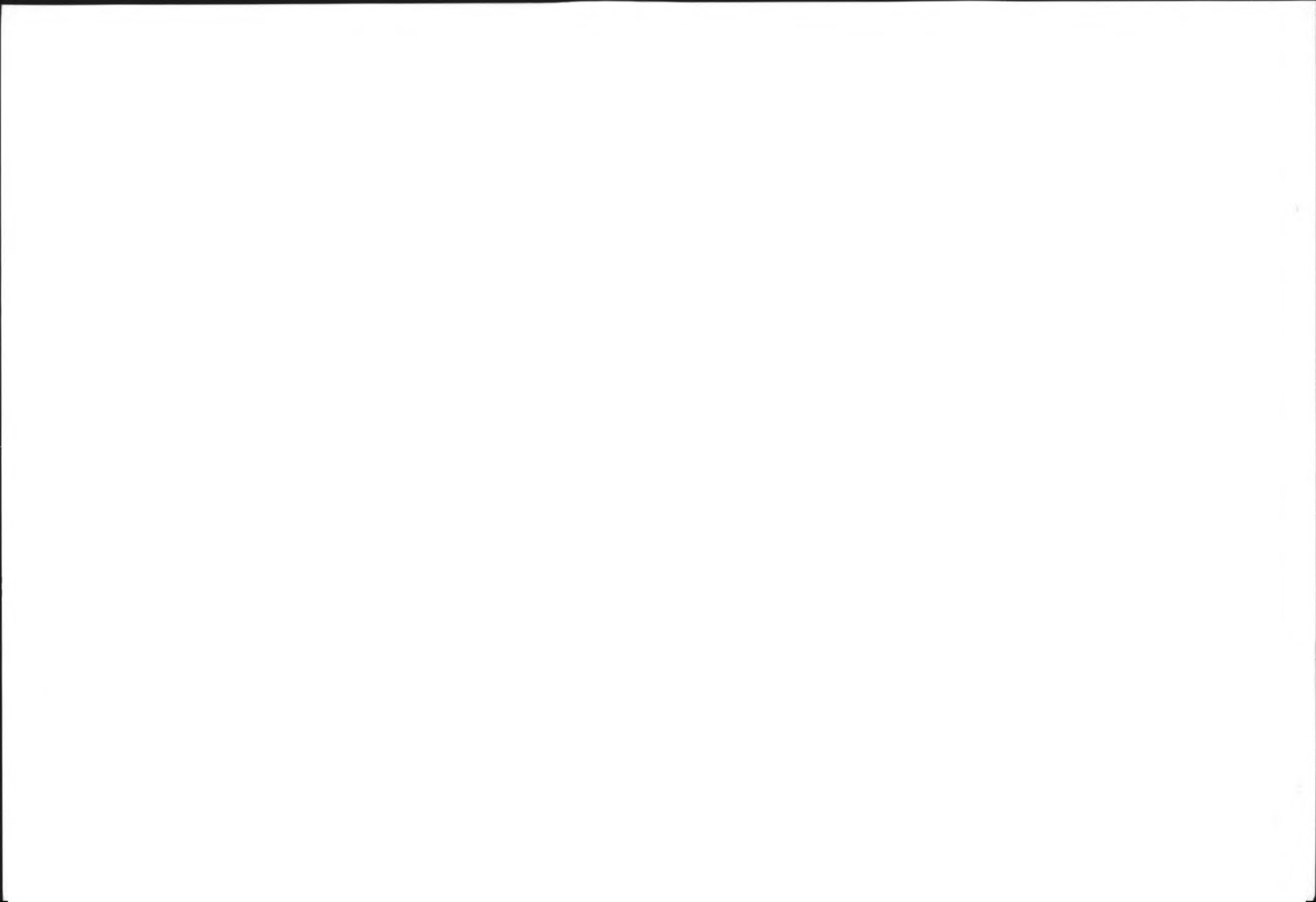


Cornell
University
Announcements

College of
Architecture,
Art, and Planning





Cornell University

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Art, and Planning

1979–80

Cornell University Announcements

(USPS 132-860)

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Cornell Academic Calendar

1979-80

Registration

Fall term instruction begins

Fall recess:

Instruction suspended, 1:10 p.m.

Instruction resumed

Thanksgiving recess:

Instruction suspended, 1:10 p.m.

Instruction resumed

Fall term instruction ends, 5:00 p.m.

Final examinations begin

Final examinations end

Registration

Spring term instruction begins

Spring recess:

Instruction suspended, 1:10 p.m.

Instruction resumed

Spring term instruction ends, 1:10 p.m.

Final examinations begin

Final examinations end

Commencement Day

Thursday and Friday,
August 30 and 31
Monday, September 3

Saturday, October 20
Wednesday, October 24

Wednesday, November 21
Monday, November 26
Tuesday, December 11
Sunday, December 16
Sunday, December 23
Thursday and Friday,
January 17 and 18
Monday, January 21

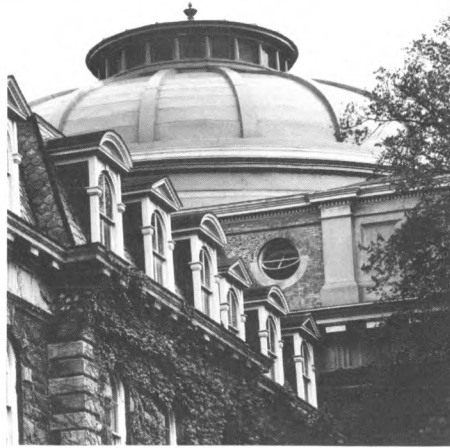
Saturday, March 15
Monday, March 24
Saturday, May 3
Monday, May 12
Tuesday, May 20
Monday, May 26

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

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



The College



At Cornell, from the first, there was a place in the University for the teaching of architecture. In October 1871, three years after the University opened, a School of Architecture was established and Charles Babcock, an associate of Richard Upjohn, was appointed professor of architecture. The School was fortunate to have the first president of the University, Andrew Dickson White, for a patron. He had cultivated an intelligent interest in architecture from boyhood, as he records in his autobiography, and during journeys abroad his "pet extravagance" had been the collection of books and other material relating to this interest. He gave the new school all that he had accumulated — a large architectural library and several thousand architectural photographs, drawings, casts, models, and

other items from all parts of Europe — a collection then almost unique. His gift formed the nucleus of a continually expanding library and store of illustrative materials.

In the course of time, as the University perfected its organization, the school became the College of Architecture. A Department of Art, organized in 1921, has played an increasingly important part in the College and in the life of the University. In recognition of the growing importance of urban planning, a Department of City and Regional Planning was established in 1935.

In 1967, to reflect the independent strength of its three programs, the name of the College was changed to the College of Architecture, Art, and Planning.

In 1971, the College celebrated the centennial of professional instruction in architecture and a bronze portrait head of Professor Babcock was placed in the south porch of Sage Chapel as a part of the celebration.

The College offers three programs leading to the bachelor's degree — the five-year program in architecture leads to the Bachelor of Architecture; four-year programs in art and architecture lead to the Bachelor of Fine Arts; and a four-year program with a concentration in city and regional planning leads to the Bachelor of Science. The various objectives of these four programs are described in detail in the following sections.

The College offers graduate-level programs in art, architectural design and urban and regional design, architectural sciences, history of architecture and urban development,



preservation planning, city and regional planning and related programs, and landscape architecture.

Students in each of these programs, working in physical proximity to one another, gain a broader understanding of their own special area of interest through contact with the students and teachers in other disciplines.

Early in its development, the College set a limit to the number of its students and devised a selective method of admission. It now enrolls over 650 students and has full-time teaching staff of over sixty, supplemented by visiting teachers, part-time lecturers, and assistants. Teachers and students mix together freely and much instruction and criticism is on an individual basis.

The College's courses are parts of professional curricula with fundamental subjects given within the College by a faculty reflecting professional points of view. This professional concentration of courses within the College is balanced by the breadth of view gained from courses and informal learning in the rest of the University. The College is convinced that this breadth is an essential element of professional education. This conviction is evident in the form of the curriculum, the methods of teaching, and the extracurricular life of teachers and students.



Architecture

The field of architecture is becoming increasingly complex as architects assume a wider range of responsibility toward problems of the built environment. In this profession, the architect has the opportunity to make contributions to the major human efforts of our time towards improving the habitat of people. These efforts will benefit from the particular vision and innovative ability of the architect, who will, however, not be the exclusive designer of the environment, but will perform the task within a total framework and in close relationship with other professionals. With the changes taking place in world society, the architectural profession in the future will be very different from today. This is not to say that architecture will abandon its traditional functions, but that new factors will affect the profession — the emergence of regional ecology, the application of the social sciences, the development of new energy technology, the shift of focus from the construction of individual buildings to inclusion of the whole building process, the evolution of design methodology, the revival of large-scale design, and the emergence of new roles for the design profession. In general, architects are less and less called upon to design for individuals and must now see the client as society at large. Thus, architectural education must assess what the total environment asks of the architect.

While the larger environmental problems are the concern of a number of disciplines, architecture as a profession may be more narrowly defined in terms of those services it performs that characterize its distinct role in giving concrete three-dimensional form to the

physical environment. The nature of the field calls for an undergraduate education that establishes a broad understanding of human values and social problems, as well as the theoretical and technical base of professional competence. In meeting these objectives, the undergraduate professional program structures the exploration of a wide range of architectural issues and scales of involvement, and provides the opportunity to develop particular emphasis that may become a basis for specialized studies at the graduate level.

Faculty Interests

Jeremiah O. Bragstad: architectural photography

Peter Cohen: housing in developing countries, design aspects of transportation

Ralph Crump: environmental controls

W. Wilson Cummer: architectural history (Classic and pre-Classic), archaeology

Michael D. Dennis: architectural design, urban design

Werner Goehner: architectural design, urban design

Donald P. Greenberg: architectural technology, structural analysis and design, suspension structures, computer graphics, model analysis

Keith Grey: architectural design, planning design, community service design

George Hascup: architectural design, visual communications systems, simulation techniques



Lee F. Hodgden: architectural design, theory and criticism

Alexander Kira: human engineering and psychological aspects of architecture

Robert D. MacDougall: anthropological methods applied to architecture

Archie B. Mackenzie: architectural design methods, urban design

John C. Miller: architectural design

Leonard Mirin: landscape architectural history, urban landscape design

Christian F. Otto: architectural history (baroque, renaissance, modern)

Charles Pearman: architectural design, urban design, American housing, building systems

Henry W. Richardson: architectural design, urban design, housing in developing countries

Maria Romanach: architectural design

Colin Rowe: architectural history, renaissance and modern architecture, urban design, architectural criticism, contemporary European and American architecture

Francis Saul: structural steel and reinforced concrete building design, timber, foundation, structural plastics and blast-resistant design

Mario L. Schack: architectural design, urban design, professional practice

Marc Schiler: architectural technology, computer applications

John Shaw: architectural design, urban design, regional design

David Simons: computer applications, architectural design

Jeanpierre Stoeckli: architectural design

Stuart Stein: urban design, site planning, urban renewal, housing

O. M. Ungers: architectural design, urban design, housing, regional design

J. Alan Wells: architectural design, urban design, housing, building systems

Professional Degree Program

The first professional degree in architecture is the Bachelor of Architecture. This degree counts towards the professional registration requirements established by the various states and the National Council of Architectural Registration Boards. The professional program is normally five years in length and is designed particularly for those who have identified before matriculation their interest and motivation to enter the field. It therefore incorporates both a general and professional educational base.

The program is strongly oriented towards developing the student's ability to deal creatively with architectural problems on analytical, conceptual, and developmental levels. The sequence courses in design, consisting of studio work augmented by lectures and seminars dealing with theory and method, are the core of the program. Sequences of studies in human behavior, environmental science, structures, building



technology, and architectural history provide a base for the work in design.

In the first two years, the student has the opportunity to establish a foundation in the humanities and sciences through electives. During the fourth and fifth years, this base may be extended and applied by further studies in these areas. Within the professional program, the basis is established for understanding architecture in its contemporary and historical cultural context.

The structure of the program incorporates considerable flexibility for the individual student to pursue his or her particular interest in the fourth and fifth years. By planning options and electives in the fifth year, it is possible for a qualified student to apply the

last year's work toward the Bachelor of Architecture degree to one of the graduate programs offered in the department, with the possibility of completing the requirements for the master's degree in a minimum of one additional year.

Curriculum

First Year

Fall Term

101 Design I	Credits
131 Introduction to Architecture	3
141 History of Architecture	2
151 Design Fundamentals I	3
191 Analytical Drawing I	2
Elective (out of College)	2
	<u>3</u>
	15

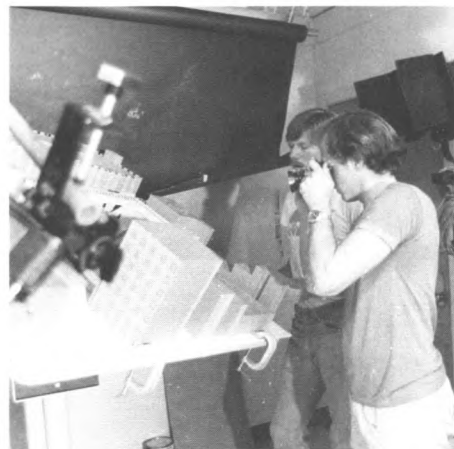
Spring Term

102 Design II	3
142 History of Architecture	3
152 Design Fundamentals II	2
162 Introduction to Social Science in Design	2
192 Analytical Drawing II	2
Elective (out of College)	<u>3</u>
	15

Second Year

Fall Term

201 Design III	4
221 Mathematical Techniques	3
231 Architectural Elements and Principles	3
261 Introduction to Environmental Science	2
Elective (in College)	3
Elective (out of College)	<u>3</u>
	18



Spring Term

202 Design IV	Credits
222 Structural Concepts	4
232 Design Methods and Programming	4
262 Building Technology, Materials, and Methods	3
Elective (out of College)	<u>3</u>
	17

Third Year

Fall Term

301 Design V	6
321 Structural Systems I	3
361 Environmental Controls I	2
Elective (in department)	3
Elective (out of College)	<u>3</u>
	17



<i>Spring Term</i>	<i>Credits</i>
302 Design VI	6
322 Structural Systems II	3
362 Environmental Controls II	3
Elective (in department)	3
Elective (out of College)	3
	<u>18</u>

Fourth Year

<i>Fall Term</i>	
401 Design VII	6
481 Professional Practice	2
Elective (in department)	3
Elective (in College)	3
Elective (out of College)	3
	<u>17</u>

<i>Spring Term</i>	<i>Credits</i>
402 Design VIII	6
482 Professional Practice	2
Elective (in department)	3
Elective (in or out of College)	3
Elective (out of College)	3
	<u>17</u>

Fifth Year

<i>Fall Term</i>	
501 Design IX,	
503 Design IX-Thesis I	8
or 601 Special Program	9
510 Thesis Introduction	2
630 Advanced Seminar in	
Architecture	1
Elective (in department)	3
Elective (out of College)	3
	<u>17 or 18</u>

<i>Spring Term</i>	<i>Credits</i>
502 Design X-Thesis,	
504 Design X-Thesis II	8
or 602 Special Program	9
631 Advanced Seminar in	
Architecture	1
Elective (in department)	3
Elective (in or out of College)	3
Elective (in or out of College)	3
	<u>18 or 19</u>
Total credits	169

Elective Distribution Requirements

	<i>Credits</i>
In-department electives	18
In-College electives	6
In- or out-of-College electives	9
Out-of-College electives	<u>27</u>
Total electives	60
<i>In-Department Elective Distribution Requirements</i>	<i>Credits</i>
History of architecture courses	6
Principles, theories, and methods and nonsequence design courses	6
Design communications or computer graphics course	3
Architectural science course	3
<i>In-College Elective Distribution Requirements</i>	<i>Credits</i>
Art course	3
Planning course	3
<i>Out-of-College Elective Distribution Requirements</i>	<i>Credits</i>
Mathematics, physics, or biological science course	3
Humanities courses	6
Social science courses	6

Degree Option

After the completion of the first four years of credit requirements, the student may opt to receive the nonprofessional degree Bachelor of Fine Arts (B.F.A.) in architecture or Bachelor of Science (B.S.) in urban planning and development of policy planning and regional analysis.

Transfer Students

Although the program leading to the Bachelor of Architecture is specifically directed to those who are strongly motivated to begin professional studies when entering college, it is sufficiently flexible to allow admission of students who do not make this determination until after one or two years of college work. Transfer students are responsible for completing that portion of the curriculum which has not been covered by equivalent work.

If the applicant has had no previous work in architectural design, the ten-term design sequence must be completed. Since this sequence may be accelerated by attending summer terms, seven or eight normal terms and two or three summer terms are typically required.

For those who would benefit from an opportunity to explore the field of architecture before deciding on a commitment to professional education the department offers a summer course, Architecture 125 Issues and Methods in Architecture, which includes an introductory studio in architectural design, lectures, and other experiences designed to acquaint the participants with opportunities, issues, and methods in the field of



architecture. The course carries six credits, but they are not applicable to the degree requirements for those who matriculate in the B.Arch. program at Cornell.

A limited number of transfer applicants who have completed a portion of their architecture studies in other schools are offered admission. Each transfer case is considered individually. Transfer students must complete a minimum of four terms in residence and a minimum of seventy credits of which thirty-five must be taken in the Department of Architecture, including four terms of design. Placement in the design sequence is based on a review of a representative portfolio of previous work. Transfer application files should be completed by March 15 for consideration for fall admission.

All transfer applicants are encouraged to visit the College and discuss their plans with a member of the Admissions Committee. Potential transfer applicants should contact the Undergraduate Admissions Secretary, College of Architecture, Art, and Planning, Cornell University, 129 Sibley Hall, Ithaca, New York 14853; telephone 607/256-4376.

Washington Program

Fourth- and fifth-year students in good standing who have completed the requirements of the first three years of the curriculum are eligible for a term of study in Washington, D.C. with permission of the program director. Courses offered by Cornell faculty include design, thesis introduction, special problems in architectural design, a professional seminar, and a professional studies course. Students are encouraged to enroll for additional courses at local institutions. The Cornell facilities in Washington, D.C. are in an excellent location adjoining DuPont Circle. The program provides a period of intensive exposure to the characteristics of urban development within the framework of a design studio. Content will concentrate on urban design issues, restraints relative to financing, zoning, development criteria, adaptive reuse, and multiuse developments. Tuition for this program is on a pro rata basis.

Nonprofessional Alternative Programs

The first two years of the professional program are considered a basic introduction to the field. It is possible after this phase to depart from the professional program to develop a concentration in some area of the broader field without the intention of becoming a licensed practicing architect. A student choosing an undergraduate nonprofessional major should apply in writing by February 1 in the second year to the department chairperson. The student will be interviewed and informed about acceptance by March 1.

Programs developing major concentrations in the third and fourth years leading to the nonprofessional Bachelor of Fine Arts degree after the fourth year in design communications;* and to the Bachelor of Science degree in urban planning and development and policy planning and regional analysis and in history of architecture and urban development are available. A student attaining either of these degrees can either terminate studies or apply to a graduate program in the area of concentration.

Archaeology

Undergraduate students may elect a concentration in archaeology, an interdisciplinary subject offered in a series of courses organized by the Archaeology Program (see *Cornell University: Description*

*Program temporarily suspended.



of Courses). To qualify, students must complete the introductory course, Archaeology 100, with a grade of C or better and at least four advanced courses in archaeology distributed among three groups: theory and interdisciplinary approaches, Old World archaeology, and New World archaeology. Students are encouraged to train as surveyors and apply for positions on archaeological field teams. Students in the Archaeology Program are eligible for a Jacob and Hedwig Hirsch or an A. Henry Detweiler traveling fellowship.

History of Architecture and Urban Development

The major in history of architecture and urban development is intended for undergraduate students interested in historical studies of





architecture and planning offered in the context of a professional school. The program benefits from a tradition of pioneer work in the history of architecture and urban development that has grown at Cornell over the last thirty years. Special features of the new major are the availability of work in preservation planning and the architectural aspects of archaeology. Ten members of the College faculty offer courses appropriate for this major.

Admission to the Major

Architectural history and urban development may be elected as a major subject if a student has completed Architecture 141 and 142 with a grade of B or better. Others may petition for admission to the major.

Requirements

To satisfy the major subject requirement, a minimum of forty credits of history course work must be completed with a grade of C or better. Of these forty credits, twenty-six must be in history of architecture and urban development, with eight of these twenty-six credits obtained in courses above the intermediate level. In addition, eight credits must be obtained in related fields, such as history of art; archaeology; intellectual, cultural, or political history; and history of science.

Majors will be expected to meet the language requirement in the manner specified for students enrolled in the College of Arts and Sciences.

Honors Program

Students wishing to enroll in the honors program must indicate this intention in writing before the end of their junior year and be accepted for the program by the history of architecture faculty. Minimum requirements for admission to candidacy for honors are:

1. a cumulative average of B– or better in all courses;
2. a cumulative average of B or better in all history of architecture and urban development courses.

Honors candidates take a four-credit research course in the fall of their senior year. In the spring there is a four-credit session during which they prepare and defend an architectural history presentation or demonstration, or a paper approximately fifty pages long.

Curriculum

<i>Prerequisite:</i> first two years of Bachelor of Architecture curriculum	<i>Credits</i> 70
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Third Year, Fall

Fine art elective	3
Related field courses	4
History of architecture (intermediate level) or history of urban development	4
Electives	4
	<u>15</u>

Third Year, Spring

Related field courses	4
History of architecture (intermediate level) or history of urban development	4
Electives	8
	<u>16</u>

Fourth Year, Fall

History of architecture (advanced level) or history of urban development	4
Honors or history related subject	4
Electives	8
	<u>16</u>

Fourth Year, Spring

History of architecture (advanced level) or history of urban development	4
Honors or history related subject	4
Electives	7
	<u>15</u>
Total credits	132



Design Communication*

The Design Communication Program has been formulated to prepare students with the skills and abilities to deal effectively with the complex possibilities presented by the new technologies in media communication forms. The program is directed toward an applied problem-solving approach to the design process in general, and to architecture in particular.

Admission to the Major

Entrance to the Design Communication B.F.A. Degree Program is open to students who have successfully completed the first two years of the architecture program, and who have a

*Program temporarily suspended.

grade of B or better in Architecture 151 and 152. Others may petition for admission to the major.

Requirements

A minimum of forty-two credits of course work must be completed in the major field beyond the basic sequence courses with a grade of C or better. Twenty-four of the forty-two credits must be in design communication. The remaining eighteen credits must be obtained in related fields, such as fine arts, mass communication, perceptual psychology, lighting and acoustics, and the performing arts.

Curriculum

Prerequisite: first two years of Bachelor of Architecture curriculum

Third Year, Fall

Design communication courses, 300 level	6
Related field courses	6
Electives	3
	<hr/> 15

Third Year, Spring

Design communication courses, 300 level	6
Related field courses	6
Electives	3
	<hr/> 15

Fourth Year, Fall

Design communication courses, 400 level	6
Related field courses	3
Electives	7
	<hr/> 16

Fourth Year, Spring

Design communication courses, 400 level	3
Thesis project in design communication	6
Electives	7
	<hr/> 16
Total credits	132

City and Regional Planning

This program offers students completing their first two years in the undergraduate architecture program the opportunity to do additional work in planning during their third and fourth undergraduate years. It is not the goal of this undergraduate major program to train students to be professional urban planners; the master's program in planning is intended for that purpose. The major is organized primarily to offer students coming from an architectural program an opportunity to redirect their academic training toward the understanding of urban and regional problems and their potential solutions.

In general, this major will open up new directions to students for academic or professional activity that can be pursued in greater depth in a variety of graduate programs either at Cornell or elsewhere.

Students doing additional work in planning may study in any one of several formal options or may work out a special program with a faculty adviser. Examples of special programs are exhibited below. Students completing the program should be well prepared to undertake graduate work in a variety of fields, such as

urban design, landscape architecture, city and regional planning, public policy, and a number of the social science fields. They should also be well prepared to enter the field of planning as trainees or interns at various levels of government, as planning becomes more and more an integral part of a wide range of public organizations whose programs attempt to address the critical social problems of our time.

Admission

Students intending to focus their undergraduate work in city and regional planning leading to the Bachelor of Science degree must indicate their election to do so by the end of the spring term of their second year. They must be in good standing and approved by the CRP Committee on Undergraduate Programs.

Requirements and Program of Study

A minimum of 30 credits of course work in the Department of City and Regional Planning out of a total of 132 credits is required for the degree. Depending upon the option chosen, the core consists of from 18 to 24 credits. Examples of possible programs follow.

Social Planning

Introduction to Urban and Regional Theory
Methods of Social Policy Planning
Theories and Strategies of Social Change
Introduction to Planning Theory
Social science electives

Urban Planning History

Introduction to the History of Urban Planning
Design and Conservation
Seminar in American Urban History
Electives



Urban Development Process

Introduction to the History of Urban Planning
Urban Land-Use Planning
Suburbanization and Metropolitan America
Electives

A number of other independent programs can be developed.

Urban Environmental Policy Planning

Introduction to Urban and Regional Theory
Urban Economic Analysis
Regional Economic Development
Introduction to the History of Urban Planning
Engineering electives

Community Development Planning

Introduction to Urban and Regional Theory
Planning Analysis
Regional Economic Development

The Impact and Control of Technological Change
Field Studies in Planning
Social science electives

Departmental Electives and Independent Study

A number of courses are specifically designated for undergraduates. Undergraduate students having the necessary prerequisites may be admitted, with the consent of the instructor, to the more advanced courses. In addition, a number of independent work courses are available for students interested in pursuing subjects of special interest to them.

Fieldwork

Students are encouraged to take fieldwork problems providing them with experience in dealing with the problems of upstate communities. Credit may be awarded.

During the three-month summer period between the third and fourth years, the student is encouraged to gain the experience of an internship in city and regional planning. The field placement is generally in a planning agency or group and may be supervised by a faculty member. Credit may be awarded, if circumstances warrant.

Curriculum

Each year the department releases a schedule of courses. Suggested undergraduate curricula vary from year to year, and consultation with the most recent departmental listing is necessary.

Graduate Programs

The programs in which graduate study may be pursued in the Department of Architecture are architectural design, urban design, and regional design, all leading to the Master of Architecture (M.Arch.) degree; architectural science leading to the Master of Science degree; preservation planning leading to the Master of Arts degree; architectural history and history of urban development leading to the Master of Arts and Ph.D. degrees. There is also a joint program, conducted by the Departments of Architecture and City and Regional Planning which leads to both the Master of Architecture and the Master of Regional Planning degrees. A joint program sponsored by the Colleges of Architecture, Art, and Planning and Agriculture and Life Sciences leads to the Master of Landscape Architecture (M.L.A.) degree.

Design

Students who have satisfactorily completed all requirements for an undergraduate professional qualifying degree in architecture (B.Arch.) or its equivalent at an approved institution may be admitted as candidates for the degree of Master of Architecture. Holders of nonprofessional degrees in architectural or environmental studies should apply as transfers into the undergraduate program leading to the first professional degree (B.Arch.). All students applying to the graduate design program are required to submit a portfolio of their undergraduate design work with application materials.

Three areas of major concentration are offered: architectural design, urban design, and regional design. These areas are each sufficiently broad to verge on one another while focusing in general on the scale of problems suggested by the designation. It is assumed that each student will develop an elective program to reinforce and supplement the studio work. A minimum of sixty credits is required. Of these thirty-six are in design studio work, between nine and twelve in a minor concentration within or outside the Department of Architecture, and the remainder in general course work of which at least six credits must be taken outside the Department of Architecture and, preferably, outside the College. Students majoring in urban design or regional design are required to take a minimum of nine credits in planning course work. Candidates for admission should indicate their preferred area of major concentration on the application.

The normal length of time required to complete the program is four terms. The minimum number of residence terms is two, regardless of previous graduate work. Students acquiring the B.Arch. at Cornell are also required to be registered in the Graduate School for at least two terms. For those pursuing the joint degree program in architecture and planning a minimum of two terms of residence is required in the graduate program in architecture.

The programs leading to the Master of Architecture degrees are administered by Program Concentration Committees, consisting of the graduate faculty representative and those faculty offering work in the area of concentration. Each graduate student selects a Special Committee of

advisers. The Special Committee includes two advisers in the area of major concentration and one adviser in the area of minor concentration.

The thesis is directed by the Special Committee with an additional faculty member at the student's option.

First-year graduate students normally elect the studio in their area of major concentration. Special projects organized by the faculty may be offered and elected as an alternative to participation in one of the studios with the permission of the instructor and the Program Concentration Committee. Second-year studio work is normally devoted to the thesis. However, the student may elect, with permission of the Program Committee, to devote only the fourth term to the thesis.

Architectural Science

Qualified students enrolled in the Graduate School in programs leading to the degree of Master of Science may elect architectural science as either a major or a minor subject; those enrolled in programs leading to the degree of Doctor of Philosophy may elect it as a minor subject.

Students with undergraduate degrees in architecture, architectural engineering or the various branches of engineering, computer science, or a social science are likely candidates for this program. The program is extremely flexible and can be arranged to meet the specific needs and objectives of the individual students and to build on their previous technical preparation and competence.

The objectives of the graduate program in architectural science are:

1. To afford an opportunity for students of architecture to expand their creative design potential by increasing their knowledge and understanding of building technologies, environmental science, or social science.
2. To provide a framework within which students who have graduated in other technical disciplines can explore computer science, computer graphics, and computer-aided design methods.

A candidate for the Master of Science degree with a major in architectural science must satisfy the following requirements:

(a) completion of the program of study prescribed by the student's Special Committee; (b) a minimum of two terms of residence; (c) presentation of a satisfactory thesis; and (d) passing of a final comprehensive examination.

Ordinarily more than two terms of residence are required to complete the program of study, depending on the student's background and experience. A portion of the student's program consists of formal course work. In addition to the courses offered by the College of Architecture, Art, and Planning, a student may select courses offered elsewhere in the University, such as courses in civil engineering, engineering mechanics, mechanical engineering, electrical engineering, physics, computer science, mathematics, housing and environmental analysis, anthropology, and sociology.

Since many of the graduate students work in the Laboratory of Computer Graphics, a brief description of the facility follows.



Laboratory of Computer Graphics

The Program of Computer Graphics was initiated in 1974 with a substantial grant from the National Science Foundation. The objectives of the research were to develop and improve techniques for interactive graphical input and display and to demonstrate the use of these techniques in research applications. The laboratory is an interdisciplinary center where a variety of faculty and students may work. More than several million dollars in funding have resulted in the creation of a very sophisticated interactive computer graphics facility.

The most appropriate means to study and perform research in computer graphics is to enter the Master of Science program with a major in architectural science and a minor in computer science. The course work consists primarily of courses in the computer science department to be jointly determined by the student and the minor adviser. The research and thesis consist entirely of work performed in the Laboratory of Computer Graphics. For students wishing to study the relationship of computer graphics to a field such as architecture or engineering, the minor is usually in the most closely related subject area.

Present research projects are concerned with architecture, structural engineering, water resources planning, geological sciences, animation, medicine, and energy conservation, as well as the major focus of computer graphics. All work relies heavily on interactive graphics.



The facility includes a stand-alone VAX 11/780 with 1 megabyte of memory, disk and tape storage, several storage tube displays, two hard copy graphic output devices, and an Evans and Sutherland dynamic vector display system. The laboratory has the capability to generate full-color displays on three frame buffers.

Approximately twenty-five people work in the laboratory as research associates, systems programmers, support specialists, and graduate students. Their backgrounds include electrical engineering, computer science, mechanical engineering, structural engineering, and architecture.

Architectural History, History of Urban Development, and Preservation Planning

Students interested in programs leading to the degree of Master of Arts or Doctor of Philosophy offered by the Field of History of Architecture and Urban Development enroll in the Graduate School of the University. They may elect history of architecture or history of urban development as major or minor subjects. Preservation planning is offered as a minor subject for the Ph.D. degree and as a major subject for the M.A. degree.

The graduate program in architectural history and history of urban development is concerned with methods of scholarship and research, as well as the record of development of architecture from the earliest times to the present day. Though a specialized focus of study will be necessary, all students are required to become acquainted with the history and scholarship associated with the architectural traditions of the West. A special feature of the program is the opportunity for the student to prepare for research and teaching of the history of architecture in the context of the professional school of architecture. Normally, applicants have undertaken undergraduate work emphasizing architecture, history of art, or related studies.

Graduate work consists of seminars and courses in this and other departments in combination with independent study under faculty direction. For the degree of Master of Arts in architectural history or history of urban development candidates must demonstrate a reading knowledge of one approved foreign

language, pass examinations in their major and minor subjects, and submit a satisfactory thesis. Candidates for the doctoral degree must demonstrate a reading knowledge of two approved foreign languages, pass an Admission to Candidacy examination, and complete a satisfactory dissertation.

For the degree of Master of Arts in historic preservation planning a minimum of fifty-two credits is required. Seventeen credits must be completed in "core" courses and twelve in courses chosen to constitute a minor field of concentration. A thesis is required. The Fine Arts Library provides a focus and resources for graduate study and preparation of theses.

Curriculum

Master of Arts Program Historic Preservation Planning

First Year

<i>Fall Term</i>	<i>Credits</i>
Arch 141 History of Architecture	3
Arch 348 American Architecture I	3
Arch 741 Introductory Seminar to HAUD	2
Arch 544 Design and Conservation	2
Arch 544 Case Studies	2
Elective	2
	<u>14</u>
<i>Spring Term</i>	
Arch 348 American Architecture II	3
Arch 546 Documentation for Preservation Planning	2
CRP 663 Historic Preservation Law	2
Elective	7
	<u>14</u>



Second Year

<i>Fall Term</i>	<i>Credits</i>
CRP 460 Introduction to the History of Urban Planning	3
CRP 561 Historic Preservation Planning Workshop	4
Elective	5
	<u>12</u>
<i>Spring Term</i>	
Electives	6
Thesis	6
	<u>12</u>

Some required courses are given in alternate years.

Landscape Architecture

The Graduate Program in Landscape Architecture leading to the Master of Landscape Architecture (M.L.A.) degree is administered jointly by the College of Architecture, Art, and Planning and by the College of Agriculture and Life Sciences. A full description of the program may be found on page 34.

Summer Term in Architecture

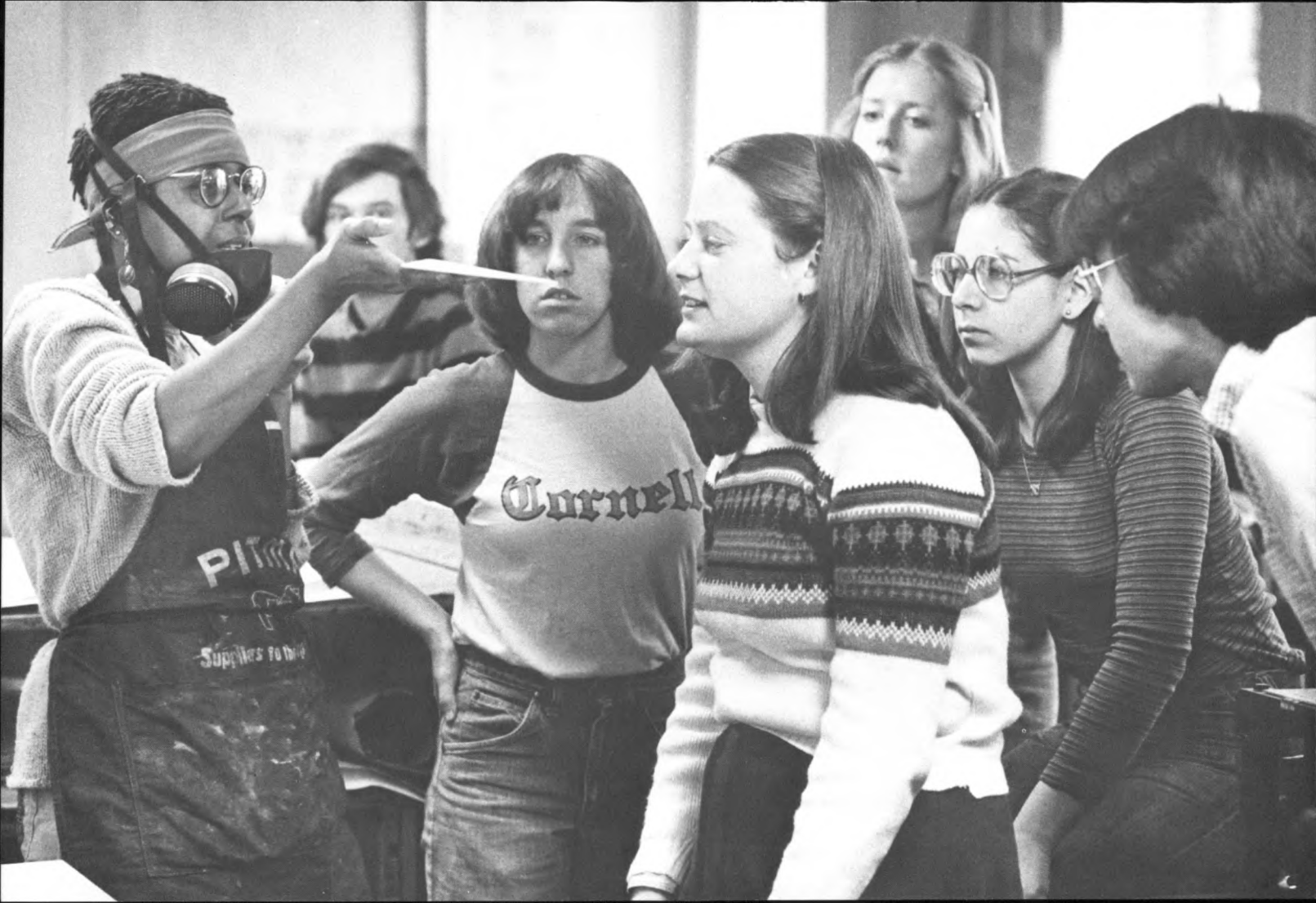
The summer term offers students the opportunity of a concentrated period of design work. Design is offered at both undergraduate and graduate levels; the term is six to eight weeks in duration.

Undergraduate design sequence courses are offered at second- through fifth-year levels in Ithaca. Normally, there is also a design program abroad for third-, fourth-, and fifth-year students.

Registration is limited to students in good standing who have completed the freshman year of study.

Students from schools of architecture other than Cornell are invited to apply to the College for admission to all summer programs.

At the graduate level, the summer term is devoted to problems forming part of the student's program of work. The term may carry residence credit equal to that of a normal academic term. Participation in the program cannot be undertaken without the consent of the student's Special Committee.



Art

Undergraduate Program

The undergraduate curriculum in art, leading to the degree of Bachelor of Fine Arts, provides an opportunity for the student to combine a general liberal education with the studio concentration required for a professional degree. During the first year, all students follow a common course of study designed to provide a broad introduction to the arts and to provide a basis for the intensive studio experience in painting, sculpture, photography, and the graphic arts afforded in the last three years. In the third semester, students take either painting, sculpture, or photography and a required course in printmaking. Beginning with the fourth term, students concentrate on painting, sculpture, photography, or printmaking. They may elect additional studio work in any of these subjects during the last two years, with the consent of the instructor, providing the courses are taken in sequence and at the hours scheduled. These courses are designed to promote a knowledge and critical understanding of these arts and to develop the individual student's talent. All members of the faculty in the Department of Art are active practicing artists whose work represents a broad range of expression.

Studio courses occupy approximately one-half of the student's time during the four years at Cornell; the remainder is devoted to a diversified program of academic subjects with a generous provision for electives.

The curriculum in art is an independent program of studies within the College of

Architecture, Art, and Planning. However, the intimate relationship between fine arts and training in architecture and city planning is a source of special strength in the Cornell program and affords unusual benefits to the students in these three disciplines.

Although the undergraduate curriculum in art is an excellent background for a career in applied art and offers courses in the use of graphics in modern communications, no specific technical courses are offered in such areas as interior design, fashion, or commercial art.

The department discourages the concept of accelerated graduation. However, a student may petition for consideration of early graduation upon the following terms and conditions: (1) The petition must be submitted to the faculty before preregistration in the spring semester of the student's junior year; and (2) the student must have a cumulative average that places him or her in the first quarter of the class.

A candidate for the B.F.A. degree who wishes also to earn an A.B. degree from the College of Arts and Sciences can arrange to do so. This decision should be made early in the candidate's career (no later than the third semester) so that he or she can petition to be registered in both colleges simultaneously, and an adviser in the College of Arts and Sciences can supply needed guidance. Those students who are interested primarily in the history rather than in the practice of art should apply for admission to the College of Arts and Sciences with the objective of doing major work in the Department of the History of Art in

that college. They may take studio courses as electives in the Department of Art in the College of Architecture, Art, and Planning.

Curriculum

First Year

Fall Term

	<i>Credits</i>
111 Introductory Art Seminar	1
151 Introductory Drawing	3
110 Color, Form, and Space	3

B.F.A. students must take one and may take both of the following courses:

121 Introductory Painting	3
141 Introductory Sculpture	3
Out-of-college electives	3
	<hr/> 13–16

Spring Term

152 Introductory Drawing	3
B.F.A. students must take two of the following three courses:	
122 Introductory Painting	3
142 Introductory Sculpture	3
161 Introductory Photography	3
Out-of-college electives	4 or 7
	<hr/> 13–16

Second Year

Fall Term

251 Second-Year Drawing	3
131 or 132 Introductory Graphics (one term, fall or spring)	3
B.F.A. students must take two of the following three courses:	
221 Second-Year Painting	3
241 Second-Year Sculpture	3
261 Second-Year Photography	3
Electives	4 or 7
	<hr/> 16

Spring Term

252 Second-Year Drawing	3
131 or 132 Introductory Graphics (one term, fall or spring)	3
B.F.A. students must take one of the following three courses:	
222 Second-Year Painting	3
242 Second-Year Sculpture	3
262 Second-Year Photography	3
Electives	4–7
	<hr/> 16

Third and Fourth Years

Students in the third and fourth years should plan their programs to complete twenty-eight credits in courses in one of the following studio areas: painting, sculpture, or graphics. Or, they should plan to complete twenty credits in each of two of the above areas. Students may also choose a course of study in photography up through the third-year level. Twelve additional credits in art history at the 200 level or higher or in architectural history must also be completed. Students are expected to take thirty-two credits in both the third and fourth years.

The B.F.A. program is designed so that students may fulfill the degree requirement of 129 credits with a minimum of 53 credits to be taken in the Department of Art and a minimum of 52 credits to be taken outside of the department. Within these ranges, students may design their own programs subject to the following limitations:

1. Of the minimum of 52 elective credits to be taken outside the Department of Art, four courses must be in English, history, or other humanities offered in the College of Arts and Sciences. Six credits in art history at the 200



level or higher or in architectural history must be completed in the first two years. Twelve additional credits in art history at the 200 level or higher or in architectural history must be completed in the last two years.

2. Of the minimum of 53 credits to be taken within the Department of Art, the following courses must be completed in the first two years: 110 Color, Form, and Space; 151–152 Introductory Drawing; 251–252 Second-Year Drawing; at least two of the following sequences: 121–122 Introductory Painting; 141–142 Introductory Sculpture; 161 or 162 Introductory Photography, and 261 or 262 Second-Year Photography; and either 131 or 132 Introductory Graphics.

The University requirement of two terms of physical education must be met.



A candidate for the B.F.A. degree at Cornell is required to spend the last two terms of candidacy in residence at the University.

Students who transfer into the undergraduate degree program in art must complete a minimum of four terms in residence at Cornell and a minimum of 60 credits at the University, of which 30 credits must be taken in the Department of Art, including four terms of studio work.

Graduate Study

A student who holds a bachelor's degree or its equivalent and has clearly demonstrated professional promise in the field of art may be admitted as a candidate for the degree of Master of Fine Arts, majoring in painting, sculpture, or graphic arts.

The course of study leading to this degree requires four terms of residence and is intended for those who wish to complete their education as artists. A high proportion of those who receive the degree enter the field of teaching at the college level.

The curriculum leading to the master's degree is flexible to accommodate the needs of the individual student. The normal requirement of each of the first three terms is fifteen credits; of this, from seven to ten credits will be assigned to studio work, two credits to Art 610 (Seminar in Art Criticism), and the remainder to courses outside the Department of Art. Students are required to take at least twelve credits of academic work outside the Department of Art during their four terms in residence.

Graduate students in art may enroll in introductory or advanced courses in any field of study offered at the University; courses in writing, stagecraft, cinema, and music are available, as well as those in the usual academic subjects of the history of art, philosophy, anthropology, etc. Candidates for the master's degree must complete eighteen credits of courses in the history of art, taken either as graduate or undergraduate students.

At the end of the third term of residence, the candidate is required to present a one-person exhibition of work done while in residence. The principal effort of the fourth term is a thesis consisting of creative work and, in addition, an essay dealing with a subject in the theory or history of the visual arts. An oral examination on these subjects normally occurs on presentation of the thesis.

Since the course of study is intended for those who, in the opinion of the faculty, are competent to do independent work in the field of their choice, all applicants must submit photographs of their work. Color slides are preferable for paintings. Original works should not be sent.

It is not practical to admit candidates to the program at the beginning of the spring term as all available studio facilities, scholarships, and assistantships are allocated at the beginning of the school year. Assistantships are generally awarded to second-year students only. Transfer credit for work done elsewhere, or during the summer, is not acceptable.

City and Regional Planning

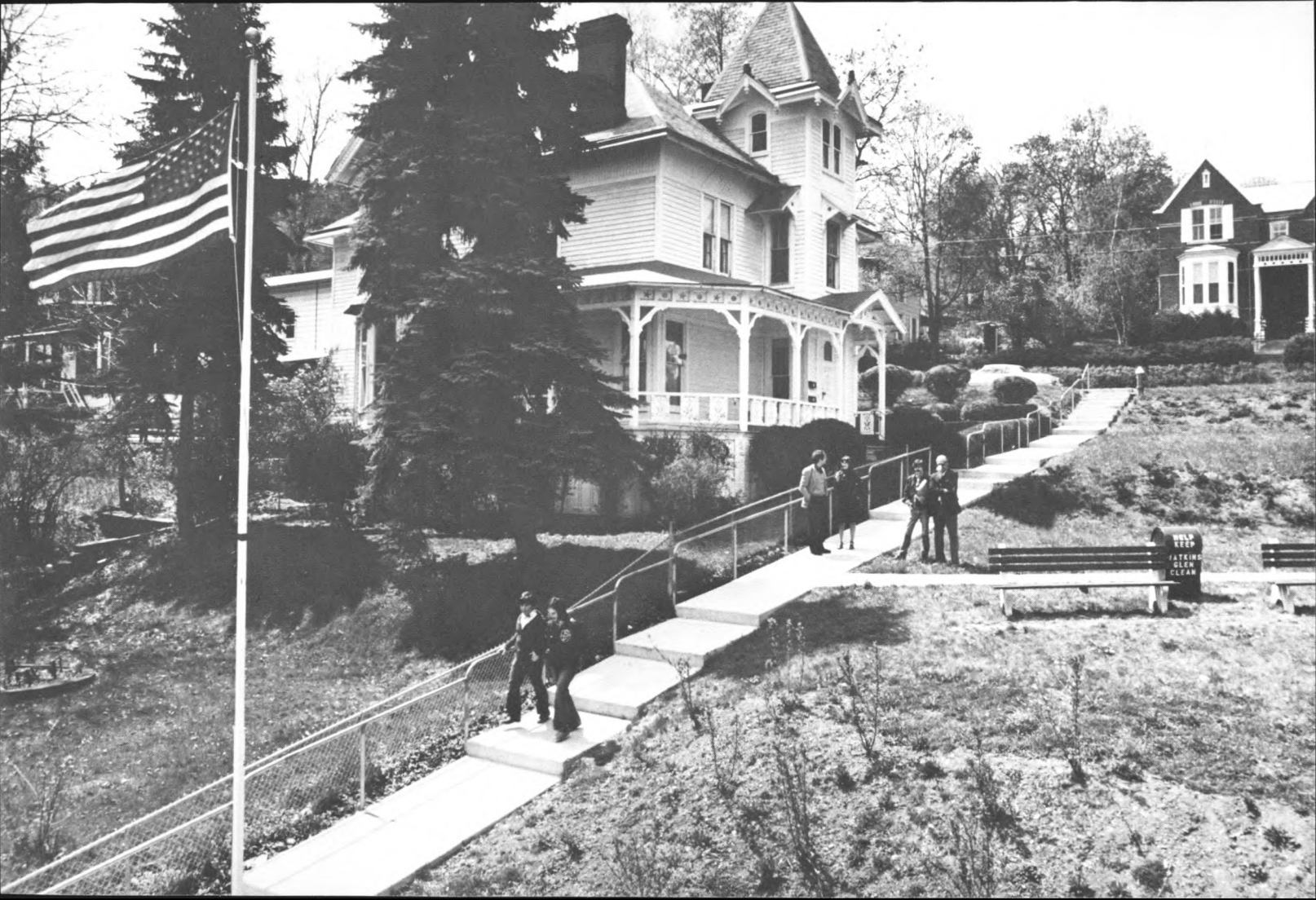
Objectives and Facilities

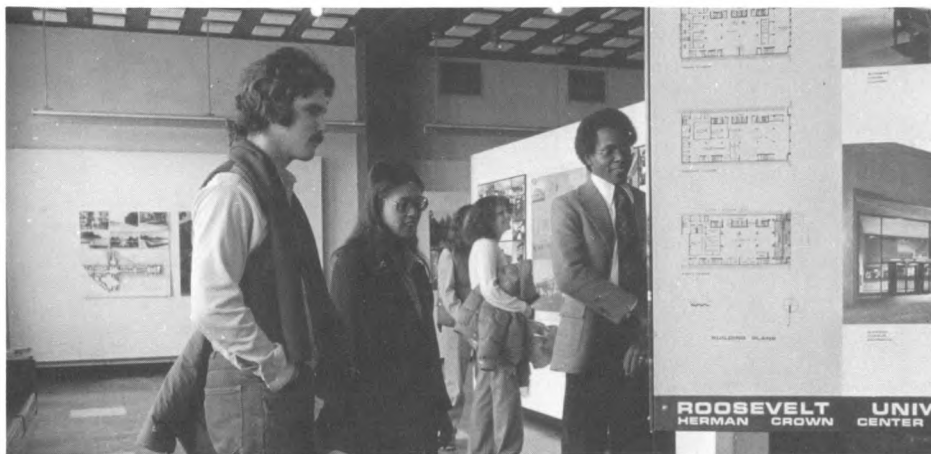
Planning seeks to guide the development of the economic, social, natural, and built environments in order that some of the needs and aspirations of people may be better satisfied. Most of the activities in the department focus on a broad range of issues which are often subsumed under the labels urban, regional, and social policy planning. Urban planning is generally concerned with the urban environment, the physical facilities and the social and economic forces that affect this environment, and the processes of urban plan making and administration. Regional planning is usually concerned with socio-economic issues and functional planning at the regional level, the forces that generate economic growth and social development, and the ways in which resources can best be used in regional development. Social policy planning is generally concerned with the social decision processes involved in both city and regional planning. There is clearly considerable overlap among these three areas of professional and scholarly study and the department encourages the integration of related planning activities.

The department as a whole is broadly concerned with public decision-making processes: the formation of public policies; the design and evaluation of public plans, programs, and projects; the development of institutions; the creation of legislative and administrative implementation devices; and the use of computers and analytical methods for improved decision making. This view of planning can be applied to a broad spectrum

of activities, ranging from the more traditional aspects of city planning to the most recent developments in the field. It involves the use of appropriate theories and methodologies developed for the study of social, economic, spatial, and physical systems and the relationships among them. Within this broad framework, students have considerable flexibility to develop programs of study that vary across a wide spectrum, from those that have a very general approach to planning to those with a much more specialized focus.

The programs of study in city and regional planning, which are primarily at the graduate level, have two major objectives: (1) professional education for participation in planning the social, economic, physical, and spatial development of urban areas and regions; and (2) more advanced, specialized education for those who seek careers in teaching and research, and in policymaking. Study for the degree of Master of Regional Planning (M.R.P.) prepares candidates for professional service in city, county, and metropolitan area planning agencies; in state, interstate, and federal planning agencies; in private businesses and other organizations dealing with urban and regional problems; and in private consulting practice. Study for the degree of Doctor of Philosophy offers advanced work for those interested in research and teaching positions in the growing number of graduate and undergraduate planning education programs, and in research positions in government agencies, private organizations, and in professional practice. A one-year (eleven to eighteen months) program designed for experienced professionals in





other fields who can benefit from planning education leads to the degree of Master of Professional Studies (International Development.)

Students in planning are encouraged to take advantage of the resources in related programs at Cornell. A program of urban and regional research at the University is centered in the Program on Urban and Regional Studies as well as in the College of Architecture, Art, and Planning. The Center for Environmental Research and the Remote Sensing Program also encourage research programs and provide assistance that enables the departments and individuals to focus their interests in these areas. Graduate programs in the College of Arts and Sciences, the College of Agriculture and Life Sciences, the College of Human Ecology, the Graduate School of

Business and Public Administration, the School of Industrial and Labor Relations, the School of Civil and Environmental Engineering and the School of Operations Research and Industrial Engineering in the College of Engineering, the Law School, and the Department of Architecture offer opportunities for related and combined programs of study.

In addition to the specialized urban and regional planning collection of the Fine Arts Library, the research facilities of the John M. Olin Library, as well as branch libraries such as Albert R. Mann, Business and Public Administration, Engineering, Industrial and Labor Relations, and Law are available for graduate-student use. The city planning archives in the Department of Regional History and University Archives in Olin Library, which contain the papers and records of many

pioneering individuals and organizations in the profession, provide unique research resources.

Degrees

Master of Regional Planning

Graduate study for the Master of Regional Planning degree is administered by the College under the jurisdiction of the Graduate School operating through the department. The standard requirements of the Graduate School for the selection of major and minor subjects do not apply to planning students at the master's level; instead, students are subject to the specific requirements of the department. The requirements are listed below under the section labeled Professional Program.

Doctor of Philosophy

Graduate study leading to the degree of Doctor of Philosophy is offered in the Field of City and Regional Planning under the jurisdiction of the faculty of the Graduate School. A master's degree with course work equivalent to that required in the first year of the graduate programs in planning at Cornell is ordinarily required for admission to candidacy for the Ph.D. degree. Applicants who hold the master's degree in a related field and have had acceptable experience in planning practice or those who have completed substantial graduate-level course work in planning may be considered for admission. Such candidates may be required to take additional work at the master's level.

Candidates for the Ph.D. degree must complete a program of studies approved by a Special Committee composed of a chairperson representing the major subject and other members of the graduate faculty representing minor subjects. Those interested in obtaining the Ph.D. degree should consult the *Announcement of the Graduate School* for additional information on the requirements for the degree.

The course of study requires work in two minor subjects in addition to a major subject in the Field of City and Regional Planning and the preparation of a satisfactory dissertation. Minors are possible in such subjects as aerial photographic studies, agricultural economics, anthropology, architectural history, comparative government, econometrics and economic statistics, economic development, economic theory, consumer economics, housing, environmental analysis, design, law, natural resources conservation, operations research, public policy, political thought, psychology, public administration, research methodology, sociology, statistics, environmental and civil engineering, sanitary engineering, and transportation engineering, among others. In consultation with the chairperson of the Special Committee, the Ph.D. candidate will normally select two minor subjects that best complement the student's research interests in city and regional planning. Work for the Ph.D. is considered preparation for making creative contributions to the field. For that reason, substantial competence and knowledge of basic analytical and research methods are required. Candidates may fulfill this requirement by preparation previous to entrance or by course work at Cornell.



Master of Professional Studies (International Development)

In conjunction with the graduate Field of International Development, the Department of City and Regional Planning offers the M.P.S. (I.D.) degree, a one-year (2-2/5 residence units) program either for experienced professional planners with specific training needs or for other mid-level professionals with needs for short-term planning education. The program is described in the department's brochure, *International Studies in Regional Planning*.

Information not found in this *Announcement* may be obtained by writing the Graduate Faculty Representative, City and Regional Planning, West Sibley Hall.

The Professional Program

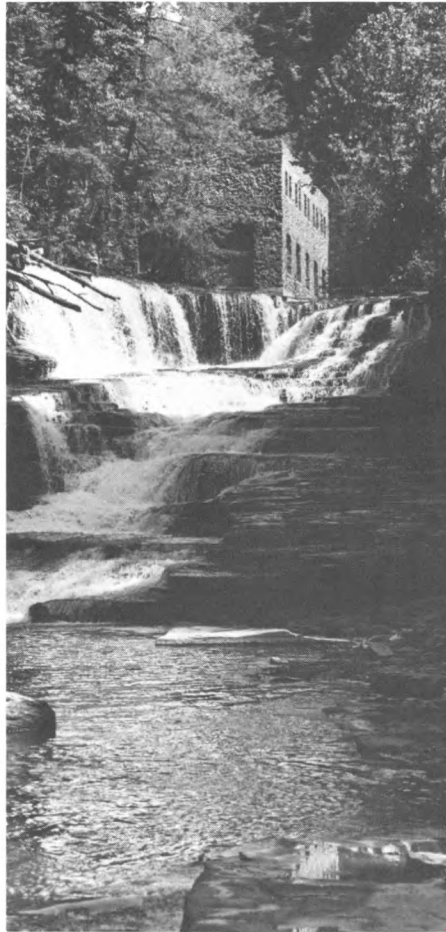
The basic goal of the professional program is to provide graduate-level training essential for persons seeking careers primarily in the broad range of public agencies involved in planning and related activities, as well as with consultants and other private businesses. The approach in the professional program reflects a general view of planning that can also be applied to a wide range of functional areas, such as urban physical development and land use; health, welfare, education, manpower, and housing; environmental and recreation systems; urban and regional systems analysis; nonmetropolitan development; and planning for regions in Third World nations, among others.

Departmental faculty interests encompass a large variety of topics. Within this framework, students can design a program of study to suit their own professional interests. In addition, the student's Special Committee (of faculty advisers) may include faculty members from other departments on the campus, since they may be able to provide guidance in areas of specialization not covered by the departmental faculty.

The teaching, research, and community service activities in the department draw on the applied aspects of urban and regional planning as well as on their theoretical and methodological foundations. Considerable attention is given to economic, social, political, and design issues as they affect development and change in cities and regions. Methodological skills appropriate to finding solutions for a wide variety of planning problems are an integral part of the program.

The educational approach of the program is both prescriptive and theoretical. Opportunities exist in fieldwork courses to work on current, real problems typical of those that face practicing planners. Working together with faculty and fellow students, a student can learn his or her own strengths and weaknesses, and also can develop an individual style of operation. Much of the work produced in fieldwork or workshop courses provides the basis for student term papers, reports, and thesis projects.

The special areas of strength within the department depend, to a great extent, upon the resident faculty (see listing of faculty interests on page 30). In addition, there are many course offerings and community



service activities across the breadth of the University to supplement the offerings of the department. By taking advantage of the combined resources of the faculty in the department and those elsewhere on the campus, students can put together a program of study to follow nearly any line of interest in planning. For example, students can pursue studies in urban planning and development, urban planning history, historic area preservation, housing, urban development policies and programs, legal aspects of planning and urban development, land-use planning, planning design, ecological planning, planning politics and administration, and institutional and campus planning.

Students can also pursue studies in policy planning that involve the analysis of values and choices underlying public policy with the goal of helping policymakers with limited resources choose among policy alternatives to meet community objectives. Quantitative and nonquantitative training is available at the professional and graduate levels for students interested in urban planning and social policy careers at the national and subnational levels of public and private activity. The objective is to train planners and policy specialists whose work will link social scientists, government policymakers, and indigenous groups interested in effective public service.

Professionals who will work on planning problems in developing countries may specialize in international aspects of urban and regional planning. The objective is to train planners from both low-income and industrialized countries to work in the research, planning, and administration of local and regional activities.

The study of social and political institutions in nonmetropolitan areas is also available in the department as this appears to be a promising approach for the solution of rural problems. Problems of regional economic development and decline, an issue emerging in national politics, also are dealt with. There is a wide variety of planning problems associated with nonmetropolitan areas; for example, the identification of the ways that the poor of the nonmetropolitan United States may find their way into more prosperous, less dependent situations and exercise control over their own futures.

Students may also focus their studies on the use of systems analysis techniques and computers in the solution of appropriate urban and regional problems. The role of such analytical methods, and of information systems in planning and policy formulations and analysis, is quite pervasive in the profession and in many functional planning areas.

These and other areas of planning can be used to design programs of study to fit a wide variety of student interests.

Curriculum and Requirements

The curriculum for the professional program has been designed to provide students with knowledge in planning and in related disciplines while permitting them to carry on in-depth studies in one or more areas of specialization. A limited number of foundation courses are recommended early in the two-year program. These are designed to present a comprehensive view of the field and to provide some basic knowledge and skills in



planning. Students are expected to help design their own individualized programs of study in cooperation with their faculty advisers and are encouraged to take courses not only in the department but also in disciplines relevant to planning. The development of close working relationships between students and individual faculty members is encouraged.

A minimum of sixty credits of course work, including a thesis or project, is required for the M.R.P. degree. At least thirty of these credits must be taken in courses offered within the department. Ordinarily four semesters of residence are necessary to complete the requirements for the degree.

Course Work

The first year for the M.R.P. degree program usually includes the recommended distribution courses and elective courses. Students are expected to take at least one course each in introduction to planning, quantitative methods, urban and regional theory, and environmental design if they have not had comparable courses. Additional courses in the first and second years are generally electives, some of which are chosen in the area of the student's specialization. Electives may be taken in any department or program of the University and should be selected with the guidance of the student's adviser to contribute to the development of a sound base for the student's future professional activities.

Independent Work Requirement

Candidates for the M.R.P. degree must demonstrate an ability to do independent work as professionals in planning. The nature of this independent effort will be planned by the student and his or her faculty adviser as a thesis or final project. Independent work normally entails specialization in course offerings during the latter part of the two-year program, and students are encouraged to choose an adviser appropriate for such specialization early in their program of study.

The faculty of the department encourages students to integrate fieldwork and workshop experience with their thesis or project. Opportunities for such work experience and for completing the independent work requirement exist within the framework of the department's course offerings.

Faculty Interests

Richard S. Booth: land-use law, regional land-use planning, environmental law, critical area preservation, historic preservation law

Paul Brandford: environmental health planning, epidemiology, quantitative methods, health systems planning and analysis

Pierre Clavel: planning theory, planning administration, regional development

Stan Czamanski: economic analysis for planning, including urban growth models; regional social accounts; regional applications of input-output analysis; location theory; housing economics; urban land economics

John Forester: policy analysis, critical social theory, evaluation in planning, planning organizations

Nancy Gilgosh: urban sociology, community organization and development, services location and allocation, inter-group conflict in planning decision making, socio-spatial stratification, social statistics and research methods

William W. Goldsmith: regional development, international planning, political economy, urban economics

Keith Grey: urban design, site planning, land-use planning

Walter Isard: regional science

Barclay G. Jones: urban and regional quantitative analysis, urbanization theory, planning theory, environmental health planning, historic preservation planning



Sander Kelman: economics and political economy of health policy planning

David B. Lewis: regional planning in developing countries, technology transfer

Dorothy Nelkin: impact of science and technology on urban society, environmental policy development

Kermit C. Parsons: urban land-use planning, large-scale development planning, urban growth policy, university planning

John W. Reps: land-use regulation, planning administration, comparative planning, history of city planning in the United States

Sidney Saltzman: quantitative methods and systems analysis in planning, computer applications and information processing systems, regional analysis





Richard Schramm: urban fiscal analysis, local governmental financial decision making and planning, economic development, alternative fiscal systems for development, worker-managed enterprises and community control, controlling corporations

Stuart W. Stein: planning and urban design within the context of comprehensive planning, housing and renewal, preservation of historic districts, enhancement of the visual assets of the city, land-use planning, urban planning practice

Ian R. Stewart: urban housing, renewal and development policies and programs, urban politics, new town and suburban development policies and programs, American urban history

Thomas Vietorisz: urban economics, regional economics, regional science, center city economic development

Admission

Students from all undergraduate disciplines are encouraged to apply for admission to the department. Applicants are expected to hold a bachelor's degree from a recognized educational institution.

Beginning graduate students may apply to the master's program or to the doctoral program as candidates for the master's degree. Application for transfer to the doctoral program may be made at any time after the second semester of full-time study. Applicants with previous graduate work may apply for



advanced standing or direct admission to doctoral study.

All applicants who have resided in the United States during the year preceding matriculation must submit scores from the Graduate Record Examinations Aptitude Test taken within the previous two years. Applicants are urged to take the tests as early as possible, preferably in October. Upon request, the department may accept scores from the Law School Aptitude Tests (LSAT) in place of GRE test scores.

For further information write to the Graduate Faculty Representative, City and Regional Planning.

Joint Programs

Planning and Law

The Joint Program in Law and Planning is intended for students who wish to combine their studies in planning and law in order to obtain both the M.R.P. and J.D. degrees in four years. Candidates for this program must apply separately to, and meet the admissions requirements of, the Department of City and Regional Planning (CRP) and the Law School.

Students enrolled in the joint program normally will study during the first year in the Law School. Starting in the second year of their three-year Law School program, joint program students will take Law School courses related to the joint program and take one course in CRP during each of their remaining Law School semesters. Following completion of the J.D. degree, joint program students will spend the fourth year of the program in CRP in order to obtain their M.R.P. degree.

Admission to CRP and the joint program may be arranged subsequent to beginning Law School. LSAT scores will be acceptable for admission to CRP in place of GRE scores for students in the joint program.

Course requirements for the joint program are determined by a joint faculty committee representing both the Law School and City and Regional Planning.

Planning and Landscape Architecture

Many common educational interests and professional goals are shared by the fields of planning and landscape architecture, particularly in their concerns with the determinants of physical development, the arrangement of urban and natural space, and the optimum use of land. A growing number of students recognize the value that training in either of these fields can lend to the other. Consequently students are offered an opportunity to earn both the M.R.P. and M.L.A. degrees in a combined program that coordinates course work and reduces the time needed to earn each degree. Students may request admission to the joint degree program upon initial application to Cornell or may do so during their first semester in residence. In either case, applicants must be accepted by each field.

Each student will form an advisory committee of at least two members, one from planning and one from landscape architecture, to advise on courses and review the student's progress in the program. To earn both the M.R.P. and M.L.A. degrees, students must fulfill the basic course requirements for each program, including at least 55 credits in landscape architecture and at least 30 credits in the City and Regional Planning Department, including courses specified in the core curriculum. A minimum of 110 credits is required for the joint degree program. Three and one-half years and one summer will constitute the normal period in residence, plus an additional summer internship required in landscape architecture.

Planning and Urban Design

Students interested in combining graduate-level course work in both planning and urban design can do so by enrolling in a joint program offering both the M.R.P. and M.Arch. degrees. Each student will select an adviser from each field who will constitute a committee to assist the student in all aspects of the joint program and approve the selection of courses. Students may apply to the joint degree program at the time of their initial application or can do so after enrolling at Cornell. In either case, applicants must be accepted separately by each field.

The basic requirements of both the M.R.P. and M.Arch. (Urban Design) programs must be fulfilled, but by coordinating closely related course work, the time necessary to earn both degrees is shortened. Students must earn a total of 96 credits taken at the graduate level. At least 30 of these credits will be in courses offered by the Department of City and Regional Planning and at least 36 credits in courses offered by the Department of Architecture. An additional 30 credits are required in related course work, but no more than 15 of these may be in planning or architecture courses. Students enrolled in the joint degree program shall be in residence in each department for at least one year. However, it is expected that the student will remain in residence at Cornell for a total of six semesters (or three years) to earn both the M.R.P. and M.Arch. degrees.



Landscape Architecture

Landscape architecture is the design profession concerned with the analysis, physical planning, and design of the outdoor environment. Through a comprehensive understanding of natural systems capabilities, land use, human behavior, and site design and construction principles, the landscape architect works to optimize the utility and form of outdoor space while minimizing environmental impact.

In the Colleges of Architecture, Art, and Planning and Agriculture and Life Sciences, the Landscape Architecture Program offers three professional degree alternatives: a two-year graduate program leading to a Master of Landscape Architecture degree, a three-year graduate program leading to a Master of Landscape Architecture degree, and a four-year undergraduate program leading to a Bachelor of Science degree (from the College of Agriculture and Life Sciences).

Two-Year Graduate Program

The two-year graduate program serves to broaden and enrich undergraduate education in design by providing an expanded educational experience to those who are technically skilled. Applicants are therefore expected to hold a bachelor's degree in architecture, landscape architecture, or environmental design from a recognized institution.

The objectives of the two-year program are to permit students to conduct research in the

multidisciplinary areas relating to landscape architecture, and to provide advanced education and training to individuals who decide, upon graduation, to teach, to practice, or to conduct applied research in landscape architecture. To further these objectives, students are permitted considerable flexibility in establishing programs which take full advantage of the teaching and research resources of the University.

Three-Year Graduate Program

Students with bachelor's degrees in areas other than architecture, landscape architecture, or environmental design may enroll in the three-year graduate program. Through an initial curriculum sequence intended to develop basic landscape architecture skills and concepts, the three-year program provides opportunities for students from diverse educational backgrounds to become proficient in landscape design, site construction, graphic communication, plant materials, and other related subject areas necessary to enter the profession fully qualified at the master's level. In order to provide advanced education and training for those who decide to conduct applied research, to practice, or to teach in landscape architecture, students are also encouraged to pursue multidisciplinary studies based upon an individualized curriculum developed under the guidance of an adviser in the Field of Landscape Architecture.

Admission

Applications should include transcripts of all previous academic performance, two letters of recommendation, and a statement describing the applicant's background and objectives. Portfolios are required for applicants to the two-year program. Examples of work which may illustrate potential for achievement at the graduate level are desirable for applicants to the three-year program. All applicants are strongly encouraged to submit scores obtained on the Graduate Record Examination. For further information prospective students should write to the Graduate Faculty Representative, Landscape Architecture, Cornell University, Sibley Hall, Ithaca, New York 14853. (Undergraduate applications to the Landscape Architecture Program should be directed to the College of Agriculture and Life Sciences.)

Curriculum and Requirements

Two-Year Program

A candidate for the two-year Master of Landscape Architecture degree must satisfactorily complete the following:

1) sixty credits of course work, to include at least two advanced studios or workshops, a seminar, Contemporary Issues in Landscape Architecture, and a thesis or final master's project;

- 2) a minimum of fifteen of the sixty required credits in an area of concentration (see below);
- 3) four terms of residence;
- 4) an approved summer internship;
- 5) additional professional courses in areas such as regional landscape and land-use information systems, aerial photographic analysis and interpretation, landscape construction, landscape history, and plant materials and design may be required for students lacking adequate preparation in these skills.

Three-Year Program

A candidate for the three-year Master of Landscape Architecture degree must satisfactorily complete the following:

- 1) ninety credits of course work which includes a thesis or final master's project and the core curriculum as outlined:

<i>Course Area</i>	<i>Credits</i>
Studio-design	25
Site construction	8
Plant materials/natural systems	9
Visual communications	6
History of landscape architecture	3
Contemporary issues in landscape architecture	4
Professional practice	2

- 2) a minimum of fifteen of ninety required credits in an area of concentration;
- 3) six terms of residence;
- 4) an approved summer internship.

Area of concentration: students in both the two-year and three-year graduate programs are expected to choose, as part of their course work requirement, a minor area of concentration consisting of a minimum of fifteen credits. This area is generally developed in conjunction with a thesis topic and may be chosen from any of the relevant fields in the Graduate School, or from subject areas such as ecologic, historic, economic, legal, and social considerations as determinants of landscape architectural design.

Joint Degree Program: Master of Landscape Architecture and Master of Regional Planning

This program, which allows students to earn both the Master of Landscape Architecture and Master of Regional Planning degrees, provides an opportunity for an increased educational experience in two related professional fields. Students should apply to both programs for admission, indicating their interest in the joint program.



General Admission to the College

Undergraduate

The University believes in the educational values inherent in bringing to the campus persons of widely different backgrounds, and directs its admissions policy to the preservation of this fundamental principle. In choosing from among candidates of approximately equal qualifications, some preference may be given to those whose homes are in areas not adequately represented in the student body.

It is the policy of Cornell University actively to support equality of educational and employment opportunity. No person shall be denied admission to any educational program or activity or denied employment on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, color, creed, religion, national or ethnic origin, sex, age, or handicap. The University is committed to the maintenance of affirmative action programs which will assure the continuation of such equality of opportunity.

Cornell University is committed to assisting those handicapped students who have special needs. A brochure describing services for the handicapped student may be obtained by writing to the Office of the Dean of Students, Cornell University, 103 Barnes Hall, Ithaca, New York 14853. Other questions or requests for special assistance may also be directed to that office.

The number of students that may be admitted each year in each program, undergraduate and graduate, is limited. Preference is given to those applicants whose academic preparation

and character show greatest evidence of professional promise.

Students entering the College are reminded that they are entering specialized programs with the intention of becoming professional artists or architects. In a few cases, students may find that their aims change when they are in residence and it is, therefore, important for all to understand that transfer to other programs in Cornell is not possible as a rule until the student has completed a full year in the program originally entered.

A maximum of seventy students a year matriculate in the program in architecture; the entering class in art is limited to thirty students. Those selected for admission must have demonstrated through their previous schooling the intellectual capacity to carry the classroom work and to profit from the instruction offered. Intellectual preparedness is judged by the candidate's entire secondary school record, the recommendations from the school, and either the Scholastic Aptitude Test of the College Entrance Examination Board (SAT) or the American College Testing Program (ACT). Transfer students are normally accepted for admission only in September.

The intangible, but important, factors that form good character, personal integrity, and effective personality receive full consideration by the selection committee. Capacity for creative work and degree of motivation for a specific field of professional education are basic considerations.

Prospective students should write to the Office of Admissions, Cornell University, 410 Thurston Avenue, Ithaca, New York 14850, for forms to

be used in making application for admission. Applications for admission must be received at the University in ample time to allow credentials to be assembled, required tests to be completed, and the application to be reviewed by the Committee on Admissions. Secondary school students should, if possible, initiate their applications in the fall of the year preceding matriculation in college. Undergraduate applications for entrance in the College of Architecture, Art, and Planning should be completed by January 15.

Every undergraduate applicant who is able to do so, should plan to come to Ithaca during the fall term preceding the year for which he or she has made application for a visit to the College and an interview with a member of its Committee on Admissions. An appointment for this interview can be made by writing directly to the Admission Secretary, College of Architecture, Art, and Planning, West Sibley Hall, Ithaca, New York 14853. For those who cannot come to Ithaca, interviews with alumni of the College can be arranged in some areas through the admissions secretary.

Requirements

All candidates for admission to the College must take the Scholastic Aptitude Test of the College Entrance Examination Board or submit American College Testing Program scores. Entrance credit on the basis of the school record will be granted only in those subjects in which the candidate has attained the college-recommending mark of the school.

Three years of a foreign language, ancient or modern, are required for entrance. Two years



each of two languages will be accepted in lieu of this requirement. Candidates who have less than three years of preparation in a foreign language, but who make a satisfactory score on the Achievement Test of the College Entrance Examination Board may meet the requirement. When the required language credit is not offered for admission, a letter of explanation of this deficiency must be sent to the Committee on Admissions for its consideration. If the applicant is admitted, the language requirement must be satisfied before graduation. If an applicant plans to continue in college the study of a language already begun, the College advises the student to take the College Entrance Examination Board Achievement Test in that language for placement in the proper course. Three college credits in a language are considered, for the

purpose of making up the entrance requirement while in college, to be equivalent to one year of high school language credit.

Candidates for admission to the *Department of Architecture* must present sixteen units, including four units of English, four units of mathematics, and three units of foreign language (see above). Mathematics must include intermediate algebra, plane geometry, and trigonometry, taken either as separate courses or included within comprehensive mathematics courses. An acceptable course in physics, taken either in secondary school or in college, is required for graduation.

The program in architecture is professional in its objectives. Only those who are seriously interested in careers in architecture should make application for admission. Candidates



for admission are advised to read professional literature, visit professional offices, talk with students of architecture or recent graduates, and otherwise inform themselves about the field. It is usually wise to resolve serious doubts by starting with a program of general education.

Candidates for admission to the *Department of Art* should present sixteen units, including four units of English, two units of college preparatory mathematics, and three units of foreign language (see above). Remaining units should, in the main, consist of science and social studies (including history).

The program in art is preprofessional in objective. Those who are seriously interested in careers in painting, sculpture, or the graphic arts are the most logical candidates.

Candidates for admission are advised to read art criticism and art history, to visit museums and galleries, and to otherwise inform themselves about the field of art. Art work done by the applicant, or slides thereof, should be presented at the time of the interview. Examples of class assignments, or independent work, or both, are acceptable. Prospective students who live outside the radius of the Boston-New York-Ithaca areas and cannot travel for personal interviews may send to the Department of Art one unmatted 9" x 12" self-portrait in pencil, exactly ten selective slides of their work, and a brief statement of professional interest and purpose.

Transfer Students

A student who has already attended another institution of collegiate rank is considered a transfer student. Transfers are normally admitted for the fall term. Those wishing to apply for the spring term should contact the Office of the Associate Dean for Admissions, 129 Sibley Hall.

Transfer applications are available from the Office of Admissions, 410 Thurston Avenue, Ithaca, New York 14850. The applicant is required to meet all entrance requirements and to comply with the rules governing admission. In addition, the applicant should file with the Office of Admissions, an official transcript of record of work at the institution already attended, together with a certificate of honorable dismissal. The applicant should be prepared to send, if requested, a catalog of that institution, marking the courses taken as listed in the transcript. The Scholastic Aptitude Test of the College Entrance Examination Board is required.

Graduate

Graduate programs in the College of Architecture, Art, and Planning are of two general types, requiring different admissions procedures. First, professional programs leading to the degrees of Master of Architecture, Master of Fine Arts, Master of Regional Planning, and Master of Landscape Architecture are formally under the jurisdiction of the Division of Architecture, Art, and Planning of the Graduate School. Candidates

for admission should apply for the necessary forms to the appropriate office at Cornell University, Ithaca, New York 14853 as follows: Candidates for the degree of Master of Architecture should write to the Chairperson, Department of Architecture, Sibley Hall; candidates for the degree of Master of Fine Arts should write to the Chairperson, Department of Art, Franklin Hall; candidates for the degree of Master of Regional Planning should write to the Chairperson, Department of City and Regional Planning. Candidates for the degree of Master of Landscape Architecture should write to the Program Coordinator for Landscape Architecture, Sibley Hall.

Second, academic programs leading to the degrees of Master of Science (architectural sciences), Master of Arts (history of architecture and urban development, preservation planning), and Doctor of Philosophy (architectural history, city and regional planning) are formally under the jurisdiction of the dean of the Graduate School. Candidates for admission should apply for the necessary forms to the Graduate School, Cornell University, Sage Graduate Center, Ithaca, New York 14853, sending a copy of the letter to the appropriate department chairperson in the College of Architecture, Art, and Planning so that the College may know when an application is in process. Regulations governing the students in these academic programs may be found in the *Announcement of the Graduate School*.

Graduate applications should be completed by February 1, except in the Field of City and Regional Planning where applications will be received until March 15. However, in all

graduate programs, applications should be completed by February 1 in order to be considered for awards of fellowships, scholarships, and other financial aid. When places remain to be filled, later applications will be accepted. The applications from United States citizens and from foreign applicants who reside in the United States and Canada must be accompanied by a \$25 non-refundable application fee. Foreign applicants residing elsewhere who have been accepted for admission must pay this application fee before registration.

Foreign students whose undergraduate training has been outside the United States are usually admitted to provisional candidacy during the first semester, during which their qualifications to continue in their selected programs will be evaluated. In most cases, they should plan to spend at least four terms in residence. Foreign applicants whose native language is not English, but who received their secondary school or their university education in the English language, must submit a statement certifying to this, signed by a responsible officer of a United States embassy or consulate or by an appropriate official of the educational institution involved. All other foreign applicants must take the National Council Test of English as a Foreign Language by arrangement with the Educational Testing Service, Princeton, New Jersey 08540, or the Michigan English Language Test by arrangement with the English Language Institute, University of Michigan, Ann Arbor, Michigan 48104. The test scores must be reported directly by the testing organization to the Graduate School as part of the essential

application information, and no final action on applications will be taken until the scores have been received. Both testing programs are available throughout the world. Information on times and places for administration of the tests may be obtained directly from the addresses given above. Since these tests are diagnostic, admission to those applicants whose scores indicate unsatisfactory command of English may be denied or be made contingent upon evidence of improved command of English.

All applicants for admission to the programs in history of architecture and urban development, architectural science, and city and regional planning who are currently residing in the United States are required to take the Graduate Record Examination (GRE) Aptitude (Verbal and Quantitative) Tests of the Educational Testing Service, and to have the scores sent to the College or to the Graduate School as part of their application materials. Information about the times and places of test administration may be obtained directly from the Educational Testing Service, Princeton, New Jersey 08540.

Special Students

A person, especially one of comparative maturity, may, in certain circumstances, even without satisfying the entrance requirements, be admitted as a special student not a candidate for a degree. Applicants must give evidence of ability to do creditable work in the College, and their applications for admission must be recommended by the department in which they propose to do the main part of their work. They must file applications with the Office of Admission, 410 Thurston Avenue.

If a person admitted as a special student without satisfying the entrance requirements subsequently satisfies those requirements, he or she may be graduated under the ordinary regulations of the College.

Special Opportunity Programs

Cornell University administers a variety of special opportunity programs designed to provide financial assistance and other forms of assistance to low-income, minority students and others meeting program guidelines. Special programs exist to aid in increasing representation of students from minority groups present in New York State who historically have been underrepresented in higher education. For details, prospective students should consult the information guide which accompanies each undergraduate application or will be sent upon request by the Office of Admissions, Cornell University, 410 Thurston Avenue, Ithaca, New York 14850.



Financial Aid

Undergraduate Scholarships

A Cornell application for financial aid is included with each application for admission. It must be completed by each candidate who wishes to be considered for financial assistance. It is also necessary to submit a Financial Aid Form (FAF), obtainable from secondary school guidance offices or the Cornell Office of Financial Aid. Candidates for admission in the fall semester should send the completed FAF to the College Scholarship Service, Princeton, New Jersey 08540 by January 15. Later submission will jeopardize the possibility of being awarded assistance.

As one of the more than 900 colleges that are members of the College Scholarship Service, Cornell follows the general policies outlined by that organization. Scholarship awards are made on the basis of academic achievement and promise, but the actual cash stipends vary according to the financial need of the applicant. As a matter of policy every effort is made by means of scholarship aid and the student work and loan programs to make it financially possible for students of promise to come to and remain at Cornell.

Financial assistance is awarded through scholarships and long- and short-term loans available to students in all branches of the University, and through scholarships administered by the various colleges.

The scholarships described below comprise a portion of the scholarship aid funds awarded to students of this college by the University Office of Financial Aid.

Gillespie Prize Scholarships. These awards are made from the bequest of a former student of the College, the late Albert D. Gillespie, and are granted on the basis of general academic performance and need.

The Waldo S. Kellogg Scholarship

Fund. This fund was established through a bequest made by Mrs. Frances E. Osborne Kellogg in memory of her husband, Waldo S. Kellogg '93.

H. R. Dowswell Scholarship Fund. This fund was established by Col. John R. Dowswell and Mrs. Harold E. Van Der Linde in memory of their father.

Nancy A. Bernstein Scholarship. This scholarship is granted from a fund established by Mr. and Mrs. Nathan C. Bernstein and Margaret Bernstein in memory of Nancy A. Bernstein '49.

The David Bean Scholarship was established in 1972 by Mr. and Mrs. Robert C. Bean in memory of their son David R. Bean '71. The award is made to a student in art who wishes to spend the junior spring semester working in Europe.

The Charles A. Holcomb Memorial Scholarship was established in 1963 by Mrs. Holcomb in memory of her husband, who received his Bachelor of Architecture degree from Cornell in 1920.

George Louis Coleman Scholarships.

These scholarships were established in 1965 for students in the College through a bequest of Louise Gertrude Coleman, in memory of her husband, a devoted alumnus of Cornell, B.A. in architecture '95.

The Norman C. Weiffenbach Memorial Fund was established in July 1967 by Mr. and Mrs. Eugene W. Kettering in memory of Mrs. Kettering's father, Norman C. Weiffenbach, architecture '04 and is awarded to worthy and financially needy young men or women.

The George Fraser Awards were established in 1968 for the benefit of one or more upperclass or graduate students.

Medals and Prizes

The Alpha Rho Chi Medal is awarded by Alpha Rho Chi, a professional architectural fraternity, to a student in the graduating class who has shown ability for leadership, has performed service to the school, and gives promise of professional merit through attitude and personality.

The Student Medal of the American Institute of Architects is awarded to the member of the graduating class in architecture who has maintained the best academic grade average throughout the entire course.

The Baird Prizes consist of one or more prizes in the total amount of \$400 in a special problem competition in second-year design. The fund established in 1927 was the gift of Mrs. M. Z. Baird.

The Paul Dickinson Prize, established in 1927 by Mrs. George A. Shedden '23 in memory of her father, is a \$50 prize awarded to the student in the first-year undergraduate class of the College who has attained the highest scholastic record. This prize is not

awarded unless the record is well above the average of the first-year work in the College.

The Eschweiler Prize is made from a bequest of Alexander C. Eschweiler, Jr., '15 in memory of his father, Alexander C. Eschweiler, Sr., '90. An annual award of approximately \$700 is given to a student in architecture with high scholastic achievement who has been accepted in one of the architecture graduate programs at Cornell.

The New York Society of Architects Medal and Certificate are awarded annually to that senior student who, in the opinion of the faculty and the society's committee, is the leader of the class in total design—that is, design, planning, and construction.

The Charles Goodwin Sands Memorial Medal, founded in 1900 by the family of Charles Goodwin Sands '90, may be awarded for work of exceptional merit done by a student in courses in architectural design, or by a student in the art curriculum for work of exceptional merit in painting and composition or sculpture. Theses in architecture or painting and sculpture are eligible for medal consideration.

The Edwin A. Seipp Memorial Prizes, one or more prizes in the total amount of \$150, were established in 1948 by Mrs. E. A. Seipp in memory of her husband, an alumnus of the Class of 1905. They are awarded in a special competition in third-year design.

The Richmond Harold Shreve Award was established by Richmond B. Shreve, Class of '31, Dr. Robert W. Shreve, Class of '36, and Thomas C. Shreve, Class of '41. This award may be made to students in recognition of





work of outstanding originality and excellence. It can also be used from time to time to provide opportunity for special projects or study.

The Edward Palmer York Memorial Prizes, one or more prizes in the total amount of \$100 are to be awarded in a special competition for students in introductory design. Traditionally the problem, lasting approximately one week, is given in the second term. The fund, established in 1931, was the gift of Mrs. Edward P. York.

The Faculty Medal in Art is awarded each year to the member of the graduating class in the curriculum in art who, by academic record and work in the studio, has, in the estimation of the faculty, shown the greatest promise of future achievement in the field of art.

The Edith and Walter King Stone Memorial Prizes are awarded to juniors at the end of their third year. Two awards of \$250 each are given on the basis of promise and accomplishment in the field of art.

The American Institute of Planners Student Award is presented to a candidate for the professional degree in planning (M.R.P.) in recognition of outstanding ability. The qualities to be identified include consistently high academic record, leadership ability, maturity, research ability, and professional promise.

The Peter B. Andrews Memorial Thesis Prize is awarded for the best thesis prepared for the degree of Master of Regional Planning. It is granted from the income of a fund established by Mrs. Peter B. Andrews and Dr. George C. Andrews in memory of Peter B.

Andrews, Bachelor of Architecture, 1955, M.R.P., 1957.

The Mackesey Prize, in honor of former dean of the College of Architecture, Thomas W. Mackesey, is awarded to a candidate for a degree in city and regional planning who has demonstrated unusual competence in academic work or who, by qualities of personality or leadership, has significantly contributed to the intellectual advancement of fellow students.

The Michael Rapuano Memorial Award was established in 1976. It is in the form of a bronze medal and nominal monetary gift for a student graduating with either an undergraduate or graduate degree in architecture, landscape architecture, painting, sculpture, or planning who has performed

work in any of these fields that is judged to be most outstanding as characterized by "distinction in design."

The Fuertes Memorial Prizes in Public Speaking, founded in 1912 by Charles H. Baker, a graduate of the School of Civil Engineering of the class of 1886, are offered annually to members of the junior and senior classes in the Colleges of Engineering and Architecture, Art, and Planning for excellence in public speaking. The prizes are cash awards totaling \$400.

Traveling Fellowships

The A. Henry Detweiler Fund provides a traveling fellowship available to a student involved with the Archaeology Program at Cornell who plans to participate as an artist, architect, or surveyor on an excavation team. Preference is given to students with projects in Near Eastern or Mediterranean archaeology, although projects in New World or historical archaeology are acceptable. The fund income is approximately \$600 per year.

The Robert James Eidlitz Fellowship, the gift of Sadie Boulton Eidlitz, is available to persons who hold degrees in architecture from Cornell or who are now graduate students in architecture at Cornell. Its purpose is to supplement the professional training, by foreign travel or in other ways, of those who could not otherwise afford it. The income of the fund, approximately \$4,000 per year, may be awarded to one or more candidates.

The E. Gorton Davis Traveling Fellowship was established in 1979 from a gift made by



the Class of 1925. It provides an annual award of \$500 to the graduate student in landscape architecture who has submitted the most original proposal for study of a subject related to the field of landscape architecture that requires travel.

Graduate Fellowships

The *Announcement of the Graduate School* carries full information about Cornell University graduate fellowships and scholarships for which both entering students and students in residence are eligible. These awards are made by the Fellowship Board of the Graduate School. Graduate fellowships carry stipends from \$1,500 to \$3,500 plus tuition. Application forms may be obtained from the Office of the Graduate School.

The Kellogg Scholarships and the Eidlitz Fellowships, described earlier in reference to undergraduates, are also available to graduate students in architecture.

Twenty-one teaching assistantships are awarded by the College of Architecture, Art, and Planning. Fellows are assigned to aid in the instruction in the various areas of study offered by the College: architectural design, architectural sciences, city and regional planning, architectural history, painting, sculpture, and graphic arts. Full teaching assistantships carry a stipend of \$3,400 plus tuition.

The Department of City and Regional Planning awards a number of research assistantships in planning and for study in the M.R.P. program.

Prospective graduate students are reminded that there are a number of private agencies and foundations that offer scholarships for highly qualified students. The American Institute of Architects, for instance, awards a number of such scholarships annually.

Prospective foreign students should investigate awards under the fellowship program of the Organization of American States, the United Nations, United States Fulbright Commissions in many foreign countries, and the United States Agency for International Development. The United Nations publication, *Study Abroad*, lists numerous scholarships and fellowships, many of them for study in the United States, for citizens of other countries.



General Information

Students interested in information about University health requirements, health services and medical care, physical education, housing, military training, and requirements for international students should consult the *Announcement of General Information*, which is available from Cornell University Announcements, Building 7, Research Park, Ithaca, New York 14850.

Expenses

Living costs depend to a great extent upon the individual's standard of living. Recent estimates indicate that undergraduate students spend approximately \$2,090 a year for room and board. Laundry and cleaning, books, instruments, and other supplies will cost about \$900 a year. Additional allowance must be made for clothing, travel, and incidentals.

The tuition charge for both undergraduate and graduate students in the College of Architecture, Art, and Planning is \$5,256 for the 1979-80 academic year. In addition, a nonrefundable fee of \$25 is required at the time of application and a nonrefundable \$50 registration fee must be paid when an applicant receives notice of acceptance.

University Summer Session

It is usual for the Departments of Art and Architecture to offer certain studio courses as part of the University's six- and eight-week summer sessions. Further information is

available from the Division of Summer Session and Extramural Courses, Cornell University, Day Hall, Ithaca, New York 14853.

Special summer conferences and institutes are offered in addition, principally by the graduate Program in City and Regional Planning. Details regarding these special offerings may be obtained from the College.

Information on the summer term in architecture is given on page 19.

Facilities

Buildings

The College occupies Sibley Hall, Franklin Hall, part of Rand Hall, and the Foundry. In Sibley are the facilities for architecture and city and regional planning as well as the administrative offices and the Fine Arts Library. The Department of Art is housed in Franklin Hall. Sculpture and shop facilities are in the Foundry. The Green Dragon, a student lounge, is located in the basement of Sibley Hall.

Through the generosity of the late Mrs. Lillian P. Heller, the College has acquired the home of William H. Miller, the first student to enroll for the study of architecture at Cornell and later a practicing architect in Ithaca. This building is used to house visiting teachers and guests of the College and for occasional receptions and social events.

Libraries

The Fine Arts Library in Sibley Dome serves the College of Architecture, Art, and Planning through its collections on architecture, fine arts, and city and regional planning. A library of over 85,000 books, it is capable of supporting undergraduate, graduate, and research programs. Some 1,600 serials are currently received and maintained.

The College maintains in Sibley Hall a slide library containing extensive files of slides of architectural history and a large and growing collection of slides of art and architecture from all parts of the world. The library now includes approximately 185,000 slides.

The facilities of the libraries of other schools and departments on campus and the Olin Library, designed primarily as a research library for graduate students, are also available.

Museums and Galleries

The Herbert F. Johnson Museum of Art was formally opened in May 1973. Although many of its exhibitions and activities relate directly to academic programs of the University, the museum has no administrative affiliation with any department. In this way, its programs cut freely across academic boundaries, stimulating interchange among disciplines. With a strong and varied collection and a continuous series of high-quality exhibitions, it fulfills its mission as a center for the visual arts at Cornell. Art galleries are also maintained in Willard Straight Hall, where loan exhibitions of paintings and graphic work by

contemporary artists are held. Current work of students in the College of Architecture, Art, and Planning is shown in the exhibition areas in Sibley Hall and the gallery in Franklin Hall.

Thomas' Lectures

The Preston H. Thomas Memorial Lecture Series, made possible through an endowment provided by a generous gift from Mr. and Mrs. Leonard B. Thomas in memory of their son, Preston H. Thomas, Class of '75, makes possible outstanding lectures in the field of architecture and related areas each year.

The 1978 lecture series was entitled "The Design Connection — A Symposium on Energy and Technology." Leading authorities, including James Marston Fitch, Richard Stein, Ralph Erskine, Sym Van der Ryn, Ralph Knowles, and Cesar Pelli, came to Cornell for the three-day lecture series.

Housing

Cornell University provides residence halls on the campus for approximately 5,500 single students. Meals may be taken where desired. Freshmen are strongly urged to live in residence halls, although there is no requirement. An application form will be mailed each candidate for admission as a freshman or transfer student at the time of notification of provisional acceptance. Assignments are made in the order in which applications are received at the Housing Assignment Office. A freshman whose

application is postmarked no later than May 15 will be assured of a room assignment. Freshman applications postmarked after that date will also be honored, but in some late cases assignments may not be immediately available.

Further information about housing may be obtained from the Department of Residence Life, 223 Day Hall, Ithaca, New York 14853.

Graduate Students

Sage Graduate Center provides dormitory housing for about 190 men and women. The building is in the center of the campus and provides a convenient cafeteria. Cascadilla Hall houses 155 men and women. To obtain an application for graduate-student housing write to Department of Residence Life, 223 Day Hall, Ithaca, New York 14853. Forms should be returned promptly as assignment priority is established by the date of receipt of the application by the University.

Family Housing

The University operates the Pleasant Grove Apartments and the Hasbrouck Apartments, garden-type housing developments at the edge of the campus, and the Cornell Quarters, a housing development southeast of the campus. For more detailed information, address inquiries to Hasbrouck Housing Office, Hasbrouck Apartments, Pleasant Grove Road, Ithaca, New York 14850.

Off-Campus Housing

Off-campus housing may be obtained in privately owned properties in Ithaca and the vicinity. As a service to students, the University posts and maintains a partial listing of available housing in the Off-Campus Housing Office, 223 Day Hall. This office will assist students in finding satisfactory living quarters in Ithaca and the surrounding communities.

Faculty Advisers

Freshman and transfer students will be assigned a faculty adviser who, with those in charge of preregistration, will assist the student in working out an academic schedule, term by term.

The Office of the Dean stands ready at all times to help and guide students, not only in academic matters, but also, when possible, in personal problems and difficulties they may encounter. In addition, the Office of the Dean of Students has trained staffs of counselors who may be consulted by University students on nonacademic matters.

University Privileges

Students of the College of Architecture, Art, and Planning are entitled to the use of all of the University's general facilities and privileges. They may elect courses of study in any of the University's colleges. All the usual extracurricular activities ordinarily to be found at a university are open to all students at





Cornell. They include: musical and dramatic clubs; undergraduate publications; religious, social, and professional organizations; and a great variety of athletic sports, both intramural and intercollegiate.

International Students

The staff of the University's International Student Office is prepared to advise and assist students from other countries in every way possible. It is suggested that foreign students interested in studying at Cornell University write for advice on registration, living conditions, and other matters to Director of the International Student Office, Cornell University, Barnes Hall, Ithaca, New York 14853.

University Administration

Frank H. T. Rhodes, President of the University
 W. Keith Kennedy, University Provost
 Theodore Cooper, Dean of the Medical College and Provost for Medical Affairs
 William G. Herbster, Senior Vice President
 Alison P. Casarett, Vice Provost
 Constance E. Cook, Vice President for Land-Grant Affairs
 W. Donald Cooke, Vice President for Research
 William D. Gurowitz, Vice President for Campus Affairs
 Robert T. Horn, Vice President and Treasurer
 Robert M. Matyas, Vice President for Facilities and Business Operations
 Richard M. Ramin, Vice President for Public Affairs
 James W. Spencer, Vice Provost
 Kenneth I. Greisen, Dean of the University Faculty
 Neal R. Stamp, University Counsel and Secretary of the Corporation

College Administration

Kermit C. Parsons, B.Arch., M.R.P., Dean of the College
 Alexander Kira, B.Arch., M.R.P., Associate Dean for Administration and Student Records. On leave 1979-80 academic year.
 Charles W. Pearman, B.Arch., Associate Dean for Admissions and Financial Aid

Henry W. Richardson, B.Arch., M.Arch., M.R.P., Associate Dean for Minority Student Affairs
 Allan A. Lentini, B.E.E., M.B.A., M.A., Ed.D., Director of Administrative Operations
 M. Sophie Newhart, Registrar
 Betty Gangle, Accountant
 Margaret Webster, Slide Curator

College Council

Robert H. Abrams
 J. A. Amaral
 Domenico Annese
 Peter Eisenman
 Goldie Feigert
 Paul Friedberg
 Robert J. Gatje
 M. Arthur Gensler, Jr.
 Robert Gutman
 Henri Jova
 Jerome W. Lindsey
 Robert P. Madison
 Richard A. Meier
 Arthur G. Odell, Jr.
 Joel Perlman
 Elsie Dinsmore Popkin
 Courtney Riordan
 Erik A. Svenson
 Donald E. Wudtke

Faculty

Architecture

Henry W. Richardson, B.Arch., M.Arch., M.R.P., Associate Professor of Architecture; Associate Dean for Minority Student Affairs; Acting Chairman

Jeremiah O. Bragstad, AA, B. Arch., Assistant Professor of Architecture

Peter M. Cohen, B.A., M.Arch., Adjunct Associate Professor

Ralph Crump, B.Arch., Associate Professor of Architecture

W. Willson Cummer, B.A., M.A., Ph.D., Assistant Professor of Architecture

Michael D. Dennis, B.Arch., Associate Professor of Architecture. On leave 1979–80 academic year.

Werner Goehner, M.Arch., Assistant Professor of Architecture

Donald P. Greenberg, B.C.E., Ph.D., Professor of Architecture. On leave spring 1980.

Keith H. Grey, B.Arch., L.Arch., M.U.D., Assistant Professor of Architecture and Planning

George Hascup, B.Arch., Assistant Professor of Architecture

Lee H. Hodgden, B.S.Arch.Eng., M.Arch., Adjunct Associate Professor

Alexander Kira, B.Arch., M.R.P., Professor of Architecture; Associate Dean of the College of Architecture, Art, and Planning. On leave 1979–80 academic year.

Robert D. MacDougall, B.Arch., Ph.D., Associate Professor of Architecture

Archie Mackenzie, M.Arch., Associate Professor of Architecture

John C. Miller, B. Arch., Assistant Professor of Architecture

Leonard Mirin, A.B., M.L.A., Assistant Professor of Landscape Architecture

Christian Otto, B.A., M.A., Ph.D., Associate Professor of Architecture

Charles W. Pearman, B.Arch., Professor of Architecture; Associate Dean of the College of Architecture, Art, and Planning

Maria Romanach, B.A., M.Arch., Assistant Professor of Architecture

Colin Rowe, B.Arch., M.A., Professor of Architecture

Francis W. Saul, B.S., M.S., P.E., Associate Professor of Architecture

Mario L. Schack, Dipl.Arch., (ETH) M.Arch. in U.D., Professor of Architecture

John P. Shaw, B.Arch., M.Arch., Professor of Architecture

Marc Schiler, B.S., M.S., Assistant Professor of Architecture

David M. Simons, B.S.C.E., M.Arch., Associate Professor of Architecture

Stuart Stein, B.Arch., M.C.P., Professor of Urban Planning and Design

O. Mathias Ungers, Dipl.Ing. (Berlin), Professor of Architecture

J. Alan Wells, B.Arch., Associate Professor of Architecture



Art

Zevi Blum, B.Arch., Associate Professor of Art; Chairman

Stanley Bowman, B.A., B.Arch., M.F.A., Associate Professor of Art

Victor Colby, A.B., M.F.A., Professor of Art

Barbara P. Cooke, B.F.A., M.F.A., Instructor of Art, spring 1980.

Loretta Dunkelmann, B.A., M.A., Assistant Professor of Art

Eleanor Mikus, B.F.A., M.A., Assistant Professor of Art

Steve Poleskie, B.S., Associate Professor of Art

Jason Seley, B.A., Professor of Art

Arnold Singer, Professor of Art

Jack L. Squier, B.A., M.F.A., Professor of Art.
On leave fall 1979.

Haim Steinbach, B.F.A., M.F.A., Assistant
Professor of Art

Phyllis Thompson, B.F.A., M.F.A., Assistant
Professor of Art. On leave fall 1979.

James Valerio, B.F.A., M.F.A., Associate
Professor of Art

Marja Vallila, B.F.A., M.F.A., Instructor of Art,
fall, 1979, Visiting Critic

City and Regional Planning

Sidney Saltzman, B.S., M.S., Ph.D., Professor
of Planning; Chairman

Richard S. Booth, B.A., J.D., Assistant
Professor of City and Regional Planning

Paul Brandford, B.S., M.P.H., Ph.D., Assistant
Professor of City and Regional Planning

Pierre Clavel, A.B., M.R.P., Ph.D., Associate
Professor of City and Regional Planning and
Rural Sociology

Stanislaw Czamanski, Lic. es Sc. Comm.,
Ph.D., Professor of City and Regional
Planning

John Forester, B.S., M.S., M.C.P., Ph.D.,
Assistant Professor of City and Regional
Planning

Nancy Lynn Gilgosh, B.A., M.A., Instructor in
City and Regional Planning

William W. Goldsmith, B.S.C.E., Ph.D.,
Associate Professor of City and Regional
Planning

Keith H. Grey, B.Arch., M.U.D., Assistant
Professor of Architecture and City and
Regional Planning

Barclay Jones, B.A., B.Arch., M.R.P., Ph.D.,
Professor of City and Regional Planning;
Director, Program in Urban and Regional
Studies

Sander Kelman, A.B., M.A., Ph.D., Visiting
Assistant Professor

David B. Lewis, B.S., M.S., Ph.D., Assistant
Professor of City and Regional Planning

Dorothy W. Nelkin, B.A., Professor of Planning
Kermit C. Parsons, B.Arch., M.R.P., Professor
of City and Regional Planning; Dean of the
College of Architecture, Art, and Planning

John W. Reps, A.B., M.R.P., Professor of City
and Regional Planning. On leave 1979-80
academic year.

Richard Schramm, A.B., B.M.E., M.S., Ph.D.,
Visiting Associate Professor

Stuart W. Stein, B.Arch., M.C.P., Professor of
City and Regional Planning

Ian R. Stewart, B.A., M.R.P., Ph.D., Assistant
Professor of City and Regional Planning

Thomas Vietorisz, Sm.M., Ph.D., Visiting
Professor

Landscape Architecture

Leonard J. Mirin, A.B., M.L.A., Assistant
Professor of Landscape Architecture;
Graduate Faculty Representative

Associated Faculty

Marvin I. Adleman, B.S., M.L.A., Associate
Professor of Landscape Architecture;
Program Coordinator

Emanuel J. Carter, B.A., M.R.P., Adjunct
Professor of Landscape Architecture

Robert L. Dwelle, B.S.L.A., Lecturer in
Landscape Architecture

Thomas H. Johnson, B.F.A., M.L.A., Assistant
Professor of Landscape Architecture

Arthur S. Lieberman, B.S., M.S.L.D., Professor
of Physical Environmental Quality

Peter Trowbridge, B.L.A., M.L.A., Assistant
Professor of Landscape Architecture

Emeritus Faculty

Stuart M. Barnette, B.S. in Arch., Professor of
Architecture, Emeritus

Ludlow D. Brown, M.Arch., Professor of
Architecture, Emeritus

Thomas H. Canfield, B.S. in Arch., Professor of
Architecture, Emeritus

Gilmore D. Clarke, B.S., L.H.D., Professor of
Landscape Architecture, Emeritus

Norman D. Daly, B.F.A., M.A., Professor of Art,
Emeritus

Kenneth Evett, A.B., M.A., Professor of Art,
Emeritus

John A. Hartell, B.Arch., Professor of
Architecture and Art, Emeritus

Burnham Kelly, A.B., M.C.P., J.D., Professor of
Planning, Emeritus

James O. Mahoney, A.B., B.F.A., F.A.A.R.,
Professor of Art, Emeritus

Frederick M. Wells, B.Arch., Andrew Dickson
White Professor of Architecture, Emeritus

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