

CORNELL UNIVERSITY
OFFICIAL PUBLICATION

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

1953-54

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²Sabbatic leave, spring term 1953-54.

³Sabbatic leave, fall term 1953-54.

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⁴Sabbatic leave, fall term 1953-54.

⁵Sabbatic leave, spring term 1953-54.

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⁶Sabbatic leave, fall term 1953-54.

⁷Sabbatic leave, fall term 1953-54.

⁸Sabbatic leave, spring term 1953-54.

⁹Sabbatic leave, spring term 1953-54.

- Leighton, Martha E., B.S., Assistant State 4-H Club Leader and Professor in Extension Service
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¹¹Sabbatic leave, spring term 1953-54.

¹²Sabbatic leave, spring term 1953-54.

¹³Sabbatic leave, spring term 1953-54.

¹⁴Sabbatic leave, fall term 1953-54.

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¹⁵Sabbatic leave, fall term 1953-54.

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Clive Maine McCay, Ph.D., Professor of Animal Nutrition, College of Agriculture
William I. Myers, Ph.D., Dean of the College of Agriculture and Professor of Farm Finance, College of Agriculture
Fred H. Stutz, Ph.D., Director of the Summer Session and Associate Professor of Education, School of Education
Andrew Leon Winsor, Ph.D., Director of the School of Education; Head of the Department of Rural Education, and Professor of Education, College of Agriculture

General Information

HOME ECONOMICS: ITS DEVELOPMENT AT CORNELL

The first colleges opened to women in America were planned to give educational opportunities equal to those for men, and the courses of study were comparable to those in the men's colleges. As time went on, educational leaders realized a need for a type of education suited more particularly to women. Since the home was conceived as the specific field of women's activities, courses were introduced to train women for their responsible tasks of homemaking.

Home economics as a branch of education at Cornell began in 1900. It was established as a department in the New York State College of Agriculture in 1908, and money was appropriated for a building of its own in 1910, though actually the move into the new quarters did not come until 1913. In 1919 the department became the School of Home Economics, and in 1925, by legislative action, it became a college. It now has the fourth largest undergraduate enrollment of the colleges on the Cornell campus. Linked with the resident instruction and the research is the Extension Service, which reaches into homes and communities throughout the state.

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

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

Courses in home economics deal with the effective feeding, clothing, and housing of the family; the care and guidance of children; the

family relationships; the growth of artistic sense and taste that brings beauty into the home in many ways, adding to the contentment and serenity of the family; the organization and running of the home on a sound economic, social, and hygienic basis; and the care and use of equipment.

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

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

MARTHA VAN RENSSELAER HALL

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

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

The Department of Child Development and Family Relationships is on the ground floor of a wing to the northeast of the building. Here are housed the department offices of resident and extension personnel, as well as laboratories, including a nursery school. The Homemaking Apartments are above the Nursery School, on the second and third floors. They are fully equipped residence apartments. On the fourth floor of the wing are the offices of the Department of Home Economics Education.

The Department of Economics of the Household and Household Management is in the east wing of the main section of the building. Classrooms, work rooms for research, and staff offices are included on the first floor. On the ground floor are offices and laboratories where

staff, students, Home Demonstration Agents, and homemakers study home management, equipment, and processes. In the laboratories temporary walls are used to form rooms of various sizes and shapes, and easily movable equipment makes it possible to set up actual work centers for study.

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

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

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

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

The Department of Textiles and Clothing occupies the second floor of the east wing. There are six laboratories, two work rooms, and staff offices. One large laboratory with a stage may be converted into a small auditorium that seats about 150 persons and may be used for demonstrations, assemblies, and other class activities.

LIBRARIES

The State Colleges of Agriculture and Home Economics are served by the Albert R. Mann Library of about 200,000 volumes. This is supplemented by the other libraries of Cornell University, containing over 1,000,000 volumes, many of which also relate directly to subjects dealt with by the State Colleges.

In addition to materials on applied agriculture and home economics, the Mann Library contains extensive collections dealing with such related sciences as botany, biochemistry, bacteriology, genetics, and entomology. It also includes large collections in economics, sociology, and education, and smaller collections on a variety of other subjects. Of major importance are the numerous complete files of foreign and domestic periodicals and government publications, of which some 5,000 are received currently. The library includes an outstanding collection on beekeeping maintained from funds provided in honor of the late Everett Franklin Phillips.

The library is located in Albert R. Mann Hall, completed in 1952, whose capacity of 400,000 volumes and 600 reading-room seats provides

amply for present needs. The principal collection on entomology and limnology, however, is located in Comstock Hall with the department it serves. Small departmental collections of reprints, bulletins, and duplicate books and journals for use of faculty and graduate students are also provided in several other buildings.

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

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

HOTEL ADMINISTRATION

In 1922, at the request and with the financial aid of the American Hotel Association, a Department of Hotel Administration was organized in the University in what was then the School of Home Economics. In 1950 this department became the School of Hotel Administration. While this School is under the administration of the College of Home Economics, it is maintained on funds not derived from state appropriations. The requirements with regard to tuition, curriculum, and other items are necessarily different from those for other students in the College. The separate printed *Announcement of the School of Hotel Administration* may be obtained by writing to Professor H. B. Meek, Statler Hall, or to Official Publication, Edmund Ezra Day Hall, Cornell University, Ithaca, New York.

THE UNDERGRADUATE PROGRAM

OBJECTIVES

The aim today of the College of Home Economics in its resident undergraduate program is to guide each student in the use of educational opportunities made available by the College, the University, and the community, toward effective functioning (1) in her individual living

and as a member of society as a whole; (2) in homemaking; and, in the case of a majority of students, (3) in a vocation other than that of homemaking to which home economics has a major contribution to make. It is recognized that in certain of the vocations preparation may not be complete but may be of prevocational nature only.

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

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

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

In a vocation she should be able to find and to give satisfaction; to understand the technical aspects of her work and to assume responsibility; to understand the demands of the job, the conditions of work, and the place of the job in its social and economic setting.

COUNSELING SERVICE

Each student, upon admission to the College, is assigned to a counselor who will work with her throughout her college course. The

counseling service is maintained to foster the maximum growth and development of the student in matters relating to personal and educational adjustment and to vocational choice. Some counseling is conducted on a group basis, as in the orientation course for new students; frequently it is on an individual basis through student conferences. The student may consult her counselor at any time.

ORIENTATION OF NEW STUDENTS

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

University Orientation Week in September. . . . Orientation Week is a joint project of the University and the Student Council. New students report to the campus several days before classes begin and before former students return. Routine examinations (physical, psychological, and proficiency) which are required of all students are taken at this time so that they do not interfere with course work after college starts.

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

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

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

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

EDUCATIONAL, PERSONAL, AND VOCATIONAL COUNSELING

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

As a basis for building a balanced program the average schedule of courses should approximate 15 credit hours each term, exclusive of physical education. During the several terms, however, either more or fewer hours may be taken, depending on the ability of the individual and the demands which other aspects of her program put upon her physical resources and her time. To carry more than 18 credits or less than 12 in a given semester requires the approval of the faculty committee on petitions and academic standing (see p. 50).

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

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

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

PLACEMENT SERVICE

The Placement Office, a division of the Counseling Service and the College Secretary's Office, is responsible for the program of after-college placement of seniors, graduate students, and alumnae, with the exception of those who enter the field of secondary school teaching. The work with the latter group is centralized in the Educational Placement Bureau in the School of Education. The program of summer employment also centers in the college placement office.

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

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

The placement program is carried on with seniors and also with

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

SUMMER AND PART-TIME EMPLOYMENT

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

Last summer undergraduates were engaged in many camp jobs as counselors, dietitians, or assistant dietitians; in resorts and summer hotels as waitresses, cooks, clerical workers, hostesses; in families as general assistants, responsible for either food preparation or the care of children; in tea rooms and cafeterias as general assistants; in department stores as salespeople; in offices as secretaries, stenographers, or clerical workers; in nursery groups and playgrounds as teachers or assistant teachers; and in industrial plants as skilled and unskilled workers. Some worked as apprentices in the dietary or nursing departments of hospitals. This is an excellent opportunity for students who anticipate postgraduate training in hospital dietetics or nursing.

Eighty per cent of the students in the College reported jobs of at least four weeks' duration for the summer of 1952. The average number of weeks of employment was ten, and, according to reports filed by students, the average amount earned ranged from \$300 to \$400. Twenty-seven per cent received room and board in addition to this amount. Students are encouraged to discuss their summer work plans and to make application for summer jobs through the Placement Office early in the spring term.

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

Some students may earn their board during the college year by waiting on table in the dormitory dining rooms. In these cases \$228 a term is deducted from the total dormitory charge of \$447.50 a term for room and board. Occasionally a student may earn full room and board in a private family, in return for four hours of work a day in the home. This type of employment handicaps a student considerably because of the distance from the campus and the time involved. Homemakers prefer to employ students who have completed their first year at college and have

shown ability to handle housework and scholastic requirements at the same time. Placements in homes are handled by the office of the Dean of Women, and, since Cornell University requires women students to live in the residential halls, special permission to live elsewhere must be secured from the Dean of Women before any plans for work are made.

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

Information about opportunities for employment on the Cornell campus during the school term, except for jobs in the College itself referred to above, may be obtained from the office of the Dean of Women, Edmund Ezra Day Hall. The work plans for the college terms of all resident women students must be approved by the Dean of Women and should be on record there.

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

VOCATIONAL OPPORTUNITIES

Graduates of the College of Home Economics have basic preparation for a wide variety of occupations. In certain professional fields the undergraduate courses will be followed by professional training in the next few years. Many openings exist at the upper levels for people with experience and advanced training.

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

Students interested in *educational services* may look forward to many opportunities to work with young people at various age levels as well as with adults. During their college years students may meet the state requirements for certification for teaching home economics in secondary schools. As part of this job, they often participate in the adult education programs. Teaching at the college level requires a graduate degree. There are many opportunities for teaching young children, and students may prepare to work in nursery schools and community centers serving young children and their parents. Although less frequent, there are sometimes calls for home economics graduates to teach

in schools for the handicapped or in hospital activities programs for convalescents. The state extension positions are included in the educational services, and there are opportunities for beginners as well as experienced workers in many states as home demonstration agents working with adult homemakers or as 4-H Club agents. These workers have their classrooms in community centers and in homes rather than being part of formal education in public schools.

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

Home economics relates easily to many of the *health vocations*. Some graduates take additional work which leads them into the fields of nursing or physical therapy. Occupational therapy requires graduate training but utilizes the background courses in art activities, creative materials, and the dynamics of human behavior which are in the home economics program. Nutrition education jobs fall into both the health and social service categories, and graduates trained in nutrition may work with people at all income levels through such organizations as national, state, and local health agencies, industrial plants, or public schools.

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

The home economist in business may work with food, textiles, clothing, or equipment, in promotion, experimentation, writing jobs, or combinations of these. Promotional work in foods and equipment offers increasing opportunity. Demonstrating, testing, consumer education, and research utilize home economics training in jobs in test

kitchens and equipment laboratories, in utility companies, in textile firms, and in pattern companies. Designing, either in fashion or interior design, requires additional professional training in schools of design, but there are related openings for the home economics graduate.

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

The following outline shows the distribution of employed graduates of the College as of November, 1952.

TOTAL NUMBER OF POSITIONS..... 1692

NUMBER OF GRADUATES EMPLOYED (total number of positions minus
87 duplicates*)..... 1605

DISTRIBUTION OF GRADUATES

		Number	Total	Per Cent
BUSINESS.....		..	281	16.6%
Miscellaneous		11		
Advertising		8		
Art & Photography		3		
Clerical & Secretarial	*3	115		
Designing		3		
Food Testing & Promotion		35		
Home Service & Equipment		51		
Interior Decorating	*1	4		
Merchandising		38		
Textiles & Clothing, Misc.		1		
Textiles & Clothing, Testing & Promotion		12		
EDUCATION.....		..	764	43.9%
Miscellaneous	*5	10		
College Teaching		154		
Child Dev. & Family Rels.	*1 27			
Ec. of Household & Hsld.				
Mgt.	*2 18			
Food & Nutrition	*2 35			
Home Ec. Education		11		
Housing & Design		1		
Institution Management	*1 7			
Textiles & Clothing	*3 24			
Miscellaneous	*3 25			
Subject Matter Heads	*1 6			
Extension	*5	137		
State Leaders		3		
Nursery School, Kindergarten,				
Elementary	*9	104		
Private & State Schools	*3	10		
Secondary Schools	*14	282		
Heads of Home Economics	*3	27		
State Supervisors		6		
Adult Classes		16		
Technical Institutes	*1	8		
Vocational & Trade Schools	*1	7		

*Number of those duplicated in another section, i.e., a college instructor abroad would be listed under both *Education* — *College Teaching* and *Foreign*.

FOREIGN SERVICE.....	*50.....	..	50	2.9%
GRADUATE STUDY.....	*22.....	..	77	4.5%
Assistantships & Fellowships	*1 21			
Study	*21 56			
INSTITUTION MANAGEMENT.....		..	242	14.3%
College Foods	*4	48		
Commercial Restaurants		41		
Hospital Foods	*2	98		
Industrial Caf. & Rest.		3		
Misc. Inst. Mgt. Jobs		5		
Pub. & Private Schools, Foods	*7	35		
Residence Mgt.		5		
Amer. Dietetics Assoc.		5		
National Restaurant Assoc.		2		
JOURNALISM & RADIO.....	*2.....	..	28	1.6%
LIBRARY.....		..	8	0.5%
MISCELLANEOUS.....		..	31	1.8%
NURSING & RELATED JOBS.....		..	16	0.9%
Nurses	*1	8		
Occupational Therapist	*1	2		
Physical Therapist		1		
Physicians		5		
NUTRITION & PUBLIC HEALTH.....	*8.....	..	35	2.1%
PERSONNEL & GUIDANCE.....		..	16	0.9%
RESEARCH & LAB. TECHNICIANS.....	*3.....	..	59	3.5%
SOCIAL SERVICE.....		..	85	5.0%
Group Work and Recreation	*4	18		
Medical and Psychiatric	*1	5		
Religious	*4	6		
Private Welfare	*3	17		
Public Welfare	*1	39		

*Number of those duplicated in another section, i.e., a college instructor abroad would be listed under both *Education - College Teaching* and *Foreign*.

VOCATIONAL PREPARATION

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

EXTENSION TEACHING

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

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

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

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

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

TEACHING OF HOME ECONOMICS IN SECONDARY SCHOOLS

At the present time the State Education Department requires only four years of preservice preparation for those planning to teach home economics. A provisional certificate is granted for a ten-year period to candidates graduated from an approved four-year teacher-training course in home economics. A permanent certificate is granted to candidates who have completed thirty semester hours of post-bachelor study

approved by the State Education Department. The holder of a permanent certificate shall, during each successive ten-year period, complete six semester hours in approved courses, or the equivalent of approved and appropriate professional activities.

PREPROFESSIONAL AND PROFESSIONAL COURSE REQUIREMENT FOR TEACHER CERTIFICATION . . . Professional education is required of all prospective teachers of secondary schools; emphasis is placed on teaching and learning processes at various age levels. It includes philosophy of education, psychology for teachers, methods and materials, directed observation and participation appropriate to the teaching and development of a homemaking program.

PROFESSIONAL COURSES Minimum of 18 semester hours

HOME-ECONOMICS COURSE REQUIREMENT FOR TEACHER CERTIFICATION . . . The homemaking program in the secondary school in New York State is designed to promote the development of the individual as a person and as a family member. The homemaking teacher, therefore, needs a broad view of the entire field of home economics and the related fields.

HOME ECONOMICS SUBJECT MATTER Minimum of 36 semester hours

Credit hours

- | | |
|---|---|
| A. Clothing for the Individual and Family, with emphasis on the psychological, sociological, economic, aesthetic, and scientific aspects of textiles and clothing. To include selection, construction, use, and care | 6 |
| B. Food for the Individual and Family, with emphasis on psychological, sociological, economic, aesthetic, and scientific aspects of food and nutrition. To include production, distribution, and consumption of food as well as nutrition, meal planning, purchasing, preparation and service . . | 6 |
| C. The Individual and Family in the Home and Community, with emphasis on all aspects of human relations. To include child and adolescent behavior problems at various age levels (including experiences with children), family and community relations, health of the family and home care of the sick, and education for marriage and parenthood | 9 |
| D. Housing and Home Management for the Individual and Family, with emphasis on the psychological, sociological, economic, aesthetic, and scientific aspects of home planning, furnishings, and equipment, and their effect on the individual and family. To include residence in home management house | 9 |
| E. Additional hours in above fields | 6 |

RELATED AREAS Minimum of 27 semester hours

- | | |
|--|---|
| A. Physical and Biological Science, with emphasis on physical, chemical, and biological aspects of the home | 9 |
| B. Social Science, with emphasis on the understanding of the development of the social and economic institutions and their effect on the individual, the family, and society | 9 |
| C. Art with emphasis on the individual and the home | 3 |
| D. Additional hours in the above fields | 6 |

SELECTION OF STUDENTS FOR PROFESSIONAL TRAINING IN FOOD AND NUTRITION AND INSTITUTION MANAGEMENT

The total record of each student anticipating professional placement in the areas of food and nutrition or institution management is reviewed at the end of the sophomore year by a committee composed of the student's counselor and representatives from the Departments of Food and Nutrition and Institution Management. The purpose of the review is to secure a sound basis for advising the student as to the desirability of planning to undertake professional work in these areas. Consideration is given to the student's scholarship, to her experience, including in-college and summer work experience, and to her health and adaptability.

At the end of the junior year the total record of each student is again reviewed in order to further advise the student and to approve or refuse admission to the following professional courses: Institution Management 320, Food and Nutrition 314 and 330, and to Food and Nutrition 305 and 315 if that is necessitated by heavy registration.

INSTITUTION MANAGEMENT

The Department of Institution Management offers training for such positions in the field as are outlined on pages 24, 26. The background of preparation varies somewhat depending on which interest the student wishes to pursue, whether managerial dietetics in hospitals or other institutions or commercial food service.

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

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

antee placement. Students are expected to present a written report to the Department of Institution Management.

POSTGRADUATE INTERNSHIP TRAINING IN DIETETICS

For positions in hospital dietetics a postgraduate internship is usually required. Certain centers have been approved by the American Dietetics Association to give internships and training. Some provide training in food service administration in institutions other than hospitals, including residence halls, and industrial and school cafeterias, some in food clinic work, and some in hospital dietetics. A list of these centers as printed by the American Dietetics Association is available in the Placement Office. These courses are ordinarily ten to twelve months in length.

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

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

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

POSTGRADUATE APPRENTICE TRAINING IN COMMERCIAL FOOD SERVICE

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

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

1. A B.S. degree with a major in institution management from an accredited college or university where the curriculum meets the standard of preparation required by the National Restaurant Association for this training.
2. Above-average grades.
3. Demonstrated qualities of leadership in school.
4. A pleasing personality, good health, good appearance, poise, confidence, good voice, emotional stability, and good character.
5. A genuine interest in high-standard food in commercial restaurants and enthusiasm for the work.
6. Ability to work well with different types of people.
7. Executive potentialities—ability to take responsibility and to plan and direct work for others.
8. Ability to work well with one's hands.
9. Demonstrated aptitude and judgment in evaluating details and in making decisions.
10. Ability in mathematics—accuracy and understanding of cost report.

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

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

AFFILIATION WITH THE MERRILL-PALMER SCHOOL

The College carries an affiliation with the Merrill-Palmer School in Detroit. Students interested in various phases of child development; parent education; social service work; nutrition; or extension, secondary

school, or other teaching may apply and be selected to study there during one term of the senior year. Selection is on the basis of scholarship (which should be above average), sincerity of interest, and readiness for intensive work. Application should be made through the Secretary of the College of Home Economics by March 1 in the year preceding attendance.

Students receive full credit at Cornell for courses taken at the Merrill-Palmer School. Senior students will register in the University *in absentia* and be required to pay a fee of \$12.50 to bind their registration at the University during the period of absence. Students who hold state cash scholarships cannot be granted them during the period of absence but may apply to the Secretary of the College for recommendation that tuition at the Merrill-Palmer School be waived. An out-of-state student pays no tuition at Cornell during the term she is in Detroit.

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

SCHOOL OF NUTRITION

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

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

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

THE CORNELL UNIVERSITY-NEW YORK HOSPITAL SCHOOL OF NURSING

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

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

Information regarding such a combination of work in the two schools may be obtained from the Class Counselor. The *Announcement of the Cornell University-New York Hospital School of Nursing* may be obtained by writing to Miss Virginia Dunbar, Dean of the School of Nursing, 525 East 68th Street, New York 21, New York.

ADMISSION

APPLICATION

A blank for formal application for admission to the College of Home Economics should be obtained from the Director of Admissions, Cornell University, Edmund Ezra Day Hall, Ithaca, New York. Freshmen and advanced-standing students are admitted in September. Formal applications must be filed by March 1 each year for admission in September, and the initial request for blanks should be made well in advance of March 1 in order to provide sufficient time for collection of records.

During the spring the Admissions Committee of the College interviews each applicant whose scholastic record meets the entrance requirements of the College. Interviews are held in various centers throughout the state, and applicants for admission are notified early in March of the date and place of the interview to which they are asked to come.

All candidates are notified at one time of acceptance or rejection, usually during the latter part of May.

Applicants should consult the Circular of Information sent with the application blank for the most recent statement of entrance requirements.

FRESHMAN ENTRANCE REQUIREMENTS

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

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

A detailed statement with respect to the high school subjects which may be offered for admission is found in the *General Information Announcement*, which will be sent, on request, by Cornell University Official Publication, Edmund Ezra Day Hall, Ithaca, New York.

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

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

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

All applicants must present evidence of breadth and continuity of interest and such characteristics of personality as self-reliance and industry.

The number of applicants who meet the minimum scholastic requirements for entrance greatly exceeds the number that can be admitted. Each applicant is advised to investigate other educational opportunities and to make an alternative plan to which she may turn in case she is not accepted into the College.

ADMISSION WITH ADVANCED STANDING

In 1953 all advanced-standing applicants were required to present the College Transfer Test of the College Entrance Examination Board. Details as to this requirement for 1954 will be found in the Circular of Information, which accompanies each application form.

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

In order to obtain the degree of Bachelor of Science, the student must meet the requirements for this degree as stated on pages 54-56. She

must also be in residence in the College of Home Economics for the last two regular terms prior to receiving the degree and must complete at least 30 hours of work in the regular college year, of which 20 shall be in Home Economics. Such work will not include credits earned in Cornell summer sessions.

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

ADMISSION WITH SPECIAL STANDING

The College of Home Economics is able to accommodate a very limited number of special students not candidates for advanced degrees. Applicants generally hold baccalaureate degrees. Special students must take at least two-thirds of their work in the State Colleges each semester they are registered in the College. They are expected to maintain the same academic standards as undergraduates (see page 52).

Application should be made to the University Director of Admissions for entrance with special standing in the College of Home Economics. The applicant should write to the chairman of the Admissions Committee of the College indicating the type of work she wishes to take as a special student.

Special students pay the same University fees as those paid by regular students in the University (see pages 38 and 41). Applicants should correspond with the office of the Dean of Women regarding rooms.

Out-of-state special students taking a full-time schedule of twelve or more credit hours will pay tuition of \$150 a semester. For special students who are teaching or otherwise employed in the Ithaca community, and who are registered for less than a full-time schedule, tuition may be adjusted by the Treasurer. Special students who are state residents and who hold a first degree from the New York State College of Home Economics will be charged \$21.875 a credit hour for courses taken in the colleges not state-supported.

THE GRADUATE PROGRAM

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

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

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

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

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

FINANCIAL AID

Graduate assistantships, available in each of the departments of the College of Home Economics, offer opportunities for some students to gain experience in college teaching or in research and to secure financial aid. General information regarding assistantships and requests for application forms should be addressed to the Secretary of the College of Home Economics, Cornell University. Inquiries about specific assistantships may be addressed to the head of the department concerned. Applications should be filed by March 1 if possible.

Fellowships and scholarships are available for a limited number of students in the Graduate School. Applications are due February 22, and fellowship awards are announced April 1. Full information and

application forms are available at the *Office of the Graduate School*, 125 Edmund Ezra Day Hall.

ADVANCED DEGREES

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

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

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

LIVING ARRANGEMENTS

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

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

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

HEALTH SERVICES AND MEDICAL CARE

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

EXPENSES

TUITION

Tuition is free to undergraduate students (except those in Hotel Administration and those registered in the Summer Session) pursuing regular or special courses in the New York State College of Home Economics, who at the time of their admission to the College are, and for at least twelve months prior thereto have been, bona fide residents of the State of New York. Students who are not exempt from tuition on entrance are held for tuition throughout their college terms.

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

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

OTHER FEES

A composite fee of \$86 per term (see p. 41) covers the following services:

Laboratory and library. The student is entitled to the *normal* amount of materials required for the course and an allowance for breakage. No additional charge should be incurred by a student who is careful in the use of supplies and equipment. Costs incurred

by a student in excess of these allowances will be charged against him or her by the department.

Administration and endowed college laboratory services.

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

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

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

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

Matriculation costs of \$18 are required of every student upon entrance into the University. A new student who has made the required deposit of \$30 with the Treasurer does not make an additional payment of the matriculation costs because the Treasurer draws on the deposit for this fee (see page 41).

A graduation fee is required, at least ten days before the degree is to be conferred, of every candidate for a degree. This fee is \$10 and is the same for baccalaureate and advanced degrees. The fee will be returned if the degree is not conferred.

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

Fees for late registration, or for examination to make up an "incomplete," or a grade of "absence," are discussed on pages 50 and 51.

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

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

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

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

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

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

PROCEDURE FOR PAYMENT OF FEES AND DEPOSITS

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

THE CASHING OF CHECKS

The Treasurer of the University accepts checks in settlement of charges payable at his office, but a rule of the Board of Trustees forbids him to cash any credit instrument, even to the extent of accepting a check or draft in amount greater than the sum due and returning the excess in cash. Students are therefore advised to open an account in an Ithaca bank as soon as they arrive in town, or else to provide themselves with travelers' checks, drafts on New York City banks, money orders, or other forms of credit instruments such as a bank will cash in the ordinary course of business.

ESTIMATE OF TERM EXPENSES OF STUDENTS

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

REQUIRED:

For all students	
*Tuition	(waived for state residents) \$150.00
†Room and board in dormitory	447.50
*University and College general fee	86.00
*Books and materials (estimated average)	30.00
<hr/>	
Total including tuition	\$713.50
For new students	
*Deposit with treasurer (paid prior to entrance)	\$ 30.00
Draw from this:	
Matriculation costs	\$18.00
‡Guaranty fund to be retained until graduation. May then be returned	12.00
§Room deposit	\$ 25.00
For freshmen and sophomores	
Gymnasium equipment (to be purchased according to Department's instructions)	\$ 16.25
For seniors	
Graduation fee	\$ 10.00

DESIRABLE BUT NOT REQUIRED:

Freshman banquet fee	\$ 1.50
Music, University Concert Course (season)	3.50 to 9.50
Dramatic Club productions, each60 to 1.00
Athletic games (season—estimated)	12.00 to 15.00

*Special students also are held for these fees.

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

‡Regular and special students taking honorable dismissal will have a return on this when the "dismissal" is granted.

§Applied in full against initial room and board bill.

OPPORTUNITIES FOR EARNING EXPENSES

Applicants should understand at the outset that there is no way to earn while at college the entire amount necessary for the college course. Even before launching a plan to earn a portion of the college expenses, students should give careful consideration to the amount of remunerative work that can be carried successfully with an average college program. Otherwise health, the quality of scholastic work, and many of the opportunities which a college education affords are sacrificed. In planning their college programs, students should remember that classroom work is but one part of education. Opportunities for participation in activities, time for social life, special lectures and concerts, reading, relaxation, sleep, and even spare time may be as significant in the educational program as are the courses for which the student registers. It is important for the freshman to find her place in the new community as early as possible and this should be taken into consideration in planning the part she should carry in earning her college expenses. There are advantages in keeping the work load to a minimum during

the first year, but sometimes, when it is obvious that college work will be impossible unless the student earns a substantial amount of her expenses, it seems wise for her to make sure of a position during the first year. This may give the student a feeling of financial security and also prevent too heavy a work schedule at a later period in her course. When there is uncertainty as to the best planning in this regard the student may obtain financial counseling by writing to the office of the Dean of Women.

SCHOLARSHIPS, PRIZES, GRANTS, AND LOANS

Resident students should acquaint themselves with the information on scholarships available for all women in the University. Information about these and about grants and loans may be obtained from the office of the Dean of Women. Prospective students wishing scholarship information should contact the University Office of Admissions.

Certain scholarships are available for students in the College of Home Economics particularly. These are described in the following paragraphs. Unless specifically noted, scholarships for freshmen are usually not awarded until a student has been in residence at least one term. Applications for scholarships must be filed with the Secretary of the College by April 15, unless otherwise noted. A student may hold only one home economics scholarship in a given year.

THE HOME BUREAU SCHOLARSHIPS

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

THE CARRIE GARDNER BRIGDEN SCHOLARSHIP was named in honor of the first president of the New York State Federation of Home Bureaus. It is awarded to a member of the incoming senior class and was held during the year 1952-53 by Ann Gleason.

THE MARTHA VAN RENSSELAER SCHOLARSHIP was named in honor of the first state leader of Home Demonstration Agents in this state and the first director of the New York State College of Home Economics. It is awarded to a member of the incoming senior class and was held during the year 1952-53 by Diane Johnston.

THE FLORA ROSE SCHOLARSHIP was named in honor of the second director of the New York State College of Home Economics. It is awarded to an incoming junior or senior and was held during the year 1952-53 by Elizabeth Dean.

THE RUBY GREEN SMITH SCHOLARSHIP was named in honor of a former state leader of Home Demonstration Agents and counselor of the New York State Federation of Home Bureaus. It is awarded to an incoming junior or senior and was held during the year 1952-53 by Frances Wollner.

THE NETTIE M. ROODS SCHOLARSHIP was named in honor of a former treasurer of the New York State Federation of Home Bureaus. It is awarded to an incoming junior or senior and was held during 1952-53 by Evelyn Glasier Ginter.

THE ANNA GAGE PUTNAM SCHOLARSHIP was named in honor of a member of the first Board of Directors of the New York State Federation of Home Bureaus and a loyal member for many years. Incoming sophomores, juniors, and seniors are eligible to hold this scholarship. It was awarded for the year 1952-53 to Barbara Brott.

THE MARTHA H. EDDY SCHOLARSHIP was awarded for the first time for the year 1947-48. Mrs. Eddy, in whose honor it is named, is a former president of the New York State Federation of Home Bureaus. She has been a member of the Saratoga County Home Bureau since its organization and at present is one of the College Counselors of the Federation. The scholarship is available to incoming sophomores, juniors, and seniors, preference being given to underclassmen. It was awarded for the year 1952-53 to Mable Lamb.

THE ANN PHILLIPS DUNCAN SCHOLARSHIP was named in honor of Ann Phillips Duncan, who was the Home Demonstration Agent for Broome County and one of the organizers of the State Federation of Home Demonstration Agents, and who served on the State Fair Commission. This scholarship is available to incoming sophomores, juniors, and seniors.

In 1952-53 it was awarded to Barbara Donlon, Shelley Scott, and Dorothy Dean.

THE ELIZABETH MacDONALD SCHOLARSHIP was awarded for the first time for the year 1948-49. It is named in honor of a past president of the New York State Federation of Home Bureaus, who was also for ten years director of the Associated Women of the American Farm Bureau Federation. The scholarship is available to incoming sophomores, juniors, and seniors, preference being given to underclassmen. This scholarship was awarded for the year 1952-53 to Jean Lanigan.

THE ELIZA KEATES YOUNG SCHOLARSHIP was awarded for the first time for the year 1949-50. It is named in honor of the third president of the New York State Federation of Home Bureaus, who was for many years a member of the Legislative Forum Committee. Mrs. Young has also been prominent in work with the Associated Country Women of the World. The scholarship is available to incoming sophomores, juniors, and seniors. It was held in 1952-53 by Anne Stinson.

THE CORA L. TYLER SCHOLARSHIP was awarded for the first time in 1950-51. It is named in honor of the sixth president of the New York State Federation of Home Bureaus. This scholarship is available to incoming sophomores, juniors, and seniors, preference being given to underclassmen. This scholarship was awarded for the year 1952-53 to Evelyn Payne.

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

This scholarship is available to incoming sophomores, juniors, and seniors. It was held in 1952-53 by Carolyn Wheeler.

OTHER SCHOLARSHIPS

THE NEW YORK STATE BANKERS' ASSOCIATION SCHOLARSHIP was established in 1940 making \$150 available to an incoming freshman who is a 4-H Club member. Since 1948-49 the sum has been \$200. Half is paid upon matriculation as a freshman, and the remaining half is paid at the beginning of the next semester.

The recipient, selected on the basis of scholarship, leadership, and financial need, must be a 4-H Club member, and must be in the group of students accepted as freshmen by the College of Home Economics. After acceptance, freshmen may obtain application blanks from the county 4-H Club office. Awarded for 1952-53 to Catherine Welch.

SEARS-ROEBUCK SCHOLARSHIPS in home economics were established in 1950 by the Sears-Roebuck Foundation. The awards, usually \$200, are made to freshman women coming from rural communities. Half of the award is paid upon matriculation as freshmen, and the remaining half is paid at the beginning of the second semester. The recipients, selected on the basis of financial need, scholarship, and potential

leadership, must be in the group of students accepted as freshmen by the College of Home Economics. Application blanks may be obtained from the Secretary of the College and must be completed by July 15. Awarded for 1952-53 to Helen Grant, Doreen Krause, Nancy Olney, and Alice Platt.

THE GRACE SCHERMERHORN SCHOLARSHIP is given by the Association of Homemaking Teachers of the New York City Elementary and High Schools in memory of a former director of homemaking education. It is awarded to a student entering the New York State College of Home Economics. To be eligible to apply, a student must be outstanding in scholarship and character and must be recommended by the teacher of homemaking in her particular high school. She must expect to prepare to teach in New York City. Awarded for 1952-53 to Ruth Blay.

THE NEW YORK STATE FEDERATION OF WOMEN'S CLUBS SCHOLARSHIP . . . The New York State Federation of Women's Clubs offers from time to time two scholarships of \$250 each to juniors or seniors in an accredited college in New York State. Award is on the basis of scholarship, financial need, and interest in civic affairs in New York State. Application blanks may be obtained from the chairman of the Federation Scholarship Committee, Miss Mary E. Graham, 43 College Street, Port Henry, New York, before June 1. Awarded in 1952-53 to Bonnie Hall and Patricia Keller.

DREYFUS MEMORIAL SCHOLARSHIPS . . . Two scholarships of an annual value of about \$500 each have been established by Mrs. Berta E. Dreyfus in memory of her husband, Dr. Louis A. Dreyfus. In their award preference is given first to students coming from the high schools of Richmond County, New York, and next to those from Sandusky, Ohio. First consideration is given to those specializing in chemistry, engineering, or agriculture or, to women, in home economics or arts and sciences. These scholarships are awarded to incoming juniors and seniors. Applications should be made to the chairman of the University Scholarship Committee before the close of the spring term.

DAUGHTERS OF THE AMERICAN REVOLUTION INDIAN SCHOLARSHIP . . . The New York State Conference, Daughters of the American Revolution, has created a scholarship in the College of Home Economics for New York Indian students. This permanent scholarship is in memory of Olive S. Whitman, late wife of ex-Governor Charles S. Whitman. Applications must be filed with Mrs. Thaddeus Merriman, Hotel New Weston, 36 East 50th Street, New York, New York, by freshmen, at the time of application for admission to the college. Not awarded in 1952-53.

NONRESIDENT TUITION SCHOLARSHIPS . . . Eight scholarships giving waiver of tuition are open to students who are not residents of New York State. Three give preference to foreign students. Need and academic achievement are considered. Application is to be made to the Dean of the College. These awards are made to members of all classes. Awarded in 1952-53 to Amanda Goldsmith, Nurith Einhorn, Susan McKelvey, Leslie Papenfus, Martha Penta, Janet McGinnis, Doris S. Smith, and Ruth Clarke.

OMICRON NU SCHOLARSHIP . . . Omicron Nu, a national home economics honorary society, offers a scholarship to a member of the incoming junior class. The award is made on the basis of financial need, scholarship, continuing interest in home economics, and leadership. A minimum cumulative average of 78 is required. In 1952-53 awards were made to Mary Barkley and Marilyn Hunter.

THE HOME ECONOMICS CLUB SCHOLARSHIP is awarded to a member of the incoming senior class. The holder of the scholarship is selected on the basis of financial need, leadership, and scholarship. A minimum cumulative average of 78 is required. In 1952-53 the award was made to Joan Schultz.

THE HOME ECONOMICS ALUMNAE ASSOCIATION SCHOLARSHIP is given in honor of Martha Van Rensselaer. It is awarded to a member of the incoming sophomore, junior, or senior class who is an outstanding student. It is awarded on the basis of scholarship, leadership, and financial need. A minimum cumulative average of 78 is required. Awarded in 1952-53 to Harriet Schwartzburg.

THE ROBERT M. ADAMS 4-H MEMORIAL SCHOLARSHIP was established in memory of Professor R. M. Adams by the 4-H Clubs of the State of New York. The scholarship yields approximately \$50 a year. Students who are state residents are eligible to apply after their first year in the College, and those who have been 4-H Club members are given first consideration. The award is based on financial need, leadership, and scholarship. A minimum cumulative average of 78 is required. Awarded for 1952-53 to Debby Furth.

THE BORDEN HOME ECONOMICS SCHOLARSHIP . . . A fund established in 1944 by the Borden Company provides for an annual award of \$300 to the top-ranking member of the senior class. The award is made in the fall prior to graduation. The recipient must have completed two or more courses in food and nutrition. Awarded in the fall of 1952 to Dorothy Dean.

THE DANFORTH SUMMER FELLOWSHIP is awarded annually by the Danforth Foundation and the Ralston-Purina Mills in St. Louis,



Students observe and work with young children in the Nursery School.



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



A demonstration in food preparation in a class in Food and Nutrition.



Adults meet together in the school homemaking center to study problems related to the home.



A student teacher gives a demonstration to high school students.



Students in the Homemaking Apartments enjoy having a baby in the family.



Laboratory in Color and Design.



Students at work in Housing and Design 235, improving storage facilities and refinishing furniture.



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



Students develop an appreciation of good fitting and tailoring techniques.

Missouri, to outstanding juniors of thirty-nine state universities. Juniors in the New York State College of Home Economics are eligible to apply through the office of the Secretary of the College. Applications should be filed by April 15.

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

The recipient is chosen by a faculty committee and the scholarship holder of the previous year, for her interest in the commercial field, her scholarship and leadership ability, and as an outstanding student in physical, mental, social, and religious development. Awarded in 1952 to Zenja Rochelson.

THE DANFORTH GIRLS' SCHOLARSHIP is awarded annually to an outstanding freshman in home economics. Cornell is eligible to recommend candidates. The candidate recommended by her college receives a half scholarship, and one girl is chosen by the Danforth Foundation for the national honor of a full scholarship. Candidates receive two weeks of leadership training with free tuition and expenses at the American Youth Foundation Camp on Lake Michigan. Half scholarship awarded, 1952, to Ruth Strong.

PRIZES

THE ELSIE VAN BUREN RICE HOME ECONOMICS PUBLIC SPEECH STAGE is an annual speaking contest open to students in good standing in the College of Home Economics. Preliminaries are held under the auspices of the Home Economics Club, and the final contest usually takes place during Farm and Home Week. The subjects are chosen by the competing students.

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

This public speaking contest was endowed by Professor Emeritus James E. Rice of the Department of Poultry Husbandry to further the preparation of students in home economics for participation in public affairs. First prize, 1953, awarded to Kathleen Kendrick, second prize to Jane Hughes.

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

GRANTS

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

OMICRON NU provided the money for two grants-in-aid in 1952-53, and these were presented to Irene Adler and Mary Ann Christiana.

LOANS

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

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

The Lambda Chapter of Epsilon Sigma Phi, national honorary extension fraternity, has a loan fund for students. Sons and daughters of New York State extension workers have priority, but usually sufficient funds are available for loans to other students as well. These loans for education, secured by properly endorsed negotiable notes, are without interest during the college course and for six months thereafter, after which interest is at 4 per cent for one year and 6 per cent for each year after that until the principal is paid. Interest charges begin six months after the borrower receives the degree for which the loan was made. If the borrower leaves college before a degree is obtained, interest charges begin six months after the borrower leaves college.

The Epsilon Sigma Phi Education Loan Fund is administered by a committee of the fraternity. Further information may be obtained from the chairman, Professor V. B. Hart, Warren Hall, Cornell University.

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

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

GRADUATE FELLOWSHIPS AND DEPARTMENTAL ASSISTANTSHIPS

THE ANNA CORA SMITH FELLOWSHIP FOR RESEARCH.

The Anna Cora Smith Fellowship is awarded to a young woman for research in home economics. The research must aim "to add to home-economics knowledge and to make all its teachings more useful both to the State and to the individual." The selection of candidates is made on the basis of fitness for research. While presumably the fellowship is awarded to graduate students, no limitation is imposed to prevent the committee from exercising its discretion in the selection of an undergraduate student. Application should be made at the office of the Graduate School by March 1. Awarded for 1952-53 to Constance Brine.

DEPARTMENTAL ASSISTANTSHIPS . . . A number of departmental assistantships in teaching and research are available to qualified graduate students. Many of these carry exemption from tuition in the Graduate School. Application should be made by March 1 if possible. Full information about assistantships available and method of application will be sent on request by the Secretary of the College of Home Economics.

FELLOWSHIPS AND SCHOLARSHIPS are available for a limited number of students in the Graduate School. (See p. 36).

PROCEDURES AND SPECIAL REGULATIONS

PREREGISTRATION

During each semester a period, designated *preregistration*, is used by the students to plan their programs in consultation with their counselors. The purpose of the preregistration period is to give time for thoughtful planning of programs; therefore, it is assumed that the student will adhere to this program unless unusual circumstances make changes necessary.

REGISTRATION

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

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

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

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

LATE REGISTRATION

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

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

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

USE OF PETITIONS

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

(1) when it is necessary to lighten the schedule during the term for such reasons as health, increase in the amount of remunerative work that the student must carry, or other reasons on recommendation of the Counselor;

(2) when the instructor recommends cancellation of the course during the term because the work is too advanced or the student lacks any aptitude for the particular type of work involved;

(3) when a student wishes to carry a schedule of more than 18 hours exclusive of physical education. For such a petition to be granted, the student should have an average of 80 for the preceding term;

(4) when it is necessary to carry a schedule of less than 12 hours;

(5) when it is proposed to meet the graduation requirement in a special way;

(6) when a student wishes to make a program change during the first week of a semester and the change does not have her Counselor's approval;

(7) when permission is desired to study *in absentia* at an institution other than the Merrill-Palmer School.

LIBRARY FINES

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

GRADES

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

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

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

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

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

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

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

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

ACADEMIC STANDING

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

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

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

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

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

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

Records of students who fail to complete or to pass a total of 12 hours in any term will be reviewed by the Committee on Petitions and Academic Standing unless they have already been granted permission by that committee to carry less than 12 hours (see pages 20, 50). In the

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

ATTENDANCE AND ABSENCES

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

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

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

EXAMINATIONS

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

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

When a student misses an examination for an unavoidable reason, such as illness, a grade of *Abs.* may be given and arrangement made for a make-up (see page 51).

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

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

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

An honorable dismissal refers to moral character, not to academic standing. It closes the student's record and entitles her to the return of the guaranty fund deposit (see p. 41).

If the student wishes to re-enter at a later date, after having had an honorable dismissal, she must reapply through the Home Economics Committee on Admissions. Her application should be made, if possible, at least two months in advance of the date she wishes to return.

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

TRANSFER OF CREDIT

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

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

Students wishing to study in the summer session at institutions other than Cornell and to have their credits transferred, must file a request at the Secretary's office. Credits taken in summer sessions or during leave of absence will be transferred only when the program is approved by the Class Counselor and the institution is approved by the College Secretary's office for transfer of credit. Grades must be equivalent to the Cornell 70 for work taken away from Cornell to count toward graduation. Work taken at Cornell will be recognized if it is of passing grade (60 or above). In any case, a maximum of 12 hours of summer session credit may be counted toward the degree, including credits from the Cornell summer session.

For regulations governing transfer of credit at the time a student is admitted with advanced standing, see page 34.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE*

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

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

The student must have a cumulative average of at least 70 for the work of the college course. She must be in residence for at least two terms immediately prior to receiving the degree.

Credits should be distributed in the following groups as indicated:

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

Group II

English, minimum required hours	6
English 111-112. Students who are exempted from English 112 may choose any other 3-credit course in English Composition or Literature.	

†A change in the social science requirement adopted in the fall of 1950 applies to all freshman and transfer students entering in the fall of 1950 and thereafter. The Counselors may be consulted for information about specific courses.

*Credit hours**Group III*

Home Economics, minimum required hours	40
To include the homemaking core courses (see courses starred, pp. 57-87).	

Group IV

Electives	44
A. Courses in any college in the University	24
B. Courses in the State Colleges of Home Economics, Agriculture, Veterinary Medicine, and the School of Industrial and Labor Relations.	20
Although the courses in Groups I and II and many of the courses in Group III contribute to the student's general education, it is hoped that these electives also will be used to broaden this aspect of the student's education.	

120

Physical education (should be taken during the first four terms of residence)	4
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Note: Of the 10 hours of credit in Food and Nutrition 214 and 215 (see pp. 67, 68), 6 hours are counted as Chemistry and may be credited to either Group IB or Group IVB; 4 hours are credited to Group III as Food.

Some courses in other colleges that may be counted toward the graduation requirement are described on p. 88. Human Development 201 will count as 3 hours in Group IA, and Human Development 202 will count as 3 hours in Group IC.

Courses in Hotel Administration may be counted in Groups IVA and IVB; they may be included in Group III only by faculty permission.

Group I and Group IVA may be taken outside the State Colleges without additional charge to the student. If, however, a student fails in any course in either Group I or Group IVA, the credit hours of the failed course are counted against Group IVA. Courses may be taken outside the State Colleges beyond this limit of 24 hours only during the student's last semester prior to graduation, and provided that the hours taken in excess of 24 credits are also in excess of the 120 hours required for graduation, and upon payment of \$21.875 for each credit hour.

Description of Courses

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

Courses in home economics are numbered as follows:

Courses below 300: primarily for undergraduates.

Courses in the 100 group: without prerequisite.

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

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

Courses in the 400 group: for graduates.

Unless otherwise noted, all courses are given in Martha Van Rensselaer Hall. Courses starred represent the required homemaking core (see page 56).

ORIENTATION

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

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

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

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

[201. *ORIENTATION*. Fall. Credit one hour. An elective course for transfer students only. Miss HUMPHREYVILLE and department staff.

Time and room to be arranged.

A course designed to help the transfer student orient herself in the new college setting. Discussion of program planning, the college curriculum, the many educational experiences available in the University and ways of using them; the historical growth of home economics; vocational opportunities in the field; the relation of these to college program. *Not offered in 1953-54.*]

CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS

ROBERT H. DALTON, *Head*; MARY L. BARRETT, Mrs. MARY BLUMEN, W. LAMBERT BRITTAIN, URIE BRONFENBRENNER, JOSEPH BURROUGHS, PAUL DEMPSEY, EDWARD C. DEVEREUX, JR., Mrs. BARBARA DOHRENEWEND, HELEN FAIGIN, HAROLD FELDMAN, MARY FORD, Mrs. HELEN

MOYER, EDWARD V. POPE, KATHERINE M. REEVES, Mrs. LEMO D. ROCKWOOD, Mrs. RISHA SAYLES, MARCUS SINGER, RUSSELL C. SMART, Mrs. MIRIAM TAIETZ, Mrs. RUTH H. THOMAS, ARTHUR VIDICH, Mrs. ETHEL B. WARING, MARGARET WYLIE.

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

Opportunities to observe and work with young children are provided in the Nursery School, and with older children and their parents in other laboratory groups. Some of the homes of these families are open to students. In addition, experience is provided in the city nursery schools, the play groups in the settlement houses, and other organized groups in the community.

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

*102. *THE INDIVIDUAL AND HIS RELATIONS WITH OTHERS*. Fall and spring. Credit four hours. Primarily for freshmen and sophomores. Mr. FELDMAN. T Th S 10. Amphitheatre. Students should have at least one hour each week available for observation at 9, 10, or 11.

An analysis of the factors which influence the dealings of human beings with each other. Stress is laid on the experiences gained from living in a family which affect the growth and development of the individual and his social adjustment. Weekly one-hour observations serve as the basis for written reports and class discussions.

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

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

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

[140. *CREATIVE PLAY IN CHILDHOOD*. Spring. Credit three hours. *Not offered in 1953-54.*]

141. *INTRODUCTION TO EXPRESSIVE MATERIALS*. Fall. Credit three hours. Not open to students who have had Child Development and Family Relationships 341. Mr. BRITTAIN.

T Th 8-10. Room NB-19.

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

150. *CHILDREN'S LITERATURE*. Fall. Credit two hours. Miss REEVES. M W 2. Room 121.

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

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

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

M W F 10. Room 124.

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

[261. *FAMILY RELATIONSHIPS: DYNAMICS OF FAMILY DEVELOPMENT*. Fall. Credit three hours. *Not offered in 1953-54.*]

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

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

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

M W 2. Room 117.

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

[303. *HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION*. Spring. Credit three hours. *Not offered in 1953-54.*]

[305. *METHODS OF CHILD STUDY*. Spring. Credit two hours. *Not offered in 1953-54.*]

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

M W F 8. Room 121. A weekly small-group discussion by arrangement. Each student plans individually for observations in the nursery school — three hours every two weeks, preferably at 9, 10, and 11 o'clock each fortnight.

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

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

M W F 9. Room 124.

This course is concerned with patterns of physical, mental, emotional, and social

development from birth through adolescence. Theories and practices of child rearing will be considered in terms of experimental data. Special emphasis will be given to the family, the peer group, and the school as factors influencing healthy personality development.

325. *EXCEPTIONAL CHILDREN IN THE FAMILY*. Spring. Credit three hours. Open to juniors, seniors, and graduate students. Prerequisite, six or more credit hours in Child Development and Family Relationships and/or Psychology. Miss FORD.

M W F 9. Room 117.

This course deals with the personal-social development of exceptional children (gifted, retarded, and physically handicapped); family attitudes and responsibilities in relation to them; and community resources which supplement the family in providing for exceptional children. The primary emphasis is on the exceptional child in relation to his own family group.

[327. *HEALTH OF THE YOUNG CHILD*. Spring. Credit two hours. *Not offered in 1953-54.*]

330. *PARTICIPATION IN THE NURSERY SCHOOL*. Fall and spring. Credit three hours. Open to *upperclassmen in Home Economics Education* and other qualified seniors. Number of students limited. Permission of the instructor required. Child Development and Family Relationships 310 is recommended as a preceding or parallel course and is a required prerequisite for Home Economics Education students. Miss BARRETT and ———.

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

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

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

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

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

343. *CREATIVE EXPRESSION AND THE GROWTH OF THE CHILD*. Spring. Credit three hours. Registration by permission of the instructor. Mr. BRITTAİN. T Th 8:30-10. Room NB-19.

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

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

Lecture M W 11. Room G-60-E. Laboratory two hours per week to be arranged.

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

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

M W F 11. Room 124.

Psychological influences in the development and functioning of persons. Special attention will be given to: basic determinants of personality; structure of the personality; personality in social and cultural context; the influence of conscious and unconscious processes in behavior.

362. *MARRIAGE AND FAMILY RELATIONSHIPS*. Fall and spring. Credit three hours. Each section limited to forty students. Not open to students who have taken Child Development and Family Relationships 261 or 370. Mrs. ROCKWOOD.

M W F 10 or 11. Room 121.

The American family at mid-century. Interrelations of the male and the female in the family, orientation in the prenuptial period, in marriage, and as parents. Interrelations of the younger, middle, and older generations at successive stages of the life cycle.

365. *ADJUSTMENT IN THE MIDDLE AND LATER YEARS*. Fall. Credit three hours. Mrs. ROCKWOOD and Mr. TAIETZ.

T Th 11-12:30. Room 121.

Offered jointly by the departments of Rural Sociology and Child Development and Family Relationships. This course may be counted as an elective in the College of Agriculture.

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

[370. *MARRIAGE*. Spring. Credit three hours. *Not offered in 1953-54.*]

[373. *THE INFANT AND HIS FAMILY IN OUR CULTURE*. Spring. Credit three hours. *Not offered in 1953-54.*]

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

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

405. *SEMINAR IN RESEARCH METHODS*. Fall. Credit two hours. Mr. DEVEREUX and staff.

F 2-4. Room G-60-E.

This seminar will review the principal methods and techniques relevant to research in child development and family relationships.

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

415. *SEMINAR IN CHILD DEVELOPMENT*. Spring. Credit three hours. Open to graduate students by permission of the instructor. Limited to twelve students. Prerequisite, Child Development and Family Relationships 360 or equivalent. ———.

Th 2-4:30. Room G-60-E.

Critical discussion of selected theoretical, clinical, and research literature in child development.

421. *SEMINAR IN RESEARCH IN PERSONALITY DEVELOPMENT*. Spring. Credit three hours. Time to be arranged. First meeting Tuesday, February 9, 1954, 4 p.m. Room G-60-E. Mr. DEMPSEY.

Analysis and critical evaluation of experimental and observational data underlying various empirical and theoretical generalizations concerning the development of personality in childhood.

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

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

450. *SEMINAR — CHILD GUIDANCE*. Spring. Credit two hours. Prerequisite, some work in Child Development and Family Relationships. Time to be arranged. First meeting Wednesday, February 10, 1954, 4 p.m. Room G-60-E. Mrs. WARING.

A study of records of successful guidance at different ages in terms of the developmental tasks involved and the interpersonal relationships in the guidance, with some consideration of the function of pressure in guidance.

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

Th 2-4:30. Room G-60-E.

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

[461. *DYNAMICS OF FAMILY INTERACTION*. Fall. Credit three hours. *Not offered in 1953-54.*]

462. *FAMILY SYSTEMS AND THE SOCIAL STRUCTURE*. Spring. Credit three hours. Mr. DEVEREUX.

T Th 11-12:30. Room G-60-E.

A sociological analysis of the structure and functioning of family systems, with particular reference to relationships with (a) the broader social structure of which they form a part, and (b) individual personality structure. Although the principal emphasis will be upon the modern American family, some use will be made of materials on other societies as well, to provide leverage for comparative structural analysis.

[463. *SEMINAR IN SELECTED PROBLEMS OF THE FAMILY*. Spring. Credit three hours. *Not offered in 1953-54.*]

[475. *FAMILY LIFE EDUCATION*. Spring. Credit three hours. *Not offered in 1953-54.*]

480. *PERSONAL COUNSELING*. Spring. Credit three hours. Open to graduate students. Limited to fifteen students. Prerequisite, several courses in Child Develop-

ment and Family Relationships and/or Psychology, and permission of the instructor. Mr. FELDMAN.

W 2-4:30. Room G-60-E.

Counseling theories and techniques will be surveyed as they affect the psychological growth process. Both individual and group counseling will be considered.

HUMAN STRUCTURE AND DEVELOPMENT (ZOOLOGY 201; PSYCHOLOGY 202). Throughout the year. Credit three hours a term. Messrs. BRONFENBRENNER and SINGER.

T Th 10.

The aim of this course is to give the student an understanding of structure, function, and development of the growing human being as the result of interplay between biological, psychological, and social factors. Course material is drawn from the pertinent biological and social sciences.

METHODS OF RESEARCH IN THE BEHAVIORAL SCIENCES (SOCIOLOGY AND ANTHROPOLOGY 201-202). Throughout the year. Credit three hours a term. First term prerequisite to the second. Open to upperclass majors and graduate students.

T Th 10 plus a two-hour laboratory to be arranged. Mr. DEAN and staff.

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

ECONOMICS OF THE HOUSEHOLD AND HOUSEHOLD MANAGEMENT

MABEL A. ROLLINS, *Head*; Mrs. ESTHER C. BRATTON, Mrs. ELIZABETH CONRAD, L. LEOLA COOPER, ELLA M. CUSHMAN, Mrs. MARY K. HEINER, DOROTHY KLITZKE, SARAH MANNING, BARBARA SNOWMAN, ROSE E. STEIDL, JEAN WARREN, Mrs. LUCILLE J. WILLIAMSON.

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

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

*128. *MANAGEMENT AND HOME PROCESSES*. Fall and spring. Credit three hours. Mrs. BRATTON, Mrs. CONRAD, Mrs. WILLIAMSON, ———, ———, ——— and ———.

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

Help in understanding and recognizing the procedure of management in the solution of problems for individuals and for families. Processes and equipment involved in care of the home, nature of the materials to be cleaned, and characteristics of the supplies used in cleaning or protecting these materials. The wide range of choice in method, equipment, cost, materials, and human effort to accomplish

the ends desired under different circumstances. Comparison of certain home processes with commercial services in terms of cost, quality of product, and satisfaction obtained.

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

M W F 11. Amphitheatre.

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

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

Fall: T Th 2-3:30 and one additional hour at the convenience of the student. Room 121. Spring: M W F 11. Room 124.

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

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

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

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

A study at firsthand of the ways in which different families manage to achieve their purposes with the resources available. Experience in homes in observing the procedure of management and in recognizing values and goals, resources, and decisions made. Cooperation with families in working out a solution to some of their management problems. One all-day tour, time to be arranged.

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

W F 11-1. Room G-19.

Selection, care, use, and repair of household equipment. Relative advantages of various types of equipment in performing certain tasks. Discussions with homemakers, manufacturers, distributors, and engineers. Field trips to homes and stores.

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

M W F 9. Room 121.

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

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

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

407. *THESIS AND RESEARCH*. Fall and spring. Registration with permission of the instructor. Mrs. BRATTON, Mrs. CONRAD, Miss CUSHMAN, Mrs. HEINER, Misses KLITZKE, ROLLINS, and WARREN, and Mrs. WILLIAMSON.

408. *WORK SIMPLIFICATION IN HOME ECONOMICS*. Spring. Credit two hours. Prerequisite, Economics of the Household 310 or permission of the instructor. Mrs. HEINER.

M 11-1. Room G-19.

Adaptation of work simplification techniques as developed in industry, for use in studies of activities in homes and in home economics laboratories. Development of techniques valid in terms of family living, applicable to different regions and types of homes, and economical to perform. Distinction between devices suitable for teaching and for research, including stop-watch studies, process charts, motion symbols, flow charts, and preparation and analysis of films. Work on individual problems.

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

T Th 10, S 10-12. Room G-19.

Study of the processes and equipment used in the care of the home, including ways of working that will reduce the effort required; laundry problems, including hard water and softening of water, detergents, other laundry supplies, methods and equipment for washing and ironing, commercial and self-service laundries; electricity and electrical equipment; nature of cleaning actions and equipment suitable for different soils and surfaces; controlling odors and correcting dryness or dampness. The course provides background information for home economics teachers, extension workers, and advisers in home management houses.

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

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

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

F 2-4. Room 133.

Examination of the nature of personal financial problems and of adjustments in individuals' financial practices under changing conditions. The operation and regulation of financial institutions of importance in personal management. Analysis of teaching materials.

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

F 2-4. Room to be arranged.

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

490. *REVIEW OF RESEARCH IN HOME MANAGEMENT*. Fall. Credit two hours. Prerequisite or parallel, Economics of the Household 310. The instructor should be consulted before registering. Mrs. BRATTON.

Th 2-4. Room G-4.

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

495. *ECONOMIC PROBLEMS OF FAMILIES*. Spring. Credit two hours. The instructor should be consulted before registering. Miss ROLLINS.

Th 2-4. Room 108.

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

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

T 4. Room 114.

FOOD AND NUTRITION

CATHERINE PERSONIUS, *Head*; GERTRUDE ARMBRUSTER, JOAN BARBER, ALICE BRIANT, MABEL DOREMUS, LOLA DUDGEON, MILDRED DUNN, ELIZABETH ELBERT, EMMA ROSE ELLIOTT, FAITH FENTON, GRACE FOSTER, HAZEL HAUCK, MARGUERITE HORN, FRANCES JOHNSTON, HELENA KELSEY, KATHERINE NEWMAN, MARION PFUND, LILLIAN SHABEN, BETTY STEELE, GRACE STEININGER, ELEANOR WILLIAMS, THERESE WOOD.

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

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

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

Lecture and laboratory, T Th 10-12:20. Room 352.

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

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

Lecture and discussion, M W F 8. Amphitheatre and Room 124.

Laboratory

Fall
M W 2-4, Room 352
M W 2-4, Room 426
T Th 11-1, Room 426
T Th 2-4, Room 426
W F 11-1, Room 426

Spring
M W 2-4, Room 426
M W 2-4, Room 352
T Th 11-1, Room 426
T Th 2-4, Room 426

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

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

M W F 8. Amphitheatre.

For transfer students who have had college work in food preparation but not in nutrition. The work covered is the same as that in Food and Nutrition 103, but the students are not required to attend the laboratories.

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

T Th 11. Room 339.

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

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

Lecture and discussion, M W F 9. Amphitheatre and Rooms 339 and 121.

Laboratory

M W 2-4, Rooms 353 and 356	T Th 11-1, Rooms 353 and 356
T Th 8-10, Rooms 353 and 356	T Th 2-4, Rooms 353 and 356
T Th 8-10, Rooms 353 and 358	T Th 2-4, Rooms 353 and 358

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

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

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

Lecture and discussion, M W F 9. Amphitheatre and Rooms 339 and 124.

Laboratory

M W 2-4:20, Rooms 353 and 356	T Th 8-10:20, Rooms 353 and 358
M W 2-4:20, Rooms 353 and 358	T Th 2-4:20, Rooms 353 and 356
T Th 8-10:20, Rooms 353 and 356	T Th 2-4:20, Rooms 353 and 358

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

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

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

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

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

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

230. *NUTRITION*. Spring. Credit three hours. Prerequisites, elementary college courses in nutrition, biochemistry, and human physiology (for Home Economics students, Food and Nutrition 103, Human Physiology 303, Biochemistry 10; other students should see the instructor about equivalent preparation). Misses HAUCK and NEWMAN.

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

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

240. *FOOD PREPARATION, ADVANCED COURSE*. Fall and spring. Credit three hours. Prerequisite, Food and Nutrition 215 or 225. Miss ———.

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

Planned for students interested in commercial food service and food promotion work. Study and preparation of some unusual foods and food products. Special dishes prepared include canapés, entrees, planked foods, fancy breads, pastries, foreign cookery.

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

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

305. *FOOD DEMONSTRATIONS*. Fall and spring. Credit one hour. Limited to ten students. Prerequisite, Food and Nutrition 215 or 225. Committee approval required, see page 29. Mrs. FOSTER.

T Th 2:30-4. Room 352.

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

306. *MEAL PLANNING AND PREPARATION*. Fall and spring. Credit three hours. Limited to eighteen students in a section. Prerequisite, Food and Nutrition 103. Mrs. FOSTER.

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

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

314. *SCIENCE IN FOOD PREPARATION*. Fall. Credit three hours. Prerequisite, Food and Nutrition 215 or 225 and Biochemistry 10. Committee approval required, see page 29. Miss PERSONIUS.

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

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

315. *SCIENCE IN FOOD PREPARATION. INTRODUCTORY EXPERIMENTAL COOKERY*. Spring. Credit three hours. Prerequisite, Food and Nutrition 314, or equivalent. Committee approval required, see page 29. Miss FENTON.

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

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

330. *DIET THERAPY*. Fall. Credit three hours. Prerequisite, Food and Nutrition 230 or equivalent. Committee approval required, see page 29. Miss HAUCK.

Lecture and discussion, M W F 9. Room 426.

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

340. *MATERNAL AND CHILD NUTRITION*. Fall and spring. Credit two hours. Prerequisite, Food and Nutrition 103 or 190. Not open to students who take Food and Nutrition 230. Miss NEWMAN.

Lecture and discussion, W F 8. Room 339.

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

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

Th 2. Room 301.

Study of historical and current literature.

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

T Th 9. Room 301.

Critical review of literature in the field of vitamin and mineral metabolism, with emphasis on the experimental data on which the principles of human nutrition are based. *Not offered in 1953-54.*]

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

T Th 9. Room 301.

Critical review of literature relating to energy metabolism, proteins, fats, and carbohydrates, with emphasis on the experimental data on which the principles of human nutrition are based.

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

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

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

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

Laboratory T Th 10-1. Room 358.

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

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

T 4:30. Room 301.

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

T 4:30. Room 301.

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

T Th 11. Room 301.

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

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

HOMEMAKING APARTMENTS

CAROLYN H. CRAWFORD, *in charge*.

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

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

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

Students preparing to teach are to schedule the course concurrently with Home Economics Education 331 (see page 72). Students preparing to go into extension work are to schedule the course concurrently with Home Economics Education 321 (see page 72). Prerequisites, Homemaking Apartments 301, and Food and Nutrition 260 or the equivalent. It is desirable that Food and Nutrition 340 precede this course.

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

An opportunity will be included in this course, for students preparing to teach, to meet the requirements for health of the family and home care of the sick if they have not been registered previously in such a course. Students should register for Home Economics Education 300 for one credit hour.

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

[305. *HOMEMAKING APARTMENTS*. Fall and spring. Credit one hour. Open to juniors and seniors. Instructor's signature required at preregistration. Required of students planning to take Homemaking Apartments 306 and to be scheduled the semester preceding 306. Miss CRAWFORD. *Not offered in 1953-54.*]

[306. *HOMEMAKING APARTMENTS, RESIDENCE COURSE*. Fall and spring. Credit three or four hours. To be offered in two blocks of seven weeks each. For juniors and seniors. Open to graduate students. Registration limited to six students in each block. Students registering for the course may not carry more than twelve credit hours concurrently; more than ten not recommended. Miss CRAWFORD. *Not offered in 1953-54.*]

HOME ECONOMICS EDUCATION

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

The Department of Home Economics Education offers programs at both undergraduate and graduate levels. The undergraduate program contributes to the preparation of students who wish to become agents in the Extension Service and

teachers in the public schools. It gives them an opportunity to develop a philosophy of Home Economics Education, to acquire an understanding of the place of home economics in the total educational program of the community, and to develop some skill in teaching home economics either in the schools or in the Extension Service.

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

T 11 or Th 11. Room 124.

This course is offered to help the student who is planning to be a homemaker to understand the place in which she may serve in educational programs in her community. It will also give her a basis for understanding ways in which home economics serves all members of the family. It may help her in making a vocational choice.

Opportunity will be given to observe homemaking programs which are being conducted by the Extension Service, public schools, and other educational agencies.

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

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

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

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

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

321. *EXTENSION EDUCATION*. Fall and spring. Credit eight hours. Mrs. HOEFER.

Supervised field experience for one half of the term in a selected county, and conference periods for one half of the term. Prerequisite, Extension Education 320. During this term students will take Homemaking Apartments 302. Students live in the Homemaking Apartments for seven weeks and in the county in which they are doing extension work for seven weeks.

Students are assigned to cooperating counties where opportunity is provided to work with the county extension staff and to gain experience in 4-H Club and/or Home Demonstration work. A member of the college staff supervises this field experience. Students observe, assist, and participate in the program of the county extension groups. They should gain experience in teaching 4-H Club and/or Home Demonstration groups, in office management, radio, newswriting, working with other county agencies, and other of the usual activities of an extension agent.

330-331. *THE ART OF TEACHING*. To be taken in two successive terms. Open to juniors and seniors preparing to teach home economics in the public schools. Miss MOSER, coordinator, assisted by Misses PATTERSON, CRAWFORD, ELIOTT, Mrs. CORNELIUS, and cooperating teachers.

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

330. Fall and spring. Credit two hours. This course must precede Home Economics Education 331.

Discussion period, T Th 8. Room 3-M-11. Field work one half-day a week.

Students visit schools for the purpose of studying homemaking programs.

331. Fall and spring. Credit eight hours. Directed teaching for one-half of the term and general conferences throughout the term. Hours to be arranged. Room 3-M-11. This course is a continuation of Home Economics Education 330. During this term the student registers for only one other course, Homemaking Apartments 302. Students live in the Homemaking Apartments for one-half of the term and in the communities in which they teach for the other half of the term.

Student teachers are assigned to cooperating schools within a reasonable distance of Ithaca. They live in the communities and work under the guidance of the local homemaking teachers and under the supervision of the Home Economics Education staff.

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

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

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

[432. *METHODS AND MATERIALS IN ADULT EDUCATION*. Credit two hours. Miss PATTERSON. *Not offered in 1953-54.*]

437. *PRINCIPLES AND PHILOSOPHY OF ADULT EDUCATION*. Fall. Credit two or three hours. Open to undergraduates with permission. Miss PATTERSON. M 4-5:30. Room 124.

Designed for directors of adult education, teachers, extension agents, school administrators, and other leaders in adult education. Attention is focused on a philosophy of adult education and the principles as they relate to the place of adult education in the total program; adult needs; program planning; adult learning; and the growth and development of adult education. A wide variety of adult education activities in the Ithaca area provide opportunities for students to study the application of principles to local programs.

[438. *TEACHING HOMEMAKING TO ADULTS*. Credit two or three hours. Miss PATTERSON. *Not offered in 1953-54.*]

439. *THE TEACHING OF HOME ECONOMICS*. Spring. Credit three hours. Miss PATTERSON.

T Th 10 and other hours to be arranged. Room 124.

Designed for students with teaching experience in college, extension, secondary schools, and adult programs. Attention is given to the place of discussion, demonstration, laboratory, trips, and use of radio, films, and recordings in teaching home economics. Opportunity is provided for experimentation with different teaching aids and procedures.

[449. *CURRICULUM PLANNING IN HOME ECONOMICS*. Credit two or three hours. Miss BLACKWELL. *Not offered in 1953-54.*]

459. *EVALUATION*. Spring. Credit three hours. Preregistration required. Miss BLACKWELL.

W 11-1, F 11. Room 117.

For teachers, extension agents, and research workers who are concerned with methods of evaluating education programs and of appraising individual achievement. Opportunities for constructing, using, and evaluating instruments of appraisal.

469. *SUPERVISION OF HOME ECONOMICS EDUCATION*. Fall. Credit two hours. Miss HUTCHINS.

S 10-12. Room 301.

Planned for supervising teachers, supervisors, and other educational leaders who are engaged in supervision and for those teachers who are preparing for supervising positions.

480. *SEMINAR IN HOME ECONOMICS EDUCATION*. Fall and spring. No credit. Department staff. Miss PATTERSON, Coordinator.

W 4. Room 3-M-11.

485. *SUPERVISION OF THE RESIDENCE EXPERIENCE IN HOMEMAKING*. Spring. Credit two hours. Instructor's signature required at preregistration. Miss CRAWFORD.

T 9-11. Apartment B.

This course is planned for Home Management house advisers and others preparing for this type of teaching. Attention is focused on organization, supervision, and methods of teaching a residence course.

[490. *TEACHING HOME ECONOMICS IN HIGHER EDUCATION*. Credit two hours. Miss PATTERSON. *Not offered in 1953-54.*]

HOUSING AND DESIGN

VIRGINIA TRUE, *Head*; GLENN H. BEYER, HELEN J. CADY, JOSEPH CARREIRO, Mrs. RUTH B. COMSTOCK, CATHARINE U. EICHELBERGER, Mrs. DORA W. ERWAY, BARBARA J. KENRICK, RUBY M. LOPER, JAMES E. MONTGOMERY, SARAH E. NEBLETT, CLARA STRAIGHT, GENA THAMES, and ———.

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

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

Undergraduates wishing a background in this area should take, in addition to Housing and Design 100 and 220, courses from each phase of the work in the department, namely, design, interior design, housing. Electives from other departments of the college and other divisions of the University should be in related subjects, such as *Child Development and Family Relationships, Economics of the Household and Household Management, Architecture, Fine Arts, Sociology, Psychology*.

Graduate work is offered for the M.S. degree and the Ph.D. degree with major in the field of Housing and Design. (See the *Announcement of the Graduate School*.)

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

FALL

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

SPRING

<i>Lecture</i>	<i>Laboratory</i>
F 12, Room 317.....	T Th 2-4, Room 322
F 12, Room 317.....	M W 11-1, Room 322
F 10, Room 317.....	M W 9-11, Room 318
F 10, Room 317.....	M W 2-4, Room 318
F 9, Room 317.....	M W 8-10, Room 408
M 11, Room 317.....	W F 11-1, Room 401A

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

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

130. *HOTEL FURNISHING AND DECORATING*. Spring. Credit two hours. For students in Hotel Administration. Advised for juniors and seniors. (For description, see *Announcement of the School of Hotel Administration*.)

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

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

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

210. *HANDICRAFTS STUDIO*. Fall. Credit two hours. Prerequisite, Housing and Design 100; 211 must precede or parallel this course. Mrs. ERWAY.
M W 2-4. Room 318.

A course to develop creative expression through experimentation with various materials and processes such as bookbinding, block printing, weaving, wood carving, stitchery, leathercraft; helpful to students interested in occupational therapy, camp work, teaching, and homemaking. Minimum cost of materials, \$7.

211. *HANDICRAFTS AROUND THE WORLD*. Fall. Credit one hour. Prerequisite, Housing and Design 100. Mrs. ERWAY.

F 2. Room 317.

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

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

FALL

<i>Lecture</i>	<i>Laboratory</i>
W 9, Room 317.....	M F 8-10, Room 401A
W 9, Room 317.....	T Th 11-1, Room 401A
W 9, Room 317.....	T Th 2-4, Room 401A
W 12, Room 317.....	W F 11-1, Room 408
W 12, Room 317.....	T Th 2-4, Room 408
Th 10, Room 317.....	T Th 11-1, Room 327

SPRING

<i>Lecture</i>	<i>Laboratory</i>
W 9, Room 317.....	M F 8-10, Room 401A
W 9, Room 317.....	T Th 11-1, Room 401A
M 9, Room 317.....	T Th 2-4, Room 327
W 11, Room 317.....	M F 11-1, Room 408
W 11, Room 317.....	T Th 2-4, Room 408
M 9, Room 317.....	W F 8-10, Room 327

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

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

M W 10-1 or T Th 1:40-4:30. Room 401-B.

Students anticipate furnishing problems of the young couple faced with limited space and budget. Practice in furniture arrangement, selection, restoration and repair, remodeling, refinishing and constructing simple carpentry pieces of furniture and accessories; setting up actual rooms in the laboratory. Cost of materials, \$10 minimum.

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

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

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

M W 8-11. Room 322.

Introductory course for the fashion illustrator. Practice with layouts for fashion advertisements, exploration of varied techniques and media including reproduction processes in newspaper and magazine fashion illustration, fashion figures. Minimum cost of materials, \$7.

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

T Th 11-1. Room 318.

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

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

T Th 8. Room 317.

A lecture-discussion course dealing with current developments in the field of design; trends in design as represented by the work of a selected group of designers in various areas; activities of art organizations such as museums, galleries, and associations. *Not offered in 1953-54.*]

320. *HISTORIC FURNITURE AND INTERIOR DESIGN*. Fall. Credit three hours. Prerequisite, Housing and Design 220. ———.

M W F 8. Room 317.

Development of furniture styles and interior designs through the major historic periods, showing recurrence of structural forms adapted and modified, and reflecting economic, political, and social aspects of the periods.

325. *INTERIOR DESIGN — EMPHASIS ON DESIGN OF BACKGROUND OF ROOMS AND FURNITURE*. Fall. Credit three hours. (Four hours outside work in laboratory required.) Prerequisite, Housing and Design 220; Housing and Design 320 recommended. Limited to fifteen students. Miss CADY.

M W F 9-11. Room 408.

This course furthers basic training given in Housing and Design 220, developing the room in accordance with architectural design and use. Design sketches and working drawings are made for built-in furniture and storage units. Problems in the selection of form and scale; color; fabrics; corrective design. Evaluation of design quality in furnishings. Field trip to New York, or equivalent.

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

Hours to be arranged. Room 3-M-11.

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

M W F 2-4. Room 327.

An introductory course in space arrangement, incorporating house, site orientation, and neighborhood. Drafting room work (consisting of plan and model studies of house and setting), lectures and discussions, local field trips, required reading.

347. *CHOOSING THE HOUSE AND THE NEIGHBORHOOD*. Fall and spring. Credit three hours. Open to sophomores. Mr. MONTGOMERY.

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

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

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

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

Consideration of: (1) the effects of physical and cultural factors upon housing; (2) the impact of housing upon personality and family life.

[349. *HOUSING VALUES: A SOCIO-PSYCHOLOGICAL APPROACH*. Spring. Credit three hours. Prerequisite, Housing and Design 347. Mr. MONTGOMERY. M W F 11. Room 3-M-11.

Analysis of major housing values of the consumer. Values are examined in relation to such variables as the family-life cycle, socio-economic status, housing experience, and geographic area. Findings of current research on housing values are used. *Not offered in 1953-54.*]

[400. *SEMINAR IN CURRENT HOUSING PROBLEMS*. Spring. Credit three hours. Registration by permission of the instructor, based upon student's training, experience, and interest. Instructor's signature required at preregistration. Mr. BEYER. *Not offered in 1953-54.*]

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

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

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

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

T 2. Room 3-M-11. *Not offered in 1953-54.*]

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

W F 1:40-4:30. Room 401-B.

Advanced problems in design and techniques integrated toward a class problem in the complete development of a room. Examination of sources for furnishing information materials.

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

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

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

INSTITUTION MANAGEMENT

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

The Department of Institution Management offers to the student orientation and training in food administration. Practice is provided in situations where large numbers of persons are served. The students participate in preparing and serving food in the cafeteria and Green Room, where approximately 1800 patrons are fed each day. The content of courses includes organization and administration procedures,

the selection, care, preparation, and service of food in quantity, menu planning, accounting, food control, kitchen planning and the selection and care of institution equipment and furnishings.

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

Summer Practice Requirement. Students preparing for positions in the field of Institution Management are expected to meet a summer practice requirement (see page 29).

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

Lecture running throughout the term, F 2. Amphitheatre.

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

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

Fall: first block, September 24 through November 14; second block, November 16 through January 23.

Spring: first block, February 8 through April 10; second block, April 12 through May 29.

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

Practical experience in serving and meeting the public is provided in the Home Economics tea room and cafeteria, where approximately 1800 persons are served daily. The course includes analysis of vocational opportunities in the field of institution management; study of various types of food service enterprises, with special emphasis on menu variations, mechanics of service, the general physical set-up, and efficiency of personnel.

200. *QUANTITY FOOD PREPARATION, ELEMENTARY COURSE FOR HOTEL STUDENTS.* Credit three hours. For students in Hotel Administration. Prerequisite, Food and Nutrition 120 or equivalent experience. Misses CUTLAR and _____. (For description, see *Announcement of the School of Hotel Administration*.)

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

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

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

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

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

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

White uniforms, hose, and hair nets are required, beginning with the first laboratory scheduled.

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

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

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

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

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

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

305. *SPECIAL PROBLEMS IN EXPERIMENTAL QUANTITY COOKERY*. Fall and spring. Credit and hours to be arranged. Prerequisites, Food and Nutrition 215 or 225 and Institution Management 230, or equivalent courses. Instructor's signature required at preregistration. Miss LONGREE.

Selected problems are offered for special study and experimentation. All projects deal with problems peculiar to foods prepared in quantity.

310. *CATERING AND ADVANCED QUANTITY COOKERY*. Fall and spring. Credit three hours. Open to upperclassmen specializing in Institution Management or Hotel Administration; to graduate students and others. Instructor's signature required at preregistration. Advised for all students interested in commercial food service or food promotion. Prerequisite, Institution Management 200, 210, 230, or equivalent experience. Special catering assignments require 15 to 20 hours in addition to the scheduled laboratories. Miss ———.

Laboratory, fall term Th 8:30-2; spring term T or Th 8:30-2. Discussion, S 9. Green Room. Conference hours by appointment.

White uniforms, hose, and hair nets are required for the women, chef's uniforms with caps for the men, beginning with the first laboratory scheduled.

Practice in organizing work, making menus, calculating costs, preparing and serving food for dinners and other catering projects as assigned.

320. *INSTITUTION ORGANIZATION AND ADMINISTRATION*. Spring. Credit three hours. Primarily for seniors. Advised for all students specializing in institution management or dietetics. Prerequisites, Institution Management 230 and Accounting 240. Hotel Administration 119 or Industrial and Labor Relations 461 are recommended to precede or parallel this course. Registration with permission, see page 29. Miss HARRIS.

M 2-4, F 2. Room 124.

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

[330. *QUANTITY FOOD PREPARATION AND CATERING, ADVANCED COURSE*. Fall and spring. Credit five hours. Open to seniors majoring in Institution Management or Hotel Administration, and to graduate students who have obtained the approval of the instructor before registering. Prerequisite, Institution Management 200, 210, or 230. Special catering assignments require 25 to 30 hours in addition to the scheduled laboratories. Miss ———.

Laboratory, T Th 8:30-2. Discussion, S 9. Green Room. Conference hours by appointment.

White uniforms, hose, and hair nets are required for the women, chef's uniforms with caps for the men, beginning with the first laboratory scheduled.

Practice in organizing work, requisitioning food supplies, making menus, calculating costs, supervising service, and preparing food for luncheons and dinners and other catering projects as assigned. *Not offered in 1953-54.*]

350. *INSTITUTION PRACTICE*. Fall and spring. Credit three hours. Open to a limited number of seniors and graduate students majoring in Institution Management, with the permission of the instructor. Practice assignments require approximately 10 hours a week for the full semester. Conference hour to be arranged. Students will meet with the instructor the first day of the term, 4-5, G-64. Miss HARRIS.

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

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

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

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

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

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

410. *SEMINAR IN INSTITUTION ORGANIZATION AND ADMINISTRATION PROBLEMS*. Spring. Offered in alternate years. Credit one hour. By arrangement. For graduate students with adequate training in institution management. Misses HARRIS, LONGREE, and department staff.

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

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

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

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

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

TEXTILES AND CLOTHING

Mrs. HELEN POWELL SMITH, *Head*; ELEANORE ADAM, Mrs. GLADYS L. BUTT, MARGARET HUMPHREY, Mrs. ELSIE F. McMURRY, GERTRUDE PUCKETT, JANET C. REED, Mrs. MARY S. RYAN, ORA K. SINGLETON, ADALINE SNELLMAN, VIVIAN WHITE, FRANCES E. YOUNG.

The Department of Textiles and Clothing aims to help students to study clothing from the standpoints of health, comfort, and economy, to understand the contribution which clothing makes to social and professional success, to enjoy clothes as an expression of beauty, and to use them for creative self-expression.

The field of Textiles and Clothing naturally divides into scientific and art phases. It opens many possibilities to those students who wish to use clothing in a general and aesthetic sense for their personal and family development, to those who have a well-defined vocational aim, and to those who anticipate advanced study.

Courses in other colleges of the University related to the work in Textiles and Clothing are in *Marketing, Prices and Statistics, Industrial and Labor Relations, Bacteriology, Chemistry, Chemical Microscopy, Dramatic Production, Drawing, the Fine Arts, Aesthetics, Public Speaking, and Journalism*.

*101. *CLOTHING: SELECTION, PURCHASE, CARE*. Fall and spring. Credit three hours. Each section limited to twenty students. Mrs. BUTT and Miss ADAM.

Fall: Lecture, F 10. Amphitheatre. Laboratories, M W 11-1 or 2-4 and T Th 8-10, 11-1 or 2-4. Room 213.

Spring: Lecture, F 10. Amphitheatre. Laboratories, M W 11-1 or 2-4, T Th 11-1. Room 213.

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

105. *CLOTHING SELECTION AND CONSTRUCTION*. Spring. Credit two hours. Intended exclusively for students outside the College of Home Economics. Limited to eighteen students. Miss ———.

M W 2-4. Room 234.

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

[120. *GROOMING AND PERSONAL APPEARANCE*. Spring. Credit two hours. Open to all students who have not taken Textiles and Clothing 101 or its equivalent. Mrs. BUTT.

For students interested in the factors that contribute to a satisfactory appearance. Evaluation and application of subject matter in the field of grooming. Renovation and care of wearing apparel. Estimated cost of materials, \$3. *Not offered in 1953-54.*]

130. *TEXTILES: CLOTHING FABRICS*. Fall and spring. Credit two hours. Each section limited to twenty students. Miss WHITE.

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

Spring: T Th 2-4, Room 278.

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

140. *HOTEL TEXTILES*. Spring. Credit two hours. For sophomore, junior, and senior students in the School of Hotel Administration. Miss ———. (For description, see *Announcement of the School of Hotel Administration*.)

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

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

A course in judging and selecting ready-to-wear garments from the standpoint of quality in fabrics; selection of clothes and accessories for suitability to individual needs. Care of clothes will include experience in cleaning and pressing of suits, coats, and accessories. Emphasis in this course will be determined by the interests and needs of the students. Estimated cost of materials, \$3 to \$5.

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

Fall

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

Spring

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

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

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

[205. *CLOTHING OF THE FAMILY*. Fall and spring. Credit two hours. Primarily for upperclass students interested in child development and family relationships, teaching, and social work. Laboratory and field practice.

T Th 2-4. Room 234.

A course to help students gain further experience in dealing with clothing problems of families, with special emphasis on the changing needs of growing children. There is opportunity for planning of special projects to meet the individual student's needs; for participating in group work such as the Clothing Clinic for home-

makers; for cooperating on a study of clothing requirements of preschool children; for contacting homemakers through individual interviews and group discussions; for developing more skill in selection, construction, remodeling, and repair of clothing. *Not offered in 1953-54.*

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

Fall

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

Spring

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

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

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

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

Fall

T Th 9-11, Room 215
T Th 2-4, Room 215

Spring

M W 2-4, Room 215
T Th 11-1, Room 215

A course in flat-pattern making which provides opportunity to develop greater independence, proficiency, and judgment in designing, fitting, and constructing clothing. Throughout the course emphasis is placed on methods and techniques used in obtaining a well-fitted garment. Students fit a foundation pattern in muslin following the careful taking of body measurements. A master pattern of manila tag is made from which flat patterns and dress designs are developed. After consideration and study of individual proportions, each student constructs and finishes one garment from a pattern which she has developed. All materials are to be purchased by the student after conference with the instructor. Estimated cost, \$15-\$20.

235. *SCIENCE RELATED TO TEXTILES*. Spring. Credit two hours. Prerequisites, Food and Nutrition 214 or Elementary Organic Chemistry or the equivalent of these and Textiles and Clothing 130 or 310. Section limited to twelve students. Miss WHITE.

W F 8-10. Room 353.

Application of scientific principles to the selection and care of fabrics. Relationships between current theories of molecular structure of the most important natural and man-made fibers and their behavior in use. Consideration of some of the chemical reactions involved in preparation, manufacture, processing, and maintenance of textiles. Laboratory experiments include observation of the effects of common reagents used in laundry and stain removal, the detection of chemical damage in cotton and rayon fabrics, the preparation of cellulose acetate, the chemis-

try of bleaching and mercerization, chlorination of wool, some chemical tests used in the identification of fibers, etc. This course is not intended to train students as textile chemists but rather to give them background and the ability to read the literature in their field intelligently.

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

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

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

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

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

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

For students recommended by advisers and approved by the head of the department and the instructor in charge for independent, advanced work on a problem not dealt with by other courses in the department, or for special arrangement of course work necessitated because of previous training. Students are to assume any expense involved unless otherwise previously arranged.

310. *HOUSEHOLD TEXTILES*. Fall. Credit two hours. For juniors, seniors, and graduate students. (Graduate students should see Textiles and Clothing 410 and consult with the instructor.) Section limited to 20 students. Miss _____.

T Th 9-11. Room 278.

A study of the range in quality in household textiles and the methods of selecting the quality best suited to specific needs. Buying problems in the area of household textiles.

Technical information necessary for efficient buying. Identification of fibers and physical testing of fabrics for properties which affect satisfactory use. Procedure and performance of standard and other physical tests will be evaluated. A study of specifications set up by various groups. Existing state laws governing the sale of certain household textiles.

A two-day trip to four or more manufacturing establishments to observe designing, weaving, making of certain household fabrics, and methods used in preparing fabrics for the retail market is planned. (If trip is possible, students will be responsible for transportation and living expenses involved. Estimated cost, \$25 to \$30.) Estimated cost of materials, \$3.

320. *PROBLEMS IN BUYING CLOTHING*. Fall and spring. Credit three hours. For upperclassmen and graduate students.

M W F 11-1. Fall term, Room 216; spring term, Room 278.

This course offers students opportunity to study the problems involved in acquiring and maintaining a satisfactory wardrobe and to gain more understanding and skill in buying garments for different age groups.

The group work is supplemented by reference reading, building a bibliography of sources of information, and the working through of special problems selected by students to meet individual needs. (If field trips are involved, students will be responsible for transportation and living expenses.) Estimated cost of materials, \$3.

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

M W F 2. Room 215.

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

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

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

T Th 9-12. Room 234.

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

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

T Th 9-12. Room 234.

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

350. *TEXTILES: ADVANCED COURSE*. Fall. Credit two hours. Prerequisite, Textiles and Clothing 130 or 310, or the equivalent. Miss WHITE.

W F 11-1. Room 278.

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

400. *DRESS DESIGN: ADVANCED COURSE*. Spring. Credit three hours. Prerequisites, Textiles and Clothing 250 and 340, or their equivalent. The instructor should be consulted before registering. Mrs. McMURRY.

T Th 2-4:45. Room 215.

A course in advanced dress design with emphasis on the further development of originality and proficiency in designing. Opportunity is given to investigate sources of design ideas, practice various methods of designing, and build a collection of source materials for professional or personal use.

Laboratory practice includes the development of a series of designs by draping and flat pattern. One or more special problems will be undertaken by the student to meet individual needs. Estimated cost of materials, \$5 to \$35.

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

401. *RESEARCH METHODS IN TEXTILES AND CLOTHING*. Fall term. Credit two hours. For graduate students. Graduate staff.

W F 9.

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

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

407. *THESIS AND RESEARCH*. Fall and spring. Registration with permission of the instructor. Miss ADAM, Mrs. BUTT, Miss HUMPHREY, Mrs. McMURRY, Mrs. RYAN, Miss SINGLETON, Mrs. SMITH, Miss WHITE.

410. *SEMINAR IN HOUSEHOLD TEXTILES*. Fall. Credit one hour. Prerequisite or parallel, Textiles and Clothing 310. Required of graduate students taking Household Textiles 310. Consult the instructor before registering. Hours to be arranged.

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

W F 2. Room 278.

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

EXTENSION TEACHING AND INFORMATION

A JOINT DEPARTMENT WITH THE COLLEGE OF AGRICULTURE

WILLIAM B. WARD, *Head*.

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

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

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

Practice and criticism in news and feature writing. Experience in planning and posing photographs and in editing copy. Brief survey and limited experience in other fields where journalistic techniques are used, such as radio and television, advertising, writing of leaflets and bulletins. *Not offered in this College, 1953-54.*]

Home Economics students interested in beginning Journalism should register in *Agricultural and Home Economics Journalism 15*, College of Agriculture, M W F 10. Warren 231. Professor WARD.

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

SOME COURSES IN OTHER COLLEGES FOR HOME ECONOMICS STUDENTS

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

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

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

A course intended to develop ability to think and to reason in terms of mechanical devices. Among the problems selected for this training are exercises on automobiles, electrical appliances, water systems, plumbing, faucet repairs, and sewing machines.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COURSES TO MEET UNIVERSITY REQUIREMENTS IN PHYSICAL EDUCATION FOR WOMEN

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

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

2. Students who have been discharged from the Armed Forces may be exempted from the requirement. Students 22 years of age on entrance and transfers entering with four terms of advanced standing credit may be exempted from the requirement. Students who show unusual proficiency may be exempted from the third and/or fourth terms upon recommendation of the Physical Education Department.

3. All other undergraduate women are required to complete four terms of work, three hours a week, in Physical Education during the first two years of residence. Permission for postponement or for exemption from this requirement is issued only by the University Faculty Committee on Requirements for Graduation through the representative in the College Secretary's office.

4. See the *Announcement of the Independent Divisions and Departments* for information concerning elective courses in *The Dance* and *Camp Counselor Training* for academic credit.



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