIRD, Messrs. HALL, ZEILIC, and AMES.

2. Students who have been discharged from the Armed Forces may be exempted from the requirement. Students 22 years of age on entrance and transfers entering with four terms of advanced standing credit may be exempted from the requirement.

3. All other undergraduate women are required to complete four terms of work, three hours a week, in Physical Education during the first two years of residence. Permission for postponement or for exemption from this requirement is issued only by the University Faculty Committee on Requirements for Graduation through the representative in the College Secretary's Office.

4. See the *Announcement of the Independent Divisions and Departments* for information concerning elective courses in *The Dance* and *Camp Counselor Training* for academic credit.

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