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HOME ECONOMICS HERITAGE AT THE OHIO STATE
UNIVERSITY IN THE CONTEXT OF SOCIETY AND
NATIONAL HOME ECONOMICS TRENDS.

THE OHIO STATE UNIVERSITY, PH.D., 1978
HOME ECONOMICS HERITAGE AT THE OHIO STATE UNIVERSITY
IN THE CONTEXT OF SOCIETY AND NATIONAL
HOME ECONOMICS TRENDS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Genevieve B. Schroeder, B.S., M.S.

* * * * *

The Ohio State University
1978

Reading Committee:
Dr. Julia I. Dalrymple
Dr. Lena C. Bailey
Dr. Claribel M. Taylor
Dr. Robert B. Sutton

Approved By
Dr. Julia I. Dalrymple
Advisor
Department of Home Economics Education
School of Home Economics
ACKNOWLEDGMENTS

The writer wishes to acknowledge the assistance and efforts of the following people toward the completion of this study:

Members of her graduate committee: Dr. Julia I. Dalrymple, Chairman, Dr. Lena C. Bailey, Dr. Claribel Taylor, Dr. Robert B. Sutton, and Dr. Mervin C. Smith, all of whom provided guidance and direction throughout the writer's graduate program. The writer is grateful for the advice, wise counsel and patient nurturing of Dr. Julia I. Dalrymple during her graduate program.

Special appreciation is extended to Dr. Lena C. Bailey and members of the Home Economics Education Department for the professional experiences the writer participated in as a Graduate Teaching Associate.

To Nancy Lares, for her time and talents expressed in the typing.

The writer wishes to express sincere gratitude and thanks to her husband Wayne, for the support, patience, and encouragement throughout the graduate program. A special thank you to our children Ann and Kay for their help, interest and loyalty.
VITA

May 5, 1933 . . . . . . Born - Bluffton, Ohio

1955 . . . . . . . B.S., The Ohio State University Columbus, Ohio

1973 . . . . . . . M.S., The Ohio State University Columbus, Ohio

1976-1978 . . . . Graduate Teaching Associate, Department of Home Economics Education, The Ohio State University, Columbus, Ohio

PUBLICATIONS


FIELDS OF STUDY

Major Field: Home Economics Education

Studies in Home Economics Education. Professor Julia I. Dalrymple

Minor Field:

Studies in Family Relationships. Professor Claribel M. Taylor

Studies in International Studies. Professor Mervin C. Smith

Studies in Communications. Professor Lena C. Bailey
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>VITA</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vi</td>
</tr>
</tbody>
</table>

## Chapter

### I. INTRODUCTION

- Background                                                                | 1   |
- Problem Statement                                                        | 3   |
- Research Design                                                          | 4   |
- Data Collection                                                          | 4   |
- Data Analysis                                                           | 5   |
- Procedure                                                               | 5   |

### II. HISTORICAL RESEARCH AS A PROCESS

- Historical Perspective                                                  | 7   |
- Historical Research Steps                                                | 8   |
- Historical Research in Home Economics                                   | 11  |

### III. HOME ECONOMICS HERITAGE AT THE OHIO STATE UNIVERSITY IN THE CONTEXT OF SOCIETY AND NATIONAL HOME ECONOMICS TRENDS

- Introduction                                                            | 14  |
- Society                                                                 | 14  |
- Home Economics National Movement                                         | 15  |
- School of Home Economics (OSU) -- The First Year, 1896                   | 19  |
- Decade 1897-1906 - And So We Began.                                      | 21  |
- Decade 1907-1916 - Growing Pains.                                        | 32  |
- Decade 1917-1926 - The Hectic Decade.                                    | 40  |
- Decade 1927-1936 - The Quiet, Nurturing Years                            | 52  |
- Decade 1937-1946 - Golden Reflections                                    | 60  |
- Decade 1947-1956 - Planning, Preparing and Persisting                   | 72  |
- Decade 1957-1966 - A New Home                                           | 80  |
- Decade 1967-1976 - The Diamond Sparkles                                 | 89  |

iv
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Critical Path of Growth of the School of Home Economics, The Ohio State University</td>
<td>103</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Background

The 200th birthday of the United States of America was celebrated during a two-year period (1975-76) with various programs and ceremonies to commemorate the historic event. The observance of this birthday caused citizens to reflect willingly and purposefully about the past and the meaning of the past to the present and to the unknown future.

As professional home economists and graduates paused to reflect on the past developmental pattern of the School of Home Economics, they found it difficult to do so effectively since a complete history did not exist to help guide them.

It was during 80 of these past 200 years that home economics at The Ohio State University began, grew, and matured taking on a viable form. This form reflects the personalities and priorities of the people who nurtured, guided, and initiated ideas into programs and activities. The end result is the School of Home Economics as we know it today.

At the time of America's 200th birthday observance, the history of the School of Home Economics was in bits and
pieces located in libraries, boxes, and human minds. There was a need to assemble and organize the existing artifacts and information in one central location, determine accuracy, and put chronological listings into historical perspective. Such a record in one document will be a valuable resource for teaching and planning, and will serve as a developmental model to share with those in other institutions who are beginning to design and develop a home economics program in higher education. Four of the nine administrators who directed the School are living and contributed accurate information about the immediate past, specifically of the last twenty years. A historical document may be helpful to each generation of graduates to provide accurate knowledge and to inspire students by providing a link with the past through the present to a glimpse of a probable and preferable future of the School and profession. In such a document the critical path of the development of the School can be traced identifying significant contributions of people and priorities they set, influenced from within the School and from the outside, including The Ohio State University and society as a whole.

The graduates continue through the years to be professional home economists holding positive, helping attitudes toward meeting needs and helping to solve problems of daily living specifically oriented to varying family structures. This attitude results in part from dedicated and
professionally oriented faculty members interacting, teaching, and touching the lives of currently enrolled students with information about the development of the School.

Problem Statement

The purpose in this study was to contribute to an accurate historical record of the School of Home Economics at The Ohio State University in the form of a description of the developmental pattern of the School. This pattern is described in the context of happenings in society and the national development of Home Economics as a field of study. The intent is to describe the happenings within the pattern in a realistic, lively, and logical manner which may be useful as a teaching resource.

Two questions are answered in this study:

1. What were the possible and probable motivating forces in society, in the developmental pattern of the college and university, and in the national movement in Home Economics that influenced people to set priorities that nurtured the development of the School of Home Economics at The Ohio State University?

2. What were the significant contributions made to the development of the School of Home Economics at The Ohio State University by individuals representing specific groups of
people such as administrators, faculty members, and students?

Research Design

In this status survey of historical data the researcher describes the development of the School of Home Economics from 1896-1976 from a perspective of happenings in society, national development of Home Economics, critical events in the College of Agriculture and Home Economics, and pertinent developments in The Ohio State University as a higher education institution. Human and non-human sources were surveyed to acquire the knowledge base and facts used to describe the developmental pattern within a historical perspective.

Data Collection

The data were collected from primary and secondary sources. The volume of human and non-human sources was vast and this determined the breadth and, in some instances, the depth of the study.

The present Director of the School and three former Directors provided information concerning happenings in their respective administrative years. Printed sources included information found in official records such as annual reports of the School of Home Economics, minutes of proceedings of the Board of Trustees, annual reports to the Governor, and a collection of miscellaneous papers from historical files in the School.
Data Analysis

The data were assessed for accuracy, authenticity of source, and the degree to which secondary sources, when necessary, were compatible with information from primary sources.

Historical data were recorded in a chronological vertical time line representing eras of development. The data for each era of development were initially recorded on a chart with four vertical columns representing probable influences of 1) happenings in society, 2) nationwide movement in Home Economics, 3) at The Ohio State University or within the College of Agriculture and Home Economics and 4) significant developments in the School of Home Economics. This four-column time line provided a visual representation of events within and simultaneous with the developments in the School as a basis for noting relevance to the intent in this document—developments and related impingements.

Procedure

There were seven major procedural steps in the study:

1. Reviewed known information on the process involved in historical research and available historical descriptions of the development in the School of Home Economics.

2. Designed a vertical four-column chart for recording data representing School of Home Economics development, happenings at The Ohio State University and
within the College, events in society, and information on the national movement in Home Economics. Each era of development was divided further into ten categories of information: (1) specific events, (2) programs, (3) curriculum/instruction, (4) administration, (5) structure/organization, (6) students, (7) faculty, (8) facilities, (9) philosophy, (10) summary comment. "Criteria for Evaluating Undergraduate Programs in Home Economics" published by the American Home Economics Association was used as the basis for planning these ten categories. Each decade in the written report includes information from the ten categories but not always in the order as numbered.

3. Searched for primary and secondary sources and assembled information from both human and non-human sources.

4. Planned and interviewed available individuals using the ten categories as a basis for securing information (Refer to Appendix A for interview letter. Refer to Appendix B for interview outline).

5. Recorded and analyzed data for relevance to study.

6. Organized data from chart into decades of development of the School.

7. Reported the findings.
CHAPTER II

Historical Research as a Process

Historical Perspective

"History is made up of the living issues of the day in which it is made." (Royal Bank, Canada, p. 3) History, when viewed from this perspective, can be vivid and exciting. To this quotation the viewer of history needs only to add personal thoughts about people interacting to solve issues to create a living picture of yesteryear.

The historian "... interprets past events by the traces they have left; he deals with the evidences of man's past acts and thoughts." (Hockett, p. 8) The historian's approach is used with ex post facto research which is defined thus:

Ex post facto research is systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. (Kerlinger, p. 379)

Control of the independent variables is one of the main differences between experimental and survey type research.

In ex post facto research, direct control is not possible: neither experimental manipulation nor
random assignment can be used by the researcher. These are two essential differences between experimental and ex post facto approaches. (Kerlinger, p. 380)

With ex post facto research, the investigator must take things as they are and try to disentangle them (Kerlinger, p. 380).

Historical Research Steps

"There are three essential steps in the production of any written historical work: the gathering of the data; the criticism of the data; and the presentation of facts, interpretations, and conclusions in readable form." (Hockett, p. 9)

Data gathering focuses on searching for information pertinent to the questions the historical researcher is attempting to answer. Generally relevant information is usually available in both primary and secondary sources. Skjelver defines these two sources:

Primary Sources... are recorded, written, or created at the time of the event by individuals present at the event or not far removed from the event (quasi-authentic).

Secondary sources are recorded, written, or created after the event. These records often represent someone’s opinion or are interpretations of primary source. (Skjelver, p. 109-110)

The second step in historical research is criticism of the data. The researcher needs to distinguish between statements and facts. "'Statements' are the raw materials
with which the historian works, and the first lesson he
must learn is that they must not be mistaken for 'facts.'" (Hockett, p. 13)

A statement is nothing more than what some one has
said about a matter, and there are many reasons why
statements may not be wholly or even partially
true. ... the duty of the historian to 'doubt
every statement until it has been critically
tested. (Hockett, p. 13)

In contrast, facts can be viewed from Fischer's
perspective: "A significant fact for most historians is
one which helps them to make a case for their explanation
and to communicate its nature to the reader." (Fischer,
p. 100)

As the researcher sorts through facts and statements
located in primary and secondary sources, it is necessary
to use external and internal criticism. External and
internal criticism work together as described by Good and
Scates:

External criticism is concerned whether the docu-
ment is genuine. Internal criticism focuses on the
statements, their meaning and trustworthiness.
Internal criticism attempts to deal with the truth
of the contents and external criticism examines
form and appearance of the data. Both types of
criticism can proceed at the same time and often
may overlap. (Good, Scates, p. 188-189)

External criticism answers basically two questions:
Is this document genuine? or Is this document
authentic? Textual criticism becomes a part of
external criticism when the researcher considers
conditions under which the document was produced
such as time, place, purpose, and circumstances
of composition. (Good, Scates, p. 189)
When the researcher has employed external criticism and the document has been determined as authentic, then principles of internal criticism are used to establish credibility. Internal criticism focuses on the accuracy and value of statements within the document. Good and Scates explain internal criticism:

Internal criticism is positive in nature when it seeks to discover the literal meaning and the real meaning of the text. It is negative when every possible reason is sought for disbelieving the statements made, questioning critically the good faith and accuracy of the author. Although both positive and negative criticism are essential in historical research, the student should not go so far as to be cynical and hypercritical. (Good and Scates, p. 198-199)

The researcher does make judgments concerning authenticity and credibility. Fischer suggests seven guidelines for verification of facts:

These rules of thumb are ones that good historians feel in their bones and should be applied without thinking.

1. Sound evidence consists in the establishment of a satisfactory relationship between question(s) asked and the evidence offered

2. ... 'best relevant evidence' rather than 'good relevant evidence'

3. Evidence must always be affirmative proof

4. Author is responsible for 'burden of proof'

5. ...all inferences from empirical evidence are probabilistic...

6. Context from which statement comes affects meaning
7. ...an empirical statement must not be more precise than its evidence warrants. (Fischer, pp. 62, 63)

Historical Research in Home Economics

The process and principles inherent in historical research can be applied in the field of home economics. Budewig suggests an effective way to view Home Economics historically:

The history of home economics cannot be known through a chronological listing of events and achievement only. It can be known only through its concepts, ideas, and motivations as these have developed throughout history. Furthermore, these concepts, ideas, and motivations must be seen against a background of social history in general. (Budewig, p. 6)

Skjelver suggests that sources of information for historical research as applied to the field of Home Economics need to be defined into mute and verbal records described in this manner:

Silent or mute records--for example paintings, photographs, drawing, fabrics, and tools--require discerning interpretation as to their indigenous qualities.

Verbal records, either oral or written, are more traditional sources...

Oral tradition is gaining acceptance as reliable historical evidence due to technological advances... (Skjelver, p. 109)

Historians can be divided into two types--descriptive and theoretical.
A descriptive historian records the events or situation as it probably occurred in its own unique setting, while a theoretical historian interprets, compares, and generalizes about an event or situation, using established evidence as a basis for the interpretation. (Skjelver, p. 108)

Historical studies can be major or minor in nature.

Historical studies of a minor nature may not necessarily include hypotheses if the reason for the investigation is to locate facts and report them... major historical studies are a combination of fact-finding and an interpretation of these facts, thus, hypotheses are essential elements of the historical research process. (Skjelver, p. 109)

At this point in time, three written documents are the only sources available that focus specifically on the historical picture of the growth of Home Economics at The Ohio State University. Two of these writings were completed for the centennial commemoration of the founding of The Ohio State University in 1970. Ashcraft briefly outlines and reports major events in development of the School of Home Economics according to terms of office for specific administrators.

The main focus of the second document is on happenings in Home Economics that are milestones in relation to the development of the College (History of the College of Agriculture and Home Economics). The purpose and developments of the Campbell Hall Nursery school during the first decade is highlighted in a thesis (Amos).

The need existed to locate additional facts to describe the historic past of the School of Home Economics. The
process and principles of historical research were applicable to the search for these additional facts. The additional facts are valuable to the future of the School. A writer provides this perspective:

By telling us what our forefathers did, history inspires us in two directions: to respect their achievements, great in their day, and to strive to equal their resourcefulness and courage. (Royal Bank, Canada, p. 3)

Fischer notes that the person using historical research methods of operation and reporting shows, in part, a common responsibility with historians.

Historians have a heavy responsibility not merely to teach people substantive historical truths but also to teach them how to think historically. (Fischer, p. 316)
CHAPTER III

Home Economics Heritage at The Ohio State University
in the Context of Society and National
Home Economics Trends

Introduction

Society

The fabric of American society is woven by people coming from a variety of family backgrounds representing a multitude of ethnic heritages. Calkins describes America: "This mix of people (from every land) with varied points of view, skills, and interests produced miracles. Credit for our success belongs to all." (Calkins, p. 8)

Daily family living is influenced by what happens within the home and by forces outside the home that impinge on people and their daily patterns. Outside forces affecting the family can come from the immediate neighborhood, a large geographical area such as a state or a nation, and world happenings on the international scene.

Wars, economic depression, inflation, legislation, discoveries in scientific advancements, and specific programs aimed at education are further examples of such impingements. Although wars are often viewed as disasters, Calkins identifies one advantage: "A nation's wars, for
all their waste and tragedy, invariably accelerate scientific research and development." (Calkins, p. 305)

It is difficult to measure the impact or intensity of one impingement over another on daily family living. Perhaps one view of the success of America is noted by Calkins:

No single element determined why so much that is so felicitous happened here in such a short time. But a major aspect is our unique system of government, which strikes a workable balance between the rights of the governed and the rights of government itself. (Calkins, p. 8)

The family unit, whatever it's structure and function, is a receiver and contributor to the surrounding society. The concern for the family has always been at the heart of the Home Economics movement. This movement has responded to impingements directed toward family roles and responsibilities. The family cannot be separated from happenings and events in society.

The needs and problems related to individual well-being and to satisfying family living relate directly to the social, economic and educational status of a community or nation, and the quality of living varies at any given period of time for the members and families of a given society. (Scott and Rees, p. 3)

Home Economics National Movement

The national movement in Home Economics has roots back to the Greek City states where life could be divided into two parts—private and public. This private realm
"...deemed inferior..." was where family and home could be found. The carpenter from Galilee left Christian traditions which "...reversed almost completely classical traditions of Greece and Rome."

Bacon is described "...the one thinker who, more than anyone, was able to articulate the concept that man's life on earth was possible of improvement..." He identified topics to be investigated by scientific methods that are common concepts to Home Economics today such as "...course of life" (life span) and "...all diet and its varieties according to nations..." (Budewig, p. 2)

Thompson (Count Rumford) was the "...first scientist to take seriously the admonition of Bacon that details of everyday living having to do with food, clothing, and shelter were worthy of study." He gave "...beginnings of philosophy, a method, and a body of knowledge all its own." (Budewig, p. 3)

Settlers arriving on the shores of America created a life different from England. Progress in education in the seventeenth century was slow due to "...lack of organization, of suitably trained teachers, and the necessary compensation. ..". "Girls might be taught, but they were not to be admitted to school." Fifty years later the Dames Schools offered girls needlework, dancing, and improvement in manners. (Bevier and Usher, pp. 8-9)
Following the Revolutionary War, many industrial and social changes affected daily family living. The Civil War placed the role of breadwinner of the family with many women. (Bevier and Usher, p. 22)

The Land Grant College idea supported the scientific base in education and often placed Agriculture and Home Economics together in the same unit of enrollment.

The spirit which animated the founding of the Land Grant Colleges was the spirit of development of the individual that he might yield better service to the nation, that so the nation's interest might be advanced. (Bevier and Usher, p. 42)

Iowa, Kansas, and Illinois were pioneers in Home Economics work beginning between 1869 and 1872. (Bevier and Usher, p. 27,28) Early publications related to the national movement include Catherine Beecher's "A Treatise on Domestic Science," "The American Woman's Home" by the Beecher sisters and "Household Science" by Youman. In the latter publication is this definition: "Home Science has to do with the agents, materials, and the phenomena of the household." (Bevier and Usher, p. 20)

Some women described as early feminist academicians were:

...more reform-minded than research-minded, an outlook that took some of them into founding or bolstering women's colleges that would have academic standards at least as high as any Ivy League male institutions, while others ...founded
colleges of home economics to spread the new sciences of nutrition and public health and consumer economics. (Bernard p. XXI)

Ellen Swallow Richards was recognized as a leader in the Home Economics movement. "She loved to manage things. Her real vocation was that of leader." In 1898 she discussed the domestic service problem at the Lake Placid Club.

Ellen Richards coined the term 'euthenics' for the science of controllable environment, and she became the patron saint of Home Economics colleges which sprang up on the land-grant campuses. From her they received the great emphasis on science in the service of human living, an ideal which has guided them ever since. (Bernard, p. 11)

Individuals working in the Home Economics movement sought followers and the result was a number of organizations supporting the movement. These organizations included churches, women's clubs, YWCA, the Kitchen Garden Association, National Household Economics Association, the Rumford Kitchen, New York and Boston Cookery Schools, American Association of University Women and New England Kitchen. One outgrowth of individuals and groups working to support the national movement was the introduction of domestic science into public schools of Boston and New York City. John Dewey's My Pedagogic Creed viewed "home activities... as fundamental forms of social activity..." (Bevier and Usher, p. 13)

Thus, Home Economics came into its own in the latter half of the 19th century. At this time there
were three separate educational movements in the United States which helped crystallize the need for a new art and science dealing with the home. These three movements were (1) the growth of education for women, (2) the application of scientific knowledge to the solution of problems in the home, and (3) various related education activities which contributed to the solving of problems in the home. (Bricker, p. 486)

Trends in emphasis in the early years of the movement focused on needs of families as affected by happenings in society. These needs of families were basically food, clothing, and shelter.

School of Home Economics (OSU) — The First Year, 1896

The Ohio State University became a part of the national Home Economics movement when, "on the recommendation of President Canfield a new department of domestic economy was created and assigned to the College of Agriculture..." by the Board of Trustees April, 1896. (Mendenhall and Cope, p. 239)

In 1896, it appears that one course labeled Domestic Science was required each year. The program included such courses in the basic sciences as chemistry, botany, physiology, zoology and geology. Students had a choice of selecting one language. (Appendix D, 1896, 1898)

The search began to find a person to develop this new domestic science department. Isabel Bevier was contacted and her words describe the encounter:

Professor Canfield of Ohio State had written asking me if I would start a department of household
science or something of the kind at Ohio State. I wrote him that if he was willing to begin in a small way until we could find out what we really could do and wanted to do, I would be glad to do it; but if he wanted a large and spectacular work in the beginning, I should not undertake it. He wrote back that by my own confession I was not prepared. (Bane, p. 22)

Nellie S. Kedzie was elected associate professor of domestic science by action of the Board of Trustees, May 18, 1896. (Board of Trustees, p. 238) However, Nellie Kedzie (Jones) states these facts on her appointment:

President Canfield wrote asking me to come to Ohio State and spend a few days.

President Canfield and I had several long talks about what we at the time called 'Domestic Economy' at Kansas State...

He (Canfield) would give me full Professor salary for a year if I would give him one month of speaking at Farmer's Institutes and then take the other eleven months to write a text book to use in my classes which would be organized at the end of my first year.

I went back to Kansas to talk it over with my parents and my President.

My own decision was that the Home Making class work was not well enough organized to put into print—nor was it closely enough woven into College Curricula to know how much Chemistry, Physics, Entomology, and perhaps some other subjects should be asked to help make it a really 'Must' course for every college woman.

My family and my President approved, so I wrote President Canfield that I couldn't accept his very tempting proposition. (Jones, p. 1)

Perla Bowman was chosen as the first head of the Department of Domestic Economy, on December 16, 1896.

Perla Bowman Gibbs reflected on this at the 50th anniversary
of the founding of the School of Home Economics with these comments:

My aim was to force the attention of every established department on the needs of women and in four years that I was in Columbus I think we laid a firm foundation. (Gibbs, letter)

My title was Associate Professor Home Economics and as such, I had a place at Faculty Meetings. The members were always courteous and kind, but they were frankly skeptical about the new department. My first effort then, was to win them to my belief that Home Economics stood for much more than Cooking and Sewing, and that each professor had something definite to contribute to the training of girls for home life. (Gibbs, letter)

Her statements imply an element of apparent need in higher education, a field of study to be "born in travail," and thus the "birth" of a field of study that has thrived for more than 75 years. The Ohio State University Department of Domestic Science "started in a small way but made friends rapidly with professors and special courses were developed by them in Economics, Psychology, Chemistry, Art Education..." (Gibbs, letter)

Decade 1897-1906

Society

The results of expansion of practices of conservation, transportation, communication, and technology were evident in this decade. America's landholdings expanded beyond our coastal borders to include the purchase of Alaska and the annexation of Hawaii. Roosevelt's (Theodore) conservation
programs continued following the establishment of two national parks in 1890.

Horse-drawn vehicles were the source of power to till the earth. The silo and improvements in the grain milling process helped the farmer and his family who worked the land. Labor in industry was organized into unions and strikes touched many areas of the country including railroads, coal fields, and manufacturers of farm implements.

Laws concerning education were already enforced in many states requiring children ages 7-14 to attend school, placement being in eight grades. While many colleges admitted women following the Civil War and high schools increased during the 1890's, graduate schools were still a new idea.

Sixty years earlier women became interested in issues such as abolition of slavery, voting privileges for all women and temperance. Women organized into groups, meetings, and conventions around these interests which were referred to as "women's rights" movement. (Calkins, p. 434)

The expansion of the railroad provided a reliable and efficient mode of transportation for people and products. Communication channels had expanded with the introduction of the telephone. The typewriter appeared and the publishing industry advanced to printing comics such as the Katzenjammer Kids.
Available types of food were expanding in America by the end of this decade -- including jello, ice cream, soda, sundaes, cones; hot dogs and hamburgers; graham crackers, and doughnuts, apple pie; peanut butter; popcorn; potato chips and coca cola. (Calkins, p. 124-125)

Home Economics National Movement

Educational programs designed for specific groups, changes in society, the scientific approach to problem solving, and state and federal laws are four types of happenings influencing the national movement of Home Economics. In the beginning: "The goal and focus then as now was on 'improving conditions in living in the home, the institutional household and the community.'" (Scott and Rees, p. 3)

Although a variety of events, educational programs and societal happenings laid the ground work for the formal beginning point of the Home Economics movement, the first Lake Placid Conference in 1899 was the event that nurtured the founding of the American Home Economics Association. This first of ten Lake Placid conferences focused on terminology and classification--selection of appropriate names for the field at specific educational levels. (Scott and Rees, p. 16) Mrs. Ellen H. Richards, a leader in the national movement had already established the first school lunch in Boston in 1894. (AHEA Saga, p. 5)
In 1900, one focus of the Lake Placid Conference was on "courses of study for grade schools." (Baldwin, p. 13) The third conference in 1901 was attended by representatives for educational institutions, social agencies, government organizations including Miss Alice Ravenhill from England. (Baldwin, p. 14)

The Lake Placid conferences continued to be held yearly and the delegates discussed a number of topics including journalism, programs for nurses, publications, and reading courses for farmers wives. (Baldwin, p. 14)

School of Home Economics (OSU) -- And So We Began

The new program of domestic science at The Ohio State University was news worthy. In the Ohio Farmer magazine, June 4, 1896 is a description of the new department of domestic science as a "four-year course and a two-year course." In both the two-year and four-year courses the first year was filled with requirements such as chemistry, botany, zoology, mathematics, physiology and rhetoric. In both courses, domestic science work was begun the second year of enrollment. "The completion of the first year of the short course enables the student to enter the first year of the four-year course." (Ohio Farmer)

Gibbs referred to structure for the new unit: "There were two divisions, Domestic Science and Domestic Art; the
first division I taught, the second was under Miss Cornelia Souther." (Gibbs, letter)

Four courses in the University catalog reveal lecture and laboratory time with approximately three times as much laboratory time as lecture time. (Board of Trustees, June 30, 1900) The program began to expand during the first decade to include eight courses focusing on Food, Marketing, First Aid, Household Economics, Historic Costume, Practice in Sewing, and Millinary. (See Appendix D, 1898) On June 20, 1905 the Board of Trustees created the first fellow in Domestic Science and appointed Emma E. McKinley as that person. (Board of Trustees Report)

In 1901 Perla Bowman resigned and this was noted in the Annual Report to the Governor,

...under her supervision this new department in education has steadily won its way and commands increasing confidence and patronage. She voluntarily resigned the work and will be succeeded by Prof. Minnie A. Stoner, a teacher of wide experience whose education and training have been with special purpose of developing education in the department. (Annual Report, Governor, p. 30)

However, there was an apparent lapse of time between Bowman leaving and Stoner beginning since one record states that in 1901, "Cornelia P. Souther, Assistant Professor of Domestic Art, became acting head upon Miss Bowman's resignation in 1901." (Turnbull, p. 1) The apparent reason for Miss Bowman's leaving is explained "...Miss Bowman resigned to be married to Professor W. D. Gibbs of the College of Agriculture." (Ashcraft, p. 3)
Enrollment in the first class in domestic science included three girls. Laure Anne Weisman received the first degree in domestic science in 1900 and six students were awarded degrees in 1901. (Ashcraft, pp. 1, 22) During the first decade the first M.S. degree was awarded to Mary Faye Hill in 1905. (Ashcraft, p. 3)

Recently, Emma E. McKinley (Prout), a student during the first five years of this first decade, described students and student life with these words:

Everybody knew everybody, ...excellent place to be, much fun as well as worked hard, girls wore long skirts, no sweaters, and coats, Chapel was once a week--Wednesday at 10:00 A.M. Although it was not required, most students attended. (Prout interview)

Canfield reported to the Board of Trustees on June 13, 1898 that the total student attendance was eleven hundred and fifty:

a gain of over twelve and one-half percent which was a portion of a gain of fifty percent in the College of Agriculture and Domestic Science. This he attributed ...to the erection of Townshend Hall. (Mendenhall, p. 265)

War with Spain emerged and students enlisted as volunteers at the close of the academic year ending June 30, 1898 and enrollment on Monday, September 11, 1899 included 1000 students. (Mendenhall, p. 296)

During the first decade, several visitors came to the Domestic Science Department to talk with the students and consult with the faculty. Included were Mrs. Ellen
Richards and Miss Alice Ravenhill. Perla Bowman Gibbs relates the visits of these two women:

Mrs. Ellen Richards, Prof. of Chemistry at Massachusetts Institute of Technology led the Lake Placid Conference and later organized the American Home Economics Association. She was a good friend of mine and much interested in my plan to establish a department at O.S.U. where all subjects, bearing on home making and child care and training should eventually be handled. She came on from Boston as my guest for 3 days and lectured each day to my girls. (Gibbs, letter)

Another guest of note was Miss Alice Ravenhill, who had been sent to the United States by the County Council of London, to learn of any special training provided for girls in our schools. She was cultured and talented and during her stay of three days, she brought to us delightful glimpses of English life. A reception was given in her honor at a hotel and about 200 faculty and town's people called during the afternoon. (Gibbs, speech)

With the visit of these two women, the Department of Domestic Science was "touched" at an early stage by two prominent leaders. "Mrs. Ellen H. Richards served as chairman for all the conferences (Lake Placid) except the one in 1903, when Abby Marlatt took the chair." (Baldwin, p. 11)

"There were to be ten meetings in all, preceding the organization of the American Home Economics Association on January 1, 1909." (Budewig, p. 4)

A definition of Home Economics was formulated and tentatively accepted at the fourth Lake Placid conference in 1902 which was to become a guide for home economists nationally:
Home Economics in its most comprehensive sense is the study of the laws, conditions, principles and ideas which are concerned on the one hand with man's immediate physical environment and on the other hand with his nature as a social being, and is the study specially of the relation between those two factors. (Budewig, p. 4)

Mrs. Richards had printed a "creed" on a card for the St. Louis Exposition, 1904. The creed was "much in demand" and has become a basic belief to undergird home economics through the years:

The ideal home life for today unhampered by the traditions of the past.
The utilization of all the resources of modern science to improve the home life.
The freedom of the home from the dominance of things and their due subordination to ideals.
The simplicity in material surroundings which will most free the spirit for the most important and permanent interest of the home and of society. (Bevier and Usher, p. 21)

Perhaps The Ohio State University students in the Department of Domestic Science heard these beliefs expressed when Mrs. Richards spoke to them.

Miss Alice Ravenhill represented England at the third Lake Placid Conference in 1901. She was

...special commissioner of the Board of Education of England and Wales and of the Sanitary Institute (London) on Domestic Science and Hygiene in American schools and colleges. (Baldwin, p. 14)

Miss Ravenhill, one of the few Englishwomen of that day in a public office, was the child liaison between home economics in this country and in England from that day on to her retirement. (Baldwin, p. 14)

She continued this interest in AHEA. Even though Miss Ravenhill was for many years a bed-ridden
invalid she kept in touch with AHEA until her death in 1954 at the age of 95. (Hawkins, p. 17)

Thus, the OSU faculty and students experienced an influence of committed home economists.

The Department of Domestic Science had its first home on the campus in Hayes Hall, a "pressed brick and brown sandstone" building "completed and equipped at a cost of about $70,000. (University Catalog of 1895-96)

A faculty member, an administrator, and a student provide a glimpse of this emerging Department of Domestic Science:

Our start in Hayes Hall was very modest. Three rooms housed all our activities. (Gibbs, speech)

At present it has a large kitchen with dining room and adjoining each fitted with latest and best appliances for the work undertaken. (Annual Report, Governor)

The Department located on the first floor of Hayes Hall and office at right of entrance. Dining room was on right and food laboratory which extended across the east end of the building. A smaller foods laboratory was in adjoining room across the west end. The back laboratory was used for work in connection with 'House Decoration.' Fine Arts Department was on the second floor above the clothing laboratories. Industrial Art Laboratory was above the foods laboratories.

Boys in industrial arts used to let down a basket from a window and girls in the cooking classes would put food in it. One day Miss Crane caught girls doing this and cut the rope with a paring knife. (Compilation, Memory of C.B. and A.J.)

Emma McKinley Prout recalls that "Hayes was always the collecting place for all the girls--met there instead
of the building with tall clock tower." "Cora who took
care of the room was just one of us." (Prout, interview)

Perla Bowman (Gibbs) summarizes the relation of the
Domestic Science Department to The Ohio State University
and the educational movement nationally:

That our Department was making a place for itself
at Ohio State University was demonstrated when
I was asked to join a Sorority and then was elected
to Sigma XI. A little later I was honored by being
made a Vice President of the National Education
Association and was invited to speak in Washington
before the Annual Assembly. (Gibbs, speech)

Dorothy Canfield Fisher, member of the first class
and daughter of the President wrote this on the occasion
of the 50th anniversary of the founding of the School of
Home Economics:

And I am personally more and more thankful for it,
(her father's idea to start domestic science)
because in the first class in your department at
the Ohio State University I saw the dignity and
value of skillful and intelligent homemaking—an
idea which has done much to give my own life as
homemaker the constant interest, variety, delight
and satisfaction which has helped me—and hence my
family—to the long years of happiness on which I
look back with thanksgiving. (Ashcraft, p. 2)

Canfield in his final report for the year ending 1899,
"...makes a plea for a woman's building and more restrooms
for women students, discusses the educational value of the
course in Domestic Science..." He left these words:

If the question is ever again raised as to the
education value of the course in Domestic Science
that question is answered if you agree that educa-
tion consists in preparation for rational life,
if you agree that education consists in the
possession of that kind of knowledge and develop-
ment, of that kind of training which will enable
one to live wisely in the broad and full sense of
those words. (Annual Report, Governor)

President Canfield shared at this same time thoughts
that could be appropriate throughout the seven decades of
Home Economics at The Ohio State University. He believed
this about teaching:

The key to all sound and lasting instruction is a
sound and wholesome life. It is the character of
the instructor rather than what he teaches that
affects the after life of the student; and this is
largely true even in the strictly technical and
professional courses. (Annual Report, Governor,
p. 35)

He commented about the operation and commitment of the
University in relation to time when he said:

The world turns very slowly from its old-time
precedents, and with a sometimes wise and very
often pardonable conservatism holds fast that
which at least seemed to be good. The Universities
have not often gone faster than the people, indeed
have quite often followed as led. (Annual Report,
Governor, p. 37)

These words of wisdom from President Canfield on
teaching and the University in the perspective of the time
lag certainly have application to Home Economics as part
of the University.

On June 30, 1899, William Oxley Thompson became the
fifth president of The Ohio State University. (Mendenhall,
p. 284) One student during this time describes Dr. Thomp-
son with these words:
...huge interest in students, ...students not afraid (of him), and very humane. (Prout interview)

At the end of the first decade of Home Economics at The Ohio State University both the Department and the University had new leaders. The program had expanded to include work in Agriculture Extension which served as the forerunners to later activities in 4-H and Home Economics.

Decade 1907-1916

Society

Federal legislation, the gasoline engine, and war in Europe were happenings that influenced life in America during this decade.

The Cooperative Extension service emerged as a result of the passage of the Smith-Lever Act, 1914, the first legislation focusing on education for families in rural America. Many of America's youth were still learning to read from the McGuffey readers in rural one-room school houses. John Dewey's ideas on progressive education were beginning to be considered seriously. The gasoline powered tractor was beginning to replace the horses and mules. Airplanes and automobiles were more novelties than sources of transportation.

An issue of interest to women in this decade was "birth control." Margaret Sanger used these words as she told the
story of contraceptives in the first clinic in Brooklyn in 1916. After the clinic was closed, she continued to fight the anti-contraception laws in the courts. (Calkins, p. 435)

America continued to participate in world affairs with Perry claiming the North Pole for his country. President Wilson declared the neutrality of America when World War I started from a single shot in Europe.

**Home Economics National Movement**

The founding of the American Home Economics Association, an international Home Economics meeting, and results of the Land Grant Act were emerging in the national movement.

On January 1, 1909 the American Home Economics Association was formed. The purpose of AHEA was stated as "...the improvement of living conditions in the home, the institutional household, and the community." (Journal of Home Economics, Vol. 1, No. 1, p. 1) Concerns in the national movement discussed were: 1) the function of the teaching section of AHEA, 2) Davis Bill, 3) domestic art, 4) training of dietitians, 5) experimental/research work in the nutrition department of U.S. Department of Agriculture.

During this decade, the interest in feeding children at school evolved with the help of other professionals including physicians, social workers, and teachers. (Scott and Rees, p. 33)
Two publications were begun this decade. The *Journal of Home Economics*, the official organ of AHEA was published four times during the founding year—February, April, June and October. The *Syllabus of Home Economics* was published in 1912 by AHEA as the final outcome of two years of committee work. The document identified the fourth division of subject matter as institution management (Scott and Rees, p. 34)

While AHEA was being organized and nurtured in America, across the Atlantic in the Canton of Fribourge, Switzerland plans were developed for a three day conference in September 1908. The main focus of this Congress was the state of home economics in European countries. From this Congress the International Federation of Home Economics eventually emerged. (I.F.H.E., p. 6)

Land Grant colleges and universities were beginning to offer study in Home Economics. In some cases, high school Home Economics programs were leading the movement by offering classes in domestic science. As these secondary programs grew, there was a demand for qualified people to lead and teach. The subject matter broadened from emphasis on the three areas of food, clothing, and shelter to include family use of money. (Scott and Rees, p. 32)

**The School of Home Economics (OSU) -- Growing Pains**

Plans for a Home Economics building, the flood of 1913, two new department administrators, formation of a
Home Economics honor society, establishment of a Teacher's College, a name change, a visitor from Boston, faculty members traveling to observe other Home Economics units, Ohio hosting AHEA Annual meeting, and "reaching out" to others with instructional and service activities marked the second decade as a busy schedule in the School of Home Economics.

A new Home Economics building was located between Botany, Zoology and Horticulture, Floriculture buildings across the street from Mirror Lake "...in accordance with site plan presented by University Architect." The preliminary plans for the building were presented May 18, 1915 and gained approval from the Board of Trustees. Final plans were approved June 28, 1915 and plans were forwarded to the State Building Commission. (Board of Trustees Report)

Service to others was an important part of the events in this decade. Students and faculty members offered their services during the flood of 1913 as recorded in historical records of The Ohio State University:

On March 24, 1913, the Scioto and Olentangy Rivers, following continuous heavy rains, rose to a height never before known, and brought to Columbus a flood that destroyed 100 lives and millions of dollars worth of property. The whole West Side was submerged, and the streets served as channels for the swift-moving waters. The University itself suffered from the inundation of the acreage east of the Olentangy and the rampant stream skirted the campus proper at several places. Mirror Lake hollow formed a lake bed that reached half way to High Street.
The University railroad spur was undermined, fences were wrecked, and sediment was deposited on 192 University farm acres.

In rescue work, in which the city government personnel and many private citizens joined, the Ohio State University was an important factor. The cadet regiment, under the direction of Captain George L. Converse, did guard duty, and students volunteered for service in various capacities, proving both responsive to the immediate needs of the flood-sufferers and most intelligent in their service. The young women did their share, under the direction of the Home Economics Department which organized headquarters and provided meals for relief workers for a period of 10 days, teachers and students participating in the work. It is estimated that a thousand students, men and women, were thus at work at all times during the relief period. (Mendenhall, p. 18)

The needs of homemakers were served.

Winter School for Homemakers conducted February 1-26, 1909 gave women in Ohio the opportunity to study problems of everyday life. Subjects related to home furnishings, textiles and clothing, foods and preparation (a subject of sanitary and economic importance) were presented. Forty women attended. (Turnbull, p. 2)

Then, in 1913:

The first Farmer's Week was held at the Ohio State University. A special course for adult women was offered with a brief course for girls over 14. Demonstrations of an electrified farm home with a gasoline engine for power were given. Exhibits included: good and poor taste in clothing, food elements, kitchen utensils, good and poor selection of pictures and floor covers. (Price, p. 12)

The concern for students not eating lunch and the inconvenience of out-of-town students carrying lunch caused the administrator at Hilliard High School to try the idea
of preparing hot lunches at the school. After two weeks of success,

...the services and cooperation of Miss Edna White
dean of the Department of Home Economics, the Ohio
State University, who was then giving work in the
normal school, in planning to have the normal
students take over the responsibility of preparing
the lunch. This they did and at the end of the
first week were so delighted with the work that
they were glad to assume the financial responsi-

bility...

This beginning in the fall of 1914 evolved into a
domestic science course being planned with Miss White's
cooperation and implemented the second semester with about
fifty girls studying the

...cooking and serving in a thoroughly scientific
way under the instruction of four of Miss White's
assistants from the university. (The Blue and White,
p. 40)

Dean Arnold of Simmons College came to the campus and
...spoke to the girls in Home Economics. He required auto-
mobile service as noted in a letter with a bill attached to
President Thompson from Dean Price of the College of Agri-
culture May 6, 1915." (Archives, College folder 1910-19)

Students began to organize into groups, as noted by
the first mention of a domestic science club in 1911.
(Compilation) "The Gamma chapter of Phi Upsilon Omicron
was established at the Ohio State University, May 22, 1915."
(Price, p. 13)

By the second decade the scope and purpose of Home
Economics had been defined in the Ohio State University
Bulletin 1915-16 this way:
The courses in the department of Home Economics in Ohio State University are planned to meet the demand of three classes of students:

1. Those who wish to specialize in home economics with a view to following the work as a profession either through teaching or as directors of institutions as dietitians or in various commercial lines.

2. Those who desire a liberal education together with a practical knowledge of the principles fundamental to home economics which will later fit the student for home responsibilities.

3. Those who are planning to teach home economics in public schools. (King and Richards)

In this decade, listed in the University Catalog were two units of courses in the major: Domestic Science and Domestic Art. Sociology and Economics became required courses and courses for graduate students were identified in the catalog. (Appendix D, 1906)

Home economics was offered in three colleges; Agriculture, Arts, and Education. The College of Education at The Ohio State University was established this decade. Home Economics students registered in pedagogical courses and students enrolled there could qualify for a teaching minor through a joint program arrangement.

Actually two name changes took place during this decade that concerned faculty and administrators in the Department. In 1911, "College of Agriculture and Domestic Science was changed back to the College of Agriculture." (Turnbull) On December 18, 1912, "the President submitted a communication from the University Faculty regarding the change in name of the Department of Domestic Science to
Department of Home Economics." This change was to "...go into effect at once." (Board of Trustees)

Another relevant change occurred in 1909 when the University calendar year was divided into two semesters rather than the existing three terms. (Turnbull, p. 2)

Two administrators served in this decade. Minnie A. Stoner's resignation was effective June 30, 1906 and Ruth Wardall was elected as department chairman Sept. 4, 1907. She remained in charge until 1912 except for one summer:

Ruth A. Wardell was excused from the service to which she had been appointed in the Summer Term budget and Miss Emma McKinley was appointed to said position. (Board of Trustees)

In the Thirty Eighth Annual Report to the Governor mention was made that Ruth A. Wardall was "...promoted to the title of professor and given seats in the University Faculty." (Annual Report, Governor) Edna Noble White, a faculty member, was made head of the department when Ruth Wardall resigned July 24, 1913. Soon after Edna Noble White became head of the department the Board of Trustees authorized a trip for her to visit Columbia University at the expense of the University "...for the purpose of investigating the qualifications of teachers." (Board of Trustees, August 6, 1913)

The Extension Division was founded in the College with one supervisor, Edna White and six specialists in charge of the Home Economics program. (Turnbull, p. 3)
This decade of "growing pains" for Home Economics at The Ohio State University was noted as the usual happening nationwide by Henderson:

Grace Henderson, former Dean of Home Economics at Pennsylvania State University and an authority on the development of this field, believes that rapid growth between 1910 and 1920 led to considerable confusion of purpose. (Scott and Rees, p. 31)

Decade 1917-1926

Society

In this decade America entered World War I, suffered an influenza epidemic and emphasis was placed on secondary education and research by way of federal legislation.

The neutrality status for America lasted only until April of 1917 when we entered World War I which brought a tremendous increase in production:

In little more than half a century the United States had become the mightiest industrial force on earth... (Calkins, p. 288)

Women volunteered to help the war effort through agencies like the Red Cross and some substituted for men in the factories. The 19th Amendment granting women the right to vote was ratified on August 26, 1920. Following this, women appeared to have less concern for political and social issues and turned to concerns for social and moral conduct such as women smoking. (Calkins, p. 435)
In 1918 an influenza epidemic spread rapidly across the country, touching military troops and families alike. The assembly line concept was beginning to place wheels under families for necessities and pleasure. Since it was possible to transport students further distances in short spans of time consolidated school districts began to replace the rural one-room school houses.

The Smith Hughes Act of 1917 provided funds for teachers and departments in the vocational program areas of Home Economics, agriculture, and industrial arts. The Purnell Bill, 1925, funded research in Experiment Stations usually located and operated in conjunction with the Land Grant institution in a state. The decade ended with the American flag being hoisted at the South Pole, claimed by Byrd for his country when he landed his plane there May, 1926.

Home Economics National Movement

Accreditation of college Home Economics programs, an interest in Home Economics in other lands, and concern for teaching and research surfaced in this decade of the national movement.

Members of AHEA had a sincere interest in international education contributing a fund of $6,000 "...to establish a chair of Home Economics" at Constantinople College for Women in 1921 and later other aids were given to college programs in Peking, Japan, and India. (Zuill, 1959, p. 523)
As early as 1923 a resolution was introduced in regard to accreditation of Home Economics in colleges. (Zuill, 1959, p. 521)

AHEA publications and articles of this decade indicate the concerns were for teacher training curriculum, plans for Bureau of Home Economics, Home Economics course offering at the secondary level, career choice, research in Home Economics, vitamins, and reconstruction following WWI. (Journal of Home Economics, Fiftieth Issue, p. 538)

Edna N. White served as president of AHEA from 1918-20. During this time period Isabel Bevier was the vice president. Edna N. White again served the AHEA as one of three vice presidents 1920-22.

This was Isabel Bevier's second term as vice president, having served from 1909 and 1910 with Mrs. Ellen H. Richards. (Baldwin, pp. 98, 99)

A glimpse of the beliefs held by Edna N. White about the status and future of Home Economics are vivid in a speech in 1919 as president of AHEA, entitled, "Our Opportunity." In part she said:

The fundamental necessity of teaching...facts about everyday living ought to be more easily brought home to educators and made a part of every school curriculum.

Again the necessity confronts us of making sure what the fundamentals are, and of expressing the facts in simple language. We must make an effort to extend this teaching beyond the classes of girls to whom it has been largely confined, and endeavor to reach all groups in the schools...
Child care and development are neglected phases of our work... We must see to it that our students feel a definite sense of responsibility to the community...

In waging this war we have imposed heavy obligations on the coming generation. If our children are to accept their part and help us save that for which we have fought, they must be trained. The call for service is not less, but greater than ever before. (Baldwin, pp. 76-77)

School of Home Economics (OSU) -- A Hectic Decade

Two events, World War I and the influenza of 1918, converged on the Department of Home Economics to make the early years in the decade hectic. Edna N. White depicts the impact:

The work for the year 1918-19 has been very much interrupted and in consequence unsatisfactory, due to the readjustments necessary in the University in order to take care of the Student Army Training Corps, and then the outbreak of Influenza extending through the greater part of the first semester. The class work was necessarily entirely discontinued for a considerable period. (White, 1918-19)

In addition to helping with war efforts and the influenza epidemic in this decade, new program emphases emerged following federal legislation, Smith Hughes Act. The celebration of the University's fiftieth birthday occurred in 1920.

Activities directed toward the war effort were many and varied, but so important that special reports were filed highlighting the contribution of the Home Economics department to the total effort. This commitment in the
department affected the total operation, and specifically
in four areas:

In anticipation of the need of workers in the present crisis, letters were sent out from the Home Economics Department early in the spring of 1917 to a considerable group of trained women asking them to register for volunteer service in Food Conservation. During May all the colleges and universities in Ohio having Home Economics Departments were visited and the interest of the students sought. In response to these efforts about 400 volunteer workers were listed.

As soon as the workers were listed, a need for food literature to meet the situation was felt. A series of 14 leaflets were prepared... mainly focusing on food content and substitutions, ...a bulletin on canning and preserving..., a book on meat substitutes, a bulletin on bread, giving the possible substitutions for wheat flour... an outline for Food Conservation talks and bibliography for the use of volunteer workers.

As soon as war was declared the Freshman Textile Classes were given surgical dressing work as a special laboratory problem. Junior Red Cross classes were organized and taught. Mrs. Grace G. Walker, of the Department of Domestic Art, took charge of the garment making and surgical dressing work of the Red Cross at Columbus headquarters during the summer months. Miss Maude Hathaway maintained a garment making situation at the University all during the school year and supervised all work done. Miss Edna White, Head of Home Economics Department is chairman of the National Dietitians' Committee of the Red Cross and many of the activities of the department along these lines are due to this connection.

Miss Edna N. White, ..., is Director for the Ohio Food Administration and her services have been loaned by the University, so that she gives half of her time daily to executive work at the State House Office of Administration. Miss White is chairman of the Food Conservation committee of the Women's Committee of the Ohio Branch of the Council of National Defense. (White, folder 1913-20)
"The continuance of the war still places a heavy burden of responsibility on the department for the coming year. It will tax all our resources to meet the situation." (White, 1917-18) The resources were taxed during the next year and the faculty and students responded to the influenza epidemic of 1918. Miss White describes the response and results thus:

The year 1918 saw a general outbreak of the disease known as Spanish Influenza. Little was known as to its cause or treatment. War conditions complicated the situation tremendously and the training camps soon became centers of the infection. The same was true in the newly organized branch of the service known as the Student Army Training Corps which was enrolled at various colleges and universities.

At many of these training schools the epidemic found the newly recruited corps neither organized nor equipped to meet it. The hastily constructed military machinery broke down at one point or another under the strain. At the time the connection with the army and its regulations was sufficiently close to seriously handicap the efforts of civilians who volunteered their aid. One agency, however, occupied a unique position. The Departments of Home Economics in the state universities could and did in most cases volunteer their services.

The Student Army Training Corps of the Ohio State University was organized October 1, 1918 from draftees who had registered in the University in September. A few days after their induction Spanish Influenza made its appearance in the ranks. In order to care for the sick the building which had been erected to be used as a hospital for the Aviation School previously quartered upon the campus was taken over and the first patients were received October 8. Cases multiplied rapidly and the small hospital with its normal capacity of eighteen beds was soon filled. Use was made of two wings of the barracks as annexes.
The Department of Home Economics received no call (officially or otherwise) to give assistance in an emergency of vital interest to the University and to the Government and with which it was presumably quite fitted to cope. Rumors of the situation came to the Department, however, and through Dean Vivian the services of the Department were volunteered to Lt. LeSage and were accepted by him and approved by Col. Converse. Some objections to this was raised... and several days passed before the arrangement was finally approved.

On October 18, Miss White and Miss Van Meter inspected the hospital kitchen and dining room and found the equipment and arrangement quite unsuited to the situation.

Sinks and hot plates were installed in both annexes. Water and gas were also piped to the porch and dishwashing removed from the kitchen. Boilers were provided and all dishes used in serving food were sterilized.

The Home Economics Department began preparing and serving food with the evening meal on this date. (October 19)

Supplies were requisitioned from the mess hall. The preparation of the main dishes of the meals was done in the Home Economics Building by the members of the Department under the supervision of Miss Grace Linder. This food was sent to the hospital ready to serve. Mrs. Grace Walker gave the use of her automobile for this purpose. The University furnished a part of the gasoline for the machine.

The routine work at the hospital was carried on by four groups of workers. Group one attended to apportioning the food for the Annexes and to serving dinner and supper to the orderlies. Group two was responsible for the service in the hospital dining room where nurses, regular helpers, and volunteers were given their meals. Group three ...served special diets. Group four on night duty attended to the night nourishments for the patients, gave the nurses and night orderlies their lunch, made preparation for breakfast and served breakfast to the orderlies.
On November 12, general university class work which had been suspended since October 11, on account of the influenza was resumed. As a consequence the Department was obliged to withdraw many of its staff from work at the hospital.

However, a faculty member acted as adviser in the preparation and service of food.

In concluding this report it is desired to call attention to the fact that through all the confusion of authority and shifting of organization, the Department of Home Economics remained in control of the food service without interruption from the time it assumed the responsibility, October 9, until the close of the Hospital, January 9. It was a matter of no small interest that the amount charged against the hospital for food supplies fell some $200.00 within the Government allowance of .75 per day per patient. When it is remembered that not only were the patients supplied with a varied and generous diet, but that nurses, orderlies and volunteers were also given their meals the balance shown may be claimed as a credit to the Department. (White folder, 1913-20)

Following the disruption of University schedule for activities related to World War I and the influenza epidemic of 1918, attention was again focused on course work.

In the annual report of 1918-19, this was one highlight:

The most noteworthy development of the year has been in the Vocational work carried on under the Smith-Hughes bill. Mrs. Adams, in charge of Teacher Training and Miss Kauffman as Field Supervisor, have been responsible for developing this work in twenty-five High Schools of the State. Two practice schools in connection with teacher training have been developed as adjuncts to the University--one at the North High School in Columbus and one at Reynoldsburg. (White, annual report, 1918-19)

In "the spring of 1918 Ohio State University was designated by the Ohio State Vocational Board as a training school for teachers of Vocational Home Economics..." The Board president, Dean Vivian, College of Agriculture
"brought to their (Columbus city school principals')
attention "the possibilities for high school girls to have
Vocational Home Economics courses. Developed at this time
were courses of study for the high school program and a
description of the details necessary in the Department of
Home Economics curriculum to meet the requirements of the
Smith-Hughes Law. (White folder, 1913-20)

Both World War I and the flu epidemic of 1918 influ­
enced developments in later years. The cafeteria which was
to be housed in the new Women's Building was postponed
when the building was delayed since "...war conditions put
the erection of the building entirely out of the question."
(Van Meter, 1919-20) As a result, the university architect
and faculty planned a small cafeteria within the depart­
ment, "but execution of these plans failed." (Van Meter,
1919-20) Also mentioned in relation to the cafeteria was
its value "...to relieve, to some extent, the acute situa­
tion on the campus in regard to noon lunches for women"
and the upcoming semi-centennial which would "...bring with
it further demand for the services the cafeteria could have
rendered." (Van Meter, 1919-20)

The year 1920 marked the fiftieth birthday of the
founding of The Ohio State University. The Semi-centennial
Celebration, held in 1920 on the campus included speeches,
alumni functions, dedications, and recognitions. A home
economist, Isabel Bevier, spoke on the topic "The Land-
Grant College and the Education of Women," and special luncheons were served in the Department to 250 ...honored guests of the University." (Gorrell, Annual report)

In her opening remarks, Isabel Bevier spoke of contributions of Emma Willard, Mary Lyon, and Catherine Beecher who emphasized a need for educated mothers of our children, education for those who are poor and "...housekeeping connected with fundamental science..." (Mendenhall and Myers, p. 164-65)

She highlighted specific contributions the Land Grant Colleges contributed to the development of Home Economics including being open to women, providing space and equipment, developing courses of instruction and encouraging participation in "Graduate Schools of Agriculture." (Mendenhall and Myers, p. 167) After discussion of federal legislation affecting Home Economics programs, she turned to the future:

Four things, it seems to me, the Land-grant Colleges must do in the very near future for Home Economics. They will, I am sure, give more money, more investigation of wheat, meat, cotton, wool. They will work at the problems of food because the demand is so insistent, but I want them to work, and I believe they will work, more definitely than ever before on the problems of shelter, of art, and of research. (Mendenhall and Myers, p. 168)

During this decade, the University changed to a four quarter plan and "an effort was made to render the curriculum more flexible by reducing amount of time given to required courses and increasing electives." Foreign language
became optional, chemistry hours reduced, Proseminary (Institutional Management) was renamed, courses in millinery, Purchase of Clothing and Household Furnishings, Field Work in Nutrition, Home Hygiene and Child in the Home were added to the curriculum offerings. (See Appendix D, 1926)

An attempt is being made to develop an advisory system for students in Home Economics. It has progressed so far, only to the extent that programs of study for seniors must be approved by the department before they are considered by the secretary of the college. (Compilation)

The name changes continued this decade when the Domestic Science Club in 1919 was renamed Home Economics Club. (Compilation) Early in the decade, a home management apartment located in the south wing third floor of Campbell Hall provided a new laboratory. Classes in House Decoration and Household Management planned the furnishings. (Turnbull, p. 4) Later in the decade a furnished house near the campus was rented for a practice house. (Compilation) A child development laboratory was designed as a nursery school in the room under the auditorium. (Compilation) Like a new house, the new Campbell Hall required some attention to details:

The lighting system installed at the time the building was completed proved unsatisfactory. New and approved fixtures have been on hand for some months, but have not been attached.

The heating of the laboratories and offices in the west wing of the building is inadequate. The practice apartment suffers with other rooms...
That a home economics building in this part of the country should be completely screened against flies would seem to be sufficiently self evident unnecessary, and yet we have for four years carried on foods work and have attempted to emphasize sanitation in an inadequately screened building.

Several extra house telephones and call bells are needed in order to save time in communicating to persons in different parts of the building. Call bells, or speaking tubes are needed particularly between the main office and the extension office. The rooms of the building now occupied by outside activities are needed by the Department.

The Home Economics Auditorium is lighted by artificial light only, which light is planned to be adequate for audiences but not for classes. (Van Meter, 1919-20)

Edna N. White resigned in 1920 to found the Merrill-Palmer Institute in Detroit, Michigan. Professor Anna R. Van Meter was appointed acting head and when she resigned Faith Lanman Gorrell became the head of the department during the summer of 1920.

In 1923, "the first student went to Merrill-Palmer School in Detroit, under the cooperative program of study in child development." (Turnbull, p. 5)

In 1925 the Department chairman was given the responsibility and title of "Chief of the Department of Home Economics Ohio Agriculture Experiment Station" from funds from Purnell legislation. (White folder)

Thus, the hectic decade ended and the faculty and students had reached out in service to the campus and community and adjusted to the building and changes in programs.
Decade 1927-1936

Society

This decade brought financial strife and new entertainment pleasures to many American families. Survival was the main concern for both women and men during the depression years. (Calkins, p. 435) An increased number of families could be found living in towns and cities.

The stock market crash and the following years of economic depression placed restriction on the buying power of families. Without jobs, people migrated toward relatives on family farms and the trend for students was to remain in school. Programs designed and sponsored by the federal government gave financial assistance to business, public works, and feeding the unemployed.

Movies became a part of the expected entertainment for families, especially for the children—the first generation of youth to absorb ideas and ideals from stories told with the combined impact of pictures and words. A few radios could be found, often at movie houses and public gatherings.

Progressive educational ideas had moved from private to public schools and education for youth had extended to include more than six million high schools.

The first food supermarket appeared when independent grocery stores were united under the common name of Atlantic and Pacific.
At the beginning of the decade, Lindbergh surprised the world with his non-stop flight across the Atlantic. At the end of the decade the New Deal years emerged and the currency moved off the gold standard and the dollar was devalued. (Calkins)

Home Economics National Movement

In this decade Home Economics leaders were beginning to question trends within the profession and to suggest new content emphases. The family focus in Home Economics content continued and during the AHEA twentieth birthday celebration in 1928 emphasis was placed on the need for the home economist to serve individuals and families. (Scott and Rees, p. 38)

By the mid-thirties, leaders were facing new frontiers resulting from economic and social forces confronting the country. Frances Zuill, home economist and educator well known for her leadership in higher education, raised many questions in 1933 as to whether home economics instruction was 'in tune with the time.' She believed that 'forward looking movements in home economics will involve the whole environment and will be less confined by the wall of the home than formerly.' Thus, writing in 1933 she introduced the concept of total environment... (Scott and Rees, pp. 41-42)

Zuill said:

It is obvious that in preparing goods for use in the family the homemaker is a producer, and this may be equally true of services she renders to the family... The social and psychological functions of the family are as important as the economics function. (Scott and Rees, pp. 43)
Other concerns facing leaders appeared in publications and speeches were future focus for Home Economics, children and their nutrition, the food and health link, and Home Economics programs at the secondary level.

School of Home Economics (OSU) -- The Quiet, Nurturing Years

Perhaps this decade, especially the early years, can best be described as quiet as the stillness that goes before the wind of a tornado. The tornado in this case was the economic depression of the 1930's which crazed but did not crack the American way of life.

Despite depression cut backs, the Department of Home Economics remained stable, initiated an annual open house, developed a core program, dedicated a home management house in memory of a faculty member, moved from department status to a school, and the director married.

Throughout this decade students and their activities continued to be the major focus of the School. Attention was directed to an advisory system:

A Junior Dean in charge of student guidance was appointed in the College of Agriculture, and at his request a staff member was appointed by the head of home economics as assistant to the Junior Dean to counsel home economics students. (Turnbull, p. 6)

The next step:

Miss Turnbull had 102 interviews with students during the first six weeks of the Autumn Quarter. (Compilation)
Following the interviews, advisors were supplied with more material with reference to the background, interests, credit, grades and point hour ratio of the students whom they were advising. An active student file is kept in the main office, the information concerning each student (being kept in a manilla folder). (Compilation)

Events of state and national significance involving students took place on the campus:

A chapter of the honorary home economics organization, Omicron Nu, was installed.

A convention of representatives of high school and college home economics clubs took place in conjunction with the Annual meeting of the Ohio Home Economics Association by which it was sponsored. (Compilation)

The National Biennial Conclave of Phi Upsilon Omicron was held on the Ohio State University Campus.

Students needing financial aid were given education employment through the Federal Employment Relief Administration (N.Y.A.).(Turnbull, p. 7, 8)

Student activities continued throughout the depression years:

The first Open House was held in the School of Home Economics and about 400 guests came. They were much interested in the exhibits and many were apparently surprised to observe the scope of the work. (Compilation)

A nutrition advisory service to fraternities, sororities, and other organizations serving food to students was initiated. (Withdrawn in 1931 due to reduction in funds).

A descriptive booklet of home economics works, authorized by the University and published by the University Press, was distributed widely to seniors in high schools in Ohio. (Turnbull, p. 7)

Positions were waiting for Home Economics graduates according to The Monthly:
It is impossible to fill all of the positions that are waiting for our graduates, because so many new lines of work are constantly presenting themselves and because such a large proportion are using their training to the best possible advantage in homes of their own. It is an open secret that each year most of the girls in our senior class are engaged to marry. (Monthly, April 1929)

Graduate students enrolled varied from two in 1918-19 to ten graduate students in 1924-25. More graduates majoring in home economics than ever before. A new impetus has been given to research in this department. (Compilation)

The story of the Grace Graham Walker house begins in 1929 when:

A new Home Management House was approved and $27,000 allotted for the building and $5000 for furnishings. (Turnbull, p. 6)

Then in 1930:

Grace Graham Walker, chairman of Home Management Division died. (Turnbull, p. 7)

The Home Management apartment in Campbell Hall was closed and students registered became the first group to live in the new Home Management House. (Turnbull, p. 8)

June 11, 1932 Annual Alumni Day the new house was dedicated and named the Grace Graham Walker House.

A memorial to Mrs. Grace Graham Walker was placed on the entrance to Campbell Hall. Funds were provided by alumnae through activities of Phi Upsilon Omicron, Omicron Nu and the Home Economics club. The design was made by the University Architect, Howard Dwight Smith. A silhouette of Mrs. Grace G. Walker with the dates 1877-1930 and the inscription 'Teacher and Friend' is in one of the panels. The design was the silhouette which was made by Mrs. Walker's daughter Elizabeth Walker Pruitt. (Compilation)

There were details about the now ten-year-old building and facilities in Pomerene that changed or needed attention:
A refectory in charge of the Department of Home Economics was opened in Pomerene Hall and later the Campbell Hall Cafeteria was closed.

A small tea room was opened in the alcove of Pomerene Refectory to give classes in Institution Management small restaurant experience. (Turnbull, p. 6)

Windows in Campbell Hall were entirely replaced and screens were being furnished in all parts of the building where food was being handled. These windows needed replacement according to this account in 1927-28. (Compilation)

When the home management apartment was vacated, this space was used by departments outside the School:

When the Grace Graham Walker House was occupied the apartment was turned over to the Kline Committee. A university committee making a study of all colleges and departments.

...middle room over the entrance was the first office of the Music Department.

The Agricultural Education department moved into the third floor in the early 1930's. (Compilation)

Before Pomerene was built the Dean of Women's office was in the rooms 201-202 now occupied by the Home Economics Education Division. Home Economics Education was across the hall in 208 which was originally planned to be a museum. (Compilation)

Through the use of a federal subsidy the walls, ceiling and part of the woodwork was refinished. In the early days the three rooms across the front of the building were used as foods laboratories largely for research and experimental foods work. (Compilation)

By 1929 there was a "gradual build up of faculty resident teaching: three professors, five assistant professors, nine instructors, nine assistants." (Gibbs, Monthly)
Home Economics staff at the Ohio Agricultural Experiment Station was listed for the first time in reports:

- Miss Lanman (Mrs. Gorrell)
- Miss McKay
- Miss Grace Brenton
- Miss Mary Ann Brown (Mrs. Patton)  (Compilation)

A Nursery School teacher was added to the staff.  
(Turnbull, p. 6)

Faculty communicated to others by radio and a book:

A microphone was installed and other adjustments were made in the chairman's office to facilitate faculty participation in broadcasting the 'Home-makers' Half Hour.  (Turnbull, p. 6)

The Family Food, a book coauthored by Hughina McKay, Faith R. Lanman and Frances Zuill of the University of Iowa was published in 1931.  (Gorrell 1930-32)

The Depression cutbacks involved the elimination of the position of chairman of home management and three other staff members' employment reduced to two quarters. An issue surfaced concerning students living in the new home management house:

In a time (1932-33) of so much trouble it was perhaps too much to expect the year to be free from other difficulties. An issue was made over the admission of a negro student to the Home Economics management house. Comparable provision was made elsewhere but the case was carried to the Ohio Supreme Court which ruled in favor of University authorities.  (Pollard, p. 309)

Integration in the home management houses has kept pace in the following years with university dormitory policies.  (Turnbull, p. 8)

"Outstanding improvement was made in the curricula in Home Economics in the College of Agriculture and Education,..."  
(Gorrell, 1932-34)
As a part of the general revision made in courses and curricula throughout the University, the School of Home Economics made extensive changes. A core of homemaking subjects and a limited number of other courses which were deemed essential for each student planning to meet the requirements for a degree in Home Economics were included. Special programs based on this curriculum and planned to meet the needs of various groups were prepared.

The following programs were planned:
1. Dietetics and Institution Management
2. Textiles and Clothing
3. Home Economics Education
4. General Home Economics

The number of credits required for graduation changed from 200 to 190 during the decade. A two year program was prepared for students wishing to attend the University for only that length of time. A certificate was given indicating when the student had secured credit for 100 hours. (Compilation) (See Appendix D, 1936)

Other additions and changes in the curriculum included:

Instruction in Household Equipment began with a special laboratory in the space vacated by the cafeteria. The curriculum in home economics was dropped from the Arts College. (Turnbull)

Then in the late 1930s, "One of the first college fashion merchandising programs including one quarter of field training experience in selected retail establishments was initiated and continues today." (First and Best List)

Two name changes occurred during this decade.

At the meeting of the Board of Trustees held March 11, 1929 the following action was taken:

That the Department of Home Economics in the College of Agriculture continue its departmental organization and relations but that for purposes of clearer identification of the nature of the work, as distinguished from Agriculture, generally, and for the purpose of enlarged publicity, that it be recognized also as the School of Home Economics with authority to publish a separate Bulletin under that title; recommended for further that Professor Faith R.
Lanman, Chairman of the Department of Home Economics be made the Director of the School of Home Economics. The proposed school shall have no administrative functions or organizations. (Gorrell file)

And the Director of the School Faith Lanman married Morgan Gorrell in 1933 and served as director until 1945 asking to be relieved of responsibility. (Ashcraft, p. 4)

Although the decade was quiet, the calmness nurtured accomplishments for both students and faculty.

Decade 1937-1946

Society

The economic depression ended officially with America being drawn into World War II with the sudden and unexpected bombing of Pearl Harbor on a sunny Sunday morning December 7, 1941. This war had a different meaning to the American families than World War I since the daily lifestyle was changed with the rationing of items like sugar, gasoline, and meat. Family budgets were changed to allow for the heavy purchase of war bonds. Home economists focused on these concerns of families.

There was an increase of men and equipment involved in this war compared to World War I. Production in industry and farming increased large quantities of items including food that could be exported as a resource for the total war effort. Women entered the factory production lines and as a result "Rosie the Riveter" was the common composite picture of the American woman on the assembly line.
The daily accounts of happenings on all the war fronts were vivid for adults and children as they quietly huddled around the family radio to hear reports by war correspondents from all over the world. These accounts brought descriptions of such meetings representing three "great powers" in world government--England, Soviet Union, USA--Churchill, Stalin, and Roosevelt. Roosevelt (F.D.) talked with the people through a series of inspirational fireside chats, again via radio. Some recruits for the military failed to pass physical fitness requirements and this caused concern for families and highlighted implications for nutrition education.

Truman was left to clean up after the war when Roosevelt died in office. In the last year of the decade the United Nations organization was operating with a home base in New York City. (Calkins)

Some women continued to work outside the home following World War II, but advancements and wages were not equal to those available for men. (Calkins, p. 438)

Home Economics National Movement

Rumblings of another world war could be heard as this decade began. Like World War I, home economists responded to the needs of the times:

By the end of 1939, home economists had helped to train 22,000 women under WPA in 65 centers. Approximately 900 trained home economists were employed during the first 34 months. (Craig, p. 42)
In 1940, "a letter sent to the President of the United States pledged the support of the American Home Economics Association to the National Defense program." (Craig, p. 42)

When the AHEA thirtieth birthday was celebrated a look into the future suggested future emphasis should focus on scientific research in all occupations involving home economists; parenting and management across the life span; effective extension methods used with urban and rural families alike; and experiences beyond classroom teaching with social agencies. (Scott and Rees, p. 45)

During the forties home economics leaders, due somewhat to the second world war, continued to give emphasis to consumer education and nutrition but especially to education for family life as a means of developing democratic concepts. (Scott and Rees, p. 47)

At this same time, there was concern for the role of Home Economics in secondary programs and the college and university levels. As a result of studies conducted with these concerns in mind, increased emphasis was suggested to make "...instruction relevant to conditions of living and needs of the groups being taught." (Scott and Rees, p. 48)

Ohio was the host state for AHEA twice in this decade, first in 1940 and again in 1946. Both meetings were held in Cleveland. Dr. Gladys Branegan was president of AHEA from 1940-42 having served as treasurer from 1935-37.

For the war years, Gladys Branegan (1942) gave us the charge: Forward March!
'During these war years you and I as home economists have a fourfold duty:

First, to keep ourselves fit physically, mentally, and emotionally. Only thus can we carry on our work effectively, unswayed by the gusts of hysteria or gloom which may swirl about us.

Second, to cut our own expenditures to essentials renouncing our demands upon materials and labor that distract from war efforts, thus setting an example for others.

Third, to do our regular job supremely well, through realization of its defense implications.

Fourth, to make home economics a dynamic force which will reach to every corner of community life.' (Craig, p. 82-83)

This is the same Dr. Gladys Branegan who was to become the Director of the School of Home Economics, The Ohio State University during the last year of this decade!

School of Home Economics (OSU) -- Golden Reflections

World War II and the Golden Anniversary of founding the School of Home Economics were two significant happenings in this decade. The School contributed programs, faculty time and research to the war effort. Again a special War Report was filed by the Director:

An effort was made,...to continue fundamental instruction with a view toward long time needs. For this reason work on revision of the home economics curriculum, which had been underway before the beginning of the war, was continued, ...

Guidance of students was toward preparing ...

...for areas of critical need, such as teaching, food management, hospital dietetics and
the day care of children. Acceleration of capable students was encouraged and several short term programs were offered. Many students, with encouragement from the staff, made special preparation for service in civilian and military positions which were related both to home economics and to the war effort. (Gorrell war report)

Again staff and students rallied to the needs of the time and the campus. A staff representative served on the campus wide committee National Service Opportunities for College Trained Women.

One outstanding contribution to the war effort was in providing food service for campus units of Army and Navy. Like the first World War, the faculty provided valuable information to the public on... nutrition, food preparation, and preservation, on care of clothing, household equipment and furnishings, and on wartime buying for the household. This time information was not only given in bulletins, news articles, leaflets and in courses and speeches, but help was given in ...answering of telephone calls.

The staff cooperated with state and federal agencies and with voluntary organizations in promoting the war effort. ...several members... including the Director of the School, and the Chairman of the Foods and Nutrition division, served throughout the war on the state committee on nutrition, the Director being chairman of the group for one and one-half years. This committee was part of the defense movement in Ohio, and had far reaching influence in extending nutrition information throughout the state, having given assistance with organization and work of county nutrition committees, 82 of which were organized. Traveling staff members in Home Economics Education and Extension acts as consultant to county committees.

Members of the Home Economics Education staff gave help to home economics teachers throughout the state in adapting their teaching to wartime conditions. In July, 1943, the School cooperated with the State Department of Education in sponsoring for teachers a working conference, the theme of
which was 'Home Economics in War Time.' (Gorrell war report)

Research in cooperation with OAES was focused on nutrition and textiles.

In Extension, reports show that each year during the war more than 9,000 leaders were trained to carry information to their neighbors. The State Home Demonstration leader served for two years as chairman of the Ohio Nutrition Committee and served on state committees often in leadership positions related to nutrition and consumer education.

The Victory Garden Council benefited from the help of one assistant state leader. Another assistant state leader ...served for two years as Supervisor of the Women's Land Army, an effort to recruit women to help with seasonal work, usually farm areas like truck-fruit. (Gorrell war report)

In between the events of World War II that touched the School and the Golden Anniversary Celebration were usual happenings concerning students, faculty, and the buildings. These happenings were as significant to the total impact of the decade as mortar is between bricks. Curriculum was studied, changed, approved, and expanded to include an option in natural science, social science or fine arts according to major selected. (Appendix D, 1946)

A comprehensive curriculum study by staff members grew out of the Guidance Research Project. Beulah I. Coon of the U. S. Office of Education was consultant.

The new curricula and courses resulting from the faculty study became available to students. All curricula leading to the B.Sc. in home economics required a core of common courses for education for personal, family and community living.
New curriculum approved by Council on Instruction. Freshman started in new curriculum autumn quarter.

A curriculum in 'Homemaking' was approved in the College of Arts and Sciences. (Turnbull, pp. 8, 9)

Federal funding provided the means for developing a guidance program.

George Dean Federal Vocational Education funds made possible addition to the Home Economics Education staff to initiate a Guidance Research Project and enlarge the student counseling service. (Turnbull, p. 8)

The special guidance program made possible through George-Dean funds has been expanded. Now individual students are not only gaining vocational guidance but assistance in evaluating their progress in college and in checking their personal plans. The staff are participating 100% in the guidance program. (Compilation)

Thus, a full-time student Guidance office was organized with a faculty coordinator. (Turnbull, p. 10)

The guidance program evolved from the beginning study, "Developing a Student Guidance Program in an Instructional Department" by Dorothy D. Scott, Winona L. Morgan and Ruth T. Lehman.

Twilight School, graduate work, and students from other lands became a part of the School in this decade. "Graduate work in dietetics was offered to dietitians with a Bachelor's degree. Ten students were registered from seven states." (Turnbull, p. 9) Twilight School and the 'after five' program for adults began in 1942 at the University. Home Economists cooperated and made this contribution:
Participation in the Twilight School program began with courses in foods and nutrition, textiles and clothing, household equipment, home furnishings and institution management. (Turnbull, p. 9)

Mrs. Sucy Koshi Allahabad, India and Edith Lamarre, Port-au-Prince, Haiti, were the first two students enrolled in the School from countries outside the U.S.A. (Agriculture Student, May 1946)

During this decade, shifting of people and equipment within the building was a common happening.

It was about 1936-37 that the School of Nursing moved into the old apartment. The false ceilings and partition between the living room and dining rooms were removed. (Compilation)

A Reading Room was opened in Campbell Hall. (Turnbull, p. 8)

The textile testing laboratory was remodeled to include a constant temperature and humidity room. (Turnbull, p. 9)

Faculty in the School moved beyond the walls of Campbell Hall for a new laboratory:

A Tea Room in Oxley Hall was established as a laboratory for institution management classes when dormitory dining facilities were centralized. (Turnbull, p. 9)

The faculty accomplished several firsts during this decade:

Hughina McKay retired to become the first professor emeritus in home economics.

The first institute for college teachers of home economics was sponsored by the School.

A Cooperative Research Program in Textiles with the Ohio Association of Dyers and Cleaners was initiated and publication of an informational
bulletin for cleaners and educators was started. (Turnbull, p. 9)

Dr. Gladys Branegan became Director of the School in 1946 and Mrs. Gorrell remained on the staff and established a system of home economics alumni records and placement service. (Turnbull, p. 9)

During the same year,

Home economics alumni were organized as an official part of the University Association and held their first luncheon meeting at the time of the June Commencement. (Turnbull, p. 10)

Dr. Gladys Branegan describes the School "...as well established when I arrived thanks to forty-nine years of work." (Branegan, tape) She arrived on the scene to add momentum to the plans for the recognition of the School's fiftieth birthday.

The Golden Anniversary of the School of Home Economics was a two-day celebration, November 2 and 3, 1946. The program included a special convocation, a symposium, alumnae reunion luncheon, and the usual open house and tea, and ended with a reception at the President's home. The convocation recognized one of our own leaders. One announcement shared this recognition this way:

One important feature of the Fiftieth Anniversary Celebration will be the conferring of the Doctor of Laws (LLD) degree on Miss Edna Noble White who was on the home economics staff of the Ohio State University 1908 to 1913, and then served as Professor and head of the department and supervisor of...

The degree will be conferred by President Bevis on the evening of November first. (The Agricultural Student, p. 15)
This event was preceded by a dinner for official representatives at the Faculty Club. President Bevis escorted the "dignified, handsome Mrs. Gibbs to dinner," with members of the Board of Trustees, and University administrators. The convocation included the University Symphonic Choir and a speech "Women's Role in a Democracy." (Branegan file)

The symposium focused on "A Look Ahead in Family Life." This theme was developed by the speakers discussing "Interdependence of Home and Community," "The College Graduate and Family Relationships," "An International Approach to Family Health and Nutrition," "The Home Economist and the Housing Problem," and "Homemaker's Headlines." (Branegan file)

At the time of the Golden Anniversary, several publications highlighted the growth and development of the School. Dr. Dorothy D. Scott, Chairman, Division of Home Economics Education, prepared a document entitled, "Fifty Years of Home Economics at Ohio State." In this document Dr. Scott reviews the past, describes today, and hints at tomorrow.

This seems the proper time to ask 'What has home economics done and what does it plan to do for me and for my family?'

In a word, home economics as it is taught in modern educational institutions, such as Ohio State, plans to do two things: First, promote good personal, home and community living and second, train students for careers which aim at improved home living and home making.

A recent survey made by the U.S. Office of Education shows that 54,797 women enrolled in degree-granting
institutions were taking one or more home economics courses and a total of 8,679 degrees were granted in the 1944-45 school year.

This widespread acceptance of home economics as a field of learning with both a social and practical function has not been established in a brief space of time. Home economics as a field of learning at the college level has evolved from a modest beginning with a limited scope.

Through the first four decades of the present century, education for homemaking at Ohio State has widened its horizons and strengthened its stakes. Ohio State's School of Home Economics has not changed its original purpose—to promote better personal and family living—but it HAS changed its idea of what makes up an adequate education for homemaking.

The significant change is that today the social, economic and political factors which influence the outside climate of the home are considered a vital and proper part of home economics study.

Today, Ohio State teaches its prospective homemakers and teachers that the home is not an isolated unit, but a small part of a democratic society and that the home must, through its members, play its full role in the social, economic and political life of its community.

The physical well-being of the American family, of course, is still the ever-present concern of home economics at Ohio State, but these new aspects now are increasingly recognized as central to the problem of home living.

The present curriculum at Ohio State provides study of the social sciences as well as the physical and biological sciences as a background for analyzing more critically the needs of individuals and of families in modern society.

All students in the School of Home Economics at Ohio State take general courses in the natural and social sciences, fine arts and English and more specialized home economics courses in wardrobe planning and selection, nutrition, problems in modern family life, child development, housing, home management, and household equipment or home furnishing. They observe
and participate in the care of children enrolled in the School's modern nursery school and during their senior year, they have the experience in group living and home management while living at the Home Management House.

In addition, the student selects a special curriculum according to her interest and takes both related and home economics courses designed to enrich her background. Eight such special curricula are provided: Home management, child development, teaching, institution management, hospital dietetics, textiles and clothing, household equipment and home furnishings.

The whole purpose behind all this careful guidance is to train the young person, whether a homemaker or professional worker, to be fully alert to the importance of the home in promoting the ideals of democracy.

Dr. Gladys Branegan, director of Ohio State's School of Home Economics has summed up this concept by declaring that we strive to help young people to better understand not only personal and family problems which they meet in day-by-day living, or will meet within the four walls of their future home, but also those state, national and world problems, which will inevitably affect the character and quality of the life which their future families may live.

...home economics at Ohio State will be increasingly alert to every chance to enrich its offerings. Vital research must be extended. Qualified leadership must be prepared. Opportunities for rich experience with children and adults in real communities and homes must be sought. The well-being of the American home must be the everpresent objective.

(School file, Branegan)

The Golden Anniversary celebration was over, another world war was history and once again the School of Home Economics faculty and students had reached out in service to others responding to needs of families and individuals.
Decade 1947-1956

Society

Post war activities involving the United States "spilled over" into large and small projects on the international and domestic scene. Truman, known for his decision making ability, guided the country to give huge amounts of aid to war-torn Europe through the Marshall Plan for the purpose of post-war reconstruction. On the domestic scene, the G.I. Bill of Rights allowed and encouraged veterans to participate in higher education programs. Teacher shortages and the lack of enough educational facilities became evident quickly.

The Korean War necessitated use of helicopters as support for troops battling to hold Communist invaders at the thirty-eighth parallel. Chiang Kai-shek left mainland China eventually leading to the formation of Taiwan. In 1952, the first hydrogen bomb was exploded.

Eisenhower, a hero of World War II, was elected president and traveled to many countries to meet leaders and see people in an effort to build a solid base for a lasting peace.

American families were enjoying television, dishwashers, electric ranges, and many plastic items. In the late 50's, a concern emerged over the "...articulation and differentiation of Home Economics subject matter at various teaching levels--secondary, college and university and
adult..." The members of the Home Economics Division of the Association of State Universities suggested qualified people to attend a conference on this overall concern during July, 1961 at French Lick, Indiana. One of the major concerns discussed was "The Role of Concepts in Planning the Home Economics Curriculum." (Home Economics Seminar, p. 1)

**Home Economics National Movement**

Questions concerning the definition of a home economist and professional standards for home economists were being asked. The controversy lingered on from the founding years of AHEA about primary and secondary purposes of college programs--general education for family living or professional specialization.

Literature appearing at this time describes "...taking a 'hard look' and examining the quality and usefulness of research, instruction (at all levels) and the services of employed home economists." (Scott and Rees, p. 49) Other publications focused on the aging population, international career opportunities in Home Economics, trends in enrollment, and professionalism. (Journal of Home Economics, Fiftieth, p. 54)

In the 40s, AHEA personnel studied Home Economics in higher educational institutions across the country and
developed descriptive categories for evaluating such programs. (Home Economics in Higher Education)

Thus, the period 1949-58 found home economists preparing for recognizing the first fifty years of home economics as an organized field of study and a service oriented profession by taking stock and suggesting future directions. (Scott and Rees, p. 52)

School of Home Economics (OSU) -- Planning, Preparing, and Persisting

Sometimes the day after a celebration people are exhausted with little initiative left for the activities of the day. This was certainly not the case in the years of the decade following the golden anniversary of the School. These busy years began as Dr. Branegan led her staff which she had earlier organized ...into 20 committees "working on curriculum improvements at both graduate and undergraduate levels, research plans, public relations, student relationships and building improvements." (Ashcraft, p. 6)

The graduate program within the School had its official beginning in 1949 when

approval was granted by the Graduate School for programs leading to the Doctor's degree in Home Economics Education and Nutrition. (Turnbull, p. 10)

Thus, the first Ph.D. in Home Economics was awarded to Mary Brown Patton. (First and Best List)

From this beginning, the annual Spring Quarter Open Lecture evolved which was cosponsored by the Graduate
School and the School of Home Economics. (Branegan-Chalkley Tape) By this decade, more than seventy-five courses were offered in thirteen curricula organized according to career opportunities. (See Appendix D, 1956)

Soon after arriving Dr. Branegan discovered from reading Gorrell's Annual reports that proposals had to be postponed because of lack of funds due to the depression and World War II. (Branegan-Chalkley, Tape)

She was able to secure moderate increases in the regular budget. The fund Rotary was described as a "lifesaver for new development." These earnings from Pomerene Refectory were due to efficient management of Pomerene by Agnes Smith for the School of Home Economics—During the decade $400,000 transferred to Home Economics, $225,000 for salary, $175,000 buildings, improvements new equipment. (Branegan-Chalkley, Tape)

One task facing Dr. Branegan was the lack of space in Campbell Hall for the expanded program:

Several changes were made in space and equipment. The undergraduate food and nutrition laboratories were completely re-equipped. The household equipment laboratories were remodeled. (Turnbull, p. 11)

Then, in 1951 "The School of Home Economics was given possession of all space in Campbell Hall, resulting in many changes in assignment of space and refurnishing." (Turnbull, p. 11) Finally, plans were begun for "a new building space." (Branegan-Chalkley, Tape)
Public relations with significant others blossomed through two movies reaching out to high school students and conferences bringing people into the School.

Two movies, 'Footsteps to the Future' and one depicting work in restaurant management were completed with the help from the Department of Photography. (Turnbull, p. 12)

Representatives of business, professional and lay groups served by home economics attended the first advisory conference on home economics teaching, research, and service.

The following year a second advisory conference on home economics programs was well attended. (Turnbull, p. 12)

The director and faculty felt a need to know programs and schools in Ohio offering home economics in higher education because of undergraduate and graduate students transferring to the School from Ohio colleges and universities. In a two year period, thirty-one colleges and universities were visited. This left only four that were not visited. (Branegan-Chalkley, Tape)

The first conference on home economics in smaller colleges was held at the School. (Turnbull, p. 12)

Also a recruitment leaflet was published showing the location of the thirty-one colleges and universities on a map of Ohio. (Branegan-Chalkley Tape)

The student guidance program was helped when official records of students in the School of Home Economics were transferred to Campbell Hall from the College office and the School was empowered to certify its students for graduation and carry on official relationships with students and their parents relative to academic status. (Turnbull, p. 10)
A guidance office headed by Lucille Alexander who held a "genuine interest in all of our students" said the guidance office was the most "friendly spot on the campus." This office was helpful to faculty and students alike. (Branegan-Chalkley Tape)

Students were encouraged to be active in general campus student affairs and usually regarded with more than their share of recognition. (Branegan-Chalkley, Tape)

During this decade,

a student from Switzerland was the first recipient of the American Home Economics Association scholarship to attend the Ohio State University with the support of the Home Economics Club. (Turnbull, p. 10)

International students were enrolled from India and Thailand. "One result of having international students is reflected credit on the School when they display educational leadership in their own country and internationally." (Branegan-Chalkley, Tape)

Later in this decade a change was made in the guidance program:

The title 'guidance coordinator' became Assistant Director and the responsibilities of the former Assistant Director were assigned to a new half time position of Associate Director. (Turnbull, p. 12)

Mrs. Faith L. Gorrell helped facilitate organization of alumnae through work with records and placement. The
organization of the Alumnae had "far reaching importance."
The importance was that it "built warm relationships through annual meetings and newsletters." (Branegan-Chalkley Tape)

The mailing list of Annual Newsletter to alumni reached 4,000. (Turnbull, p. 13)

This association with alumnae led to a recognition plan and a scholarship:

The Alumni Association of the School initiated a plan for recognizing outstanding alumnae who had been graduated at least 20 years. Faith L. Gorrell and Henrietta W. Newell were the first to be so honored. (Turnbull, p. 12)

The Alumni raised more than half of the required $3,334 for a $200 Annual Scholarship designated as the Faith Lanman Gorrell Scholarship. (Turnbull, p. 12)

The University honored one of the School's alumnae during this decade.

Dr. Esther McGinnis was first alumni of the School of Home Economics to receive an honorary degree from the University. (Turnbull, p. 11)

The alumnae continued to play an important role to the School:

A comprehensive study of the community services of 3,500 home economics alumni who graduated between 1900 and 1950 was made. (Turnbull, p. 12)

The faculty were described by Dr. Branegan as being a group of "capable, loyal, cooperative faculty..." (Branegan-Chalkley, Tape) Two interdepartmental events happened during this decade.
A cooperative plan for restaurant management curricula was worked out with the Department of Business Organization and the degree of Bachelor of Science in restaurant management was approved. (Turnbull, p. 11)

A University interdepartmental Institute of Child Development and Family Life was planned with a home economics staff member giving one-fourth of her time as executive secretary. (Turnbull, p. 12)

Two firsts for faculty were:

The first faculty workshop on teaching was held at Oglebay Park, West Virginia, and a Policy Handbook for the faculty was in use for the first time. (Turnbull, p. 11)

Recognition of the instructional program was highlighted when Dr. Branegan said:

It is of course the teacher who is responsible for the all important educational processes so dependent on good rapport with students in the classroom and laboratories. (Branegan-Chalkley, Tape)

The students and faculty were surprised when

Gladys Branegan resigned as Director of the School of Home Economics and Chairman of the Department at the Station to marry Charles Chalkley. (Turnbull, p. 12)

In recognition of her efforts at The Ohio State University, a Gladys Branegan Graduate Scholarship fund was established in her honor by the faculty at the time of her retirement. (Turnbull, p. 12)

Dr. Branegan viewed her role at The Ohio State University School of Home Economics as "an opportunity to develop a doctoral program." She mentioned one of the biggest problems during her years as director was to "locate and recruit additional staff with necessary graduate and teaching experiences." However, increase in faculty with the
doctorate was from two to sixteen in her decade as administrator. (Branegan-Chalkley, Tape)

Petite Dr. Dorothy Scott, Chairman of Home Economics Education, stepped into the Director's office.

Dorothy D. Scott, Assistant Director part time, was appointed Director and Chairman of the Department of Home Economics of the Experiment Station and charged by Dean and Director L.L. Rummell with responsibility of coordinating Home Economics teaching, research and Extension. (Turnbull, p. 12)

Decade 1957-1966

Society

Normal events in this decade were interrupted by change, tragedy, and near tragedy.

In 1957 the American people had to face the fact that they must make immediate and far-reaching improvements in their scientific and educational systems. The success of the Soviet Union late that year in launching the first artificial satellite, well equipped with instruments, revealed that the United States was lagging in a field of vital importance. (Nevins and Commager, p. 537)

The Korean War ended and an economic recession followed. "...Eisenhower's second administration ...troubled and even unhappy," (Nevins and Commager, p. 536) was followed by the victory of Kennedy, "the first President to be born in the twentieth century and the youngest to be elected to the presidency." (Nevins and Commager, p. 546) Families in poverty was the campaign emphasis by Kennedy.
He brought to the presidency an interest in the arts and ideas youth of the country could relate to their own identity. One such program was the Peace Corps which focused on college graduates primarily being goodwill ambassadors to other countries and helping teach to build schools, raise livestock, organize health services in a host country.

The Bay of Pigs, the Cuban situation involving Communist build up of weapons, caused tense moments to develop into long days for the young president and the American people.

In this decade we welcomed the 50th State, Hawaii, in 1955. The status of women was studied by a special commission appointed by the President. The Civil Rights Bill passed giving equal opportunities in employment regardless of sex, race, color, religion or national origin. (Calkins, p. 438) The struggle by Negroes for civil rights continued with legislation and massive marches. Kennedy was assassinated in November of 1963, and although Lyndon Johnson took office at once "for three days the nation--and the world sat in stunned silence" watching the solemn ceremonies on television. (Nevins and Commager, p. 566)

Johnson supported the efforts Kennedy had begun while leading the people toward his vision of the Great Society.
Legislation passed concerned with civil rights for minorities, programs to help the poverty pockets, medical care for older citizens, support for education, and beautification of America.

The war in South Viet Nam continued to haunt the daily television newscasts and discussions in Congress. Johnson had inherited this war, arranged a cease fire but did not live to see the American prisoners of war returned to their homeland.

Home Economics National Movement

The stock taking and suggestions for the future found its ultimate shape in the "New Directions" document produced by the AHEA Committee on Philosophy and Objectives. Dr. Dorothy D. Scott gave leadership to this AHEA Committee and presented the final report to the Annual Meeting in 1959. Three major goals were suggested as challenges for the future. These goals were:

Serve more individuals and families and serve them more effectively; Expand research and focus it on needs of individuals and families; Strengthen education for the profession.
(New Directions Document)

The actual focus for home economics continued to be the family, but changes in family functions, structure, and daily living patterns were considered important enough to suggest changes in emphasis for the professional home economist. (Scott and Rees, p. 58)
The majority of families in the 1960's were urban rather than rural, emphasis was on consumption rather than production and "...the family intermeshed with the community in providing food, shelter, and clothing as well as education, recreation, protection and employment for family members." (Scott and Rees, p. 58)

The focus became threefold: education for homemaking, education for the profession and wage-earning in home economics related occupations, and general education for personal and family living. (Scott and Rees, p. 58)

The home economist could be found working as a member of a team of professionals representing other fields of study. This team of professionals was concerned with helping individuals and families with special needs such as handicapped and disadvantaged. The training of the para-professional began. (Scott and Rees, p. 63)

**School of Home Economics (OSU) — A New Home**

The new four floor wing, which doubled the space of Campbell Hall, absorbed much time during the first years of this decade. Student enrollment topped the 1000 mark, the School received its first inheritance, and the status of Home Economics was strengthened within the College.

Dr. Scott discussed her priorities for the School thus:

My top priority was faculty development. In those days a serious dearth of qualified people... particularly in the top level. Young people, research oriented and teachers at the graduate level were badly needed.
She recalls how difficult it was to find and keep faculty. Helping faculty grow is similar to the way one works with and through a student teacher. Another goal was autonomy of the divisions and disseminating administrative responsibility. (Scott, tape)

Planning the new wing involved many decisions. One such decision was to stay on the main campus with the view of Mirror Lake. Dean Rummell gave top priority to the need for increased space for Home Economics, due to increases in student enrollment and the resulting expanded program.

Funds were approved by the Legislature amounting to $1,100,000 for an addition to Campbell Hall and $218,000 for remodeling of Pomerene Refectory kitchen. (Turnbull, p. 15)

The new wing was ready for use during the fall of 1963. This new space made it possible for division faculties of Extension, Research and Teaching to have office space together, have secretarial help and a mail room. This coordination of Extension, Research and Teaching had a "strengthening effect" on the total program. (Scott, tape)

Remodeling of Pomerene Refectory was completed, representing an investment of approximately $337,500, approximately a third of which came from the Refectory's earnings. (Turnbull, p. 14)

Other changes in facilities included a library. Dr. Scott describes this change with these words. "To this day I don't know exactly how the Library council decided to make a branch library in Home Economics with trained librarian furnished and managed. (Scott, tape)
Although new space for the whole school was desired, the nursery school was doomed to stay in the same place as it began in the third decade—under the auditorium! However, the play yard was moved from behind the building to the present location south of Campbell Hall. (Scott, tape)

A third Home Management was established when the former Steeb House was assigned to the School by the University. (Turnbull, p. 14)

The alumnae contributed to the new facilities:

The Home Economics Alumni Association Councilors created the Home Economics Advancement Fund for strengthening and enriching the program and helped with furnishing the new Campbell Hall. The Alumni Executive Committee ear-marked $400 as a 'nestegg for this fund.' (Turnbull, p. 15)

Dr. Scott vividly remembers the phone call that brought the School its first inheritance, $35,000 from the will of Hazel William Lapp. This was the first Scholarship Fund from an alumnus. By 1970, $115,000 Development Fund for Scholarship was earmarked for Home Economics. (Scott, tape)

Also, General Foods Fund established a fellowship for a doctoral student in this decade.

With the coming of a new University president came new ideas and happenings affecting home economics.

The President invited all college deans and directors of schools to present reports to the Board of Trustees. In November the Director of the School presented a comprehensive report on the status of home economics. (Turnbull, p. 14)

Dr. Scott made the report for the School to the Board of Trustees as an administrator of a major unit. (Scott, tape)
On land west of Kenny Road, University College was developed to serve the basic instructional needs of freshman and sophomore level courses. (The Ringing Grooves of Change, p. 57) In the late 50's the University expanded to include four branch campuses.

Local interest prompted legislative appropriations and Ohio State's enthusiastic involvement in the development of regional campus to meet Ohio's educational needs. (The Ringing Grooves of Change, p. 59-60)

A total of 3,648 students enrolled at four regional campuses in the fall of 1969. (The Ringing Grooves of Change, p. 59)

The introductory Home Economics course and service courses offered at the branches focused on family development and nutrition. Usually Columbus-based faculty commuted by University plane or car to teach courses. During this decade the name of the college was changed.

By action of the Board of Trustees at the November meeting, the name of the College was changed to the College of Agriculture and Home Economics and Director of the School was appointed Associate Dean of the College. (Turnbull, p. 14)

Adding home economics to the College name gave increased visibility and autonomy to home economics in campus and college affairs, and an increase in representation in the college executive committee. (Scott, tape)

A new Dean of the College arrived in the early sixties and contributed to the visibility and autonomy of Home Economics by holding monthly meetings with administrators
representing extension, research and teaching where regular "give and take" sessions of needs and priorities in the School could be discussed. (Scott, tape)

The year 1960-61 represents the completion of 65 years of Home Economics at The Ohio State University. The total faculty (extension, teaching and research) represents the equivalent of sixty-two people. The living emeriti number nineteen. Undergraduate enrollment for four quarters was 730, making this School seventh in size in Land Grant institutions. Graduate students enrolled during the year numbered 122, and 25 Masters and 8 Ph.D. degrees were granted. The School had 23 international students from 15 different countries enrolled, most of them working beyond the Bachelor's degree. Approximately one-third of the course enrollments of the year were by individuals registered in other colleges and schools on the campus. Alumni of the School number over 5,000. (Turnbull, p. 15)

The enrollment continued to grow:

Total School enrollment totaled over 1,000 for the first time (843 undergraduate, 169 graduate). In the next few years the first time undergraduate enrollment totaled over 1,000 (1,010) and graduate enrollment over 175 (188). (First and Best)

With enrollment increase and no increase in faculty the result was an over-worked faculty. One third of the people enrolled were not in a Home Economics program.

Low noncompetitive salaries and few home economists looking for positions in colleges and universities made getting faculty difficult. (Scott, tape)

Further emphasis on the graduate program was continued this decade with permission being granted by the Graduate School Council to offer the doctorate degree without designation of area. (Ashcraft, p. 8)

A home economics Graduate Day was held to interest upper class college students in research and graduate study. The program was jointly sponsored by Ohio University, Western Reserve and Ohio State University. (Turnbull, p. 14)
Changes occurred in other program areas:

The Department of Preventive Medicine was permitted to experiment with a 14-quarter program in medical dietetics which integrated the usual fifth year hospital dietetic internship. (Turnbull, p. 15)

A request from the community involved the School in the University Twilight School by offering a child development course for child care workers and administrators in Columbus and Franklin County day care center. (Turnbull, p. 13) About mid-way through the decade, consideration of basic curriculum changes was initiated at the request of the University Council on Instruction early in the year. (Turnbull, p. 15) The curriculum that evolved was professionally oriented and students were admitted to a major upon arriving at the School from University College. (See Appendix D, 1966)

In the latter part of this decade, the Honors Program which included self-directed learning, independent study, and accelerated pace of learning was introduced. The Honors Program came into being as a result of concerns faculty held early in the decade to develop ways to motivate the above average student. (Scott, tape)

National recognition came to the School:

Home Management faculty developed a systems conceptualization for home management which has been accepted nationally. (First and Best)

Toward the end of the decade, ideas and expertise of the faculty of the School were shared in other lands:
The School became an active participant in University Contract Programs in India and Brazil. The first persons to serve as advisers were Fanchon Warfield at University of Udaipur in India, Edna Ramseyer Kaufman at Punjab Agricultural University in India, Eva Wilson at Agriculture College Piracicaba, Brazil. (First and Best)

Based on budgeting started during the previous decade, the number of Ohio Agriculture Research Development Center (OARDC) faculty was increased. This increase was affected when one member moved, another became seriously ill, and the third left to serve in Brazil. (Scott, tape)

In this decade, another honorary degree was granted to a home economist, Dr. Lydia Roberts. She was nominated by the School faculty. (Turnbull, p. 14) Dr. Lois Gilmore received The Ohio State University Distinguished Teaching Award in this decade.

Having been a faculty member since the late thirties, Scott nurtured a smooth transition and continued efforts in all phases of the School. She knew the operation, needs, and visions of the faculty in the context of the College, University, and community.

Decade 1967-1976

Society

In this decade the Viet Nam War ended, the first resignation of a president, a China visit, and a moon landing were significant happenings.
During July, 1969, many American families sat with eyes "glued" to the television with intense hope and pride as three astronauts walked on the moon. Cassette recorders, CB radios, stereo records, and microwave ovens were popular items owned by families. Nixon succeeded Johnson as president and paved the way for restoring normal relationships with mainland China when he visited Peking in 1972. The end of the Viet Nam war came early in 1973 but not without tension being released in student riots across American college campuses and a harried evacuation of people from Saigon. The "women's liberation" movement pressed for such issues as equal pay for equal work, maternity leave, child care centers, and ratification of the Equal Rights Amendment by states. (Calkins, p. 438, 439)

The Watergate incident, involving an illegal entry into political headquarters, with all its trials and tribulations resulted finally with Nixon resigning in August 1974—the first chief executive to do so. Ford succeeded Nixon immediately, being the first vice president selected, not elected, according to the terms of the twenty-fifth Amendment. Ford eased America back to normal and into the bicentennial two-year celebration of the establishment of independent America.
Home Economics National Movement

The role of women within and outside the home was being discussed in the late 60's and early seventies.

In the sixties, women were envisioned by many persons in society as individuals seeking equality, individual identity, and self-fulfillment. Laws were changed, commissions were established and educational programs were designed for an extended period of the life span. (Scott and Rees, p. 89)

In July, 1973, the Association of Administrators of Home Economics held an Administrative Leadership Workshop at Zion, Illinois to discuss a common concern: "too few young professionals were considering Home Economics administration as a potential career." (Administrative Leadership Workshop, p. 4) The workshop program included discussions on the role of the administrator, program development and evaluation, simulation games, and human relations and communications. (Administrative Leadership Workshop, p. 11)

In May, 1975, New Directions II, another document focusing on the professional role of home economists, was published by AHEA. New priorities were stated:

Futuristic thinking and planning, public policy formation, creative adaptation to uncertainty and change, redistribution of resources, and interrelatedness of the professional and para-professional. (Journal of Home Economics, May 1975)

Throughout the national movement of Home Economics, professionals were adapting to helping families meet primary concerns as they appeared in daily life, some
originating in society outside the home and other beginning with concerns within the home.

School of Home Economics (OSU) — The Diamond Sparkles

The student riots due to the Viet Nam War on the campus in the late sixties disrupted total class attendance for both faculty and students. The after effects are still being felt.

During this decade several new names were on the director's door. The use of the familiar triangle describing resident teaching, research, and service appeared to increase. Students began taking study tours to other countries. A new major appeared in the curriculum. The School celebrated its 75th anniversary one year after the University commemorated its Centennial anniversary. The decade closed with U.S.A. celebrating the 200th Birthday.

Early in the decade, when Dr. Scott retired she "left feeling content where we've come" and expressed her appreciation with "..glad I was at OSU when I was--enjoyed it." She praised the students for leadership efforts on the campus and membership in honoraries. (Scott, tape)

Dr. Scott retired on April 30, 1968 after 31 years of service to the School of Home Economics, the last thirteen as director and the last ten as director and associate dean of the College of Agriculture and Home Economics. During her thirteen years as director, undergraduate enrollment in the School had increased from 721 in '55-56 to 1,118 in '67-68, and the number of graduate students had grown from 131 to 154.
Dr. Scott was given the Outstanding Alumni Award during the Conference for Home Economists in October '67. Upon her retirement, the O.S.U. Home Economics Alumni Association sponsored a scholarship fund in her honor. The first $5,000 scholarship was given in June '69. (Ashcraft, p. 10)

She summarized her years in the School thus:

It has been my conviction and observation that no matter how fine a building a school may have or how up to date its programs may be, the key to its success and its reputation is the people. And it seems to me that this is the big plus for Ohio State University. Always has been. Students, faculty, the alumni, the College and University administration and associates in other departments are what has made being at Ohio State meaningful. Very happy time for all of us.

Throughout its been this way—relationships—as I go to meetings today one of the greatest satisfactions I have—alums come up and say how much they have appreciated what they gained and what being an OSU alumni has meant. (Tape, Scott)

Richard Bohning served the School as Acting Director May-December, 1968 before Dr. Lois A. Lund became Director of the School and Associate Dean of the College on January 1, 1969. (Ashcraft, p. 10)

The student riots in May of 1970 were "...a shattering event." Dr. Lund arrived back on campus from Washington to find a campus policeman barring the entrance to and through the campus at midnight. She called the Dean to learn details and inquired what she could do to help. "Can you milk a cow?" was one of his first questions. This was because only selected faculty were allowed on campus so student help was not available for chores like milking.
Eventually, Dr. Lund and Dr. Gilmore were allowed to return to Campbell Hall. One of their major jobs was to search the building for firebombs. Being methodical, they started their search at the top floor and moved to the very bottom in the storage room. Here one could be heard muttering "I wonder what a firebomb looks like." This is the question they rushed to the phone to ask someone in Central Administration and the reply was "how should we know, just keep looking." (Lund, tape)

Thereafter, "graduate and undergraduates served on all major school committees." (First and Best) However, a year before the riots students in Home Economics were given full membership and voting rights on standing committees.

At the request of students, a Day Care program was established to care for the children of students, faculty, and staff and the responsibility for its operation was placed in the School of Home Economics.

The establishment of a position of Associate Director of Research for the School of Home Economics had reached the interview stage. However, due to "Great Student Rebellion" the School lost the funding to implement the position because the money needed to be used to repair damages caused during the riots. (Lund tape)

In this decade, student enrollment patterns changed:
School continues to graduate the largest number of students in Ohio prepared for home economics teaching in the public schools. There has been a 40% increase in the number enrolled in the home economics education program in the past five years.

Over 6,500 men and women have received B.Sc. degrees, over 730 have received masters degrees and over 1,000 Ph.D. degrees from the School of Home Economics. The School ranks 4th nationally in number of Ph.D.s granted, 13th in number of M.Sc. degrees and 8th in number of B.Sc. degrees (1969 data). A survey of recent Ph.D. graduates of the School revealed 35% of them held top or middle administrative positions in the U.S. and abroad. Over 15% were top administrators of College and University home economics units. (First and Best)

The triangle of extension, teaching, and research was emphasized and increased because it was logical and cohesive. (Lund, tape) Extension programs were added and expanded during this decade.

Ten area home economists were added to the Faculty of Cooperative Extension Service. Home Economics Extension initiated a thrice yearly newsletter to update home economists throughout Ohio in various subject matter areas of the profession. Extension specialists are used as resources—6,000 reached. Nutrition and Man, a television series of 13 short programs was developed by Home Economics Extension. Video tapes or motion pictures films of the programs are available for loan to the stations, schools and teachers. (First and Best)

And the successful Extension program for low income homemakers and families was expanded. (Lund, tape)

Among the faculty, there was a renewal of interest in research. A research seminar for faculty was held to encourage increased development of interest and communication about the research process and proposal writing. There was an increase in OARDC support and a new area was
in child study. (Lund, tape) There were other research efforts:

School's nutrition research faculty was one of the first to study the effect of different dietary fats on blood lipid metabolism of young college women with no pathological disturbances and utilizing 'typical' American dietary patterns, dietary research on human subjects is rather unique. (Maija Peterson and Virginia Vivian)

Initiated cooperative research between the School of Home Economics faculty and the College of Home Science faculty at the University of Udaipur, India.

Nutritional research on high intake of Vitamin C resulted in the beginning of a medical breakthrough in treatment of children with osteogenisi imperfecta (which is characterized by brittle bones and frequent fractures). During the year of study, fractures dramatically decreased. Esther Winterfeldt and Virginia Vivian of the School's research faculty in conjunction with Dr. Edward Eyring, Assistant Professor of Surgery. (First and Best)

Dr. Lund's commitment to research caused her to press diligently for broad research funding.

The curriculum was revised as needed, and it was obvious that the School was moving toward sophistication in subject matter divisions. The new major, in cooperation with Nisonger Center, is an interdisciplinary program designed to help students prepare to work with developmentally delayed and handicapped individuals and their families. (Lund, tape)

Faculty members were active in numerous teaching endeavors and recognized for their achievements.

Dr. Rachel Hubbard developed the procedure whereby the 'In-Basket Technique,' a management training tool,
is applied to the education of students in institution management and clinical and therapeutic dietetics.

Cuyahoga County Home Agent, Mrs. Sally Ebling, received USDA Superior Service Award.

Virginia Vivian was appointed consultant to HEW as a member of its Health and Nutrition Examination Survey Component. (Hanes)

Dr. Rachel Hubbard was appointed by the Defense Department to the Defense Advisory Committee on women in the Services (DACOWITS)

Associate State Leader 4-H, Beatrice J. Cleveland, received USDA Superior Service Award.

Home Economics Education Division was the first teacher education faculty at OSU to include the use of the telephone plus audio-video and audiotape techniques in a multi-media approach to supervision. (First and Best)

School was first on the campus to use closed circuit television as a teaching tool. One of the goals of the closed circuit teaching was to improve quality of learning and help students better themselves through television series. (Scott, tape)

First nutrition education seminars for elementary teachers were held.

An in-house publication, School of Home Economics 'News Bulletin' was begun. A quarterly 'Report to Our Students' was begun and changed to a twice quarterly newsletter edited by home economics journalism students. (First and Best)

Dr. Julia I. Dalrymple was recognized at The Ohio State University as an Outstanding Teacher. She was the second faculty member to receive this honor.

During this decade the faculty presented Dr. Lois Lund Reports of Task Forces in a black notebook which included among other statements this Mission of the School of Home
Economics. These reports were the result of a college curriculum revision effort.

The mission of the School of Home Economics is to identify and to help solve interrelated problems of (a) individuals and families in their environment, and (b) associated organizational systems. The School is committed to the integration and application of knowledge from the basic disciplines and home economics as achieved through the three coordinated functions: resident instruction, service, and research. Primary purposes of the functions are the preparation of graduates for professions involving service to others, the dissemination of information and educational assistance to appropriate constituencies, and the discovery and extension of knowledge.

The content emphasis in each of the three functions is directed to:

1) the well-being of individuals and families and their relationships to the aesthetic and functional aspects of their near environment, their physiological health and development, their psychological and social development, and their management of resources.

2) the effective functioning of associated organizational systems.

The dissemination of information among the varying constituencies will be facilitated by personnel through an understanding of program, teaching strategies, and evaluation. Understanding of the scope of home economics and associated career opportunities will be developed through each function of the School.

The School is committed to encouraging the individual growth and professional development of students and faculty. (School's Annual Report, July 1, 1971-June 30, 1972)

On May 12, 1971 a banquet and recognition program was held to recognize the Diamond Anniversary of the founding of the School, May 19, 1896. A special commissioned work of art was presented to the awardees. (Lund, tape)
The Home Economics Endowment Fund has been established within the University Development Fund. The Fund drive was kicked off at the main event of the School's 75th Anniversary celebration. (First and Best)

As usual, the students made valuable academic and leadership contributions to the University community.

Deborah Croft, senior in food and nutrition, was elected president of Agriculture and Home Economics College Council--first home economics student to be so honored.

Jane Logan, junior in Food and Nutrition, was the School's first recipient of a summer internship in the Betty Crocker Kitchen's General Mills, Inc. Minneapolis. Only 2 are chosen from throughout the nation each year.

Twelve to fifteen percent of the undergraduate student body earned a CPH ratio between 3.50 and 4.00.

Gary Ogg, Winter 1973, first man undergraduate to graduate in Family and Child Development. (First and Best)

Learning from others outside the borders of our own country became possible through group and individual study tours.

First European study tour conducted to study home furnishings in Scandinavian Countries, and Dr. Jean Dickerscheid conducted a European Study tour Programs for Pre-School Children. (First and Best)

An undergraduate, Rebecca Krill studied for one year in New Zealand. International students were an important part of student body also.

Fourteen international students representing seven countries were enrolled in graduate study in Home Economics during 1970-71. Two of the fourteen were granted Ph.D. and two M.S. degrees during 1970-71. (Annual Report, July 1970-June 30, 1971, p. 2)
The following year 20 international students from seven countries enrolled in home economics. These students have a fine record of completion, very good reason to be proud of international efforts of the School. (Lund, tape)

Twelve women from Iran were students enrolled in a special program in Home Economics Education to help them prepare for the development of teacher education programs in Home Economics in their home country. Dr. Lena C. Bailey, Chairperson Home Economics Education Department, designed and directed this program.

Visits to sister institutions and consulting for short terms were a part of the international effort of the School.

During the fall of 1969, Dr. Lois A. Lund and Dr. Lois Gilmore visited the three schools in India where faculty members have contributed efforts to support the development of Home Economics. Then a new assignment:

School faculty acted as consultants to the newly developing College of Home Science at Haryana Agricultural University, India. (First and Best)

Francille Maloch Firebaugh served as short term Home Economics technician to the College of Home Science, Udaipur, India from January 15 to March 24, 1970. (Annual Report, 70-71, p. 2)

In May, 1972, Dr. Lund returned from the program in Brazil and described it as "well on its way." (Lund, tape)

The Committee on Faculty Affairs and the Committee on Rules and Regulations were again activated. These committees were a small part of the efforts of Dr. Lund to improve the organization and administration of the School.
One of the roles of chief administrator of the School that Dr. Lund states she was not prepared for was to say "a few words" on a number of occasions. (Lund, tape)

Dr. Lois Lund resigned effective December, 1973. She reflects on her years as Director with these words:

No changes occur in any program on the basis of one person alone... 'changes mentioned today occurred because of the commitment and hard work of the faculty and students and good support of Dean of the College of Agriculture and Home Economics and central administration.' Without support of the people mentioned, no changes--successful changes could not have been completed. (Lund, tape)

Before the selection of Dr. Francille M. Firebaugh, the present director and associate Dean, Mrs. Naurine McCormick was acting head, for about six months. (Firebaugh, tape)

Four significant birthday anniversaries were celebrated in this decade. In 1975 the Campbell Hall nursery School was recognized as a continuing program for fifty years. The Ohio State University commemorated its 100th year with a variety of historical reviews and recognitions of outstanding alumni.

Establishing departments within the School to replace the divisions happened late in this decade. A major curriculum revision was completed and the first graduates to complete four years will be in 1980. (Appendix D, 1976)

The Director's office and conference room were refurnished, the dining room was renovated with the help of the
Alumni of the School, and a broom closet was decorated as a room for placement interviews.

"The best thing I ever did" are Dr. Firebaugh's words to describe the establishment of the position of School Secretary, the first person serving in this position is Mrs. Judy Woodall. (Firebaugh, tape)

We have 'beautiful students today' who want their money's worth from an education. There is a need to have a different mix of students in our student body. The mix must be better balanced racially and by sex. I think just by sheer population changes that we will have a changing mix by age. (Firebaugh, tape)

The growth of the School of Home Economics at The Ohio State University crisply cut a critical path during the past eight decades. The School was touched on one side of the critical path by happenings in society and nurtured through contacts with the national Home Economics movement on another side of the critical path. People within the School and from the University community helped chart the critical path by responding to needs and concerns of families and individuals. Providing the appropriate climate and programs necessary for development of professional home economists, the result is one of the finest Schools of Home Economics represented by graduates all over the world.
### Table 1

**The Critical Path of Growth of the School of Home Economics, The Ohio State University**

<table>
<thead>
<tr>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
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<th>Sixth</th>
<th>Seventh</th>
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<tr>
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<tr>
<td>Strikes</td>
<td>and</td>
<td>Smith-Hughes and Purnell Laws</td>
<td>George-Dear Law</td>
<td>New Deal</td>
<td>Peace</td>
<td>Student Corps</td>
<td>Student Riots</td>
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<td>Spanish War</td>
<td></td>
<td>Women Suffrage</td>
<td>Rurals</td>
<td>Urban Families-Consuming</td>
<td>Fair Deal</td>
<td>Bay of Pigs</td>
<td>Vietnam War</td>
</tr>
<tr>
<td>Rural</td>
<td></td>
<td></td>
<td>George</td>
<td>Families</td>
<td>Peace</td>
<td>Great Society</td>
<td>Laws for Handicapped</td>
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<tr>
<td>Families-</td>
<td></td>
<td></td>
<td>Barden Law</td>
<td>Travels to Europe</td>
<td>Civil rights</td>
<td>Disadvantaged</td>
<td>Career Ed</td>
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<td></td>
<td></td>
<td>G.I.Bill</td>
<td></td>
<td>Medicare</td>
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<td>Watergate USA/200 years</td>
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<tr>
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<td>Flood of 1913</td>
<td>Service W.W.I and Influenza</td>
<td>Staff Cut-Backs</td>
<td>W.W.II Service</td>
<td>Graduate Program</td>
<td>Campbell—New Wing,</td>
<td>O.S.U. 100 years old</td>
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<td>Home</td>
<td>Moved to New Campbell Hall</td>
<td>Nursery School Teacher Training</td>
<td>Special Programs for Students Needing Assistance</td>
<td>New O.S.U. President</td>
<td>Alumni Organized</td>
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<td>Economics</td>
<td></td>
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<td>Lake Placid</td>
<td>Founding of I.F.H.E. and A.H.E.A. Journal of Home Economics</td>
<td>White, AHEA President Vocational, Professional Preparation</td>
<td>Concern for Social, Psychological, Environment AHEA 25 years old</td>
<td>Branegan, AHEA President Family life, Community, Consumer Emphasis 4 yr. Degree for AHEA Membership</td>
<td>Professional Standards Defining Home Economists Role International Careers</td>
<td>New Directions Benchmark New Directions II</td>
<td>Aging, Women's Role Sex Bias, Mainstreaming emphasis Lake Placid Revisited</td>
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CHAPTER IV

Summary

The intent in this study was to find, organize, assess for compatibility, and assemble information surrounding the history of the School of Home Economics at The Ohio State University into a composite whole. The chronological information, located in bits and pieces in libraries, boxes, and human minds was assessed for compatibility or credibility and placed in a historical perspective.

The purpose in this study was to have an accurate historical record of the School of Home Economics at The Ohio State University in a document that describes the growth in the context of happenings in society and the Home Economics National Movement. Two specific questions were asked to serve as a guide to the investigator:

1. What were possible and probable motivating forces in society, in the developmental pattern of the College and University and in the Home Economics national movement that influenced the people to set the priorities that nurtured the development of the School of Home Economics at The Ohio State University?
2. What were the significant contributions made to the development of the School of Home Economics by individuals representing specific groups of people?

In this status survey, the researcher has described the growth of The Ohio State University School of Home Economics from 1896-1976 from the perspective of happenings in society, Home Economics national development, critical events in the College, and the university as a whole. Human and non-human sources were surveyed to acquire facts to describe the growth in a historical perspective.

The data were collected from primary and secondary sources, in written, oral and mute form. The breadth, and sometimes the depth of the study, were limited by the location of human and non-human resources. Principles of external and internal criticism were applied to the data, assessing for accuracy, authenticity, credibility, and compatibility of all sources.

The findings can best be summarized in these general statements:

Directly, indirectly, and intermittently, critical happenings in society—war, economic depression, inflation, legislation, governmental and educational programs—determined the nature of the growth pattern within the School of Home Economics at The Ohio State University.
Legislation and governmental authorization provided funding and the necessary framework which resulted in specific educational program changes within the School.

Technological developments in society which influenced daily family living had impact on Home Economics changes in program emphasis and facilities required to update teaching.

Since the needs and concerns of families remain the central focus in Home Economics, professionals have served families in an increased variety of opportunities in a changing society.

Ideas and sources of ideas that provided motivation to change and expand programs were communicated through a variety of people representing specific areas of competence within the School, College and University, Home Economics national movement, and citizens in society.

With the cooperation and support from the Land Grant idea—triangle of service, teaching, and research—growth and progress were noticeable in Home Economics with teaching and extension receiving more emphasis at times than research.

Throughout the eighty years the School faculty and students have volunteered for and responded to service requests in normal and emergency situations. A caring attitude and professional competence were often evident as the scientific approach was used to solve problems
as the scientific approach was used to solve problems involved in service.

According to the nature and amount of data, student concerns and needs were given high priority resulting in leaders across the campus, quality performance as professionals, and pride in accomplishments through various celebrations.

Although alike in numerous ways, each Director of the School contributed ideas, motivation, and leadership unique to her personality and administrative style, often highlighting concerns apparent in the Home Economics national movement, previous experiences, and beliefs in response to needs of families as related to happenings in society.

People within the School, events in the national Home Economics movement, and happenings within society have impinged on the critical path of growth and advancement within the School in no particular order or priority system, sometimes touching the critical path independently of each other.

The historical past of the School of Home Economics at The Ohio State University has and will continue to be of value to future generations of students and faculty as a resource on which to reflect with pride and to glean ideas.

Calkins states a perspective that probably depicts the situation for Home Economics at The Ohio State University through the years:
There is no future as such. There is only a succession of days. What we do today must inevitably be based on the experience of yesterday. (Calkins, p. 500)
APPENDIX A

Interview Letter
Dr. Dorothy Scott
970 High Street
Worthington, OH 43085

Jan. 10, 1978

Dear Dr. Scott,

We've come to the realization that some historical perspectives about The Ohio State University School of Home Economics are located in bits and pieces in libraries, boxes, and human minds. In light of this realization, I wish to study the development of the School from 1896 to 1976 in relation to developments within the University, national developments in the field of home economics and events in society. Dr. Julia I. Dalrymple is my adviser for this study.

Your contribution can make the document of value to students and faculty and add a unique feature, so I would like to include your reflections as Director of the School of Home Economics. If you are willing to share your reflections in a personal interview with me and permit me to record on tape to save time and have an accurate record from which to compose the history, please return the enclosed post card.

Draw a line through any of the dates that would not be convenient for an interview. If none of the suggested dates are convenient, please suggest several possible dates. I will phone you to confirm arrangements for the interview.

Two questions I am attempting to answer are:

1. What were the possible and probable motivating forces in society, in the developmental pattern of the college and university, and in the national movement in home economics that influenced the people to set the priorities that nurtured the development of the School of Home Economics at The Ohio State University?

2. What were the significant contributions made to the development of the School of Home Economics by individuals representing specific groups of people, such as administrators, faculty members, and students?
I hope to have a logical, historically sound, and lively finished document that describes the usual and unusual events in the development of home economics as it has emerged at OSU.

I trust you will be willing to reflect with me about the development of one of the finest home economics programs in the world. I will share specific questions with you before I come. If possible, may I hear from you by Monday, January 16, 1978?

Sincerely yours,

Genevieve A. Schroeder
Graduate Student
APPENDIX B

Interview Questions
CATEGORIES OF QUESTIONS FOR INTERVIEWS

1. Priorities, in general
   a. What were the most significant priorities you and the faculty worked on during your years at The Ohio State University? (as Director of the School of Home Economics and Associate Dean of the College?)
   b. What and/or who prompted the need for the priority?(ies) (in the School, in the College, in the University?)

2. Purposes/philosophy
   a. What changes in philosophy/purposes were made in Home Economics during your administration at OSU?
   b. Why were they necessary?

3. Students
   a. What changes in relation to students were made during your administration at OSU?
   b. Why were they necessary?
   c. What words would you use to describe Home Economics students, in general, during your time at OSU?

4. Programs
   a. What changes in programs were made in Home Economics during your administration at OSU?
   b. Why were they necessary?

5. Instruction
   a. What changes in instruction were made in Home Economics during your administration at OSU?
   b. Why were they necessary?

6. Faculty
   a. What changes in faculty were made in Home Economics during your administration at OSU?
b. Why were they necessary?

c. On what basis was the selection of faculty determined to assume leadership for any of the changes?

7. Facilities

a. What changes in facilities were made in Home Economics during your administration at OSU?

b. Why were they necessary?

8. Structure/organization

a. What changes in structure/organization were made in the School of Home Economics during your administration at OSU?

b. Why were they necessary?

9. Administration

a. What changes in administration operation were made during your administration at OSU?

b. Why were they necessary?

10. Summary

a. What challenges did you inherit? (in the School, in the College, in the University?)

b. What challenges did you pass on to your successor and/or others, and why?

c. Will you share a statement that summarizes your overall impression of Home Economics at OSU as you reflect on your years as our Director/Associate Dean?
APPENDIX C

Letter of Permission from Scott and Rees
Mrs. Genevieve Schroeder
126 Glen Circle
Worthington, Ohio 43085

Dear Jenny:

Ms. Rees has been on vacation but stopped here June 6 on her return to Oxford, Ohio. She has now read your request concerning the material which we developed together. We see no reason why you should not quote from our unpublished monograph "Home Economics and Social Change," if you find it meaningful in relation to your study. Knowing you, I have no worry about appropriate credit being given.

The material represents a preliminary draft done in the early 1970's, of what we planned as a resource reference for undergraduate and graduate students seeking some insight into home economics as a field of study and/or service. We still consider it a useful reference, but I doubt whether we shall pursue the project.

Best of wishes from each of us for the successful completion of your study.

Sincerely,

Dorothy Scott

cc: Jane Rees
APPENDIX D

Home Economics Courses of Instruction
by Decade 1896-1976
PLEASE NOTE:

Dissertation contains small and indistinct print. Filmed as received.

UNIVERSITY MICROFILMS.
### FOURTH YEAR

**REQUIRED**

<table>
<thead>
<tr>
<th>First Term</th>
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<th>Second Term</th>
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<th>Third Term</th>
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<td>Horticulture (7)</td>
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<td>Commercial Floriculture</td>
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<td>Home Floriculture.</td>
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</tr>
<tr>
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<td>2</td>
<td>Horticulture (12)</td>
<td>2</td>
<td>Horticulture (13)</td>
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<tr>
<td>Arboriculture.</td>
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<td>Forestry</td>
<td></td>
<td>Landscape Gardening.</td>
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<tr>
<td>History (5)</td>
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<td>History (9), Economics (1)</td>
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<td>Economics (1)</td>
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<tr>
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<td>Political Economy.</td>
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</tr>
</tbody>
</table>

**ELECTIVE**

Ten hours a week through the year, including two hours for thesis, chosen from any of the courses given in any College of the University upon which the student is qualified to enter; except in the College of Law.

### COURSE IN DOMESTIC SCIENCE

#### FIRST YEAR

**REQUIRED**

<table>
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<tr>
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<tr>
<td>Botany (6)</td>
<td>5</td>
</tr>
<tr>
<td>Rhetoric (1)</td>
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<tr>
<td>Zoology (1)</td>
<td>3</td>
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<td>Hygiene and Phys. Train.</td>
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**SECOND YEAR**

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<td>Domestic Science.</td>
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<td>French (1) Elementary.</td>
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<td>German (1) Elementary.</td>
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<tr>
<td>Horticulture (1)</td>
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<td>Agriculture (18)</td>
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<td>Drawing (19)</td>
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<tr>
<td>Hygiene and Phys. Train.</td>
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*Special laboratory work will be provided for students in this course, where necessary.*
OHIO STATE UNIVERSITY.

THIRD YEAR

REQUIRED

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<th>COURSE</th>
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<td>6. Zoology (4) \ Economic Entomology</td>
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FOURTH YEAR

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<td>2. Horticulture (10) \ Commercial Floriculture</td>
<td>2. Horticulture (10) \ Commercial Floriculture</td>
<td>2. Horticulture (10) \ Commercial Floriculture</td>
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ELECTIVE

Ten hours a week through the year chosen from any of the courses given in any College of the University upon which the student is qualified to enter; except in the College of Law.

THE SHORT COURSES

A two-year course in Agriculture and a two-year course in Domestic Science have been provided for those who have neither the time nor the means to pursue four-year courses. These short courses also enable those who lack the preparation for entering the four-year courses to obtain such preparation. The studies of the first year of the short courses, it will be noticed, nearly prepare the student to enter the first year of the four-year courses. The student having had chemistry in the first year of a short course can finish his preparation for either of the four-year courses during the first year of the latter course, in place of the chemistry required.

At the end of the first year of the Short Course in Agriculture, for example, the student has three strings to his bow. He may finish the second year of the short course by taking the more technical studies from the four-year courses, if lack of time or means demands it; or he may enter either the four-year course in Agriculture or the four-year course in Horticulture and Forestry. The same is practically true of the Short Course in Domestic Science.

These short courses are not, of course, to be compared in breadth, strength, or thoroughness with the full courses of the University. They are far better preparation for the work to which they lead than no preparation, but all students are urged to take or to continue into the full four-year courses wherever possible.

*Following the work of the previous year.
The course in dairying begins each year on the Wednesday following the first day of January, and continues during the entire term. Butter-making, as practiced in the farm dairy and in the creamery, is thoroughly taught. The student performs all necessary operations in the manufacture of butter by these two methods, under the guidance of the instructors. In cheese-making the principles are taught, with elementary practice.

**Agriculture (5). Dairy Farming.—Two hours each week. Lectures and recitations on breed, breeding, feeding, selection and judging of dairy stock, equipment and management of dairy farms.**

**Agriculture (6) Butter and Cheese-making.—Four half days each week. Laboratory practice in running separator, churning, working butter, making cheese, milk testing etc.**

**Agriculture (7). Butter and Cheese-making.—Two hours each week. Lectures and recitations.**

**Agricultural Chemistry (7). Milk Chemistry and Milk Testing.—Two hours each week. Lectures and laboratory practice.**

**Physiology (6). Bacteria in their relation to Milk, Butter and Cheese.—Two hours each week. Lectures and laboratory practice.**

**Veterinary Medicine (17). Diseases of the Cow.—Three hours each week for six weeks.**

**Care of the Boiler and Engine.—One lecture each week during six weeks.**

---

**SHORT COURSE IN DOMESTIC SCIENCE.**

**FIRST YEAR**

**REQUIRED**

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<th>THIRD TERM</th>
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**SECOND YEAR**

**REQUIRED**

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CATALOGUE

ELECTIVE

Not less than seven hours per week chosen from the following courses; subject to conditions named under "Departments of Instruction":

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<th>SECOND TERM</th>
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<th>THIRD TERM</th>
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COLLEGE OF ARTS, PHILOSOPHY AND SCIENCE

FOR ADMISSION TO THE COURSE IN ARTS

The following are the requirements:

1. Arithmetic, Descriptive and Physical Geography, English Grammar, and United States History.

2. English—(a) Composition and Rhetoric. Each applicant will be tested as to his ability to write clear and correct English. The test will be the writing of two essays of about two hundred words each. The first essay will be upon a subject drawn from the candidate's observation or experience; as "A description of my native town," "The most remarkable person I ever met," "My reasons for seeking a University education." The second essay will be upon a subject drawn from the list of classics printed below.

The proper preparation for this requirement is sustained and regular practice in writing. The pupil should be afforded weekly practice in preparing written exercises—paragraphs, outlines, themes, reproductions and abstracts; and his written work should be corrected by the teacher and revised and rewritten by himself.

The pupil should be familiarized with those principles of Rhetoric which are most likely to help him in his composition work; such as the principles of sentential structure, outlining, paragraphing, and choice of words, as given in Keeler's English Composition, Hill's Elements of Rhetoric, or Gorham's Outlines of Rhetoric. The study of specimens of bad English is not recommended; the time usually devoted to this may be better spent in memorizing and reciting notable passages of prose and poetry selected from works read entire by the class. Exercises in speaking from a topical outline previously prepared by the class are recommended for drill in expression and choice of words.

The subjects for the weekly written exercises should be so distributed that the pupil will have practice in the four types—description, narration, exposition and argumentation. Some of these subjects should be taken from the classics prescribed below and other classics, preferably by the same authors, prescribed for parallel or subsidiary outside reading by the class; but fully one-half of the subjects upon which the pupil writes during his preparatory course should be drawn from his own observation and experience, especially subjects in description and narration.

1 An applicant for admission who may be somewhat in arrears in any given subject, will find opportunity to make up his work in the Columbus High Schools, which are fully accredited by the University.
DOMESTIC ECONOMY
Associate Professor Bowman, Mrs. James

1. One lecture (demonstrated when necessary) and three laboratory periods a week. Four hours credit. First term.

Lectures on
(a) Principles of Combustion, utility and costs of fuels, construction of ordinary stoves and ranges and of the Aladdin Oven; practice in building, regulating and caring for a fire; the consideration of ancient and modern methods of cooking.

(b) Food Economics:

Study and classification of food principles:

- Water
- Salts
- Carbo-hydrates
- Proteins
- Fats

Comparative nutritive values of foods. A vegetable diet considered. Baking powders, food adjuncts, beverages, filtration, laws regulating adulteration of foods and inspection of meats, the various methods of preserving foods.

(c) Study of Cuts of Meats (demonstrated) and of carving.

Laboratory work.

General Cookery. Preparation of cereals, vegetables, soups, stews, fish, meats and breads.

2. One lecture, three laboratory periods a week. Four hours credit. Second term.

Lectures on
(a) General Marketing.
(b) Comparative Nutritive Values, and money values, of various foods. Study of charts and dietetic tables, preparation of dieteries.
(d) The Effect of Cooking upon the digestibility of foods. Necessity for a mixed diet.

Laboratory work.

(a) General Cookery. Preparation of entrees, croquettes, salads, pastry, puddings and sauces.

3. One lecture and three laboratory periods a week. Four hours credit. Third term.

Lectures on
First Aids to the Injured, and on general nursing.

Laboratory work.

(a) General Cookery. Four weeks. Including cakes, desserts, frozen dishes, etc.; and the ordering, preparation and serving of a dinner to guests.
(b) Invalid Cookery. Six weeks. Including the preparation of such dishes as may be healthful and appetizing during illness or convalescence.

4. One lecture, three laboratory periods a week. Four hours credit. First term.

Lectures on
Household Economics:
(a) The situation of a house, the planning and construction of a house from attic to cellar; light, heat, ventilation, water supply, plumbing, sewerage, disinfection.
(b) The ordering of house-work.
(c) Simple household accounts and bookkeeping.
(d) Laundry work.
Laboratory work.
(a) Canning, jellying, preserving, pickling, etc. Four weeks.
(b) Chafing dish. Three weeks.
(c) Laundry work. Five weeks. Washing, ironing, and general care of
underclothing (silk, flannel and merino), linens, starched clothes, laces
and embroideries.

5. One lecture, with two practice periods in sewing and one in millinery a week.
   Four hours credit. Second term.
Lectures on
Production and Manufacture of Cotton, wool, flax, silk, etc.; the choice
and treatment of various materials; study of line, form, color and tex­
ture as applied to dressmaking and millinery. Artistic and hygienic
dress considered.
Practice work
(a) Plain Sewing. Practice in the different stitches, drafting and making
white goods by hand and by machine.
(b) Millinery. Making bows, facing and finishing brims, trimming simple hats.

6. One lecture, with two practice periods in sewing and one in millinery a week.
   Four hours credit. Third term.
Lectures on
Historic Costumes illustrated.
Practice work
(a) Sewing. Drafting and making an unlined dress. Drafting and making a
cloth skirt. Drafting, matching and making a striped house-jacket.
(b) Millinery. Making and trimming covered hats and bonnets, making a
shirred hat.

7. One lecture with two practice periods in sewing and one in millinery a week.
   Four hours credit. First term.
Lectures on
Art and its Applications.
Practice work
(a) Sewing. Drafting and fitting waist linings. Drafting and making close
fitting waist. Drafting and making princess gown.
(b) Millinery. Designing and making an evening hat or bonnet. Work with
fancy straws and mourning goods.

8. One lecture with two practice periods in dressmaking and one in art needle
work weekly. Four hours credit. Second term.
Lectures on
History of Domestic Art.
Practice work
(a) Dressmaking. Designing, drafting, fitting and making an evening gown
and fancy waist.
(b) Art Needlework. Drawn work, lace work and simple embroidery.

One lecture, with three practice periods in tailoring weekly. Four hours
credit. Third term.
Lectures on
Art in the Household.
Practice work
Designing, Drafting and making of a tailor suit and lined jacket.
Elective—Five hours a week through the year, chosen from any of the courses given in any college of the University upon which the student is qualified to enter, except the College of Law.

COURSE IN DOMESTIC SCIENCE

Degree: Bachelor of Science.

Note—The figure in parenthesis following the name of each subject indicates the number of that subject in its department, the other figure the number of credit hours.

FIRST YEAR

First Term—Chemistry, (7) 5; Drawing, (29) 1; English, (1) 2; Zoology, (1) 3½; French, (1) 4, or German, (1) 4, or Spanish, (1) 4; Domestic Art, (1) 2; Hygiene and Physical Training.

Second Term—Chemistry, (7) 5; Drawing, (29) 1; English, (1) 2; Zoology, (1) 3½; French, (1) 4, or German, (1) 4, or Spanish, (1) 4; Domestic Art, (2) 2; Hygiene and Physical Training.

Third Term—Chemistry, (2) 4; Chemistry, (42) 2; Drawing, (29) 1; English, (1) 2; Zoology, (1) 3½; French, (1) 4, or German, (1) 4, or Spanish, (1) 4; Domestic Art, (3) 2; Hygiene and Physical Training.

SECOND YEAR

First Term—Agricultural Chemistry, (14) 5; Domestic Science, (1) 5; Anatomy and Physiology, (1) 3; Botany, (6) 5; Hygiene and Physical Training.

Second Term—Agricultural Chemistry, (14) 5; Domestic Science, (1) 5; Anatomy and Physiology, (1) 3; Botany, (7) 4; Hygiene and Physical Training.

Third Term—Anatomy and Physiology, (1) 3; Domestic Science, (3) 5; Anatomy and Physiology, (1) 3; Botany, (19) 4; Hygiene and Physical Training.

THIRD YEAR

First Term—Domestic Science, (4) 5; Drawing, (20) 1½; French, (2) 4, or German, (4) 4; Education, (1) 3.

*Where credit is received for elementary French or German, French (2) 4 hours, or German (4) 4 hours, required.
Any one of the following studies:
Architecture, (9) 3; English, (8) 3; Economics, (33) 3; European History, (1) 3; American History, (1) 3; Bacteriology, (5) 4;
Drawing, (14) 2; Drawing, (17) 2.

Second Term—Domestic Art, (4) 5; Drawing, (15) 1½; French, (2) 4, or German, (4) 4; Education, (1) 3.

Any one of the following studies:
Architecture, (10) 3; English, (8) 3; Economics, (33) 3; European History, (2) 3; American History, (1) 3; Bacteriology, (5) 4;
Drawing, (18) 3; Drawing, (49) 2.

Third Term—Domestic Art, (5) 5; Drawing, (15) 1½; French, (2) 4, or German, (4) 4; Education, (1) 3.

Any one of the following studies:
Architecture, (11) 3; English, (8) 3; Economics, (33) 3; European History, (3) 3; American History, (1) 3; Bacteriology, (5) 4;
Drawing, (19) 2; Drawing, (41) 2.

FOURTH YEAR
First Term—Domestic Art, (6) 3; Thesis, 2.
Third Term—Domestic Science, (12) 3; Domestic Science, (10) 2; Thesis, 2.
Elective—Ten hours a week through the year, chosen from any of the courses given in any college of the University upon which the student is qualified to enter, except the College of Law.

SHORT COURSE IN DOMESTIC SCIENCE

Note—The figure in parenthesis following the name of each subject indicates the number of that subject in its department, the other figure the number of credit hours.

FIRST YEAR
First Term—Chemistry, (7) 5; Physics, (1) 5; French, (1) 4, or German, (1) 4, or Spanish, (1) 4; Drawing, (29) 1; Hygiene and Physical Training.
Second Term—Chemistry (7) 5; Physics (1) 5; French, (1) 4, or German, (1) 4, or Spanish, (1) 4; Drawing, (29) 1; Hygiene and Physical Training.
Third Term—Chemistry, (12) 4; Chemistry, (42) 2; Botany, (1) 5; French, (1) 4 or German, (1) 4, or Spanish, (1) 4; Drawing, (29) 1.
SECOND YEAR

First Term—Domestic Art, (1) 2, or Domestic Science, (1) 5.
Elective—Not less than ten hours per week if Domestic Science is selected, or twelve hours if Domestic Art is taken, from the following list of studies:
Drawing, (20) 1/2; Botany, (6) 4; Education, (1) 3; English, (8) 3;
Horticulture, (8) 2 1/2; Zoology, (1) 3 1/2; English, (1) 2; Physiology, (1) 3; European History, (1) 3; American History, (1) 3.

Second Term—Domestic Art, (2) 2, or Domestic Science, (2) 5.
Elective—Not less than ten hours per week if Domestic Science is selected, or twelve hours if Domestic Art is taken, from the following list of studies:
Drawing, (15) 1 1/2; Botany, (7) 4; Education, (1) 3; English, (8) 3;
Horticulture, (9) 2 1/2; Zoology, (1) 3 1/2; English, (1) 2; Physiology, (1) 3; European History, (2) 3; American History, (1) 3.

Third Term—Domestic Art, (3) 2, or Domestic Science, (3) 5.
Elective—Not less than ten hours per week if Domestic Science is selected, or twelve hours if Domestic Art is taken, from the following list of studies:
Drawing, (15) 1 1/2; Botany, (13) 4; Education, (1) 3; English, (8) 3; Horticulture, (10) 2 1/2; Zoology, (1) 3 1/2; English, (1) 2; Anatomy and Physiology, (1) 3; European History, (3) 3; American History, (1) 3.

SHORT COURSE IN AGRICULTURE

Note—The figure in parenthesis following the name of each subject indicates the number of that subject in its department, the other figure the number of credit hours.

FIRST YEAR

First Term—Chemistry, (3) 5; Mathematics, (1) 5; Physics, (1) 5; Drawing, (10) 3; Cadet Service.
Second Term—Chemistry, (3) 5; Chemistry, (43) 1; Mathematics, (3a) 5; Physics, (1) 5; Shopwork, (1) 3; Gymnasium.
Third Term—Chemistry, (3a) 4; Agricultural Chemistry, (16) 2; Botany, (1) 5; Geology, (1) 5; Shopwork, (2) 3; Cadet Service.
14. Buttermaking. Five credit hours. Second term. Prerequisite: Course 12. Tu., Th., 8; F., 1 to 4; S., 8 to 11. Mr. Guthrie.

15. Cheese and Fancy Dairy Products. Five credit hours. Third term. Tu., Th., 8; F., 1 to 4; S., 8 to 11. Professor Decker.

16. Advanced Dairying. Two credit hours. One, two or three terms. Professor Decker, Mr. Mangold.

17. Milk Inspection. Two credit hours. First term. Professor Decker.

18. Household Dairying. Two credit hours. Third term. Tu., 1, W., 1 to 3. Professor Decker.

DOMESTIC SCIENCE.
Office, Rooms 1, 3 and 10, Hayes Hall
Professor Stoner, Associate Professor Babb

I. Domestic Science

1. Food Economics. Five credit hours. First term. Tu., Th., 9; Tu., W., 1-4. Professor Stoner.

2. Food Economics. Five credit hours. Second term. Tu., Th., 9; Tu., W., 1 to 4. Professor Stoner.

3. Advanced Food Economics. Five credit hours. Tu., Th., 9; Tu., W., 1-4. Professor Stoner.

4. Preservation of Foods and Hygiene of Clothing. First term. Five credit hours. Tu., Th., 11; Th., F., 1 to 4. Professor Stoner.


13. Seminary. One credit hour. Three terms. Open only to fourth year and graduate students. Hours arranged. Professor Stoner.
11. Domestic Art

1. Hand craft. Two credit hours. First term. W., 11., Laboratory, Th., 1 to 4. Associate Professor Babb.

2. Textiles. Two credit hours. Second term. W., 11; laboratory Th., 1 to 4. Associate Professor Babb.

3. A continuation of Course 2. Two credit hours. Third term. W., 11; Th., 1 to 4. Associate Professor Babb.


5. Household Art and Decoration. Five credit hours. Third term. Tu., Th., 9; Tu., W., 1 to 4. Prerequisite, Course 1, 2, 3. Associate Professor Babb.

6. Theory and Practice of Teaching Domestic Art. Three credit hours. First term. Th., 9; W., 1 to 4. Associate Professor Babb.

ECONOMICS AND SOCIOL0GY

Office, Room 18, University Hall

Professor Hagerty, Associate Professor Hammond, Assistant Professor McKenzie.

1. Economics

30. Industrial and Social History of England. (Formerly course 2). Three credit hours. First term. Open only to first and second year students. Sec. I., M., W., F., 8; Sec. II., M., W., F., at 9. Assistant Professor McKenzie.

31. Industrial and Social History of the United States. (Formerly course 3). Three credit hours. Second term. Open only to first and second year students. Sec. I., M., W., F., 8; Sec. II., M., W., F., 9. Assistant Professor McKenzie.

32. Commercial and Economic Geography. Three credit hours. Third term. Open only to first and second year students. Sec. I., M., W., F., at 8; Sec. II., M., W., F., 9. Assistant Professor McKenzie.

33. Elements of Political Economy. (Formerly course 1). Three credit hours. Three terms. This course should precede all courses except 30, 31 and 32 and Sociology 1, 2, 3 and 4. 5, 6. Not open to first year students. Sec. I., M., W., F., 8; Sec. II., M., W., F., 9; Sec. III., M., W., F., 2.
## THE OHIO STATE UNIVERSITY

### HOME ECONOMICS

#### FIRST YEAR

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<td>Physical Education</td>
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#### SECOND YEAR

| Chemistry      | Agricultural Chemistry |
| Organic        | Home Economics         |
| Home Economics | Physiology            |
| Physiology     | Modern Language        |
| Modern Language| French or German      |
| French or German| Art                  |
| Art            | Physical Education    |

#### THIRD YEAR

| Economics      | Economics         |
| Organic        | Home Economics    |
| Agricultural Chemistry | Home Economics |
| Bibliography   | Home Economics    |
| Engineering Drawing | Engineering Drawing |

**Electives to make at least 15 hours throughout the year.**

#### FOURTH YEAR

| Sociology     | Sociology         |
| Home Economics| Home Economics    |
| Home Economics| Home Economics    |

**Electives to make at least 15 hours throughout the year. Electives for the third and fourth years must include not less than six hours of English, and for students not offering entrance credit in American history, six hours of American history.**

### REQUIREMENTS FOR A DEGREE

Upon the satisfactory completion of the course as outlined, under the restrictions and requirements prescribed above, the student will be recommended for the degree, Bachelor of Science.

SUMMER SESSION – 1917

101. History of Education. Three credit hours. Mr. Mead.
102. History of Education. Three credit hours. Mr. Anderson.
105. Educational Classics. Two credit hours. Mr. Mead.
110. History of Education in the United States. Two credit hours. Mr. Anderson.
112. History of Industrial Education. One credit hour. Mr. Anderson.
121. Seminary in the History of Education. One credit hour. Mr. Mead.

HOME ECONOMICS

Office, 120 Home Economics Building

PROFESSOR WHITE, ASSISTANT PROFESSORS VAN METER AND HATHAWAY, MISS TUCKER, MRS. WALKER, MISS SKINNER, MISS LINDER, MRS. ADAMS AND DEPARTMENT ASSISTANTS

101-102. Foods. Five credit hours. The year. Two lectures, one quiz and two laboratory periods each week. Prerequisite, Chemistry 106 or 110.

104. Sanitation. Three credit hours. Either semester. Three lectures each week. Prerequisite, or concurrent, Bacteriology 107.

105. Proseminary. Two to five credit hours. First semester. One lecture each week. Prerequisite, eighteen hours of required home economics work.

106. Proseminary. Two to five credit hours. Second semester. One lecture each week. Continuation of Home Economics 105. Prerequisite, Home Economics 105 and consent of the instructor.

110. Dietetics. Four credit hours. Either semester. Two lectures and two laboratory periods each week. Prerequisites, Home Economics 101-102, Physiology 101-102, Agricultural Chemistry 123-124.

111-112. Textiles. Two credit hours. The year. One lecture and one laboratory period each week. Prerequisite or concurrent, Art 119.

113. Dress. Three credit hours. Either semester. One lecture and two laboratory periods each week. Prerequisite, Home Economics 111-112 and Art 121 prerequisite or concurrent.

116. Dress. Three credit hours. Second semester. One lecture and two laboratory periods each week.

118. The House. Three credit hours. Either semester. One lecture and two laboratory periods each week. Prerequisites, Art 131, Home Economics 112. Home Economics 104, Economics 101, Art 141, either prerequisite or concurrent.

119. The House. Three credit hours. Either semester. Three lectures each week. Continuation of 118. Prerequisites, Economics 102, Art 141, Home Economics 102, 118, 104 or 110.

121. Food Problems. Three credit hours. First semester. One lecture and two laboratory periods each week. Prerequisite, Chemistry 106 or 110, Home Economics 101-102 and consent of the instructor.

123-124. Practice Teaching in Home Economics. Two credit hours. The year. Both semesters must be elected. One lecture and one laboratory period each week. Prerequisite, Home Economics 108.

125-126. Survey of Home Economics. Three credit hours. The year. One lecture and two laboratory periods each week.

GRADUATE WORK

Prerequisite for Graduate Work: Major work in the department presupposes a baccalaureate degree in Home Economics. Satisfactory courses along the lines of food, clothing and shelter must be included in the work offered.

The following courses are open only to advanced undergraduates and graduates: 105, 106, 110, 201, 202.

201-202. Research Work. Five to ten credit hours. The year.
The Ohio State University Catalog, 1926-27

234  THE OHIO STATE UNIVERSITY

THIRD YEAR

Autumn Quarter  Winter Quarter  Spring Quarter
Entomology (651) 5  Entomology* (652) 6  Botany (412) 5
or Advanced Entomology  or Advanced Entomology  or Architecture (611) 3
Entomology (655) 6  Entomology (654) 6  Elective 5
Insect Control  or Insect Control
Entomology (655) 5  Horticulture (455) 6
or Elective 7
Zoology (605) 3-5
Bacteriology (601) 6
Elective 5

FOURTH YEAR

Entomology (653) 5  Entomology (654) 6  Entomology (655) 6
or Insect Control  or Insect Control  or Morphology and Development of Insects
Entomology (651) 6  Entomology (652) 6  Elective 10
Advanced Entomology  or Advanced Entomology
Zoology (605) 3-5  Entomology (455) 6
or Entomological Literature
Elective 5 to 7  Elective 5

REQUIREMENTS FOR A DEGREE

The number of credit points required for graduation shall amount to not less than 1.8 times the number of credit hours undertaken by the student during his course as shown by his record card.

Upon the satisfactory completion of the curriculum outlined, including credit points as specified, the candidate will be recommended for the degree of Bachelor of Science in Agriculture (B.Sc. in Agr.).

IV. HOME ECONOMICS

The requirements for the first two years of this curriculum are the same for all students. In the third and fourth years they may elect courses which contribute to special preparation for the many fields that are open to Home Economics graduates.

It is possible to secure training for teaching the various phases of home economics, for extension work, hospital dietetics, institution management, textile buying, applied costume or interior design, writing on home economics subjects and social welfare work, as well as for homemaking itself. It is also possible to elect courses which lead to specialization in various related fields.

It is recommended that students take advantage of opportunities to develop technical skill and managerial ability by securing experience in the various phases of home-making and in commercial fields.

FIRST YEAR

Autumn Quarter  Winter Quarter  Spring Quarter
Chemistry (401 or 411) 5  Chemistry (402 or 412) 5  Psychology (401) 5
Home Economics (401) 5  Home Economics (402) 5  English (401) 5
Textiles and Clothing  Textiles and Clothing  Botany or Zoology (402) 5
Fine Arts (426) 5  Botany or Zoology (401) 5  Survey of Home Economics 1
Physical Education (421) 1  Physical Education (422) 1  Physical Education (423) 1
Hygiene (409) 1
### CURRICULA—AGRICULTURE

#### SECOND YEAR

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<td>Fine Arts (436) 3</td>
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<td>Foods (413) 5</td>
<td>Agricultural Chem. (403) 6</td>
<td>English (407) 5</td>
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<tr>
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<td>Agricultural Chem. (402) 5</td>
<td>English (406) 5</td>
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<tr>
<td>Household Mechanics - Physiology (404) 5</td>
<td>House Holding (406) 5</td>
<td>Em. Sn. (406) 5</td>
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<tr>
<td>Physiology (403) 5</td>
<td>Physical Education (425) 1</td>
<td>Physical Education (427) 1</td>
</tr>
<tr>
<td>Physical Education (425) 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Before the beginning of the third year each student will, upon application, be assigned to an adviser by the head of the Department of Home Economics. The schedule card of each student, in the third and fourth years, must be filled out in conference with her adviser and signed by the adviser before the card can be approved by the Secretary of the College.

Students not offering entrance credit in American history must include American history among their electives.

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bacteriology (607) 6</td>
<td>Home Economics (511) 3</td>
<td>Home Economics (612) 5</td>
</tr>
<tr>
<td>Home Economics (403) 6</td>
<td>Sanitation House Holding</td>
<td></td>
</tr>
<tr>
<td>Dress</td>
<td>Home Economics (611) 5</td>
<td>Public Health (407) 2</td>
</tr>
<tr>
<td>Engr. Drawing (453) 8</td>
<td>Nutrition Elementary Nursing</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Economics (407) 5</td>
<td>Elective 8</td>
</tr>
</tbody>
</table>

**FOURTH YEAR**

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology (401) 6</td>
<td>Home Economics (617) 6</td>
<td>Home Economics (621) 6</td>
</tr>
<tr>
<td>Elective 10</td>
<td>Household Management Sociology</td>
<td>Elective 7</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**REQUIREMENTS FOR A DEGREE**

The number of credit points required for graduation shall amount to not less than 1.8 times the number of credit hours undertaken by the student during her course as shown by her record card.

Upon the satisfactory completion of the curriculum outlined, including credit points as specified, the candidate will be recommended for the degree of Bachelor of Science in Home Economics (B.Sc. in H.E.).

**COMBINATION CURRICULA**

Combination curricula are offered in Arts-Agriculture, Arts-Horticulture, and Arts-Home Economics. These curricula have been established for students who desire more Arts College work than can be

*NOTE:* For students who are not preparing to teach and who are to present a complete sequence of electives in institution management, Home Economics 618. The Purchase of Clothing and Household Furnishings may be substituted for Home Economics 465.

†NOTE: Students desiring a broader foundation in Economics may take Economics 401-402 in place of Economics 407.
The Ohio State University

given in a technical curriculum and more technical work than can be given in an Arts College curriculum.

NOTE: Before deciding to enroll for one of these combination curricula, the candidate should advise with the deans of both of the colleges concerned. For many students, a master's degree in addition to a bachelor's degree is much more advantageous than two bachelors' degrees in different courses.

Similar curricula have been adopted with other institutions. These curricula, continuing five years, are cooperative between the University and other colleges of the State and become effective when arrangements satisfactory to both schools can be made. Under the agreement the first three years are spent in the cooperating college and the last two years are spent in the College of Agriculture of the Ohio State University. At the end of the fourth year, the student returns to the former college, receives credit for the work of that year done in absentia, and is given the baccalaureate degree by that college. At the end of the fifth year, he receives the degree of Bachelor of Science from this University.

Combination curricula have been arranged with the following colleges of the State: University of Akron, Akron; Capital University, Columbus; Antioch College, Yellow Springs; Baldwin-Wallace College, Berea; Ashland College, Ashland; Bluffton College, Bluffton; Cedarville College, Cedarville; Defiance College, Defiance; Muskingum College, New Concord; and Wilmington College, Wilmington. It is the desire of the Ohio State University that the operation of the plan be extended to a large number of Ohio colleges.

ARTS-AGRICULTURE; ARTS-HOME ECONOMICS

(For the curricula and requirements in Arts-Agriculture and Arts-Home Economics see pages 250-251.)

HOME ECONOMICS-SCIENCE NURSING

FIRST YEAR

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry (401 or 411) 5</td>
<td>Chemistry (402 or 412) 5</td>
<td>Psychology (401) 5</td>
</tr>
<tr>
<td>Home Economics (401) 5</td>
<td>Home Economics (402) 5</td>
<td>Public Health (401) 2</td>
</tr>
<tr>
<td>Textiles and Clothing</td>
<td>Textiles and Clothing</td>
<td>English (401) 5</td>
</tr>
<tr>
<td>Fine Arts (420) 5</td>
<td>Anatomy (414) 5</td>
<td>Anatomy (410) 3</td>
</tr>
<tr>
<td>Physical Education (421) 1</td>
<td>Physical Education (422) 1</td>
<td>Survey of Home Economics 1</td>
</tr>
<tr>
<td>Public Health (409) 1</td>
<td>Survey of Nursing</td>
<td>Hygiene (400) 1</td>
</tr>
<tr>
<td>Physical Education (423) 1</td>
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<td>Physical Education (423) 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Science Nursing (501) 8-12</td>
</tr>
<tr>
<td>Ward Duty, Drugs and Solutions</td>
</tr>
<tr>
<td>Science Nursing (502) 8</td>
</tr>
<tr>
<td>Ward Duty</td>
</tr>
</tbody>
</table>

* All courses in Science Nursing, 501 to 514 inclusive, are given at the University Hospital.
**CURRICULA—AGRICULTURE**

### SECOND YEAR

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics</td>
<td>(411) 6</td>
<td>Fine Arts (435) 3</td>
</tr>
<tr>
<td>Foods</td>
<td>(402) 5</td>
<td>Agricultural Chem. (403) 5</td>
</tr>
<tr>
<td>Agricultural Engr.</td>
<td>(406) 5</td>
<td>Home Economics (403) 5</td>
</tr>
<tr>
<td>Household Mechanics</td>
<td>Physiology (404) 6</td>
<td>Breas</td>
</tr>
<tr>
<td>Physiology</td>
<td>(402) 5</td>
<td>Engr. Drawing (437) 2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>(425) 1</td>
<td>Projection Drawing</td>
</tr>
</tbody>
</table>

#### Summer Quarter
- Science Nursing (503) 16
- Ward Duty

### THIRD YEAR

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bacteriology</td>
<td>(607) 6</td>
<td>Science Nursing (504) 1</td>
</tr>
<tr>
<td>Economics</td>
<td>(401) 5</td>
<td>Elementary Pathology</td>
</tr>
<tr>
<td>Home Economics</td>
<td>(611) 6</td>
<td>Science Nursing (505) 4</td>
</tr>
<tr>
<td>Nutrition</td>
<td>(456) 3</td>
<td>Medical Nursing and Society (401) 5</td>
</tr>
<tr>
<td>Engr. Drawing</td>
<td>(458) 3</td>
<td>Materia Medica</td>
</tr>
<tr>
<td>House Planning</td>
<td>(426) 1</td>
<td>Science Nursing (506) 4</td>
</tr>
<tr>
<td>Science Nursing</td>
<td>(507) 8</td>
<td>Surgical Nursing and Operating Room Technique</td>
</tr>
</tbody>
</table>

#### Summer Quarter
- Science Nursing (508) 16
- Ward Duty

### FOURTH YEAR

*Student resides in Hospital the entire year*

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Nursing</td>
<td>(600) 3</td>
<td>Public Speaking (402) 5</td>
</tr>
<tr>
<td>Gynecological and Nutritional Nursing</td>
<td>*Public Health (451) 3</td>
<td>Preventive Medicine or</td>
</tr>
<tr>
<td>Science Nursing</td>
<td>(610) 3</td>
<td>Science Nursing (513) 8</td>
</tr>
<tr>
<td>Orthopedic and Child Nursing</td>
<td>Ward Duty</td>
<td>Public Health (404) 3</td>
</tr>
<tr>
<td>Science Nursing</td>
<td>(511) 3</td>
<td>*Public Health (453) 2</td>
</tr>
<tr>
<td>Communication Diseases and Special Services Nursing</td>
<td></td>
<td>Principles of Public Health Nursing</td>
</tr>
<tr>
<td>Science Nursing</td>
<td>(612) 8</td>
<td>Public Health (454) 13</td>
</tr>
<tr>
<td>Ward Duty *Public Health (452) 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Summer Quarter
- Science Nursing (614) 16
- Ward Duty

* Elective
510  THE OHIO STATE UNIVERSITY

607. History of Industrial Education. Two credit hours. First term. Mr. Anderson.

608. History of the American High School. Two credit hours. First term. Mr. Eckelberry.

613. Comparative Education, I. Two credit hours. First term. Mr. Anderson.

614. Comparative Education, II. Two credit hours. Second term. Mr. Anderson.

617. Great Teachers. Two credit hours. Second term. Mr. Good.

601. Seminary in the History of Education. Two credit hours. The Quarter. Mr. Anderson.

609. Research in the History of Education. Three to five credit hours. The Quarter. Mr. Anderson, Mr. Good.

HOME ECONOMICS

Office, 220 Campbell Hall

PROFESSORS LANMAN, WALKER, AND MCKAY, ASSISTANT PROFESSORS FINDLEY, DONNELLY, AND TURNBULL, MRS. MINTON, MISS RYAN, MISS COOLEY, MISS ROHE, MISS HEINER, AND DEPARTMENT ASSISTANTS

401. Textiles and Clothing. Five credit hours. One Quarter. Autumn and Winter. Two lectures and three two-hour laboratory periods each week. Home Economics, first year.

402. Textiles and Clothing. Five credit hours. One Quarter. Winter and Spring. Two lectures and three two-hour laboratory periods each week. Home Economics, first year. Prerequisite, Home Economics 401; prerequisite or concurrent, Chemistry 402 or 412, Fine Arts 426. A continuation of Home Economics 401.

403. Dress. Five credit hours. One Quarter. Autumn, Winter, Spring. Three three-hour periods each week for lecture and laboratory. Home Economics—Agriculture, third year; Education, second year. Prerequisite, Home Economics 402; prerequisite or concurrent, Fine Arts 436. Not open to Freshmen or Sophomores.

409. Elements of Nutrition. Three credit hours. Winter Quarter. Three lectures each week. Not open to students majoring in Home Eco-
410. Elements of Nutrition and Food Preparation. Five credit hours. Winter Quarter. Three lectures and two two-hour laboratory periods each week. Not open to students majoring in Home Economics. Elective to other Juniors and Seniors. Of equal interest to men and women.

This course is not open to students who have credit for Home Economics 410.

411. Foods. Five credit hours. One Quarter. Autumn, Winter, Spring. Three three-hour periods each week for lecture and laboratory. Special lectures, demonstrations and trips are arranged to supplement classroom and laboratory work. Home Economics, second year. Prerequisite, Chemistry 402 or 412.


A continuation of Home Economics 411.

418. Elements of Homemaking. Five credit hours. Spring Quarter. Five lectures each week. Not open to students majoring in Home Economics. Elective to other Juniors and Seniors. Of equal interest to men and women.

421. The Child in the Home. Three credit hours. Autumn Quarter. Three lectures each week. Not open to students majoring in Home Economics. Elective to other Juniors and Seniors.

501. Advanced Dress. Five credit hours. One Quarter. Autumn and Spring. Three three-hour periods each week for lecture and laboratory. Prerequisite, Home Economics 403.

502. Millinery. Three credit hours. One Quarter. Autumn and Spring. Three two-hour periods each week. Not open to Freshmen or Sophomores. Prerequisite or concurrent, Home Economics 403.


FOR ADVANCED UNDERGRADUATES AND GRADUATES

609. Dietaries. One credit hour. Spring Quarter. Not open to Freshmen or Sophomores. Not open to students majoring in Home Economics. This course is to be scheduled with Economics 644 as an organic part of the course.


612. Advanced Nutrition. Five credit hours. Spring Quarter. Three two-hour periods each week for lecture and laboratory; other hours to be arranged. Prerequisite, Home Economics 611.

A continuation of Home Economics 611.

613. Field Work in Nutrition. Five credit hours. One Quarter. Autumn, Winter, Spring. One conference each week; other hours to be arranged. Elective. Prerequisite, Home Economics 611 and consent of instructor.

614. Foods. Five credit hours. One Quarter. Autumn and Winter. Two lectures and three two-hour laboratory periods each week. Prerequisites, Home Economics 611 and Economics 407 or 401-402.

This course is not open to students who have credit for Home Economics 413.

615. Experimental Work in Food Preparation. Five credit hours. Winter Quarter. Three three-hour periods each week for lecture and laboratory. Elective. Prerequisite, Home Economics 611.

617. Household Management. Five credit hours. One Quarter. Autumn, Winter, Spring. Four lectures each week and laboratory to be arranged. Home Economics, fourth year. Prerequisites, Home Economics 402, 412, 512, 611, and Economics 407 or 401.

618. The Purchase of Clothing and Household Furnishing. Five credit hours. Autumn Quarter. Three conferences each week; other hours to be arranged. Elective. Prerequisites, Home Economics 403, Economics 407 or 401, and Sociology 401.
621. Child Care. Five credit hours. One Quarter. Autumn, Winter, Spring. Four lectures each week; laboratory to be arranged. Home Economics, fourth year. Prerequisites, Psychology 401, and Home Economics 611; prerequisite or concurrent, Home Economics 617 and Sociology.

630. The Purchase of Foods for Institutions. Five credit hours. One Quarter. Autumn, Winter, Spring. Hours to be arranged. Elective. Prerequisites, Home Economics 611 and Economics 407 or 401 and 402, or consent of the instructor.

631. Institution Management. Five credit hours. One Quarter. Autumn, Winter, Spring. Credit will not be given until the following course, Home Economics 632, has been completed. Hours for discussion and laboratory to be arranged. Limited to five students. Prerequisites, Home Economics 611, and Economics 407, or Economics 401 and 402; prerequisite or concurrent, Home Economics 630.

632. Institution Management. Five credit hours. One Quarter. Winter and Spring. Two three-hour periods each week for lecture and laboratory; other hours to be arranged. Prerequisites, Home Economics 631, consent of the instructor, and prerequisite or concurrent, Accounting 606 and Animal Husbandry 401.

633. School Lunchroom Management. Three credit hours. Autumn Quarter. One lecture and two two-hour laboratory periods each week. Prerequisite or concurrent, Home Economics 611.

641. Home Economics Teaching. Five credit hours. One Quarter. Autumn, Winter, Spring. Three lectures each week throughout the Quarter; observations to be arranged. Elective for Juniors, Seniors, and graduate students. Required of students preparing for teaching Vocational Home Economics. It is suggested that students registering for this course arrange their schedules so that they may have at least two half days each week free for observation trips. Prerequisites, Psychology 401 and thirty-five Quarter-credit hours in required courses in Home Economics.

642. Supervised Home Economics Teaching. Five credit hours. One Quarter. Autumn, Winter, Spring. Three lectures each week throughout the Quarter; other hours to be arranged. Time schedules for the Quarter must be approved by those in charge of the course. Elective for Seniors. Required of students preparing for teaching Vocational Home Economics. Students registering for this course must arrange their schedules so that they may have five half-days each week free for supervised teaching. Prerequisite, Home Economics 641.
514  THE  OHIO  STATE  UNIVERSITY

643. Problems in the Teaching of Home Economics. Three credit hours. Ten hours each week for discussion and laboratory. Prerequisites, Home Economics 403, 611, and teaching experience.

701-702-703. Special Problems in Home Economics. Three to fifteen credit hours for one Quarter or more. To be given in units of three or five hours. Autumn, Winter, Spring Quarters. One conference or more each week. Prerequisite, twenty-five Quarter-credit hours in the required courses in Home Economics and consent of the instructor.

FOR GRADUATES

NOTE: An undergraduate student shall not be permitted to take any course in the "800" group except by permission of the Graduate Council.

801. Advanced Special Problems in Home Economics. Three to fifteen credit hours for one Quarter or more. To be given in units of three to five hours. Autumn, Winter, Spring Quarters.

SUMMER QUARTER—1927


701. Special Problems in Home Economics. Three to fifteen credit hours for one Quarter or more. To be given in units of three or five hours. The Quarter or either term. Mrs. Minton, Miss Wahlenmaier.

1 Not given during the academic year, 1927-1928.
Curricula—Agriculture

The curriculum in Agriculture should be selected according to the student's major interest, whether in Land Management and Improvement, including irrigation, drainage and soil erosion; Farm Structures; Farm Power and Machinery; or Rural Electrification. Areas of activity also should be considered, whether a student expects to engage in teaching, extension, research, farming, industrial, or public service work.

Courses in the College of Agriculture:
- Agronomy 502, 503, 504, 600
- Dairy Technology 401, 411
- Horticulture 503, 502, 523
- Forestry 504, 507
- Rural Economics 502, 505, 506
- Animal Husbandry 401, 402, 501, 502, 503, 504, 505
- Entomology 501
- Poultry Husbandry 401

Sequences in the College of Engineering:
- For students specializing in Land Management and Improvement:
  - Civil Engineering 402, 404, 602, 603, 704, 706
  - Electrical Engineering 412, 414
  - Mechanical Engineering 507, 574, 576, 577
  - Mechanics 610
- For students specializing in Farm Structures:
  - Architecture 440, 442
  - Civil Engineering 402, 603, 604, 606, 701, 704, 705, 712, 732
  - Electrical Engineering 412, 414
  - Mechanical Engineering 507, 554, 574, 577
  - Mechanics 610
- For students specializing in Farm Power and Machinery:
  - Industrial Engineering 405, 411, 418, 501, 602, 603, 702, 705
  - Mechanical Engineering 507, 574, 576, 577, 587 or 627, 614, 615
- For students specializing in Rural Electrification:
  - Electrical Engineering 412, 413, 720, 741
  - Industrial Engineering 421, 401
  - Mechanical Engineering 427, 627, 514, 515

Courses in Colleges other than Agriculture and Engineering:
- Business Organization 622, 629, 600, 705, 716
- Education 501
- Fine Arts 479, 600
- Geography 401
- Psychology 501
- Speech 401

Home Economics

This curriculum shows the requirements that must be met by students desiring to major in the School of Home Economics. The details of the curriculum are presented in the various suggested programs in Home Economics. For suggested programs in Home Economics see the Bulletin of the School of Home Economics.

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>5</td>
</tr>
<tr>
<td>*Botany or Zoology (401) or</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language or</td>
<td></td>
</tr>
<tr>
<td>Home Economics (400)</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education (421)</td>
<td>1</td>
</tr>
</tbody>
</table>

* Students following the program in Home Economics Education may substitute a course recommended by an adviser.
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Physiology</td>
<td>4 (03)</td>
</tr>
<tr>
<td>Home Economics</td>
<td>4 (12)</td>
</tr>
<tr>
<td>English</td>
<td>3 (418)</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 (426)</td>
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SECOND YEAR

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>5 (401)</td>
</tr>
<tr>
<td>Physiology</td>
<td>4 (04)</td>
</tr>
<tr>
<td>Home Economics</td>
<td>5 (401)</td>
</tr>
<tr>
<td>Home Economics</td>
<td>6 (08)</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Engr. Drawing</td>
<td>3 (438)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Students may follow suggested programs in planning their work.

THIRD YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bacteriology</td>
<td>5 (609 or 607)</td>
</tr>
<tr>
<td>Economics</td>
<td>5 (401)</td>
</tr>
<tr>
<td>Home Economics</td>
<td>3 (611)</td>
</tr>
<tr>
<td>Home Economics</td>
<td>5 (511)</td>
</tr>
<tr>
<td>or</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics</td>
<td>3 (510)</td>
</tr>
<tr>
<td>Home Economics</td>
<td>6 (502)</td>
</tr>
</tbody>
</table>

The electives in the third and fourth years may be chosen with the approval of the faculty adviser.

FOURTH YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics</td>
<td>3 (614)</td>
</tr>
<tr>
<td>Home Economics</td>
<td>6 (627)</td>
</tr>
<tr>
<td>Elective</td>
<td>9</td>
</tr>
</tbody>
</table>

COMBINATION CURRICULA

Combination curricula have been adopted with other institutions. These curricula, continuing five years, are cooperative between the University and other colleges of the State and become effective when arrangements satisfactory to both schools can be made. Under the agreement the first three years are spent in the cooperating college and the last two years are spent in the College of Agriculture of The Ohio State University. At the end of the fourth year, the student returns to the former college, receives credit for the work of that year done in absentia and is given the baccalaureate degree by that college. At the end of the fifth year, he receives the degree of Bachelor of Science from this University.

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615. Modern Britain since 1885. Three credit hours. First term. Mr. Robinson.

633. The Slavery Controversy in the United States. Three credit hours. First term. Mr. Simms.


635. American Diplomacy to the Close of the Civil War. Three credit hours. Second term. Mr. Weisenburger.

637. Recent History of the United States (1875-1936). Three credit hours. First term. Mr. Ellis.

638. Recent History of the United States (1875-1936). Three credit hours. Second term. Mr. Ellis.

641. The Frontier in the Making of America since 1840. Three credit hours. The Quarter. Mr. Ellis.

649. Greek Civilization. Three credit hours. First term. Mr. McDonald.

650. Roman Civilization. Three credit hours. Second term. Mr. McDonald.

661. Modern Japan. Three credit hours. First term. Mr. Clyde.

663. Modern China. Three credit hours. Second term. Mr. Clyde.

664. The Far East. Five credit hours. The Quarter. Mr. Clyde.

667. The Succession States. Three credit hours. First term. Mr. Dupre.

812. Introduction to Historical Research. Three credit hours. The Quarter. Mr. Robinson.

815. Seminar in European History. Three credit hours. The Quarter. Mr. Robinson.

819. Seminar in American History. Three credit hours. The Quarter. Mr. Simms.

950. Research in History. Either term or the Quarter.

HISTORY OF EDUCATION
(See Education)

HOME ECONOMICS
Office, 220 Campbell Hall

PROFESSORS CORRELL AND M-CAY, ASSISTANT PROFESSORS KENNEDY, PRESSEY, TURNBULL, BARCHOTT, MORGAN, GRIFFITH, HUGHES, DAVIS, RYAN, AND HEINER; MISS KING, MISS BLANSHAN, MRS. JOHNSTON, AND ASSISTANTS

SUMMER QUARTER: ASSOCIATE PROFESSORS SPAFORD (UNIVERSITY OF MINNESOTA) AND BIGLOW (WESTERN STATE TEACHERS COLLEGE, KALAMAZOO, MICH.), ASSISTANT PROFESSOR SIFF (STATE TEACHERS COLLEGE, BUFFALO, N. Y.)

400. An Introduction to Home Economics. Two credit hours. Autumn Quarter. Two meetings each week for lecture and class discussion. Required of all new students in the curriculum in Home Economics.

401. Textiles. Three credit hours. One Quarter. Autumn, Winter, Spring. Two hours for discussion and one two-hour laboratory period each week. Home Economics, first year.
402. Clothing. Five credit hours. One Quarter. Autumn, Winter, Spring. Two hours for discussion and three two-hour laboratory periods each week. Home Economics, second year. Prerequisite, Home Economics 401 and Fine Arts 437 or Fine Arts 431 and consent of the instructor.

411. Foods. Five credit hours. One Quarter. Autumn, Winter, Spring. Three meetings for class discussion and two two-hour periods for laboratory each week. Home Economics, first year. Prerequisite or concurrent, Agricultural Chemistry 402 or consent of instructor.


503. Clothing. Five credit hours. One Quarter. Autumn, Winter, Spring. Two periods for discussion and three two-hour laboratory periods each week. Home Economics, third year. Prerequisite, Fine Arts 437, Home Economics 402, or 505, and consent of instructor.

506. Household Equipment. Five credit hours. One Quarter. Autumn, Winter, Spring. Three hours of class discussion and two two-hour laboratory periods each week. Home Economics, third year. Prerequisite, Home Economics 411 or 510.

508. Clothing. Five credit hours. One Quarter. Winter and Spring. Three meetings for class discussion and two two-hour laboratory periods each week. It is recommended that Home Economics 401 be scheduled previously or concurrently.

510. Elements of Nutrition. Three or five credit hours. Winter Quarter. Three meetings for class discussion. Students who register for five credit hours will have two two-hour laboratory periods in addition. Not open to students majoring in home economics except with approval of adviser. This course is of equal interest to men and women.

511. Home Hygiene. Three credit hours. One Quarter. Autumn, Winter, Spring. Three meetings for class discussion each week. Home Economics, third year. Prerequisite, Home Economics 401 and 412, or 510, Physiology 404, and a course in bacteriology.

512. Home Furnishing. Five credit hours. One Quarter. Winter and Spring. Four meetings for class discussion and one two-hour laboratory period each week. Home Economics, third year. Prerequisite, Fine Arts 431, Engineering Drawing 455, Home Economics 401 or consent of the instructor.

518. Elements of Homemaking. Five credit hours. Spring Quarter. Five meetings for class discussion each week. Not open to students majoring in home economics. Elective to other Juniors and Seniors. This course is of equal interest to men and women.

526. Diet in Disease. One credit hour. Spring Quarter. One lecture each week. Not open to students in Home Economics. Prerequisite, Home Economics 510. Not open to students who have credit for Home Economics 426.

540. The Teaching of Home Economics. Three credit hours. Spring Quarter. Three meetings each week for class discussion. Not open to students following a major program preparing for the teaching of home economics. Prerequisite, fifteen Quarter-credit hours of home economics courses. Education 501 is recommended as a preceding course.

541. Principles and Methods of Teaching Applied to Home Economics. Five credit hours. One Quarter. Autumn, Winter, Spring. Four meetings
for class discussion and one half-day for observation each week. Required in Home Economics Education, third year. This course is offered to fulfill in part the requirements for state certification for teaching home economics. Prerequisite, twenty-five Quarter-credit hours in required home economics courses, Psychology 407, Education 533, and consent of the instructor.

542. Supervised Home Economics Teaching. Seven credit hours. One Quarter. Autumn, Winter, Spring. Two meetings each week for class discussion; hours for observation, supervised teaching, and individual conferences to be arranged. Schedule cards for the quarter must be approved by those in charge of the course. Required in Home Economics Education, fourth year. This course is offered to fulfill in part the requirement for state certification for teaching home economics. Not open for graduate credit. Students enrolling for this course should endeavor to schedule their class meetings so as to have either the entire morning or afternoon free for observation and supervised teaching. As soon as schedules are approved by the Registrar each student electing the course should report to Room 201, Campbell Hall, to fill out a card for student teaching assignments. Prerequisite, Home Economics 541, and consent of the instructor.

Not open to students who have credit for Home Economics 642.

§543. Teaching of Vocational Home Economics in the Secondary Schools. Three credit hours. Three class discussions each week. Hours for observation and participation to be arranged. Recommended for students preparing to teach vocational home economics in secondary schools. Prerequisite, Home Economics 541. It is recommended that Home Economics 542 be scheduled previously or concurrently.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

According to the University regulations, courses in this group are not open to Freshmen or Sophomores.

The following courses are open for graduate credit: 601, 602, 604, 611, 612, 614, 615, 616, 619, 620, 621, 626, 627, 628, 630, 631, 632, 633, 635, 617, 701. A statement of the general prerequisites for these courses will be found under the heading, "DEPARTMENTS OF INSTRUCTION," page 360.

601. Clothing. Three or five credit hours. One Quarter. Autumn, Winter, Spring. Three or five two-hour periods for class discussion and laboratory each week. Prerequisite, Home Economics 503.

602. Textiles. Three or five credit hours. One Quarter. Winter and Spring. Students who register for three credit hours will have three two-hour periods each week. Students who register for five credit hours will have two recitation periods in addition. Home Economics, third year. Prerequisite, Agricultural Chemistry 402 and Home Economics 401 or consent of the instructor.

§604. Clothing. Three credit hours. Prerequisite, Home Economics 503, experience in teaching clothing or consent of instructor.

611. Nutrition. Five credit hours. One Quarter. Autumn, Winter, Spring. Three meetings for class discussion and two two-hour laboratory periods each week. Home Economics, third year. Prerequisite, Home Economics 412, Physiology 404. Agricultural Chemistry 403 is recommended as a preceding or concurrent course.

612. Nutrition. Five credit hours. Spring Quarter. Three two-hour periods each week for class discussion and laboratory; other hours to be arranged. Prerequisite, Home Economics 611.

614. Foods. Three or five credit hours. One Quarter. Autumn and Winter. Students who register for five credit hours will have three meetings for

†Not given during the academic year, 1937-1938.
discussion and two three-hour laboratory periods each week. Students who register for three hours will have two meetings for discussion and one three-hour laboratory period each week. Prerequisite, Home Economics 510 or 611.

*615. Experimental Work in Food Preparation. Five credit hours. Winter Quarter. Two periods for class discussion and two three-hour laboratory periods each week. Prerequisite, Agricultural Chemistry 402 and Home Economics 611 or consent of instructor.

†616. Nutrition of Infants and Children. Three credit hours. Prerequisite, Home Economics 611 or consent of the instructor.

619. Household Equipment. Three credit hours. Winter Quarter. Two hours for class discussion and one two-hour laboratory period each week. Prerequisite, Home Economics 412, 506 and 512.

620. Household Equipment. Five credit hours. Spring Quarter. One hour each week for discussion and two afternoons each week for laboratory and field work. General prerequisites must include Home Economics 619 and consent of the instructor.

621. Child Development. Five credit hours. One Quarter. Autumn, Winter, Spring. Four meetings for class discussion each week; three morning hours to be arranged for laboratory. Home Economics, fourth year. Prerequisite, Psychology 401, Home Economics 511 and 510 or 611. Psychology 407 is recommended as a preceding course. Students not majoring in Home Economics may by consent of instructor substitute other courses for the Home Economics courses as prerequisites.

626. Principles of Home Management. Three credit hours. One Quarter. Autumn, Winter, Spring. Three periods each week for class discussion. Home Economics, fourth year. Prerequisite, Home Economics 510 or 611, and Economics 402; prerequisite or concurrent, Home Economics 506, 511 and 612, or consent of instructor.

627. Laboratory in Home Management. Four credit hours. One Quarter. Autumn, Winter, Spring. One conference each week and laboratory to be arranged. Home Economics, fourth year. Prerequisite, Home Economics 626 and consent of the instructor.

628. Selection of Furnishings for the Home. Three credit hours. Spring Quarter. Three periods each week for class discussion. Field trips to be arranged. Prerequisite, Economics 402 and Sociology 401 or consent of the instructor. Home Economics 401 and 512 are recommended as preceding courses.


631. Institutional Cookery and Equipment. Five credit hours. One Quarter. Autumn and Winter. Hours for discussion and laboratory to be arranged. Prerequisite, Engineering Drawing 438; concurrent, Home Economics 630 and 632.


633. School Lunchroom Management. Three credit hours. Spring Quarter. One lecture and four laboratory hours each week. Prerequisite or concurrent, Home Economics 611.

* Not given in 1937-1938.
† Not given during the academic year, 1937-1938.
HOME ECONOMICS

§635. Foods. Three credit hours. Prerequisite, Home Economics 611 or consent of instructor.

§644. The Teaching of Home Economics. Three credit hours. Three meetings each week for class discussion. Prerequisite, teaching experience in home economics and Home Economics 541.

701. Special Problems in Home Economics. Three to fifteen credit hours for one Quarter or more. To be given in units of three or five hours. Autumn, Winter, Spring. One conference or more each week. Prerequisite, twenty-five Quarter-credit hours in the required courses in home economics and consent of the instructor.

Problems in various phases of home economics chosen for individual study. Groups will be organized as follows:

(a) Problems in food preparation. Autumn and Winter Quarters.
(b) Problems in nutrition and dietetics. Autumn, Winter, Spring.
(c) Problems in textiles. Winter and Spring Quarters.
(d) Problems in clothing. Autumn and Spring Quarters.
(e) Problems in home furnishing. Winter and Spring Quarters.
(f) Problems in household equipment. Winter and Spring Quarters.
(g) Problems in institution management, equipment, and food buying. Autumn, Winter, Spring.
(h) Problems in teaching home economics. Winter and Spring Quarters.

FOR GRADUATES

800 and 900 Courses. A statement of the general prerequisites for all courses in this group will be found immediately following the heading, "DEPARTMENTS OF INSTRUCTION," page 360.

§802. Seminary in Home Economics Teaching. Three to five credit hours. Home Economics 644 must be included in the general prerequisites or taken concurrently. Consent of the instructor must be obtained.

803. Seminary in Foods and Nutrition. Three credit hours. Autumn Quarter. General prerequisites must include consent of instructor.


SUMMER QUARTER—1937

510. Elements of Nutrition. Three or five credit hours, first term. Three credit hours, second term. Miss Hughes, Miss King.
540. The Teaching of Home Economics. Three credit hours. First term. Miss Sipp.
602. Textiles. Three or five credit hours. Second term. Miss Griffith, Mr. Bigelow.
614. Foods. Three credit hours. Second term. Miss Hughes, Miss King.

† Not given during the academic year, 1937-1938.
478 THE OHIO STATE UNIVERSITY


627. Laboratory in Home Management. Five credit hours. Either term. Miss King, Miss Morgan.


635. Foods. Three credit hours. First term. Miss Hughes.


701. Special Problems in Home Economics. Three to fifteen credit hours for one Quarter or more. To be given in units of three or five hours. Either term or the Quarter.

802. Seminary in Home Economics Teaching. Three credit hours. Second term. Miss Spafford.

950. Research in Home Economics. Either term or the Quarter. Miss Hughes, Mrs. Kennedy, Miss Griffith, Miss Morgan.

HORTICULTURE AND FORESTRY
Office, 118 Horticulture and Forestry Building
PROFESSORS GOURLEY, PADDOCK, HROWN, AND LAURIE, ASSISTANT PROFESSORS CHADWICK, HOWLETT, AND BEYER, MR. HOLSOE

POMOLOGY AND GENERAL HORTICULTURE


405. General Horticulture. Five credit hours. One Quarter. Autumn and Spring. Four recitations and one two-hour laboratory period each week. Required in standard curriculum in Agriculture.

Not open to students who have credit for Horticulture 401.


Not open to students who have credit for Horticulture 403.


Not open to students who have credit for Horticulture 404.
The Ohio State University Catalog, 1946-47

Non-Technical Electives

The non-technical electives provided in the fourth and fifth years of all curricula must be chosen, with the consent of the advisors, from courses offered in the following areas with the exception of those courses whose descriptions or titles indicate that they are specifically for engineers: Astronomy, Bacteriology, Botany, Economics, English, Fine Arts, Foreign Languages, General Studies, Geography, Geology (except in Mine and Petroleum Engineering), History, International Studies, Journalism, Music, Philosophy, Political Science, Psychology, Social Administration, Sociology, Speech, and Zoology.

Home Economics

The College of Agriculture offers eight professional curricula in home economics. As presented in the Bulletin of the School of Home Economics, the curricula are:

1. Home Economics Teaching
2. Institution Management and Hospital Dietetics
3. Home Management and Child Development
4. Consumer Service in Household Equipment
5. Consumer Service in Foods
6. Consumer Service in Clothing
7. Consumer Service in Home Furnishing
8. Food Technology with a Major in Home Economics

These curricula lead to the degree Bachelor of Science in Home Economics or Bachelor of Science in Food Technology.

Counseling and Guidance

Home Economics students or students expecting to enter home economics are always welcome to discuss occupational, scholastic, social and personal problems, as well as scheduling and other matters, with the Junior Dean, Room 100, Townshend Hall, or with a faculty adviser in the School of Home Economics in Campbell Hall.

Registering—Each student entering the School of Home Economics will be expected to register during the first week in the Guidance Office in Campbell Hall in order to be assigned an adviser.

Guidance.—A comprehensive program of student personnel work and guidance is provided in the School of Home Economics. Advisers help students in making scholastic, personal, and social adjustments.

Students are encouraged to study their own skills, abilities, and temperaments in order to adjust themselves to the occupations for which they are best fitted. It is the student's responsibility to talk with the adviser frequently during the first few quarters of enrollment in the University.

Scheduling.—A student may secure assistance in scheduling of classes and program planning by contacting the School of Home Economics Office, or by consulting the Junior Dean.

Requirements

First and Second Years

All professional home economics curricula in the College of Agriculture, except the one in Food Technology with a Major in Home Economics, are
CURRICULA—AGRICULTURE

based on a uniform first two years. The requirements of the first two years in these curricula are:

I. English 410, 411, 412—9 hours

II. Physical Education—7 Quarters including Hygiene

III. Natural Science—15 hours to be met by selecting one of the following sequences:
   A. Botany 401, 402, Bacteriology 509
   B. Chemistry 411, 412, Bacteriology 509
   C. Physics 411, 412, Bacteriology 509
   D. Zoology 401, 402, Bacteriology 509

For certain curricula there are specific requirements which may be met by choosing sequences as follows:

For Home Economics Teaching, Sequence B
For Institution Management and Hospital Dietetics, Sequence B
For Consumer Service in Household Equipment, Sequence B or C
For Consumer Service in Foods, Sequence B

IV. Social Science—15 hours to be met by selecting one of the following sequences:
   A. Psychology 401, Economics 401, 402
   B. Psychology 401, 407, Sociology 401 or 410
   C. Psychology 401, 402, Sociology 401 or 410
   D. Psychology 401, Sociology 401 and 402 or 407

Students expecting to follow the Curriculum in Home Economics Teaching, or Institution Management and Hospital Dietetics or Home Management and Child Development, or Consumer Service in Foods should select sequence A.

V. Fine Arts 430—5 hours

VI. Home Economics—24-26 hours to be met by the following courses:
   Home Economics 400 (for first or second Quarter Freshmen only), 405, 440, 430, 506 or 512, 561 as to requirement of 506 and 512 refer to each specific curriculum.

VII. Normally elect additional courses in the first two years to total at least 88 hours. No more than ten hours of these may be elected in home economics.

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<tr>
<th>SUGGESTED FIRST YEAR</th>
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<tbody>
<tr>
<td>Home Economics (400) 2</td>
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<tr>
<td>Home Economics (405) 6</td>
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<tr>
<td>Fine Arts (402) 5</td>
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<tr>
<td>Social Science Sequence 5</td>
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<td>Physical Education (400) 1</td>
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<td>Hygiene (400) 1</td>
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<td>Physical Education (421) 1</td>
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<th>SUGGESTED SECOND YEAR</th>
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<tbody>
<tr>
<td>Natural Science Sequence 6</td>
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<tr>
<td>Social Science Sequence 6</td>
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<tr>
<td>English (412) 8</td>
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<tr>
<td>Home Economics (501) 8</td>
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<tr>
<td>Physical Education (425) 1</td>
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<tr>
<th>SUGGESTED ELECTIVES</th>
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<tr>
<td>Agricultural Chemistry 402, 403</td>
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<td>Animal Husbandry 407</td>
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<td>Bacteriology 503</td>
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<tr>
<td>Dairy Technology 401</td>
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<tr>
<td>Engineering Drawing 538</td>
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<tr>
<td>Fine Arts 457, 494</td>
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</tbody>
</table>

It is recommended that each student use electives to meet requirements specified for the curriculum chosen.
To meet requirements for graduation the student should complete the balance of a minimum of 190 hours by meeting all of the requirements specified in one of the curricula of specialization.

ADMISSION TO PROFESSIONAL CURRICULA

Each student expecting to follow a professional curriculum should tentatively select a curriculum at the close of the freshman year. This choice must be approved before the end of the sophomore year by a committee consisting of the Director of the School of Home Economics, the chairman of the special curriculum, a representative from the guidance office of the School of Home Economics, and the Junior Dean of the College of Agriculture. Permission to change from one curriculum to another must be obtained from the committee.

Consideration for admission to a curriculum will be based on grade record, professional attitude and promise, and the recommendation of the student's faculty adviser. Continuance in a curriculum and placement recommendations are dependent upon the student's maintaining the standards required for admission.

THE TWO-YEAR COURSE IN AGRICULTURE

The College of Agriculture at Ohio State University offers systematic training on a college level to prospective farmers and others interested in Ohio agriculture. The programs in the two-year curricula are especially designed for students with some practical experience who can devote only two years or less to a study of agriculture. There are young people who do not have the time or money to attend school for a regular four-year course, but who desire to fit themselves as well as possible for rural living and successful farming. The two-year course is more highly vocational and practical in nature and content.

It has been found possible to condense a group of courses into two years and still provide a maximum of practical instruction which will enable an ambitious student to acquire a clear understanding of the area in which he may major.

The instruction is provided by full time faculty members who possess a keen knowledge and clear understanding of rural problems. The student will attend classes with four-year students, thus benefiting from these contacts. Anyone who cannot avail himself of a four-year training should not be content to engage in farming without some knowledge of agronomy, livestock, machinery and farm management.

Opportunities. Many of the two-year students return home to operate their own farms; others seek employment as dairy and livestock herdsmen, supervisors of dairy herd improvement associations, milk testers, foremen for poultry plants, service men and salesmen for tractor and farm machinery agencies, incubator and brooder operators, salesmen for feed concerns, foremen for market gardens, fruit producers, nursery and greenhouse foremen and many other fields of agriculture and related occupations.

Admission Requirements. The requirements for admission to the two-year program are the same as for the existing four-year curricula in the College of Agriculture. See page 275.

The admission of students is the responsibility of the University Entrance Board, which determines the credits that should be issued, and furnishes all desired information to applicants. Correspondence relating to admission should
662  THE  OHIO  STATE  UNIVERSITY

643.  Political  Parties  in  the  United  States.  Five  credit  hours.  The  Quarter.  Mr.  Roseboom.

649.  Greek  Civilization.  Three  credit  hours.  Second  term.  Mr.  McDonald.

656.  Roman  History.  Five  credit  hours.  The  Quarter.  Mr.  McDonald.

691.  Contemporary  Europe  (since  1933).  Three  credit  hours.  First  term.  Mr.  Washburne.

760.  Minor  Problems  in  History.  One  to  five  credit  hours.  Either  term  or  the  Quarter.

815.  Seminar  in  European  History.  Three  credit  hours.  The  Quarter.  Mr.  Washburne.

819.  Seminar  in  American  History.  Three  credit  hours.  The  Quarter.  Mr.  Simms.

950.  Research  in  History.  Either  term  or  the  Quarter.

HISTORY  OF  EDUCATION
(See  Education)

HOME  ECONOMICS
Office,  220  Campbell  Hall

PROFESSORS  BRENNAN,  DONALDSON,  CORRILL,  HEYE,  AND  SCOTT,  ASSOCIATE  PROFESSORS  HANCOCK,  DAVIS,  HUGHES,  LEHMAN,  PRESSLEY,  AND  PRICE.  ASSISTANTS  AND  PROFESSORS  ADAMS,  HEINER,  IIVINE,  KENNEDY,  KYLE,  LEWIS,  MAUCK,  MOORE,  NEWBARK,  PETZEL,  RYAN,  AND  TURNBULL.  MRS.  HENIAM,  MRS.  BROWN,  MISS  DUNKS,  MISS  GREEN,  MRS.  KNOWLTON,  MISS  KOHLER,  MISS  LANE,  MRS.  LINVILLE,  MRS.  MARTEN,  MRS.  SMITH,  MISS  WALTZ,  MRS.  WERTENBERGER,  AND  ASSISTANTS

400.  Home  Economics  Orientation.  Two  credit  hours.  Autumn  Quarter.  Two  meetings  each  week  for  lecture  and  class  discussion.  Required  of  all  first  or  second  Quarter  home  economics  students  enrolled  in  the  College  of  Agriculture  in  the  Autumn  Quarter.  Open  only  to  students  majoring  in  home  economics  in  the  College  of  Agriculture.

401.  Textiles.  Three  credit  hours.  One  Quarter.  Autumn,  Winter,  Spring.  Two  hours  for  discussion  and  one  two-hour  laboratory  period  each  week.  Not  open  to  students  in  Home  Economics.

405.  Introduction  to  Home  Economics.  Three  credit  hours.  One  Quarter.  Autumn  and  Spring.  Three  one-hour  meetings  each  week  for  lecture  and  discussion.  Required  of  all  students  majoring  in  home  economics  except  those  who  have  transfer  credit  for  twenty  or  more  Quarter-credit  hours  of  home  economics.

410.  Elements  of  Nutrition.  Five  credit  hours.  One  Quarter.  Winter  and  Spring  Quarters.  Three  one-hour  lectures  and  two  two-hour  laboratory  periods  each  week.  Not  open  to  students  in  Home  Economics.

430.  Introduction  to  Clothing  and  Textiles.  Five  credit  hours.  One  Quarter.  Autumn,  Winter,  Spring.  Three  hours  for  discussion  and  demonstration  and  two  two-hour  laboratory  periods  each  week.  Home  Economics  405  and  Fine  Arts  430  or  431  are  recommended  as  preceding  or  concurrent  courses.  Required  of  all  students  majoring  in  home  economics.

450.  Research  in  Home  Economics.  Either  Quarter.  Not  open  to  students  who  have  credit  for  Home  Economics  510.

4530.  Introduction  to  Clothing  and  Textiles.  Five  credit  hours.  One  Quarter.  Autumn,  Winter,  Spring.  Three  hours  for  discussion  and  demonstration  and  two  two-hour  laboratory  periods  each  week.  Home  Economics  405  and  Fine  Arts  430  or  431  are  recommended  as  preceding  or  concurrent  courses.  Required  of  all  students  majoring  in  home  economics.

Not  open  to  students  who  have  credit  for  Home  Economics  401,  402,  or  508.
**HOME ECONOMICS**

431. Clothing: Principles of Construction. Three credit hours. One Quarter. Autumn, Winter, Spring. Three two-hour periods for discussion, demonstration, and laboratory each week. Prerequisite, Home Economics 430. Fine Arts 430 or 431 is recommended as a concurrent or preceding course.

Not open to students who have credit for Home Economics 402 or 508.

440. Introduction to Nutrition and Foods. Five credit hours. One Quarter. Autumn, Winter, Spring. Five hours for discussion and demonstration each week. Home Economics 405 is recommended as a concurrent or prerequisite course. Required of all students majoring in home economics.

Not open to students having credit for Home Economics 410, 510, or 611.

441. Foods: Principles of Preparation. Five credit hours. One Quarter. Autumn, Winter, Spring. Two meetings for discussion and three two-hour laboratory periods each week. Prerequisite, Home Economics 440.

Not open to students who have credit for Home Economics 412 or 510 (five credit hours).

450. The House and Its Equipment and Furnishings. Three credit hours. One Quarter. Winter and Spring. Two meetings for discussion and one two-hour laboratory period each week. Required of all students majoring in home economics.

503. Clothing. Five credit hours. One Quarter. Autumn, Winter, Spring. Two periods for discussion and three two-hour laboratory periods each week. Prerequisite, Fine Arts 437 and Home Economics 402, 431, or 508.

505. Textiles. Three credit hours. One Quarter. Autumn, Winter, Spring. Two hours for lecture and demonstration and one two-hour laboratory each week. Prerequisite, Home Economics 430.

Not open to students who have credit for Home Economics 401.

506. Household Equipment. Five credit hours. One Quarter. Autumn, Winter, Spring. Three hours for class discussion and two two-hour laboratory periods each week.

508. Clothing. Five credit hours. One Quarter. Autumn, Winter, Spring. Three meetings for class discussion and tw two-hour laboratory periods each week.

Not open to students who have credit for Home Economics 402 or 431.

512. Home Furnishing. Five credit hours. One Quarter. Autumn, Winter, Spring. Three meetings for class discussion and two two-hour laboratory periods each week. Prerequisite, Fine Arts 430 or 431, Home Economics 430 or 508. Engineering Drawing 528 is recommended as a preceding or concurrent course.

513. Furnishing the Home. Three credit hours. One Quarter. Autumn and Spring. Two one-hour meetings each week for class discussion and one two-hour laboratory.

Not open to Home Economics majors.

518. Elements of Homemaking. Five credit hours. Spring Quarter. Five meetings for class discussion each week. Not open to students majoring in home economics. Elective to other Juniors and Seniors. This course is of equal interest to men and women.

526. Diet in Disease. Three credit hours. One Quarter. Autumn and Spring. Three lectures each week. Open only to students following the Nursing Curriculum. Prerequisite, Home Economics 410 and Nursing 410.

Not open to students who have credit for Home Economics 426.
540. The Teaching of Home Economics. Three credit hours. Spring Quarter. Three meetings each week for class discussion. Not open to students following a major program preparing for the teaching of home economics, but required for students meeting minimum certification requirements for a home economics teaching minor and for students qualifying for hospital dietetics. Prerequisite, fifteen Quarter-credit hours in home economics courses.

541. Principles and Methods of Teaching Applied to Home Economics. Five credit hours. One Quarter. Autumn, Winter, Spring. Four meetings for class discussion and one half-day for observation each week. Prerequisite, twenty-five Quarter-credit hours in home economics courses and Education 533.

542. Supervised Home Economics Teaching. Seven to ten credit hours. One Quarter. Autumn, Winter, Spring. Hours for observation, supervised teaching, and individual conferences to be arranged. Schedule cards for the Quarter must be approved by those in charge of the course. Required of senior home economic students in the College of Agriculture who are preparing to teach. Students will determine by consultation with advisers in the Home Economics Education Office the number of hours for which registration is to be made. Each student electing the course should report to Room 201, Campbell Hall, to fill out an application for student teaching assignment and to check her eligibility for student teaching. Prerequisite, Home Economics 541 and consent of the instructor.

543. School-Community Problems of the Home Economics Teacher. Three credit hours. One Quarter. Autumn, Winter, Spring. Three class discussions each week. Hours for observation and participation to be arranged. Required for students preparing to teach vocational home economics in secondary schools. Prerequisite, Home Economics 541. Home Economics 542 is recommended as prerequisite or concurrent.

550. Foods: Meal Management. Three credit hours. One Quarter. Autumn, Winter, Spring. One hour for discussion and demonstration and two three-hour periods for laboratory each week. Prerequisite, Home Economics 441. Not open to students who have credit for Home Economics 614.

551. Nutrition: Family. Three credit hours. One Quarter. Autumn, Winter, Spring. Two one-hour periods for lecture and discussion and one two-hour laboratory period each week. Prerequisite, Home Economics 440 or the equivalent. Not open to students who have credit for Home Economics 611.

559. Household Buying. Five credit hours. One Quarter. Autumn, Winter, Spring. Four meetings for class discussion and one two-hour laboratory period each week. Prerequisite, Economics 401, 402 and Home Economics 430 and 440.

560. Home Management. Three credit hours. One Quarter. Autumn, Winter, Spring. Three meetings for class discussion each week. Prerequisite, Economics 492 and twenty Quarter-credit hours in home economics courses. Required of all students majoring in home economics. Not open to students who have credit for Home Economics 518 or 620.

561. Introduction to Child Development. Three credit hours. One Quarter. Autumn, Winter, Spring. Three one-hour meetings each week for class discussion, and two morning hours each week for nursery school observation to be arranged. Prerequisite, Psychology 401. A preceding course in nutrition is recommended. Required of all students majoring in home economics. Not open to students who have credit for Home Economics 621.
570. Introduction to Institution Food Management and Service. Three credit hours. One Quarter. Autumn and Winter. One hour for class discussion and two three-hour periods for laboratory each week. Prerequisite, Home Economics 550.

571. Menu Planning for Food-Serving Establishments. Three credit hours. Winter Quarter. Prerequisite, Home Economics 440 or consent of instructor. Home Economics 441 is recommended as a preceding or concurrent course.

580. Home Economics in Business. Five credit hours. Winter Quarter. Two one-hour periods each week for discussion and three two-hour periods for laboratory. Prerequisite, junior standing in home economics.

585. Field Work in Home Economics. Three or five credit hours. One Quarter. Autumn and Winter. Prerequisite, senior standing in home economics. Students are admitted on the recommendation of the instructor in charge, and on approval of the cooperating agencies or business concerns.

In cooperation with the University Hospital, an opportunity is given for dietitian interns to schedule a sequence leading to the Master's degree. Candidates for appointment as student interns should be graduates of the four-year course of a recognized Home Economics department with a major in foods and nutrition or institution management.

Prerequisites for Graduate Work: For admission to graduate work in home economics a student must have a Bachelor's degree with a major in home economics, based on a curriculum equivalent to that of the School of Home Economics. Suitably qualified students wishing to work for a Master's degree in home economics may specialize in the following areas: foods and nutrition, textiles and clothing, household equipment, child development, institution management, home economics education. Each graduate sequence must be approved by an adviser in the chosen area of specialization.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

According to the University regulations, courses in this group are not open to Freshmen or Sophomores.

The following courses are open for graduate credit: 601, 604, 610, 612, 615, 616, 619, 622, 627, 629, 630, 631, 632, 634, 635, 644, 651, 652, 670, 671, 672, 673, 701, 702. A statement of the general prerequisites for these courses will be found under the heading, "DEPARTMENTS OF INSTRUCTION," page 515.

601. Clothing. Five credit hours. One Quarter. Autumn and Spring. Eight hours each week for class discussion and laboratory. Prerequisite, Home Economics 503.

604. Clothing. Three credit hours. Prerequisite, Home Economics 503, experience in teaching clothing or the consent of the instructor.

610. Nutrition. Three credit hours. Autumn Quarter. Two one-hour periods for lecture and discussion and one two-hour laboratory period. Prerequisite, Home Economics 441, 551, Physiology 403 and Agricultural Chemistry 403 prerequisite or concurrent.

612. Nutrition: Diet Therapy. Five credit hours. Spring Quarter. Three two-hour periods each week for class discussion and laboratory; other hours to be arranged. Prerequisite, Home Economics 610 or the equivalent.

615. Experimental Work in Food Preparation. Five credit hours. Autumn Quarter. Prerequisite, Home Economics 412 or 441 and Agricultural Chemistry 402.

616. Nutrition of Infants and Children. Three credit hours. Winter Quarter. Prerequisite, Agricultural Chemistry 402 and Home Economics 551 or the equivalent.

619. Household Equipment. Three credit hours. Autumn Quarter. Two hours for class discussion and one two-hour laboratory period each week. Prerequisite, Home Economics 506. Home Economics 612 is recommended as a concurrent or preceding course.

* Not given during the academic year, 1946-1947.
622. Household Equipment: Performance Testing. Five credit hours. Winter Quarter. Two hours for lecture and three two-hour laboratory periods each week. Prerequisite, Home Economics 506, fifteen Quarter-credit hours in natural science and twenty additional Quarter-credit hours in home economics.

627. Laboratory in Home Management. Five credit hours. One Quarter. Autumn, Winter, Spring. Five hours of group conference and scheduled laboratory each week, and other laboratory hours to be arranged. Prerequisite, Home Economics 500 or 550, and 526 or 560.

628. Selection of Furnishings for the Home. Three credit hours. Winter Quarter. Two periods each week for class discussion and one two-hour laboratory. Prerequisite, Economics 402 and Home Economics 512.

630. The Purchase of Foods for Institutions. Three credit hours. One Quarter. Autumn, Winter, Spring. One lecture and two two-hour laboratory periods each week. Prerequisite, Home Economics 551, 614 or 570, 560, and Economics 402.

631. Institution Cookery and Equipment. Five credit hours. One Quarter. Autumn, Winter, Spring. Hours for discussion and laboratory to be arranged. Concurrent, Home Economics 630 and 632. Engineering Drawing 538 is recommended as a preceding course.


634. Sanitation for Food-Serving Establishments. Three credit hours. Autumn Quarter. Prerequisite, Bacteriology 509 or 607.

635. Foods. Three credit hours. Winter Quarter. Prerequisite, Home Economics 441 and 551, or the equivalent.

644. The Teaching of Home Economics. Three credit hours. Winter Quarter. Prerequisite, teaching experience in home economics and Home Economics 541 or the equivalent and the consent of the instructor.

661. Child Development. Three credit hours. One Quarter. Autumn, Winter, Spring. Two hours for class discussion and four morning hours to be arranged. Prerequisite, Home Economics 581 and fifteen Quarter-credit hours of social science. Students not majoring in home economics may, with the consent of the instructor, substitute other courses related to the study of young children and family relations.

662. Child Development. Three credit hours. Prerequisite, Home Economics 561 or 621.

670. Clothing: Fashion. Three credit hours. Three meetings for class discussion each week. Given in alternate years. Prerequisite, ten Quarter-credit hours in Fine Arts and Home Economics (Textiles and Clothing) and ten Quarter-credit hours in economics, sociology, or history.

671. Textiles. Three credit hours. Spring Quarter. One hour for discussion and two two-hour laboratory periods each week. Prerequisite, ten Quarter-credit hours in home economics, including Home Economics 401 or 505 and ten Quarter-credit hours of natural science.

Not open to students who have credit for Home Economics 602, for five hours, but open to those who have had the course for three credit hours only.

672. Textiles: Historic. Three credit hours. One Quarter. Autumn and Spring. Three meetings for class discussion each week. Given in alternate
HOME ECONOMICS

years. Prerequisite, Home Economics 401 or 505, one course in Fine Arts, and ten Quarter-credit hours in social science.

†673. Textiles: Recent Developments. Three credit hours. Prerequisite, senior standing and at least one home economics course concerned with the study of textiles.

681. Home Economics Extension Methods. Five credit hours. Winter Quarter. Four meetings for discussion and one two-hour laboratory each week, with opportunity for field observation. Prerequisite, a general course in extension methods and consent of the instructor.

701. Special Problems in Home Economics. Three to fifteen credit hours for one Quarter or more. To be given in units of three or five hours. Autumn, Winter, Spring. One conference or more each week.

†702. Supervision of Home Economics Teaching. Three credit hours. Prerequisite, Home Economics 644 or consent of the instructor.

FOR GRADUATES

800 and 900 Courses. A statement of the general prerequisites for all courses in this group will be found immediately following the heading, "DEPARTMENTS OF INSTRUCTION," page 515.

802. Seminar in Home Economics Teaching. Three to five credit hours. Winter Quarter. Home Economics 644 must be included in the general prerequisites or taken concurrently. Consent of the instructor must be obtained.

803. Seminar in Foods and Nutrition. Three credit hours. Autumn Quarter. General prerequisites must include consent of instructor.


TWILIGHT SCHOOL


506. Household Equipment. Five credit hours. Winter Quarter.

512. Furnishing the Home. Three credit hours. Spring Quarter. Miss Heiner.

570. Introduction to Institution Management. Three credit hours. Autumn Quarter.


601. Clothing. Five credit hours. Winter Quarter.


SUMMER QUARTER—1946

410. Elements in Nutrition. Five credit hours. The Quarter.


506. Household Equipment. Five credit hours. The Quarter. Miss Davis.

512. Home Furnishing. Five credit hours. The Quarter.

† Not given during the academic year, 1946-1947.
668 THE OHIO STATE UNIVERSITY

540. The Teaching of Home Economics. Three credit hours. Second term, Miss Bancroft.


556. Foods: Meal Management. Three credit hours. The Quarter.


560. Home Management. Three credit hours. The Quarter.

561. Introduction to Child Development. Three credit hours. The Quarter.


601. Clothing. Five credit hours. The Quarter. Miss Mauck.

604. Clothing. Three credit hours. First term. Miss Mauck.


615. Experimental Work in Food Preparation. Five credit hours. First term. Miss Green.


619. Household Equipment. Three credit hours. First term. Miss Davis.

627. Laboratory in Home Management. Five credit hours. Either term.


635. Foods. Three credit hours. Second term. Miss Green.


661. Child Development. Three credit hours. First term. Miss Heye.

662. Child Development. Three credit hours. First term. Miss Heye.


671. Textiles. Three credit hours. First term. Miss Petzel.

701. Special Problems in Home Economics. Three to fifteen credit hours. Either term or the Quarter.


950. Research in Home Economics. Either term or the Quarter. Miss Donelson, Miss Heye, Mrs. Lewis, Miss Newark, Miss Petzel, and Miss Scott.
A student may be permitted to transfer from any one of the existing curricula in the College of Agriculture to a Special Program in Agriculture upon the approval of his adviser.

Completion of Special Program in Agriculture

Upon satisfactory completion of at least three Quarters of a Special Program in Agriculture the student shall be granted an appropriate certificate.

General Rules and Regulations

The regular rules and regulations of the College of Agriculture and of the University shall apply to students enrolled in Special Programs in Agriculture except as otherwise specifically stated.

SCHOOL OF HOME ECONOMICS

The curricula in home economics are designed to promote satisfying personal, home, and community life, and to provide technical and professional education.

The School of Home Economics in The College of Agriculture offers the curricula and options in home economics listed below. The College of Education and the College of Arts and Sciences each offer a major in home economics.

(1) Child and Family Development
(2) Consumer Service in Home Furnishings
(3) Consumer Service in Household Equipment
(4) Foods and Nutrition: General, Consumer Service
(5) Home Economics Teaching and Extension
(6) Home Management
(7) Hospital Dietetics
(8) Institution Management
(9) Textiles and Clothing: Textiles, Design, Consumer Service
(10) Food Technology
(11) Nutrition
(12) Restaurant Management

REQUIREMENTS

Requirements Common to All Curricula

The School assumes a reasonable proficiency in English composition and mathematics as a minimum prerequisite for study in any of its curricula. If the entering student's performance on a placement test shows a lack of such proficiency, the student must correct this weakness in preparation by registering for a review course (an additional fee is required for each remedial course). The number of credit hours required in these review courses will be added to the total hours required for graduation.

English. The student needing to schedule a remedial course must pass the course before registering for any other English course.

Mathematics. The student needing to schedule a remedial course must do so during the first year and pass it successfully before registering for any course in natural science; however, it may be scheduled concurrently with the first course in natural science.

All home economics curricula in the School of Home Economics (except those in Food Technology, Nutrition, and Restaurant Management) are based on a required core of courses designed to give a broad education for family and community living. These common requirements make up a large proportion of the work of the first and second years. The third and fourth years of the curricula complete the "core" requirements, and provide courses which relate to the area of specialization within home economics.
CATALOGUE NUMBER

351

Electives

A minimum of 196 hours is needed to meet the graduation requirement. Electives in the first two years should be used to meet requirements of the area of specialization in which the student may be interested. Electives in the last two years should be selected in terms of broadening the student's educational experience.

Admission To Curricula

The student, after consulting her Faculty Adviser, should make a tentative selection of a curriculum at the close of the freshman year. This choice must be approved before the end of the fifth Quarter by the professional adviser of the curriculum selected. The student should secure from the Guidance Office, Campbell Hall, directions for admission to a curriculum and the name of the professional adviser. Permission to change from one curriculum to another must be obtained from the professional advisers involved.

Students interested in teaching and extension service will not be considered for admission prior to their sixth Quarter. Those with a point-hour ratio of 2.0 or better, and personnel records which indicate personal and professional promise as teachers, will be admitted. Others will be admitted only on provisional basis. The student who does not qualify for full admission by the end of the seventh Quarter will be requested to withdraw from the curriculum.

Consideration for admission to a curriculum will be based on grade record, professional attitude and promise, and the recommendation of the student's Faculty Adviser. Continuance in a curriculum and placement recommendations are dependent upon the student's achievement.

Common Requirements for Bachelor of Science in Home Economics

I. General Areas ................................................. 60 hours

<table>
<thead>
<tr>
<th>Area</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>5</td>
</tr>
<tr>
<td>Natural Science</td>
<td>15</td>
</tr>
<tr>
<td>*Bacteriology</td>
<td>6</td>
</tr>
<tr>
<td>**Botany, Chemistry, Mathematics, Physics, Physiology or Zoology. (Astronomy or Geology may be selected on approval of the adviser)</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education (including hygiene)</td>
<td>7</td>
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<tr>
<td>Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>19</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
</tr>
<tr>
<td>Sociology</td>
<td>9</td>
</tr>
<tr>
<td>History, Philosophy, or Political Science</td>
<td>5</td>
</tr>
</tbody>
</table>

* Bacteriology 507 should be selected for Food and Nutrition Curriculum, Option I.

**To meet the common requirement in Natural Science, the 10 Quarter hours must be selected outside the specific sciences required in a particular curriculum.
II. Basic Home Economics...........................................33-35 hours

Home Economics Survey (first and second)
Quarter students only)........................................... 2
Elements of Family Living.................................... 3
Introduction to Textiles and Clothing.................... 5
Introduction to Foods and Nutrition...................... 5
The House: ......................................................... 3
Household Equipment.......................................... 5
or
Home Furnishings
Household Buying............................................... 5
Home Management............................................. 3
Child Development............................................. 3
Senior Seminar.................................................. 1

Total Common Requirements..............................93 to 95 hours

FIRST AND SECOND YEARS

To meet the requirements of the first two years the student should follow the suggested pattern below, referring to the requirements listed for the curriculum of her choice for recommended sequences and electives. No more than 10 hours of these electives may be in home economics. A total of 98 hours must be taken to complete the requirements of these two years.

SUGGESTED FIRST YEAR

| Fine Arts (430) | English (415) | English (417) |
| Home Economics (400) | Home Economics (440) | Home Economics (430) |
| Home Economics (401) | Home Economics (400) | Natural Science Sequence |
| Psychology (401) | Natural Science Sequence | Physical Education (423) |
| Physical Education (400) | Physical Education (422) | Elective |
| Hygiene | | |
| Physical Education (421) | | |

SUGGESTED SECOND-YEAR

| English (418) | History, Philosophy or | Home Economics |
| Home Economics (601) | Political Science | (605 or 515) |
| Natural Science Sequence | Physical Education (425) | Physical Education (427) |
| Economics (400) | Elective | |
| Physical Education (425) | | |

1 Economics 401-402 may be substituted for Economics 406.
2 Students in Food and Nutrition should select Home Economics 506 instead of Home Economics 512.

SUGGESTED ELECTIVES

It is recommended that each student use electives to meet requirements specified for the curriculum chosen.

Agricultural Biochemistry 410, 411
Animal Science 407
Bacteriology 500
Dairy Technology 401
Engineering Drawing 528
Fine Arts 421, 427, 491

Foreign Language
Home Economics (not more than 19 hours) 431, 441, 503, 555, 550, 551
Sociology 401
Speech 401
Psychology 492, 407

FIRST AND SECOND YEARS

The following courses required in the various curricula, as listed below, should be completed by the end of the second year.
CATALOGUE NUMBER 353

Child and Family Development

Home Economics (441) 6
Home Economics (551) 8
Psychology (402 or 407) 6

Foods and Nutrition

Chemistry (411) 6
Chemistry (412) 6
Agricultural Biochemistry (410) 6
Agricultural Biochemistry (411) 8
Sociology (401) 6

Home Economics (441) 5
Home Economics (505) 8
Sociology (401) 5

Hospital Dietetics

Chemistry (411) 5
Chemistry (412) 6
Agricultural Biochemistry (410) 8

In addition to

Home Economics (405) 8
Chemistry (411) 5

Home Economics Teaching

Home Economics (441) 6
Home Economics (451) 6
Sociology (401) 6

Home Management

Home Economics (441) 6
Home Economics (551) 6
Sociology (401) 6

Institution Management

Chemistry (411) 5
Chemistry (412) 6
Agricultural Biochemistry (410) 8

Textiles and Clothing

Home Economics (431) 6
Home Economics (561) 6
Home Economics (505) 8

Textiles and Clothing

Home Economics (516) 8

Special Note:

At least 15 hours of professional electives must be in education, psychology, and/or sociology and be selected with the consent of the Adviser. Additional courses to total 25 hours in professional electives should be selected from the following:

Fine Arts 451, 454, 654
Home Economics 526, 528, 610, 616, 604
Music 404, 405, 614
Physical Education 415, 500, 609

Home Economics 526 and 612 are both required in this curriculum. Schedule the course not completed in the first two years.

THIRD AND FOURTH YEARS

To qualify for graduation the student should complete all of the requirements specified in the curriculum selected.

A student will not be permitted to register for the seventh quarter of residence or thereafter, until a complete major program has been filed in the Guidance Office, Room 201. First Quarter transfer students may postpone filing a complete program until the second Quarter of residence.

CURRICULUM IN CHILD DEVELOPMENT

This curriculum is of primary interest to the student who likes children and is preparing for homemaking. Students interested in going into the field of child development as a profession should plan for graduate work. For qualified people there are opportunities in nursery school teaching and supervision, college teaching and adult education. Graduates with only the bachelor's degree may enter such fields as assistants.

Of special interest to students following this curriculum is the opportunity given to two seniors each quarter to study at the Merrill-Palmer School, Detroit, Michigan.

THIRD YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics</td>
<td>(650) 8</td>
</tr>
<tr>
<td>Sociology</td>
<td>(401) 5</td>
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<td>*Elective</td>
<td>8</td>
</tr>
<tr>
<td>Home Economics</td>
<td>(551) 8</td>
</tr>
<tr>
<td>Home Economics</td>
<td>(605 or 612) 6</td>
</tr>
<tr>
<td>Home Economics</td>
<td>(505) 8</td>
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<td>*Elective</td>
<td>8</td>
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FOURTH YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Home Economics</td>
<td>(627) 8</td>
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<tr>
<td>Home Economics</td>
<td>(518) 8</td>
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<tr>
<td>Sociology</td>
<td>(600) 4</td>
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<tr>
<td>Home Economics</td>
<td>(700) 1</td>
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<tr>
<td>*Elective</td>
<td>9</td>
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</table>

* At least 15 hours of professional electives must be in education, psychology, and/or sociology and be selected with the consent of the Adviser. Additional courses to total 25 hours in professional electives should be selected from the following:

Fine Arts 451, 454, 654
Rural Sociology 606, 611
Home Economics 526, 528, 610, 616, 604
Speech 554 or 650
Zoology 403 or 612

Home Economics 526 and 612 are both required in this curriculum. Schedule the course not completed in the first two years.

162
Opportunities for graduates in home economics with specialization in food and nutrition are varied and numerous. To meet the interests of individual students this curriculum offers the two options indicated below which lead to the degree Bachelor of Science in Home Economics. Students interested in a more highly specialized and technical curriculum should consider the curriculum in Nutrition, leading to the degree Bachelor of Science in Nutrition, or the curriculum in Food Technology, leading to the degree Bachelor of Science in Food Technology.

**Option I. Foods and Nutrition**

The completion of the courses prescribed in the general foods and nutrition option prepares the student for assisting in community nutrition programs, for positions in laboratories engaged in quality-control, product development, or promotion of food materials, and for graduate work, which may lead to college teaching and research in the field.

**Option II. Consumer Service: Foods.**

Business is increasingly employing home economics graduates for educational, experimental, and promotional work in foods. Groups commonly employing home economists in these three capacities are manufacturers and distributors concerned with the production and distribution of food. Many consumer service positions are open to the home economist immediately after graduation.

Option II is administered cooperatively with the household equipment division. The Chairman of that division, who is Coordinator of Consumer Service in Household Equipment and Foods, serves as adviser to students following this curriculum.

### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics</td>
<td>(660)</td>
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<tr>
<td>Speech</td>
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### Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Sociology</td>
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<td>4</td>
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<tr>
<td>Home Economics</td>
<td>(700)</td>
<td>1</td>
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<tr>
<td>Elective</td>
<td>12</td>
<td></td>
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<tr>
<td>Elective</td>
<td>8</td>
<td></td>
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</tbody>
</table>

Suggested electives for the third and fourth year:

- Animal Science 607
- Agricultural Biochemistry 601, 721, 113
- Bacteriology 625, 627
- Chemistry 670
- Dairy Technology 401
- Home Economics 612, 616, 618, 622, 661, 617
- Horticulture 623, 624, 528
- Physics 411, 412, 413
- Physiology 606, 693
- Poultry Science 418
- Social Administration 670

**Option I. General Foods and Nutrition.**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Agricultural Biochemistry</td>
<td>(606)</td>
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<tr>
<td>Agricultural Biochemistry</td>
<td>(607)</td>
</tr>
<tr>
<td>Agricultural Biochemistry</td>
<td>(601)</td>
</tr>
<tr>
<td>Agricultural Biochemistry</td>
<td>(600)</td>
</tr>
</tbody>
</table>
Ten Quarter credit hours from the following group:
Economics, Education, Fine Arts, History, International Studies,
Mathematics, Philosophy, Psychology, Sociology.

Option II. Consumer Service: Foods.
Required Courses:
- Home Economics (585a or b) 10
- Business Organization (709) 5
- Business Organization (715) 2
- Business Organization (628) 6

Fifteen Quarter credit hours from the following group:
- Agricultural
- Home Economics (622) 6
- Horticulture (423) 3
- Animal Science (407) 8
- Physiology (421, 422 or 606, 607) 6

CURRICULUM IN CONSUMER SERVICE: HOME FURNISHINGS

This curriculum is designed to prepare students for Consumer Service work in business. Merchants are employing an increasing number of home economists with a background in home furnishings as consultants to help customers in the selection and use of furnishings. Specialized training in this field may lead to a vocation and at the same time enrich the preparation for homemaking.

THIRD YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fine Arts (501)</td>
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<tr>
<td>Home Economics (512)</td>
<td>5</td>
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<tr>
<td>Sociology (401)</td>
<td>5</td>
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<tr>
<td>Business Organization (700)</td>
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<tr>
<td>Home Economics (550)</td>
<td>8</td>
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<td>Home Economics (561)</td>
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<td>Home Economics (569)</td>
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<td>Home Economics (612)</td>
<td>6</td>
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<tr>
<td>Home Economics (627)</td>
<td>6</td>
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<td>Home Economics (659)</td>
<td>8</td>
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<tr>
<td>Home Economics (669)</td>
<td>6</td>
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<td>Home Economics (685f)</td>
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FOURTH YEAR

<table>
<thead>
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<tbody>
<tr>
<td>Business Organization (713)</td>
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<td>Home Economics (622)</td>
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<td>Home Economics (650)</td>
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<tr>
<td>Home Economics (660)</td>
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<tr>
<td>Home Economics (669)</td>
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<td>Home Economics (672)</td>
<td>8</td>
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<tr>
<td>Home Economics (685f)</td>
<td>10</td>
</tr>
<tr>
<td>Elective</td>
<td>6</td>
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</tbody>
</table>

Suggested electives for the third and fourth years:
* Accounting 401, 402
* Business Organization 705, 717, 719
* Fine Arts 432, 524
* Sociology 510
* Home Economics 503, 505, 512, 627
* Journalism 401-402 may be substituted for Journalism 608.
* Students should confer with the coordinator of Consumer Service in Clothing and Home Furnishings, Room 214, Campbell Hall, two quarters before scheduling this course.

CURRICULUM IN CONSUMER SERVICE: HOUSEHOLD EQUIPMENT

This curriculum is planned as preparation for Home Service work with utility companies and department stores; positions with equipment manufacturers and distributors. Electives are to be selected in accordance with the professional interest of the student and approval of the Adviser.

THIRD YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Home Economics</strong> (512)</td>
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<td>Home Economics (550)</td>
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<td>Sociology (401)</td>
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<td>Home Economics (560)</td>
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<tr>
<td>Home Economics (685f)</td>
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<tr>
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<td>Business Organization (715)</td>
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<tr>
<td>Home Economics (685f)</td>
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<td>Elective</td>
<td>6</td>
</tr>
</tbody>
</table>

* Journalism 401-402 may be substituted for Journalism 108.
** Home Economics 506 and 512 are both required.
Suggested electives for the third and fourth years:

- Accounting 405
- Agricultural Biochemistry 410, 411
- Business Organization 765
- Engineering Drawing 538
- Home Economics 616, 627, 701f
- Industrial Engineering 720
- Photography 611
- Physics 418
- Radio 666
- Sociology 510
- Speech 402

CURRICULUM IN HOME ECONOMICS TEACHING

Option I: Teaching. The greatest demand for home economists in teaching is in junior and senior high schools and graduates are admitted to positions in such schools immediately after graduation. The students selecting professional electives for public, private or parochial school teaching may be certified for teaching general or vocational home economics. Teaching in junior colleges and colleges usually requires graduate study.

Option II: Extension Teaching. Another opportunity for home economists interested in teaching is in the Home Economics Extension Program. For such work, additional preparation and experience is usually necessary. However, qualified students with permission of the State Home Demonstration Leader may select the option for Extension Teaching and prepare to enter home demonstration work.

### THIRD YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics (605 or 512)</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics (661)</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
</tr>
</tbody>
</table>

### FOURTH YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics (627)</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>9</td>
</tr>
</tbody>
</table>

* Home Economics 506 and 512 are both required in this curriculum. Schedule the course not completed in the first two years.

† Students, with the approval of the Adviser, must select one of the professional options listed below. Advisers responsible for approving admission to the respective options are: 1. Home Economics Teaching: the Chairman of the Home Economics Education Division. II. Home Economics Extension Teaching: the State Home Demonstration Leader.

†† Students must select one of the following sequences and schedule a minimum of 18 hours in sequence as approved by her Adviser; 6 hours or more to be at the 500 or 600 level.

### Option I. Teaching

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education (585)</td>
<td>4</td>
</tr>
<tr>
<td>Education (607)</td>
<td>3</td>
</tr>
<tr>
<td>Agriculture Education (526)</td>
<td>3</td>
</tr>
<tr>
<td>Education (607)</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics (641)</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics (616)</td>
<td>5</td>
</tr>
</tbody>
</table>

### Option II. Extension

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Education (526)</td>
<td>3</td>
</tr>
<tr>
<td>Education (585)</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics (641)</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics (661)</td>
<td>3 to 10</td>
</tr>
<tr>
<td>Home Economics (655)</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics (661)</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>8</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
</tbody>
</table>

***No student may register for Home Economics 541 or 681 until she is fully admitted to the teaching curriculum. See statement of admission requirements.

### Sequence I. Social Science sequence: Economics, History, Philosophy, Psychology, Agricultural Economics and Rural Sociology, Sociology.

### Sequence II. Natural Science sequence: Agricultural Biochemistry, Bacteriology, Botany, Chemistry, Geology, Mathematics, Physiology, Physics, Zoology.

### Sequence III. English, Foreign Language, Journalism, Radio, and Speech.

### Sequence IV. Fine and Applied Arts sequence: Fine Arts, Ceramics, Engineering Drawing.

Electives from the above sequences and free electives may be selected with the Adviser’s approval from courses listed in the School of Home Economics Bulletin. A limited number (not to exceed 20) may be selected from other bulletins.
CATALOGUE NUMBER

357

CURRICULUM IN HOME MANAGEMENT

Students planning homemaking as a career may wish to select the Curriculum in Home Management as a background. For those with a vocational interest in the field, governmental, commercial and philanthropic agencies offer opportunities for experienced graduates trained in home management. Such positions include advising work with families, teaching adult groups, management in group living projects (e.g., housing and research). Graduates without experience may enter such fields as assistants.

Students may select this curriculum as preparation for specialization in home management at the graduate level.

THIRD YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics</td>
<td>8</td>
</tr>
<tr>
<td>Sociology</td>
<td>5</td>
</tr>
<tr>
<td>*Elective</td>
<td>4 to 6</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
</tr>
</tbody>
</table>

FOURTH YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics</td>
<td>8</td>
</tr>
<tr>
<td>Sociology</td>
<td>5</td>
</tr>
<tr>
<td>*Elective</td>
<td>12</td>
</tr>
</tbody>
</table>

*A minimum of 25 hours must be chosen from the following suggested electives:

- Animal Science 407
- Business Organization 551, 642
- Biochemistry (606) 8
- Economics 601, 624, 639, 645
- Education 622
- Engineering Drawing 636
- Fine Arts 494, 534
- Home Economics 451, 516, 619, 628, 631
- Home Economics 506 and 612 are both required in this curriculum. Schedule the course not completed in the first two years.

CURRICULUM IN HOSPITAL DIETETICS

There is a great demand for hospital dietitians. To qualify for membership in the American Dietetic Association, the student graduating from the Curriculum in Hospital Dietetics must spend an additional year in an accredited hospital as an intern. After one year of internship, the graduate is qualified to hold a responsible position in a hospital dietary department.

THIRD YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Animal Science</td>
<td>4</td>
</tr>
<tr>
<td>Biochemistry (606)</td>
<td>8</td>
</tr>
<tr>
<td>Agricultural Biochemistry</td>
<td>8</td>
</tr>
<tr>
<td>Biocdynamics (507)</td>
<td>8</td>
</tr>
<tr>
<td>Home Economics</td>
<td>8</td>
</tr>
<tr>
<td>Physiology</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
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</table>

FOURTH YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics</td>
<td>8</td>
</tr>
<tr>
<td>Sociology</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

Suggested electives for the third and fourth years:

- Agricultural Biochemistry 601, 607
- Agricultural Economics 613
- Bacteriology 608
- Business Organization 530, 600, 700, 716
- Chemistry 636
- Engineering Drawing 638
- Home Economics 571, 580, 615, 616, 622, 624, 628

**Accounting 605 may be substituted for Accounting 461.**
There is a large and increasing demand for food service directors, managers, and supervisors in college and university commons, cafeterias and residence halls, school lunchrooms, tea rooms, restaurants, cafeterias, hotels, hospital pay cafeterias and industrial food service units.

Upon completion of the Curriculum in Institution Management, the graduate may qualify for appointment to assistantships, apprenticeships, or internships in any of the above types of institutions. The curriculum is planned so that graduates may qualify as candidates for admittance to training courses approved by the American Dietetic Association and the National Restaurant Association.

Additional requirements for applicants to American Dietetic Association Training Courses:

Home Economics 545.

Additional requirements for applicants to National Restaurant Training Courses:


Suggested electives for the third and fourth years:

- Agricultural Biochemistry 601, 707
- Agricultural Economics 613
- Bacteriology 603, 613
- Business Organization 690, 600, 700, 716
- Engineering Drawing 524
- Home Economics 511, 580, 585, 612, 615, 615, 622, 624, 625

* Home Economics 506 and 512 are both required in this curriculum. Schedule the one not completed in the first two years.

** Accounting 405 may be substituted for Accounting 401.

Opportunities for graduates in textiles and clothing are varied and numerous both in professional and business fields. To meet the interests of individual students, the following curriculum offers an opportunity for some degree of specialization, according to the choice of one of three options, I. Textiles, II. Design and Construction, III. Consumer Service in Clothing.

Option I: Textiles. By selecting this option the student may prepare for laboratory testing and for graduate work leading to research and college teaching.

Option II: Design and Construction. This option prepares the student for work in dressmaking shops and alteration rooms or may satisfy an avocational interest.

Option III: Consumer Service. The student may prepare for merchandising and for educational and promotional work with textiles and apparel houses by selecting Option III.
CATALOGUE NUMBER 359

THIRD YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics (560)</td>
<td>3</td>
</tr>
<tr>
<td>Sociology (401)</td>
<td>6</td>
</tr>
<tr>
<td>Home Economics (560)</td>
<td>6</td>
</tr>
<tr>
<td>tElective</td>
<td>15</td>
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</tbody>
</table>

FOURTH YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics (572)</td>
<td>3</td>
</tr>
<tr>
<td>Sociology (600)</td>
<td>4</td>
</tr>
<tr>
<td>Home Economics (700)</td>
<td>1</td>
</tr>
<tr>
<td>tElective</td>
<td>10</td>
</tr>
</tbody>
</table>

*Students with the approval of the Adviser responsible for admission to this curriculum must select and meet the requirements of one of the options listed below. Three electives to complete 106 hours required for graduation may be selected with the Adviser's approval from courses listed in the School of Home Economics bulletin. A limited number of hours (not to exceed 30) may be selected from other bulletins.

Option I: Textiles

Required courses:
- Home Economics (585c) 5
- Chemistry (411) 5, (412) 5, (413) 6, (431) 5, (432) 5
- Mathematics (421) 5, (422) 5, (440) 6
- Physics (411) 5, (412) 5, (413) 6

Option II: Design and Construction

Required courses:
- Fine Arts (437) 3, (632) 5
- Home Economics (503) 5, (601) 3, (670) 3, (672) 3

Twenty-five hours from the following courses:
- Fine Arts (421) 5, (423) 5, (501) 3, (602) 3, (505) 3, (494) 3, (534) 5

Option III: Consumer Service in Clothing

Required courses:
- Fine Arts (437) 3, and three or five hours from the following: (421) 5, (423) 5, (494) 3, (632) 5, (534) 5
- Home Economics (603) 5, (580) 5, (586d) 10, (601) 3, (607) 4, (672) 3
- Business Organization (700) 5, (705) 4, (713) 2, and a minimum of four hours from the following courses: (716) 4, (719) 4
- Accounting (405) 5

Five hours from the following courses:
- Speech (401) 5, (402) 6, (560) 2
- Radio (405) 2
- Journalism (401) 2, (602) 5

CURRICULUM IN FOOD TECHNOLOGY

This curriculum is designed to provide training in the more technological aspects of handling and processing of fruits and vegetables, selection, storing, and processing of meats and poultry, or in cereal products manufacture.

The curriculum is based upon the application of the principles of Chemistry, Mathematics, Physics, and Bacteriology to the manufacture, processing, and preservation of agricultural products.

This curriculum is designed to prepare students for positions in food industries, regulatory work, research and preparation for graduate work. A student may concentrate his electives in Agricultural Biochemistry, Animal Science, Horticulture, Home Economics, or Poultry Science.

This curriculum requires 210 hours for graduation.

The following program of required courses will provide a minimum of training and leads to the degree Bachelor of Science in Food Technology.
### FIRST YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>For Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry (411)</td>
<td></td>
</tr>
<tr>
<td>Mathematics (416 or 421)</td>
<td></td>
</tr>
<tr>
<td>English (416)</td>
<td></td>
</tr>
<tr>
<td>Survey of Agriculture (401)</td>
<td></td>
</tr>
<tr>
<td>Military or Air Science</td>
<td></td>
</tr>
<tr>
<td>Physical Education (401)</td>
<td></td>
</tr>
</tbody>
</table>

**For Women**

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics (400)</td>
<td></td>
</tr>
<tr>
<td>Physical Education (421)</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

### SECOND YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>For Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics (411)</td>
<td></td>
</tr>
<tr>
<td>*Chemistry (451)</td>
<td></td>
</tr>
<tr>
<td>**Home Economics (440)</td>
<td></td>
</tr>
<tr>
<td>Animal Science (609)</td>
<td></td>
</tr>
<tr>
<td>or Animal Science (407)</td>
<td></td>
</tr>
<tr>
<td>Military or Air Science</td>
<td></td>
</tr>
</tbody>
</table>

**For Women**

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education (426)</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

### THIRD YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>For Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agr. Biochemistry (650)</td>
<td></td>
</tr>
<tr>
<td>Agr. Biochemistry (601)</td>
<td></td>
</tr>
<tr>
<td>Economics (403)</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>10</td>
</tr>
<tr>
<td>Bacteriology (636)</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

### FOURTH YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bacteriology (637)</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

**SUMMER EXPERIENCE:** Ten weeks of practical experience or its equivalent, including written report, is recommended for graduation.

**Technical Courses.** A minimum of 25 hours in addition to those required in the fixed curriculum is to be selected from the following courses:

- Agricultural Biochemistry 501, 502, 707
- Agricultural Engineering 402, 510
- Agronomy 501, 510, 611
- Animal Science 401, 502, 503, 505, 510, 619
- Bacteriology 610, 611, 603
- Botany 451, 402
- Chemical Engineering 591, 652, 603
- Chemistry 422, 423, 581, 682, 683, 591, 592, 602, 605, 705, 741
- Dairy Science 401, 512
- Dairy Technology 553, 505, 511, 520, 521, 609, 619
- Engineering Drawing 400, 401, 402, 405
- Geology 401, 402
- Home Economics 441, 556, 551, 579, 615, 635, 656, 700
- Horticulture 624, 401, 508, 564, 522, 523, 631
- Mathematics 418, 410, 541, 542
- Photography 611, 616
- Poultry Science 401, 417, 621
- Veterinary Anatomy 461
- Veterinary Physiology 416, 417
- Zoology 650, 401, 405, 409, 412

* Chemistry 641, 648, 649, 650 or Chemistry 655, 656, 657, and 658 may be substituted for these courses.

** Home Economics 440 should be taken in the freshman or sophomore year or be replaced by Home Economics (615) or Home Economics (616) 3 and Home Economics (635) 3.
CATALOGUE NUMBER 361

Social Science and Humanities. A student following this curriculum shall take, in addition to the required courses listed above, 25 hours from at least three of the following departments or areas:

- Business Organization
- Economics
- English
- Fine and Applied Arts
- Foreign Language
- Geography
- History
- Journalism
- Music
- Philosophy
- Physiology (Human)
- Political Science
- Psychology
- Rural Sociology 505
- Sociology
- Speech

CURRICULUM IN NUTRITION

This curriculum is designed for the students who wish to prepare for professional careers in nutrition. Provision has been made for a broad training in the fundamental biological and physical sciences to serve as a foundation for graduate study.

The departments in which major study may be carried on are: School of Home Economics, Agricultural Biochemistry, Animal Science, Dairy Science, and Poultry Science.

This curriculum requires 208 hours for graduation.

The following program of required courses was designed to provide the minimum training for a degree of Bachelor of Science in Nutrition.

FIRST YEAR

For Men
- Chemistry (411) 6
- Mathematics (416 or 421) 6
- Botany or Zoology (401) 6
- Physical Education (401) 1
- Military or Air Science 2

For Women
- Chemistry (411) 6
- Mathematics (416 or 421) 6
- Botany or Zoology (401) 6
- Physical Education (421) 6
- Home Economics (400) 2

SECOND YEAR

For Men
- Chemistry (421) 4
- Physics (411) 6
- English (416) 3
- Economics (401) 6
- Military or Air Science 2

For Women
- Chemistry (421) 4
- Mathematics (417 or 422) 6
- English (417) 3
- Physical Education (425) 1

THIRD YEAR

For Men
- Chemistry (642) 8
- Chemistry (648) 3
- Veterinary Physiology (416) 6

For Women
- Chemistry (642) 8
- Chemistry (648) 3
- Veterinary Physiology (416) 3

FOURTH YEAR

For Men
- Agr. Biochemistry (690) 8
- Agr. Biochemistry (707) 5

For Women
- Agr. Biochemistry (690) 8
- Agr. Biochemistry (707) 5
- Elective 13
ELECTIVES

Technical Courses. A minimum of 30 hours of technical electives to be chosen from at least three of the following departments:

- Accounting 401, 402
- Agricultural Biochemistry 402, 714
- Agricultural Economics 470
- Agronomy 581, 610, 620
- Anatomy 612, 616, 616
- Animal Science 401, 402, 503, 509
- Bacteriology 636, 637
- Botany 401, 402, 502, 606
- Chemistry 610, 681, 682, 691, 692, 693, 741
- Dairy Science 401, 602, 512, 610, 714
- Economics 440, 441, 551, 610, 612, 616, 700
- Geology 401, 602
- Horticulture 401, 423, 620
- Mathematics 440, 541, 542
- Photography 511, 615
- Poultry Science 401, 409, 417, 618
- Zoology 401, 402, 403, 412

Social Sciences and Humanities. A student following this curriculum shall take, in addition to the required courses listed above, 25 hours from at least three of the following departments or areas.

Courses listed in Group 1 cannot be used to meet requirements of Group 2.

- Business Organization
- Economics
- English
- Fine and Applied Arts
- Foreign Language
- Geography
- History
- Journalism
- Music
- Philosophy
- Physiology (Human)
- Political Science
- Psychology
- Sociology
- Speech
- Rural Sociology 605

CURRICULUM IN RESTAURANT MANAGEMENT

A specialized curriculum in Restaurant Management has been set up to help meet the demands for trained men and women, who wish to enter the commercial food service field. Basic courses in foods and nutrition, institutional management and business management are required with a large choice of electives made available. Graduates are eligible for admission to recognized apprentice courses sponsored by the National Restaurant Association, or they may at once qualify for beginning positions in commercial food establishments. The following program of required courses provides the minimum training for the Degree Bachelor of Science in Restaurant Management.

FIRST YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry (411)</td>
<td>6</td>
</tr>
<tr>
<td>Home Economics (400)</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics (440)</td>
<td>6</td>
</tr>
<tr>
<td>English (417)</td>
<td>3</td>
</tr>
<tr>
<td>Military or Air Science (400)</td>
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</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

SECOND YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics (401)</td>
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<td>Home Economics (660)</td>
<td>2</td>
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<tr>
<td>Military or Air Science</td>
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</tr>
<tr>
<td>Physical Education (women)</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Recommended Technical Electives:

- Horticulture 623
- Physiology 607

THIRD YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics (606)</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics (671)</td>
<td>3</td>
</tr>
<tr>
<td>Animal Science (407)</td>
<td>8</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

† A minimum of twenty-five hours of electives must be chosen from the following areas:

- Astronomy
- Botany
- Economics
- English
- Fine Arts
- Foreign Languages
- General Studies
- Geography
- Geology
- History
- International Studies
- Journalism
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Social Administration
- Speech
- Zoology
CATALOGUE NUMBER 363

Recommended Technical Electives:
- Business Organization 621, 668, 688
- Home Economics 622, 634, 636
- Horticulture 524
- Psychology 637, 638

FOURTH YEAR

Business Organization (626) 4
Home Economics (615) 6
Electives 8

Recommended Technical Electives:
- Business Organization 621, 686, 705, 713, 716
- Home Economics *685, 610, 700 (for women)
- Horticulture 621
- Industrial Engineering 720

* Only by permission of the Chairman of the Division of Institution Management and Director of the School of Home Economics.

SPECIAL PROGRAMS IN HOME ECONOMICS

Students with only a limited amount of time for college work, who wish to concentrate on home economics courses for a few Quarters, may be permitted to enroll in a Special Program. These students must, however, clearly state, in writing, their reasons for electing the program and they must indicate their awareness of the consequence should they later decide to change to a degree program.

Students in a Special Program in Home Economics may, insofar as they are qualified, elect courses in any department in the University, including courses not listed in this bulletin.

COURSE PREREQUISITES

A student who cannot meet the prerequisites for certain desired courses may, upon the approval of his adviser and the instructor in charge, be permitted to take the course. Courses numbered 500 to 599 are not open for election for credit in the first year and courses numbered 600 to 699 are not open for election for credit in the first or second year.

GUIDANCE

All guidance facilities of the University are available to the students in Special Programs in Home Economics. A student desiring to enroll in a Special Program in Home Economics should contact the School of Home Economics Guidance Office prior to registration. The Guidance Coordinator will advise the student until he selects his faculty adviser, which must precede registration for the second Quarter.

ADMISSION REQUIREMENTS

The requirements for admission to a Special Program in Home Economics are the same as for existing four-year curricula in the School of Home Economics. Students admitted for Special Programs are tested along with students in degree curricula for proficiency in pre-college English and pre-college mathematics, and those whose preparation is found inadequate will be required to enroll in the remedial courses. English 400, and Mathematics 400. Such enrollments, however, may be omitted if the courses elected do not otherwise require such prerequisite work and so long as the Special enrollment of the student does not exceed three Quarters time. Thereafter, the remedial work is immediately required to permit continued registration.
REGISTRATION

The prospective student should contact the Guidance Office in Campbell Hall, regarding his course of study.

A student may enroll at The Ohio State University for one or more quarters of the year. The quarters begin the last week of September, the first week of January, last week of March and the middle of June, and continue for a period of approximately eleven weeks each. It is possible for a student to enroll for any one of the quarters and regulate future enrollment to suit his convenience and the program selected. All men students are required to meet the University's fixed requirements in Military Science and Physical Education unless exempted.

TRANSFER IN PROGRAMS

A student may, with the approval of his adviser, transfer from a Special Program in Home Economics to any of the existing four-year curricula in Home Economics with the understanding that he must meet all the requirements of the curriculum which he elects.

A student may be permitted to transfer from any one of the existing curricula in the School of Home Economics to a Special Program upon the approval of his adviser.

COMPLETION OF SPECIAL PROGRAM IN HOME ECONOMICS

Upon satisfactory completion of at least three quarters of a Special Program in Home Economics the student shall be granted an appropriate certificate upon recommendation of the Executive Committee of the School.

COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences is one of the oldest of the eleven colleges and six schools which constitute The Ohio State University today. Originally The Ohio State University was called The Ohio Agricultural and Mechanical College. At that time, there was a separate School of Exact Sciences and a School of Letters and Philosophy. This situation prevailed until 1896 when the two schools were combined as the College of Arts, Philosophy, and Science. The present designation, the College of Arts and Sciences, was adopted in 1930. Two schools, the School of Journalism and the School of Optometry, are included for administrative purposes as a part of the College.

THE AIM OF THE COLLEGE OF ARTS AND SCIENCES

The aim of the College of Arts and Sciences is to assist in developing thinking men and women capable of understanding themselves and the world around them, sensitive to the problems of a dynamic society, and qualified to help in solving these problems. The achievement of this threefold aim of increasing the individual's knowledge, developing his sensitivity, and enhancing his competence, should provide a continuing source of service and leadership.

The development of the student's knowledge requires not only introducing him to a wide range of facts about man and the universe, but stimulating him to search for relationships and human significance in these facts, to the end that he acquire the definite interests which are necessary for continuous intellectual growth and the enjoyment of the intellectual life. At the same time, it involves teaching him not only how to recognize a problem, its elements, its relationships and implications, and how to bring the whole into clear perspective, but also encouraging him to re-examine problems in the light of new conditions.
CATALOGUE NUMBER

821. Seminar in American History. Three credit hours. The Quarter. Mr. Simms.

899. Interdepartmental Seminar on the Middle East. Two to three credit hours. First term. Mr. Fisher.

950. Research in History. Either term or the Quarter.

HOME ECONOMICS
Office, 220 Campbell Hall

PROFESSORS SCOTT, DIRKS, GILMORE, HEYE, LERMAN, MCGINNIS, NEWARK, PATTON, ASSOCIATE PROFESSORS BANCROFT, BEARD, GREEN, HILLMAN, KOEFLIN, KENNEDY, LEWIS, PRUDENT, TURNBULL, WEAVER, AND WOOD, ASSISTANT PROFESSORS ALBANESE, ALEXANDER, BEARD, BECKWITH, BLOOM, FISHER, HARGER, IRVINE, KYLE, LLOYD, McEWING, MESSIER, MOORE, RYAN, SMITH, TAPSCOTT, TURNER, WARFIELD, WERTENBERGER, AND MISS COLE. MRS. DEKINS, MRS. MARTEN, MISS NORMAN, MRS. TREVICK, AND ASSISTANTS

400. Home Economics Survey. Two credit hours. Autumn Quarter. Four class meetings each week. Required of all first or second Quarter home economics students enrolled in the College of Agriculture in the Autumn Quarter. Open only to students majoring in home economics in the College of Agriculture.

401. Textiles. Three credit hours. One Quarter. Autumn, Winter, Spring. Two hours for discussion and one two-hour laboratory period each week. A course for students not majoring in Home Economics. Credit will not be given for both Home Economics 401 and Home Economics 505.

405. Elements of Family Living. Three credit hours. One Quarter. Autumn, Winter, and Spring. Three class meetings each week.

410. Elements of Nutrition. Five credit hours. One Quarter. Autumn, Winter, Spring. Three one-hour class meetings and two two-hour laboratory periods each week. Planned for students following the nursing curriculum. Not open to students in Home Economics.

430. Introduction to Clothing and Textiles. Five credit hours. One Quarter. Autumn, Winter, Spring. Five class meetings each week. Home Economics 405 and Fine Arts 430 or 431 are recommended as preceding or concurrent courses. Not open to students who have credit for Home Economics 508.

431. Clothing: Principles of Construction. Five credit hours. One Quarter. Autumn, Winter, Spring. Two one-hour class meetings and three two-hour laboratory periods each week. Prerequisite, Home Economics 430.

440. Introduction to Nutrition and Foods. Five credit hours. One Quarter. Autumn, Winter, Spring. Five class meetings each week. Home Economics 405 is recommended as a concurrent or preceding course. Not open to students who have credit for Home Economics 410.

441. Foods: Principles of Preparation. Five credit hours. One Quarter. Autumn, Winter, Spring. Two one-hour class meetings and three two-hour laboratory periods each week. Prerequisite, Home Economics 440.

450. The House. Three credit hours. Autumn, Winter, and Spring. Three one-hour class meetings each week.

503. Clothing. Five credit hours. One Quarter. Autumn, Winter, Spring. Two one-hour class meetings and three two-hour laboratory periods each week. Prerequisite, Fine Arts 437 and Home Economics 431.
505. Textiles. Three credit hours. One Quarter. Autumn, Winter, Spring.
Two one-hour class meetings and one two-hour laboratory period each week.
Prerequisite, Home Economics 430.
Not open to students who have credit for Home Economics 401.

506. Household Equipment. Five credit hours. One Quarter. Autumn
and Spring. Three one-hour class meetings and two two-hour laboratory
periods each week.

507. Needle Crafts. Two credit hours. Winter Quarter. Two two-hour
laboratory periods each week. For Occupational Therapy majors. Open to
others with consent of the instructor.

508. Clothing. Five credit hours. Autumn Quarter. Five one-hour class
meetings each week. A course planned primarily for students in the College
of Commerce majoring in Merchandising.

512. Home Furnishing. Five credit hours. One Quarter. Autumn, Winter,
Spring. Three one-hour class meetings and two two-hour laboratory periods
each week. Prerequisite, Fine Arts 430 or 431, Home Economics 430, 401 or
consent of the instructor. Engineering Drawing 538, Home Economics 450
and 505 are recommended as preceding or concurrent.

*513. Furnishing the Home. Three credit hours. Spring Quarter. Two
one-hour class meetings and one two-hour laboratory period each week. A
course planned primarily for non-majors in home economics. Credit will not
be given for both Home Economics 512 and 513.

514. Clothing: Elementary Construction. Three credit hours. Autumn
Quarter. Three two-hour laboratory periods each week. Planned for students
majoring in Occupational Therapy.
Not open to students in home economics.

515. Clothing: Children's Clothing. Three credit hours. Winter Quarter.
One one-hour class meeting and two two-hour laboratory periods each week.
Prerequisite, Home Economics 561 or consent of the instructor. Home Eco-
nomics 451 is recommended as a preceding course.

518. Elements of Homemaking. Three credit hours. Spring Quarter.
Three class meetings each week. A course planned for non-majors in home
economics. Elective to Juniors and Seniors. This course is of equal interest to
men and women. Credit will not be given for both Home Economics 518 and
Home Economics 560.
Not open to students who have credit for Home Economics 560.

541. Principles and Methods of Teaching Applied to Home Economics.
Five credit hours. One Quarter. Autumn, Winter, Spring. Three one-hour and
one two-hour class meetings each week. Prerequisite, twenty-five Quarter-
credit hours in home economics and Education 533.
No student may register for this course until she is fully admitted to the
Teaching curriculum by her Faculty Adviser.

542. Supervised Home Economics Teaching. Eight to ten credit hours.
One Quarter. Autumn, Winter, Spring. One two-hour class meeting each week.
Other hours for supervised teaching and conferences to be arranged. Required
of senior home economics students in the College of Agriculture who are pre-
paring to teach. Students will consult with advisers in the Home Economics
Education office regarding the number of hours for which registration is to be
made. Each student electing the course should report to Room 201, Campbell

* Not given in 1956-1957.
CATALOGUE NUMBER 779

Hall, to make reservation for student teaching assignment and to check her eligibility for student teaching. Students should plan to schedule this course concurrently with Home Economics 627. Prerequisite, forty Quarter credit hours in home economics including Home Economics 541, a cumulative point-hour ratio of 2.25 in home economics, and in professional education courses, and consent of the instructor.

Registration with the Teacher Placement Service of the College of Education is one of the requirements of this course.

543. School-Community Problems of the Home Economics Teacher. Three credit hours. One Quarter. Winter and Spring. Three class meetings each week. Hours for observation and participation to be arranged. Students preparing to teach vocational home economics in secondary schools should schedule this course. Prerequisite, Home Economics 541.

545. Introduction to Educational Principles for Home Economics. Four credit hours. Spring Quarter. One one-hour and one two-hour periods each week and field experience. Not open to students majoring or minoring in teaching home economics. Required for admittance to training courses approved by the American Dietetics Association and the National Restaurant Association. Prerequisite, Junior standing.

550. Foods: Meal Management. Three credit hours. One Quarter. Autumn, Winter, Spring. One one-hour class meeting and three three-hour laboratory periods each week. Prerequisite, Home Economics 441.

551. Nutrition: Family. Three credit hours. One Quarter. Winter and Spring. Two one-hour class meetings and one two-hour laboratory period each week. Prerequisite, Home Economics 410 or the equivalent.

552. Nutrition: Recent Developments. Three credit hours. Autumn Quarter. One two-hour and four one-hour class meetings each week. Prerequisite, Home Economics 410 or the equivalent and ten hours of biological science. Required of students enrolled in the nursing education curriculum.

559. Household Buying. Five credit hours. One Quarter. Autumn, Winter, Spring. Four one-hour class meetings and one two-hour laboratory period each week. Prerequisite, Economics 402 or 406 and thirty Quarter credit hours in Home Economics.

560. Home Management. Three credit hours. One Quarter. Autumn, Winter, Spring. Three class meetings each week. Prerequisite, Economics 402 or 406 and twenty Quarter-credit hours in home economics courses. Not open to students who have credit for Home Economics 518.

561. Introduction to Child Development. Three credit hours. One Quarter. Autumn, Winter, Spring. Three one-hour class meetings each week and two morning hours each week for nursery school observation to be arranged. Prerequisite, Psychology 401. A preceding course in nutrition is recommended.

570. Introduction to Institution Food Management and Service. Three credit hours. Spring Quarter. Two three-hour laboratory periods and one hour to be arranged each week. Prerequisite, Home Economics 441.

571. Menu Planning for Food-Serving Establishments. Three credit hours. Winter Quarter. Prerequisite, Home Economics 440 or consent of the instructor. Home Economics 441 is recommended as a preceding or concurrent course.

Four one-hour class meetings and one four-hour period for demonstrations and field trips each week. Prerequisite, forty Quarter-credit hours in home economics.

585. Field Work in Home Economics. Three to ten credit hours. Given in units of three, five, or ten. One Quarter. Autumn, Winter, Spring. Prerequisite, forty Quarter-credit hours in home economics. Students are admitted on the recommendation of the instructor in charge, and on approval of the cooperating agencies or business concerns.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

According to the University regulations, courses in this group are not open to Freshmen or Sophomores.

The following courses are open for graduate credit: 601, 604, 610, 612, 615, 616, 617, 619, 622, 628, 631, 632, 633, 635, 636, 640, 641, 642, 652, 653, 655, 670, 671, 672, 674, 681, 701, 702, 706, 715, 721, 740, 742, 744, 771, 779. A statement of the general prerequisites for these courses will be found preceding DEPARTMENTS OF INSTRUCTION.

GRADUATE WORK

Graduate study in the School of Home Economics is under the supervision of a committee appointed from the graduate faculty. The School offers graduate instruction and facilities for research in practically all areas of home economics. A student may select one of these as an area of concentration, but the program of study should provide breadth of training in addition to depth of understanding in the selected area.

Students, after admission to the Graduate School, should report to the Director of the School of Home Economics for the assignment of an adviser. The adviser will be selected according to the student's area of interest within home economics and will assist the student in planning a broad unified program, which is based on the individual's background and goals, and which meets the requirements for the degree sought.

Prerequisites for Graduate Work: The undergraduate preparation of students wishing to undertake graduate study in home economics should include a major in home economics or a closely related field, with basic courses in three of the following fields: biological science, education, fine arts, physical science, and social science.

Requirements for the Master's Degree: There is considerable flexibility in working out a program of study for the Master's degree. The overall plan should insure breadth with concentration in a selected area of home economics. Course work in the selected area may not exceed 30 credit hours, including a maximum of 15 credits for special problems and research.

The remaining credits, a minimum of 15, should be planned in supporting courses from other departments and/or closely related home economics areas.

The student's program of study and the nature of the thesis are tentatively planned by the student and her adviser. These must be approved by the student's advisory committee, which consists of the adviser, a faculty member approved to represent the School of Home Economics, and a member representing a related department or an area of home economics other than the major area. This same committee conducts a comprehensive examination which covers the program of study and thesis.

Work leading to the Doctor's Degree: Programs are available at present in two areas: Food and Nutrition and Home Economics Education.

Admission to Graduate Work. Admission to graduate work in home economics is dependent upon certain qualifying conditions. These conditions are:

1. A bachelor's degree in home economics from an accredited college, with satisfactory record. (A possible exception to the requirement of a home economics degree might be made if the major undergraduate field was closely allied to home economics.)
2. At least 45 Quarter hours in home economics for all graduates in this field. This distribution of home economics hours will be approved by the School of Home Economics in terms of the student's graduate interest.
3. At least 15 Quarter hours in social sciences.
4. At least 15 Quarter hours in physical and/or biological science.
5. Adequate background course work in the area of home economics in which the advanced degree is sought and in closely allied subjects.
6. The dissertation program and plan must be approved by the advisory committee but will be directed by the adviser.

601. Clothing. Three credit hours. One Quarter. Autumn, Winter, Spring. Two three-hour laboratory periods each week. Prerequisite, Home Economics
CATALOGUE NUMBER

604. Clothing. Three credit hours. Spring Quarter. Three two-hour laboratory periods each week. Prerequisite, Home Economics 503 or the consent of the instructor.

610. Nutrition. Three credit hours. Winter Quarter. Three one-hour class meetings each week. Prerequisite, Home Economics 440, Physiology 422 or 507, and Agricultural Biochemistry 506 or 601.

612. Nutrition: Diet Therapy. Five credit hours. Spring Quarter. Five one-hour class meetings each week; other hours to be arranged. Prerequisite, Home Economics 610.

615. Experimental Work in Food Preparation. Five credit hours. One Quarter. Autumn and Spring. Two one-hour class meetings and three three-hour laboratory periods each week. Prerequisite, Home Economics 441 and Agricultural Biochemistry 411.

616. Nutrition of Infants and Children. Three credit hours. Spring Quarter. Three class meetings each week. Prerequisite, Agricultural Biochemistry 411 and Home Economics 551 or the equivalent.

617. Foods: Preservation in the Home. Three credit hours. Alternate Summers. One one-hour class meeting and two two-hour laboratory periods each week. Prerequisite, Bacteriology 509 and fifteen hours of food and nutrition.

619. Household Equipment. Three credit hours. Autumn Quarter. Two one-hour class meetings and one two-hour laboratory period each week. Prerequisite, Home Economics 506. Home Economics 612 is recommended as a concurrent or preceding course.

622. Household Equipment: Performance Testing. Five credit hours. Winter Quarter. Two one-hour class meetings and three two-hour laboratory periods each week. Prerequisite, Home Economics 506, fifteen Quarter-credit hours in natural science and twenty additional Quarter-credit hours in home economics.

623. Household Equipment: Performance Testing. Five credit hours. Winter Quarter. One two-hour class meeting and two three-hour laboratory periods each week. Prerequisite, Home Economics 505, 506, 559 or equivalent, five Quarter credit hours in bacteriology, and senior standing in home economics. Industrial Engineering 720 is recommended as preceding or concurrent.

627. Laboratory in Home Management. Five credit hours. One Quarter. Autumn, Winter, Spring. Five hours of group conferences and scheduled laboratory each week, and other laboratory hours to be arranged. Each student electing the course should report to Room 211, Campbell Hall, to make application and to check for eligibility, at least two Quarters in advance. Limited facilities prevent opening this course to out-of-state students not regularly enrolled for an undergraduate degree. Prerequisite, Home Economics 506 or 450, 550, and 561. Prerequisite or concurrent, Home Economics 560. Home Economics 512, 550, and 663 are recommended as preceding courses.

628. Selection of Furnishings for the Home. Three credit hours. Winter Quarter. Two one-hour class meetings and one two-hour laboratory period each week. Prerequisite, Economics 402 or 406 and Home Economics 512.

630. Food and Equipment Buying for Institutions. Four credit hours. Autumn Quarter. Three class hours and one two-hour laboratory period each

* Not given in 1956-1957.
† Not given during academic year, 1956-1957.
week. Prerequisite, forty Quarter-credit hours in home economics including Home Economics 570 and Economics 402 or 406. Students in Restaurant Management curricula will be admitted upon completion of a minimum of fifteen Quarter-credit hours in foods, nutrition, and institution management. Home Economics 559 is recommended as a preceding course.

631. Quantity Cookery. Four credit hours. One Quarter. Autumn, Winter, Spring. Two class hours and eighteen laboratory hours each week for one-half Quarter. Prerequisites must include forty Quarter-credit hours in home economics, including Home Economics 570. Students in Restaurant Management curricula will be admitted upon completion of a minimum of fifteen Quarter-credit hours in foods, nutrition and institution management. Home Economics 630 is a preceding or concurrent course. Students should plan to schedule this course concurrently with Home Economics 627.

632. Institution Organization and Administration. Five credit hours. Spring Quarter. Three one-hour class meetings and six hours laboratory to be arranged. Prerequisite, forty Quarter-credit hours in home economics including Home Economics 630 and 631.

Students in Restaurant Management curricula will be admitted upon completion of a minimum of fifteen Quarter-credit hours in foods, nutrition and institution management.

633. School Lunchroom Management. Three credit hours. Summer Quarter. Three class meetings each week and one hour to be arranged. Prerequisite must include three courses in Foods and Nutrition and one course in Institution Management or the equivalent, and permission of the instructor.

634. Sanitation for Food-Serving Establishments. Three credit hours. Spring Quarter. One one-hour and one two-hour class meetings each week. Prerequisite, Bacteriology 509 or 607.

635. Recent Developments in Food and Nutrition Research. Three credit hours. Spring Quarter. Three class meetings each week. Prerequisite, Agricultural Biochemistry 411, Home Economics 551, or the equivalent.

661. Child Development. Three credit hours. One Quarter. Autumn, Winter, Spring. Two class meetings each week and four morning hours to be arranged. Each student electing the course must report to Room 220, Campbell Hall to make application and to arrange for Nursery School Laboratory. Prerequisite, Home Economics 561 and fifteen Quarter-credit hours of social science. Students not majoring in home economics may, with the consent of the instructor, substitute other courses related to the study of young children and family relations.

*662. Child Development. Three credit hours. Spring Quarter. Two one-hour class meetings and two one-hour observations periods. Prerequisite, Home Economics 561.

663. Infant Guidance and Care. Three credit hours. Spring Quarter. Two one-hour class meetings and two one-hour laboratory periods to be arranged. Prerequisite, Home Economics 405, 440, 561, and Bacteriology 509.

664. Nursery School Activities. Three credit hours. Autumn Quarter. Three one-hour class meetings and one one-hour laboratory period. Prerequisite, Home Economics 441 and 561.

* Not given during academic year, 1956-1957.
* Not given in 1956-1957.
† Students in the Restaurant Management curriculum will be admitted upon completion of a minimum of fifteen Quarter-credit hours in foods, nutrition, and institutional management.
CATALOGUE NUMBER 783

670. Clothing: Fashion. Three credit hours. Winter Quarter. Three class meetings each week. Prerequisite, ten Quarter-credit hours in Fine Arts and home economics (textiles and clothing) and ten Quarter-credit hours in economics, sociology, or history.

671. Textiles. Three credit hours. Winter Quarter. One one-hour class meeting and two two-hour laboratory periods each week. Prerequisite, ten Quarter-credit hours in home economics, including Home Economics 401 or 505 and ten Quarter-credit hours of natural science.

672. Textiles: Historic. Three credit hours. Winter Quarter. Three class meetings each week. Prerequisite, Home Economics 401 or 605, one course in Fine Arts and ten Quarter-credit hours in social science.

673. Textiles: Recent Developments. Three credit hours. Spring Quarter. Two one-hour class meetings and one two-hour laboratory each week. Prerequisite, senior standing and at least one home economics course concerned with the study of textiles.

674. Home Economics Extension Methods. Five credit hours. Winter Quarter. Four one-hour class meetings and one two-hour laboratory period each week, with opportunity for field observation. Prerequisite, Agricultural Education 520 and consent of the instructor.

No student may register for the course until she is fully admitted to the Teaching Curriculum by her Faculty Adviser.

700. Senior Seminar in Home Economics. One credit hour. One Quarter. Autumn, Winter, Spring. One class meeting each week. Prerequisite, senior standing.

Not open for graduate credit.

701. Special Problems in Home Economics. One to five credit hours. Autumn, Winter, Spring. One conference or more each week. Prerequisite, graduate standing or senior standing with an accumulative point hour average of 2.7 or above and consent of the instructor. Students must have at least six Quarters credit in the area of home economics in which the problem is to be taken. For graduate students, problems must be in major or minor fields.

704. Supervision of Home Economics Teaching. Three credit hours. Prerequisite, Home Economics 741 or consent of the instructor.

715. Introductory Food Research. Three credit hours. Spring Quarter. To be arranged. Prerequisite, Agricultural Biochemistry 601 or 607 and Home Economics 615. Agricultural Biochemistry 613 is recommended as a preceding or concurrent course.

720. Home Economics in American Education. Two credit hours. Autumn Quarter. Two class meetings each week. Prerequisite, Home Economics 541 or equivalent, teaching experience in home economics and consent of the instructor.

*741. The Teaching of Home Economics. Three credit hours. Winter Quarter. Prerequisite, Home Economics 740 and consent of the instructor.

* Not given in 1955-1957.
742. Evaluation in Home Economics. Five credit hours. Winter Quarter. Prerequisite, Home Economics 740 and ten Quarter hours in Education or Psychology. Education 852 is recommended as a subsequent course.

761. Family Development. Three credit hours. Winter Quarter. Two one and one-half hour class meetings each week. Prerequisite, twenty Quarter hours in psychology, sociology or child development, and family life.

*771. Textiles: Analysis. Five credit hours. Winter Quarter. One one-hour class meeting and two four-hour laboratory periods each week. Prerequisite, Home Economics 605 or equivalent and twenty Quarter-credit hours of chemistry.

†799. Home Economics Workshop. Four credit hours for intensive three-week sessions on selected phases of home economics. Maximum credit twelve hours. Full time of the student is required. Prerequisite, advanced standing in home economics or a closely related field and permission of the instructor.

FOR GRADUATES

804 and 900 Courses. A statement of the general prerequisites for all courses in this group will be found preceding DEPARTMENTS OF INSTRUCTION.

804. Seminar in Home Economics. One to six credit hours in units of one to three hours, for one Quarter or more. Autumn, Winter, Spring. Hours to be arranged. Prerequisite, graduate standing in Home Economics and consent of the instructor.

840. Home Economics in Higher Education. Three credit hours. Spring Quarter. General prerequisites must include Home Economics 740 or the equivalent.


TWILIGHT SCHOOL

701. Special Problems in Home Economics. One to five credit hours. Autumn, Winter, Spring.

740. Home Economics in American Education. Two credit hours. Autumn Quarter.

SUMMER QUARTER—1956

410. Elements of Nutrition. Five credit hours. The Quarter. Miss Deskins.


561. Introduction to Child Development. Three credit hours. The Quarter. Miss Heye.

601. Clothing. Three credit hours. The Quarter. Miss Gilmore.

615. Experimental Work in Food Preparation. Five credit hours. Mrs. Prudent.

* Not given in 1956-1957.
† Not given during academic year, 1956-1957.


627. Laboratory in Home Management. Five credit hours. Either term. Miss Lloyd.

661. Child Development. Three credit hours. The Quarter. Miss Hoeflin.

661. Nursery School Activities. Three credit hours. First term. Miss Heye.


671. Textiles. Three credit hours. First term. Miss Tapscott.

701. Special Problems in Home Economics. One to five credit hours. Either term or the Quarter. The Graduate Staff.


740. Home Economics in American Education. Two credit hours. First term. Miss Dirks.

799. Home Economics Workshop. Four credit hours for intensive three-week sessions on selected phases of home economics. Maximum credit, twelve hours.

799f. Household Equipment. Four credit hours. Second term. Full time for three weeks, July 30 to August 18. Miss Beard, Mrs. Weaver.

804. Seminar in Home Economics. One to six credit hours in units of one to three hours. Either term or the Quarter. Graduate Staff.

950. Research in Home Economics. Either term or the Quarter. Miss Scott, Miss Heye, Miss Beard, Miss Dirks, Miss Fischer, Miss Lehman, Mrs. Lewis, Miss McGinnis, Mrs. Patton, Mrs. Prudent, Mrs. Weaver, Miss Wood.

HORTICULTURE AND FORESTRY
Office, 118 Horticulture and Forestry Building

PROFESSORS HOWLETT, LAURIE (EMERITUS), H. D. BROWN, W. N. BROWN, AND CHADWICK, ASSOCIATE PROFESSORS ALBAN, GOULD, HARTMAN, KIPLINGER, ASSISTANT PROFESSORS COMIN, HILL, AND HACSKAYLO, MR. REISCH, AND ASSISTANTS

GENERAL HORTICULTURE

Not open to students who have credit for Horticulture 405.

Not open to students who have credit for Horticulture 401.

440. Elementary Plant Propagation. Five credit hours. Spring Quarter. Four recitations and one two-hour laboratory period each week. Prerequisite, Horticulture 403 and Botany 402; Botany 402 may be taken concurrently with permission of instructor.
601. Horticultural Plant Breeding. Five credit hours. Winter Quarter. Four recitations and one two-hour laboratory period each week. Prerequisite, Zoology 403, Horticulture 503 or 533, or 542.

609. The Management of Storage for Horticultural Crops. Three credit hours. Autumn Quarter. Two lectures and one two-hour laboratory period each week. Prerequisite or concurrent, Horticulture 503 and 513, or 522 and 513, or 542 or 550.

610. Weed Control in Horticultural Crops. Three credit hours. Spring Quarter. Three recitations each week. Prerequisite, fifteen hours in Horticulture or five hours in Horticulture and ten hours in Botany.

701. Minor Investigation. Two to five credit hours. Autumn, Winter, and Spring Quarters. Offered at Columbus and at Wooster.

704. Horticultural Seminar. One credit hour. Autumn, Winter and Spring Quarters. Graduate students majoring in Horticulture must register for credit for at least two Quarters.

*705. Seminar in the Historical Literature of Horticulture. Three credit hours. Autumn Quarter. Alternate years. Prerequisite, Horticulture 503, 522, or 612. Open to students in other departments upon permission of the instructor.

711. Experimental Horticulture. Four credit hours. Autumn Quarter. Two discussion periods and four hours laboratory each week of which two hours are scheduled. Prerequisite, Botany 605, or the equivalent. This course is designed for those specializing in horticulture, although it is open to students in other departments.

712. Experimental Horticulture. Three credit hours. Winter Quarter. Two lectures and four hours laboratory each week of which two hours are scheduled. Botany 605 must be included in the general prerequisites or taken concurrently.

713. Advanced Plant Propagation. Five credit hours. Winter Quarter. Four recitations and one two-hour laboratory each week. Prerequisite, Horticulture 440 and 550, or equivalent, and Botany 605.

716. Structure and Development of Horticultural Plants. Five credit hours. Winter Quarter. Three recitations and two two-hour laboratory periods each week. Prerequisite, twenty Quarter hours credit Agronomy, Botany, or Horticulture. Not open to students who have credit for Horticulture 714 and 715.

POMOLOGY

503. Principles and Practices of Pomology. Five credit hours. Autumn Quarter. Four recitations and one two-hour laboratory period each week. Prerequisite, Horticulture 403.

504. Principles and Practices of Pomology. Five credit hours. Winter Quarter. Four recitations and one two-hour laboratory period each week. Prerequisite, Horticulture 403.

509. Systematic Pomology. Three credit hours. Autumn Quarter. One recitation and two two-hour laboratory periods each week. Prerequisite, Horticulture 403.

511. Spraying and Dusting Practices with Fruit and Vegetable Crops.

* Not given in 1956-1957.
The Ohio State University Catalog, 1966-67

AGRICULTURE AND HOME ECONOMICS

SCHOOL OF HOME ECONOMICS

The School of Home Economics offers a wide range of courses and programs designed to prepare students for careers in various fields related to home economics. The curriculum is designed to provide a broad background in general education and to develop a sound professional education in home economics. Additionally, courses are offered in areas such as nutrition, family and child development, housing and equipment, and textiles and clothing.

Organization and Objectives

Home economics as a field of study focuses on the well-being of individuals and families, the improvement of homes, and the preservation of values significant in home life. The School includes the subject matter divisions of Food and Nutrition, Family and Child Development, Home Economics Education, Home Management, Housing and Equipment, Institution Management, and Textiles and Clothing.

The educational program of the School has been developed to provide:

1. A sound professional education in home economics and some depth in a related natural or social science.

2. A broad background in general education.

3. Preparation for leadership in professional and community activities vital to homes and society.

FACULTY*

† Consult faculty listing of the College of Agriculture and Home Economics for more complete faculty information.

Degrees offered: Bachelor of Science in Home Economics, Bachelor of Science in Food Technology, Bachelor of Science in Nutrition, Bachelor of Science in Restaurant Management, Master of Arts, Master of Science, Doctor of Philosophy.
UNDERGRADUATE PROGRAMS

Students desiring to major in home economics should consult the Assistant Director of the School or personnel in the Guidance Office, 201 Campbell Hall. Admission is based on the requirements for admission to the University. The three programs in home economics lead to the degree of Bachelor of Science in Home Economics. Students registered in the School may also follow special programs leading to the degree of Bachelor of Science in Food Technology, Bachelor of Science in Nutrition, and Bachelor of Science in Restaurant Management.

Major programs in home economics include the basic education requirements of the University, common requirements of the School, supporting courses in basic sciences and/or arts, a sequence of courses in a subject matter area in home economics and courses in subject matter areas related to the area of specialization.

Three undergraduate programs lead to the Bachelor of Science degree in Home Economics. They are: the General Home Economics, the Natural Science-Oriented, and The Social Science-Oriented Programs. Majors provide for concentrated work in one of the subject matter divisions of the School. Through these major areas of concentration students prepare for careers as home economists in business, research, extension, institution administration, dietetics, and education.

Certain courses in child development, nutrition, and clothing are offered at the request of various departments and colleges of the University to meet specific requirements of majors in those areas. Other course offerings in the subject matter areas of the School serve as requirements and electives in various areas of specialization in the University.

Honors Program

The Honors Program in the School of Home Economics is an enriched program providing an opportunity for students of high academic ability to pursue programs that are highly individualized in character. Students who have completed 50 credit hours of work at The Ohio State University and have a point hour of 3.5 may apply for admission to the program. It is to the advantage of the student to enter the program as early as possible. Each application for admission will include a statement of the student's educational goals and a program of study which has been developed in consultation with the student's advisor. Well prepared students will be encouraged to make use of advanced placement in courses when possible. All Honors students will be required to participate in Honors Seminars, plan and carry out special problems in connection with regularly scheduled classes, and to carry on and report independent investigation in areas closely related to special interests. Once a student has been admitted to the Honors Program by the Honors Committee he may continue in the program so long as he maintains a 3.2 cumulative point-hour and his quarterly average does not fall below 3.2 for more than two consecutive quarters. A grade point average of 3.5 is required in home economics courses.

The Merrill-Palmer Institute

Six high scholarship juniors or seniors in home economics each year have the opportunity of attending the Merrill-Palmer Institute in Detroit for one term. Courses taken there may be substituted for courses at The Ohio State University. Students should make application through the Guidance Office of the School in the early part of the junior year.

Graduate students may also plan programs which include study at Merrill-Palmer Institute.

Teacher Certification

Students in the School of Home Economics who plan to teach in the secondary schools register under the General Home Economics Program with a major in Home Economics Education.

The School of Home Economics cooperates with the State Board of Vocational Education in the preparation of teachers of vocational home economics.

Requirements for the Degree
Bachelor of Science in Home Economics

Completion of 206 credit hours with a grade-point average of 2.0 or better including:

<table>
<thead>
<tr>
<th>UNIVERSITY REQUIREMENTS</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Education</td>
<td>45</td>
</tr>
<tr>
<td>Natural Science</td>
<td>15</td>
</tr>
<tr>
<td>Group A: Physical Science</td>
<td>10 hrs. sequence from Group A: S, Group B</td>
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<tr>
<td>Group B: Biological Science</td>
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<tr>
<td>Group C: Social Science</td>
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<tr>
<td>Social Science</td>
<td>15</td>
</tr>
<tr>
<td>Group A: History, Political Science, International Studies</td>
<td>5 or 6 cr. hrs. from Group A; remainder from Group B</td>
</tr>
<tr>
<td>Group B: Anthropology, Economics, Geography, Sociology</td>
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<tr>
<td>Anthropology</td>
<td>501, 502, 503</td>
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<tr>
<td>Economics</td>
<td>401 or 501, 502 or 503 or 506 or 508</td>
</tr>
<tr>
<td>Geography</td>
<td>403, 503, 504</td>
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<tr>
<td>Sociology</td>
<td>401, 402, 503, 563</td>
</tr>
<tr>
<td>Humanities</td>
<td>15</td>
</tr>
<tr>
<td>Group A: Literature</td>
<td>5-10 cr. hrs. from Group A, the remainder from Group B</td>
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<tr>
<td>Group B: Fine Arts, Music, Philosophy, Speech</td>
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<tr>
<td>Fine Arts</td>
<td>420, 421, or 501, 502, 563</td>
</tr>
<tr>
<td>Music</td>
<td>404, 451, 452</td>
</tr>
<tr>
<td>Philosophy</td>
<td>401, 402, 405</td>
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<tr>
<td>Speech</td>
<td>420, 631, 632, 633</td>
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</tbody>
</table>
AGRICULTURE AND HOME ECONOMICS

SCHOOL OF HOME ECONOMICS

Additional Common Requirements*

Mathematics or Foreign Language ........................................ 10
Health Education and Physical Education ......................... 4
English ............................................................................. 9

* No course may be counted in fulfilling the mathematics or foreign language requirements.

SCHOOL REQUIREMENTS ................................................. 9-48

Psychology ......................................................................... 8-10
Speech and Writing ............................................................ 8-10
Natural Science or Social Science ..................................15—20

(In addition to University Basic Education Requirements)

Home Economics ................................................................... 8
Home Economics 400 ................................................................ 3
Home Economics 299 ................................................................ 3
Home Economics 659 ................................................................. 2

Major programs provide for concentration during the first two years in the basic sciences and arts upon which home economics builds. Professional courses in home economics and areas related to the field of concentration are scheduled during the junior and senior years.

The basic two-year program outlined below is common for the three curricula in the School. Those students following the Natural Science-Oriented Program will select a minimum of 15 hours in natural science in addition to the Basic Education Requirement in natural science, and those following the Social Science-Oriented Program will select a minimum of 15 hours in social science in addition to the Basic Education Requirement in social science. Students following the General Program in Home Economics may select a minimum of 15 hours in either natural or social science depending upon their interest. An illustration of first and second year quarterly schedules is shown below.

BASIC FIRST TWO YEARS

FIRST QUARTER

English 416 ........................................................................... 3
Chemistry 407 or 411 ............................................................ 5
Humanities sequence ................................................................ 5
Physical Education ................................................................... 1
Home Economics Survey ......................................................... 1

SECOND QUARTER

English ................................................................................. 3
Chemistry 405 or 412 ............................................................ 5
Social science sequence .......................................................... 5
Language or Mathematics ....................................................... 5
Physical Education ................................................................... 1

THIRD QUARTER

English ................................................................................. 3
Social Science sequence .......................................................... 5
Speech .................................................................................... 5
Language or Mathematics ....................................................... 5
Physical Education ................................................................... 1

FOURTH QUARTER

Psychology ............................................................................ 5
Biological Science ................................................................... 5
Humanities sequence ............................................................. 3
Social science sequence .......................................................... 5
Physical Education ................................................................... 1

FIFTH QUARTER

Psychology Elective ................................................................. 0-5

Natural or Social science requirement .................................... 5
Home Economics 599 ................................................................. 5

Humanities sequence or elective ........................................... 5-10
Physical Education ................................................................... 1

SIXTH QUARTER

Humanities sequence ............................................................. 0-5

Natural or Social science requirement .................................... 5
Professional elective .............................................................. 5-10
Physical Education ................................................................... 1

Basic Education Requirement .................................................. 1

School Requirements ............................................................... 14-16

General Home Economics Program

This program provides a broad orientation to the field of home economics and some depth in the social or natural sciences. Students following this program may obtain depth in one or two subject matter areas of home economics or prepare for teaching at the secondary or adult levels.

REQUIREMENTS FOR ALL MAJORS UNDER THE GENERAL HOME ECONOMICS PROGRAM

University Requirements ............................................................ 71

School Requirements ............................................................... 29-48

General Home Economics Requirements .................................. 29
Home Economics 519 ................................................................. 5
Home Economics 503 ................................................................. 5
Home Economics 510 ................................................................ 3
Home Economics 581 ................................................................. 4
Home Economics 512 ................................................................ 3
Home Economics 627 ................................................................. 4
Home Economics 552 ................................................................. 6

Choice of one of following majors:

Major in General Home Economics (in addition to requirements for all majors under the General Home Economics Program)
Home Economics sequence: 15 cr. hrs. (selected from no more than two subject matter areas of home economics, with approval of advisor)
Humanities: 12-15 cr. hrs. (courses planned with advisor)
Electives: 23-40 cr. hrs.

Major in Home Economics Teaching (in addition to requirements for all General Home Economics majors)
Home Economics: 20 cr. hrs. (distributed among 5 subject matter divisions of home economics)
Home Economics Education: 20 cr. hrs.
Education: 6 cr. hrs.
Electives: 7-11 cr. hrs.

Natural Science-Oriented Program

in Home Economics

Majors in Food and Nutrition, Dietetics, and Institutional Management and Textiles are based on this program.

REQUIREMENTS FOR ALL MAJORS UNDER NATURAL SCIENCE-ORIENTED PROGRAM

University Requirements ............................................................ 71

School Requirements ............................................................... 44-56

Choice of one of following majors:

Major in Food and Nutrition (in addition to requirements for all majors under Natural Science-Oriented Program)
Home Economics: 35-40 cr. hrs. (courses in foods, nutrition and related home economics areas planned with adviser) Supporting Professional: 10-20 cr. hrs. (natural science, social science, journalism) Electives: 21-45 cr. hrs.

Major in Bacteriology and Institutional Management: (program planned with adviser to meet requirements for membership in the American Public Health Association) Home Economics: 43-47 cr. hrs. (courses in food, nutrition, and institutional management) or Supporting Professional: 17 cr. hrs. (courses in business organization, education) Electives: 26-41 cr. hrs.

Major in Textile: (in addition to requirements for all majors under Social Science-Oriented Program) Home Economics: 45 cr. hrs. (maximum) (courses in clothing, textiles, housing, equipment, and furnishing) Supporting Professional: 14 cr. hrs. or more (courses in mathematics and social science) Electives: 28-41 cr. hrs.

Social Science-Oriented Program

In Home Economics

This program furnishes the basis for specialization in home economics based on the social sciences: family and child development, clothing, household equipment, and institution housekeeping administration. Major work in these areas is planned in the subject matter divisions of family and child development; management, housing and equipment; clothing and textiles; and institution management.

REQUIREMENTS FOR ALL MAJORS UNDER SOCIAL SCIENCE-ORIENTED PROGRAMS

University Requirements

Choose one of following majors:

- Home Economics: 30 cr. hrs. (minimum) (courses in family and child development and related home economics)
- Social Science-Oriented Program: 25-30 cr. hrs. (courses in psychology, sociology, and education)

Electives: 52-54 cr. hrs.

Major in Clothing: (in addition to requirements for all majors under Social Science-Oriented Program) Home Economics: 40 cr. hrs. (maximum) (courses in textiles and clothing) Supporting Professional: 21 cr. hrs. (courses in business organization, speech and journalism, fine arts, sociology, economics) Electives: 22-25 cr. hrs.

Major in Management, Housing and Equipment: (in addition to requirements for all majors under Social Science-Oriented Program) Home Economics: 50 cr. hrs. (maximum) (courses in housing, equipment, furnishing, food and nutrition) Supporting Professional: 22 cr. hrs. (courses in business organization, speech and journalism, sociology) Electives: 10-14 cr. hrs.

Major in Institution Management: (in addition to requirements for all majors under Social Science-Oriented Program) Home Economics: 50 cr. hrs. (maximum) (courses in housing, equipment, furnishing, food and nutrition) Supporting Professional: 20 cr. hrs. (courses in business organization, speech and journalism, animal science) Electives: 12-16 cr. hrs.

Restaurant Management Program

Graduates are eligible for admission to recognized apprentice courses sponsored by the National Restaurant Association, or they may on graduation qualify for beginning positions in commercial food establishments.

University Requirements

- Humanities sequence
- Mathematics (Women) 
- Language (Women)
- Health and Physical Education (Women)
- English
- Physical science
- Chemistry 407
- Chemistry 408
- Chemistry 501
- Micscology 509
- Physiology 451
- Social Science
- Economics 401 and 402
- Sociology 401

Professional Requirements

- Home Economics
- Business Organization
- Business Organization 401
- Business Organization 670
- Business Organization 685
- Business Organization 700
- Psychology 401
- Accounting 510
- Animal Science 407

Select from the following area a minimum of 25 cr. hrs.:

- Astronomy, botany, economics, English, fine arts, foreign languages, general studies, geography, geology, history, international studies, journalism, mathematics, music, philosophy, physics, political science, psychology, social work, speech and/or sociology.

Food Technology Program

(See page 100.)

Nutrition Program

(See page 101.)

Students in the School of Home Economics may register in either of the two programs listed above. Requirements of the programs are listed on the pages indicated.

GRADUATE STUDY

The purpose of graduate study in the School of Home Economics is to provide for greater breadth and depth in a selected area of specialization, for introduction to research methods and techniques and for experience in critical evaluation of literature. Research in progress in each division of the School is supported by federal, state and special grants. Graduate students have the opportunity to become
acquainted with a variety of research programs and to participate in those in their area of interest.

Graduate study may lead to the Master of Arts in Home Economics Education or to the Master of Science in Family and Child Development; Foods and Nutrition; Management, Housing and Equipment; Institution Management and Dietetics; and Textiles and Clothing.

The Doctor of Philosophy may be earned in Family and Child Development; Foods and Nutrition; Home Economics Education; Management, Housing and Equipment; and Textiles and Clothing.

ADMISSION

After admission to the Graduate School, to qualify for graduate study in any subject matter division of the School, the student should have a baccalaureate degree in home economics or a closely related field, with basic courses in three of the following fields: biological science, physical science, social science, education, or fine arts.

REQUIREMENTS FOR THE MASTER'S DEGREE

There is considerable flexibility in working out a program of study for the Master's degree. The overall plan should insure breadth with concentration in a selected area of home economics. Course work in the selected area may not exceed 30 credit hours, including a maximum of 15 credits for special problems and research. The remaining credits, a minimum of 15, should be planned in supporting courses from other departments and/or related home economics areas.

The student's program of study and the nature of the thesis are tentatively planned by the student and her adviser. These must be approved by the student's advisory committee, which consists of the adviser, a faculty member approved to represent the School of Home Economics, and a member representing a related department or an area of home economics other than the major one. This same committee conducts a comprehensive examination which covers the program of study and thesis.

REQUIREMENTS FOR THE DEGREE

DOCTOR OF PHILOSOPHY

A student desiring to undertake work leading to the Doctoral degree is expected to demonstrate breadth of knowledge in home economics as well as acquaintance with relevant aspects of allied disciplines, aptitude for research, and facility of expression in English.

Areas within home economics may be regarded as closely related to the natural or social sciences or the fine arts. Each candidate's field of concentration will be closely allied to one of these broad fields. Possible fields of concentration are:

1. Family and child development with supporting work in such social sciences as psychology, anthropology, and sociology.
2. Foods and nutrition with supporting work in such physical and biological sciences as microbiology, chemistry, and physiology.
3. Home economics education with supporting work in education or psychology.
4. Home management, housing, and equipment, with supporting work in such areas as economics, physics, business organization, sociology, and fine arts.
5. Textiles and clothing with supporting work in the physical or social sciences or fine arts, depending upon the nature of research to be undertaken.

The student's advisory committee consists of the adviser as chairman and representatives of the graduate faculty from those other departments and home economics areas which are included in the student's program. The candidate, with the advisory committee, should design a program which provides breadth in related areas of home economics and a supporting field.

Each candidate for the Ph.D. will be expected to meet the general requirements of the Graduate School and to pass successfully a general written and oral examination in the area of concentration and in a minimum of two related areas, one of which is usually another area of home economics.
Home Economics

Office: 220 Campbell Hall, 1787 Neil Ave.

PROFESSORS ESCOTT (Director), IDEACON, IDIRKS, IGILMORE, HUFF, JR. JOHNSON, INIARAW, IPRUDENT, and SWILSON; ASSOCIATE PROFESSORS ALEXANDER, BEARD, GREEN, HARRER, HINNBIAK, LAMPKIN, LEVIN, LLOYD, MALOCH, MAECHAM, MILICAN, MOUNTNEY, TAYLOR, and XHIV, ASSISTANT PROFESSORS BLAINEMORE, BLOOM, EVERHART, HUNT, MONTI, SMITH, and TAFSCOTT.

The courses in Home Economics may be grouped as follows:


General Courses—400, 599.

400 Home Economics Survey

A, W, Sp. 1 cl. and 1 2-hr. cl.

Prereq.: 1st and 2nd yrs. standing in Home Ec. only.

Exploration of educational requirements and major programs in the School. Alexander.

440 Elements of Nutrition

A, W, Sp. 5 cl.

Not open to students majoring in Home Ec.

Nutritional needs throughout the life cycle. Herr.

205 Textiles

A, W, Sp. 4 cl., 1 2-hr. lab.

Prereq.: 10 hrs. Chem.

Study of the physical and chemical properties of textiles and their components as they relate to care, performance and consumer satisfaction. Taftsott.

500 Household Equipment: Introduction

A, Sp. Su. 4 cl., 1 2-hr. lab.

Prereq.: Permission of the Graduate Chairman and the Chairman of the department.

Research topics to be announced.

509 Interdepartmental Seminar

A, W, Sp. (See under Interdepartmental Seminar.)

Research for thesis or dissertation purposes only.

508 Clothing: Fashion and the Ready-to-Wear Market

Sp. 5 cl.

Prereq.: 3rd yr. standing.

Fashion, the ready-to-wear market and current developments in the field of textiles and clothing and their relation to satisfying consumer needs.

510 Housing

A, W, Sp. 3 cl.

Prereq.: 552 or 10 cr. hrs. social science.

Not open to students with credit for 450.

Housing as it affects family living and is in turn affected by family needs, social and economic trends and the physical environment. Excl. Bible course.

512 Home Furnishings: Principles

A, W, Sp. 2 cl., 1 2-hr. lab.

Prereq.: Fine Arts 430 or 431 or permission of instructor. 510 and 505 or concurrent, recommended.

Application of artistic principles to furnishing a home with consideration of aesthetic, economics and social factors affecting choice. Excl. Bible.

513 Home Furnishings: Laboratory

W. 2 2-hr. cl., 1 2-hr. lab.

Prereq.: 512 or permission of instructor.

Continuation of 512; emphasis on economic factors, trends, materials, construction and furnish. Some experience in reconstructing and other techniques. Excl. Bible.

514 Clothing: Elementary Construction

A. 2-3-hr. lab.

Prereq.: Major standing in Oc. Ther., or permission of instructor.

Problems of elementary garment construction.

5151 Elements of Homemaking

A. 3 cl.

Prereq.: 3rd yr. standing.

Not open to minors in Hom. Ec.

Principles of home management and use of family resources in relation to family well-being. Newark.

530 Costume Design

A, W, Sp. 2 cl., 1 2-hr. lab.

Prereq.: Fine Arts 430 or equiv.

A critical study of aesthetic principles in relation to costume. Meehan.

531 Clothing: Design Analysis

A, W, Sp. 2 cl., 3 2-hr. lab.

Prereq.: 530, passing placement test or prior registration in Technique Studio required.

Not open to students with credit for 431.

Adoption of standard patterns to individual proportions, flat pattern drawing, and application of principles of design and construction in making garments. Goldsberry.

A-123
541 Principles and Methods of Teaching U 5
Applied to Home Economics
A, W, Sp. 3 cr., 1/2 day arr.
Prereq.: Admission to Home Ec. Teaching Curriculum, reg'd, and 22 cr. hrs. in Home Ec.
Consideration of curriculum, methods of teaching, management, and other problems of the home economics teacher.

542 Supervised Home Economics U 10-15
Teaching
A, W, Sp. Full time for one qtr. for 15 cr. hrs.
Not open to students with credit for 543. 40 cr. hrs. in Home Ec. including 541, cumulative point hr. ratio of 2.25 to be attained two yrs. prior to registration for 542. Permission of instructor. For reservation, student must report to Room 314, Campbell Hall.
Students registering for 10 cr. hrs. will spend full time for 4 qtr. teaching and will be required to register for 543 for vertical certification. For vertical certification, students must do their teaching in a vocational center and live in the community.
Registration with the Teacher Placement Service of the College of Education.
Guided participation in the responsibilities and activities of the Home Economics teacher in the regular day school and extended school program.

543 School-Community Problems of the Home Economics Teachers U 3
Su. 3 cr. arr. hrs. for observation and participation.
Prereq.: 541.
Responsibilities and activities of the home economics teacher in the extended school program with emphasis on adult education, home experiences, related home economics teacher activities. Discuss.

545 Introduction to Educational Principles U 4
for Home Economics
Sp. 2 1-hr. cl., 2 2-hr. cl., field experience.
Prereq.: 3rd yr. standing.
Principles of education for students whose professional work will require knowledge of techniques for teaching others in non-school situations.

546 Fundamentals of Nutrition U 5
A, W, Sp. 5 cr.
Prereq.: Chem. 407 and 408 or equ. to.
Basic information related to the science of nutrition as applied to man. Bibl.

549 Food U 5
A, W, Sp. 2 cr., 3 2-hr. lab.
Prereq.: 10 cr. hrs. Chem.
Not open to students with credit for 441.
Application of chemical and physical principles to food preparation and use. Green.

550 Foods: Meal Management U 4
A, W, Sp. 2 cr., 2 2-hr. lab.
Prereq.: 549.
Nutritional, aesthetic, and social aspects of planning, purchasing, preparing, and serving food to family groups at different income levels. No lab.

552 Nutrition: Recent Developments U 3
A, Sp. 3 cr.

555 Food in Different Cultures U 3
A. 3 cr.
Prereq.: 10 cr. hrs. of social science. 548 or equ. recommended.
Food practices of selected peoples of the world with consideration of the existing social, cultural and economic conditions. Non.

559 Home Management: The Family and the Market U 3
A, W. 3 cr.
Prereq.: 3rd yr. standing and Econ. 406 or 506 or equ.
The market from the family point of view and its relation to home management practices. Newark.

560 Home Management U 5
A, W, Sp, Su. 5 cr.
Prereq.: 3rd yr. standing and Econ. 406 or 506 or equ.
Management process of utilizing specific resources for family's well-being. Newark, Lloyd.

561 Introduction to Child Development U 4
A, W, Sp. 5 cr., 2 morning hrs. arr. for nursery school observation.
Prereq.: Psychol. 401. 548 or equ. recommended.
Study of the nature, nurture and development of children with emphasis on the preschool years. Gilling, Lehr.

563 Child Development U 5
A, W, Sp, Su. 5 cr.
Prereq.: Psychol. 401.
Not open to students with credit for 465.
The dynamics of family interaction at each stage of the life cycle. Emphasis on developmental tasks, socio-economic and cultural influences and other family differences. Taylor, Lehr.

569 Household Equipment: The Home Economist in Business U 5
A, W, Sp. 5 cr.
Prereq.: 10 cr. hrs. of household equipment, 5 cr. hrs. Speech, or permission of instructor.
Evaluation and development of the individual's qualifications to meet professional requirements of a home economist in businesses related to household equipment. Bloom.
555 Field Work in Home Economics U 3, 5, 10, or 15
A, W, Sp, Su.
Prereq.: Permission of instructor.
Student participation in work of community agencies, county extension programs or business concerns to which home economics is related. Bloom, Henry, Millican, Hunger, Headrickson.
Credit limited to 5 hrs. except in qtrs. indicated below.
555A Foods 3 or 5
555B Nutrition 3 or 5
555C Textiles 3 or 5
555D Clothing 10
A. 10 cr. hrs.
555F Household Equipment 3 or 5
555G Home Management 3 or 5
555H Institution Management 3 or 5
555I Teaching 3 or 5
555J Family and Child Development 3 or 5
555L Home Economics Extension 15
W, Sp.
Not open to students with credit for 651.
559 Home Economics as a Profession U 2
A, W, Sp. 2 cr.
The nature and status of home economics as a field study and as a profession. Scott.
601 Clothing U G 3
W, Sp. 2 3-hr. lab.
Prereq.: 531 or equiv.
Application of principles of tailoring in the construction of a suit or coat. Millican.
604 Clothing: Advanced Design Analysis U G 3
A, W, Sp, Su. 2 cr., 3 2-hr. lab.
Prereq.: 531 or equiv.
Not open to students with credit for 503.
Creative interpretation of dress design terminating in finished garments developed through the media of flat pattern and draping. Meecham, Millican.
610 Nutrition U G 5
W. 5 cr.
Prereq.: 568, Physiol. 422 or 507, and Agr. Bio. 610 or 621, or equiv.
Modern concepts of normal nutrition. Green.
612 Nutrition: Diet Therapy U G 3
Sp. 3 cr., other hrs. arr.
Prereq.: 610 or equiv. or permission of instructor.
Modern concepts of clinical nutrition and abnormalities treated by modification of the diet. Pirodnt.
615 Experimental Work in Food Preparation U G 5
A, Sp. 3 cr., 3 3-hr. lab.
Prereq.: 550, Agr. Bio. 610 or 620, or equiv.
Application of experimental methods to problems involved in preparation of foods. Pirodnt.
616 Nutrition of Infants and Children U G 3
Su. 3 cr.
Needs of children for good nutrition from the embryonic stage through adolescence. Pirodnt.
6191 Household Equipment U G 3
W. 3 cr., 1 2-hr. lab.
Prereq.: 500, 512 or concur.
Application to home situations of the recent development in lighting with emphasis on selection, care, and use of home lighting equipment. Everhart.
622 Household Equipment: Performance U G 5
Testing
W. 3 cr., 2 2-hr. lab.
Prereq.: 500, 550 or equiv., 5 cr. hrs. of Microbiol. and 10 additional cr. hrs. of natural science.
Experienced problems on the performance of the major types of household equipment used in preparation of food. Bloom.
623 Household Equipment: Performance U G 5
Testing
A. 2 cr., 3 2-hr. lab.
Prereq.: 500, 550 or equiv., 5 cr. hrs. of Microbiol. and 10 additional cr. hrs. of natural science.
Experience in the techniques and reporting of experimental investigations dealing with household equipment used in laundering and other cleaning processes. Bloom.
627 Home Management U 4
A, W, Sp, Su. 5 cr., lab. hrs. arr.
Prereq.: Senior standing.
Report to Room 201, Campbell Hall, to make application and to check for eligibility at least two qtrs. in advance.
Application and integration of management principles to operation of a household. Lloyd, Newark.
628 Selection of Furnishings for the Home U G 3
Sp. 3 cr., 1 2-hr. lab. Field trips arr.
Prereq.: 512, Econ. 402 or 406, 502 or 506 or equiv.
Consumers' problems in the selection of home furnishings. Blakemore.
630 Selection of Food and Equipment U G 5
for Institutions
A. 5 cr.
Prereq.: 570, and Econ. 402 or 502 or 406 or 506 or equiv. or permission of instructor.
Principles and standards for selection of food, equipment, and furnishings in institutional food service, management and layout. Hunger.
631 Quantity Food Production and Service U G 5
A, W. 2 3-hr. cr., 8 hrs. lab.
Prereq.: 570, 630 or concur.
Individual experience in application of food preparation principles to quantity production; use and care of large equipment; standardized formative and cost; service to the public. Hunger, Crenier.
653 Institution Organization and Management U G 5
Sp. 3 cr., 6-hrs. lab. arr.
Prereq.: 630, 631 and Bus. Org. or permission of Instructor.
Principles of business organization and management and principles of learning applied to the management of food service operations, supervised experience in institutional management. Hunger, Crenier.
633 School Lunchroom Management U G 3
Su. 2 cr., 3 hr. arr.
Prereq.: 551 or 610, 570, or equiv., and permission of instructor.
A general course on management problems in a school lunch program. Crenier.
COURSES OF INSTRUCTION

HOME ECONOMICS

634 Sanitation for Food Serving UG 3
Establishment
Sp. 1 1-hr., 1 2-hr. cl.
Prereq.: Microbiol. 607 or equiv.
Application of principles involved in sanitary food handling. Practical problems associated with protection of health and with prevention of food spoilage and contamination. Crramer.

640 Food and Nutrition Seminar U 2
Sp. 5 cl.
Prereq.: 4th yr. standing.
Reports based on current research, recent summaries and articles which give perspective in food and nutrition.

663 Child Development UG 3
W. 3 cl., 2 1-hr. observation periods.
Prereq.: 561, or equiv.
Growth and development of children from six through adolescence with emphasis on maturation patterns and individual differences. Hendrickson.

664 Nursery School Activities U 3
A. 2 cl., 1 2-hr. lab. enr.
Prereq.: 548, 561, and Microbiol. 503, or equiv.
Application of principles of development to program planning. Modification of activities for age level, ability, experience, group and individual needs. Dickerscheid.

666 Nursery School Practicum U 2
A, W, Sp, Su. 1 conf. hr., 2 2-hr. lab.
Prereq.: 561 and 661 or concur.
Not open to students with credit for 661.
Repeatable to a maximum of 6 cr. hrs.
Participation in the nursery school as a student teacher applying theory covered in 664. Bonser, Dickerscheid.

680 Seminar in Child Development U 1
W. 1 cl.
Prereq.: 561, 562, 664 or permission of instructor.
Review, interpretation, and evaluation of current literature and research in defined areas, with emphasis on recommended professional standards in group care of children. Staff.

681 Textiles: Recent Developments UG 3
W. 1 cl., 2 2-hr. lab.
Prereq.: 565 or equiv. and 10 cr. hrs. natural science.
Recent developments and research. Discussion and reports based on individual assignments. Lapitsky.

682 Textiles and Clothing Seminar U 2
Sp. 3 cl.
Prereq.: 4th yr. and major standing in textiles and clothing.
Special reports and readings in textiles and clothing which contribute to professional effectiveness and promote integration of information among specialists in the two fields.

6811 Home Economics Extension Methods UG 5
Sp. 4 cl., 1 2-hr. lab.
Prereq.: Agr. Ed. 526 or permission of instructor and admission to Home Ec. Education Curriculum.
Home Economics extension methods, relationship of extension education to other educational movements, resources of state, county, and community. Warfield.

701 Special Problems in Home Economics G 2, 3, or 5
A, W, Sp., Su. 1 conf. hr., 2 3-hr. lab.
Prereq.: Graduate or senior standing, 6 cr. hrs. in the area of Home Ec. in which the problem is taken, cumulative point hr. average of 2.7 or above, and permission of instructor.
Problems in various phases of home economics chosen for individual study.

701A Food
701B Nutrition and dietetics
701C Textiles
701D Clothing
701E Home Furnishing
701F Household Equipment
701G Home Management
701H Institution Management, equipment, and food buying
7011 Teaching home economics
701J Family and Child Development

702 Supervision of Home Economics Teaching
Su. 3 cl.
Prereq.: 741 or permission of instructor.
For experienced teachers of home economics who are interested in supervising student teachers or in working with home economics teachers in service.

7051 Research Methods in Nutrition G 3
A. 3 cl.
Organization, methods, analysis of data and reporting projects in nutrition research. Prudent.

7151 Introductory Food Research C 3
Sp. 1 cl., 2 3-hr. lab.
Prereq.: 615, Agr. Bio. 610 or equiv.
Individual investigations in food preparation, processing in the home and food storage carried out in laboratory, analyzed and reported. Prudent.
### HOME ECONOMICS

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
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| 719    | Home Management Development and Theory | 3 | A, 3 cl.  
Prereq.: 500 or permission of instructor.  
Historical development and current trends in home management with emphasis on theory and practice. Newark, Deacon, Malcho. |
| 720    | Home Management: Activity Analysis | 3 | Sp, Su. 2 cl.  
Prereq.: Grad. standing in Home Ec., 10 cr. hrs. in home management or household equipment, and permission of instructor.  
Advanced study in application of work principles to design of appliances, work space areas, and methods of work in the home. Malcho. |
| 721    | Family Economic Resources and Functions | 3 | W, 3 cl.  
Prereq.: Econ. 655 or equiv. and permission of instructor.  
Principles, major problems and trends in the economics of the family. Newark, Deacon. |
| 731    | Food Cost Analysis for Institutions | 3 | A. 9-4 hrs. cl.  
Prereq.: 622, Acc. 405 or Acc. 510 or equiv.  
Records used in large quantity food service and house units and their use in budgeting and food cost control. Langer. |
| 735    | Recent Developments in Food and Nutrition Research | 3 | Su. 3 cl.  
Prereq.: Agr. 610 or 620, or equiv. or permission of instructor.  
Brief survey of recent research. Prudent. |
| 740    | Home Economics in American Education | 2 | A. 2 cl.  
Prereq.: 541 or equiv. and permission of instructor.  
An overview of home economics at the elementary, secondary, higher education and adult levels. General trends in enrollment, curriculum and guidance, supervision, administration and research. Prudent, Vivian, Green. |
| 741    | The Teaching of Home Economics | 3 | Su. 3 cl.  
Prereq.: 740 or equiv. and permission of instructor.  
Home economics in integrated, core, experimental and other special types of programs. Prudent, Vivian, Green. |
| 742    | Evaluation in Home Economics | 5 | Sp. 3 cl.  
Prereq.: 740.  
| 750    | Research Methods in Home Economics | 3 | A, Su. 3 cl.  
Prereq.: Master's degree students in Home Ec.  
Nature of research in various areas of the field, criteria for setting up a research problem, techniques for collecting and analyzing data. Prudent, Vivian, Green. |
| 761    | The Family: The Early Years | 3 | W, Su. 2 1/2 hrs. cl.  
Prereq.: Psychol. 670, Soc. 670 or equiv., graduate standing or permission of instructor.  
Relationships and adjustments in family living with emphasis on the early and expanding stages of the family life cycle. Graduate Staff. |
COURSES OF INSTRUCTION

HOME ECONOMICS

830 Trends in Food Service Management
G 3 or 5
W. 3 cl.
Prereq.: Permission of instructor.
Interpretation of principles and current research in relation to management of food service organizations at the policy-making level. Honors.

831 Seminar in Institution Management
G 3 or 5
Su. 1-3 cl.
Prereq.: Grad. standing in Home Ec. and permission of instructor.
Repeatable.
(Topics listed in 262B Campbell Hall.)

840 Home Economics in Higher Education
G 3
W. 3 cl.
Prereq. 740 or equi.
Present status and function of home economics at the college level; problems in curriculum development; criteria for effective teaching, guidance, and testing procedures.

841 Seminar in Home Economics Education
G 3 or 5
W. 1-3 cl.
Prereq.: Grad. standing in Home Ec. and permission of instructor.
Repeatable.
(Topics listed in 347B Campbell Hall.)

861 Seminar in Family and Child Development
G 3 or 5
W. Su. 1-3 cl.
Prereq: Grad. standing in Home Ec. and permission of instructor.
Repeatable.
(Topics listed in 347B Campbell Hall.) Graduate Staff.

898 Interdepartmental Seminar in Nutrition and Food Technology
G 1
So. (See under Interdepartmental Seminars.)

899 Interdepartmental Seminar
A, W, Sp. 5 u.
(See under Interdepartmental Seminars.)

950 Research in Home Economics
G Arr.
A, W, Sp. 5 u.
Research for thesis or dissertation purposes only.

Horticulture


PROFESSORS HOWLETT (Chairman), L. L. BROWN, BEATTIE, IHABKID, IGLEWIJ, IGORD, ILL, IEPFLINGER, and LAMBE (Emeritus); ASSOCIATE PROFESSORS ICAHOI, IGLEDI, KRECHT, IREICH; AS- SISTANT PROFESSORS IDOHER, ICGALLANDE, and TOUSE.

402 General Horticulture
U 5
A, W, Sp. 5 cl.
Principles and practices underlying production and use of tree fruits, small fruits, vegetables, flowers, and ornamental plants, essential for the individual's use in everyday life. Albion, Hartman, Gromer, Hill.

403 Fundamentals of Horticulture
U 5
A study of plant materials used in the horticultural industry emphasizing the development of gross plant structures in relation to cultural practices and the environment. Hartman.

407 Home Gardening, Herbsaceous Plants, Floral Design and Lawns
Horticultural, Ornamental Horticulture or to students with credit for 406.
Lawn, house plants and floral design; selection, planting, maintenance and use of herbaceous perennials, annuals and bulbs in the home garden.

408 Appreciation of Ornamental Plants
U 2
A. 2 cl.
Not open to students majoring in Floriculture and Ornamental Horticulture.
Value of ornamental plants to the individual and community including culture, identification, and use in plantings design. Reid.

423 Principles of Food Preservation
U 3
Sp. 3 cl., 2 3-hr. lab.
Introduction to the food processing industry. Principles involved in the modern methods of assembling, processing, distribution, and subjective quality evaluation of man's food. vendor.

440 Elementary Plant Propagation
U 5
Sp. 4 cl., 1 3-hr. lab.
Prereq. or concurs: 403 and Bot. 402.
The principles and practices involved in the commercial propagation of fruit crops, garden flowers, trees, shrubs, evergreens, small and tree fruits, and vegetables. Miller.

503 Principles and Practices of Pomology
U 5
A. 4 cl., 3-hr. lab.
Prereq.: 403.
Fundamentals of apple and pear production, including status of the industry, varieties, fruit culture, soil management and fertilizers, pollination, fruit setting, propagation, pruning, and spraying. Hartman.

504 Principles and Practices of Pomology
U 5
W. 4 cl., 3-hr. lab.
Prereq: 403.
A study of the stone and small fruit industry including the accepted cultural practices and the fundamental principles upon which these practices are based. Hartman.
Family Medicine

Office: 0114 University Hospitals Clinic, 456 Clinic Drive, 422-0210

793 Individual Studies in Family Practice P, 4, 8, 16 or 24
Experience with family physician-student or Family Practice Residency Programs. Student must achieve objectives which fall within the curriculum objectives of the Dept of Family Medicine. Williams. Su, Au, Wi, Sp Qtrs. Arr. Prereq: Med Coll 656 or 663 and written permission of instructor. Repeatable to a maximum of 24 cr hrs.

Family Relations and Human Development

Office: 315 Campbell Hall, 1787 Neil Avenue, 422-7705

Abbreviations: FM & HU DV = Family Relations and Human Development
H EC EDU = Home Economics Education
H MGT & HS = Home Management and Housing
HOME EC = Home Economics
HUM NTR = Human Nutrition and Food Management
TXTL & CLO = Textiles and Clothing

294 Group Studies U 2 3 or 5
Group study in family relations and human development.
Prereq: Written permission of instructor. Not open to students with maximum allowable credit for 294.10 or 294.12 or Home Ec 294.10 or 294.12. Repeatable to a maximum of 10 cr hrs.

360 Family Development U 5
The dynamics of family interaction at each stage of the life cycle, emphasis on developmental tasks, socioeconomic and cultural influences and other family differences. Stultz.
Au, Wi, Sp Qtrs. 4 cl, 1 hr arr. Prereq: 10 cr hrs of social science.

361 Introduction to Child Development U 5
Study of the nature, nurture and development of children from conception through the beginning school years. Griffling.
Wi Qtr. 3 cl, 4 hrs arr. Prereq: Psych 100 or equiv with written permission of instructor and 2nd yr standing. Open only to majors in department and general home economics. Not open to students with credit for Home Ec 362.

362 Introduction to Child Development U 4
Study of the nature, nurture, and development of children with emphasis on the preschool years Griffling.
Au Qtr. 3 cl, 2 consec hrs arr for nursery school observation. Prereq: Psych 100 or equiv and 2nd yr standing. Open only to majors in department and general home economics. Not open to students with credit for Home Ec 362.

363 Infant Guidance and Care U 4
Considerations in planning for children (conception through age two) at home and in groups. Curriculum content and environment organization to meet developmental needs. Dickerscheid.
3 cl, 2 hrs arr. Prereq: 360 (or Home Ec 360) and 362 or equiv with written permission of instructor. Not open to students with credit for 362 or Home Ec 362 or Home Ec 363 or 663 or Home Ec 663.

364 Applied Life Span Analysis U 4
Survey of human development across the life span directed toward an applied understanding of the individual and forces that shape development. Etheridge.
Wi, Sp Qtrs. 3 cl, 2 hrs arr. Prereq: Psych 100 or 300 and 2nd yr standing.

461 Guidance of Young Children in Groups U 3
Application of principles of development to guidance of children in groups; modification of experiences for age level, ability, group and individual needs. Bolig and Nash.
Su, Au, Wi, Sp Qtrs. 3 cl. Prereq: 361 or 362 or Home Ec 362 or 364 or Psych 550. Not open to students with credit for 462 or Home Ec 462.

462 Nursery School Activities U 3
Application of principles of development to program planning; modification of activities for age level, ability, experience, group and individual needs. Bolig and Nash.
Su, Au, Wi, Sp Qtrs. 3 cl. Prereq: 362 or Home Ec 362; concur 463. Not open to students with credit for Home Ec 462.

463 Nursery School Practicum U 2
Participation in the nursery school as a student teacher with application of theory covered in 462. Bolig and Nash.
Su, Au, Wi, Sp Qtrs. 1 cl, 1 3-hr lab. Prereq: 362 or Home Ec 362, concur 463. Not open to students with maximum allowable credit for 463 or Home Ec 463.

464+ Curriculum Planning: A Child Development Model U 3
In-depth examination of the child development model and implication for the planning, implication and evaluation of teacher-directed activities for young children. Nash.
Su, Au, Wi, Sp Qtrs. 3 cl. Prereq: 361 or 362 or Home Ec 362 or 364, and 461. Open on yr basis in department and Home Ec (Child Care Services Option). Not open to students with credit for 462 or Home Ec 462; and/or 463 or Home Ec 463.

465+ Nursery School Practicum U 2
Participation in the nursery school as a student teacher. Apply theory included in 461 and 464. Bolig and Nash.
Su, Au, Wi, Sp Qtrs. 1 cl, 1 3-hr lab. Prereq: 361 or 362 or Home Ec 362; and 461 or 462 or Home Ec 462; concur 464 for department majors and Home Ec 463. Open on yr basis in department majors and Home Ec (Child Care Services Option). Not open to students with maximum allowable credit for 463 or Home Ec 463. Open only to dept majors and Home Ec 463 majors. Repeatable to a maximum of 4 cr hrs.

466+ Seminar: Human Service Organizations U 3
Application of principles of family development to program planning; discussion of family needs and design of techniques to assess needs and ways to provide services. Au, Sp Qtrs. 2 cl, 1 hr arr. Prereq: 360 (or Home Ec 360); concur 467. Open only to department majors in Family Services Option.
Family Relations and Human Development

467 Practicum: Human Service Organizations U 2
Supervised participation in a human service organization with application of principles from 466. Au, Su Qtrs. One 1/2-day arr. Prereq: 460 (or Home Ec 360); concur 466. Open only to department majors in Family Services Option.

565 Supervised Preschool/Day Care Teaching U 10 or 15
Guided participation of students in the responsibilities and activities of preschool and day care teachers in centers with half day and/or full-day programs. Grading.
Su, Au Qtrs. One 1/2 day every day per qtr or 1 day every day per qtr. Prereq: 4th yr standing in department with 25 cumulative point-hour ratio and written permission of instructor. Registration 2 qtrs before scheduling.

593 Individual Studies U 2 3 or 5
Problems in various phases of family relations and human development chosen for individual study. H593 (honors) may be available to students enrolled in School Honors Program or eligible for enrollment. Su, Wi, Sp Qtrs. 1 or more conf. Prereq: Minimum of 6 cr hrs in subject matter of problem with cumulative point-hour ratio of 2.7 or written permission of instructor. Not open to students with maximum allowable credit for 590.10 or 592.10 or Home Ec 585.10 or 587.12. Open only to department majors.

598 Seminar in Child Development U 2
Review, interpretation, and evaluation of current literature and research in defined areas. Wi Qtr. 1 cl. Prereq: 360 (or Home Ec 360) and 464 and Sr standing. Repeatable to a maximum of 4 cr hrs. Not open to students with maximum allowable credit for 590 or Home Ec 598.

661 Observing and Recording Children's Behavior U 3
Au Qtr. One 2 1/2-hr cl. Prereq: 361 or 362 or Home Ec 362 or Psych 550 or Ed-E&M 460 or equiv with written permission of instructor.

662 Advanced Child Development U 3
Growth and development of children through adolescence with emphasis on maturation patterns and individual differences. Hocking.
Wi Qtr. 2 cl or 2 hrs arr. Prereq: 361 or 362 or Home Ec 362 and Psych 550 and Social 434. Not open to students with credit for Home Ec 662.

663 Infant Development U 3
Infant development during first two years of life with special consideration of bases of support for provision of effective care. Hocking.
Sp Qtr. One 2-hr cl, one 2-hr lab arr. Prereq: 363 and Psych 550 and Social 434. Not open to students with credit for Home Ec 663.

665 Parenting U 3
Identification and examination of current family systems of parent-child relations. Emphasis will be on developing practical skills for working with parents and children. Etheridge.
Su, Wi Qtrs. Two 1 1/2-hr cl. Prereq: Social 434 or 463 and 15 cr hrs of family relations and human development courses.

667 Administration of Day Care Centers U 3
Program planning to meet developmental level and needs of young children; minimum and recommended standards. Grading.
Su, Sp Qtrs. Two 1 1/2-hr cl. Prereq: 465 or equiv and written permission of instructor. Not open to students with credit for Home Ec 667.

669 Alternative Strategies for Preschool Programs U 3
Exploration of a variety of philosophies and resultant practices in caring for and educating young children in day care and nursery school situations. Dickerscheid.
Wi Qtr. Two 1 1/2-hr cl. Prereq: 464 and 465 or equiv with written permission of instructor.

690 Workshop U 4
Full time for 3 wks. Prereq: Written permission of instructor. Not open to students with maximum allowable credit for 690.10 or Home Ec 690.10. Repeatable to a maximum of 12 cr hrs.

694 Group Studies U 2, 3, or 5
Group study in family relations and human development. Prereq: Written permission of instructor. Not open to students with maximum allowable credit for 690.10 or 694.10 or Home Ec 690.10 or 694.12. Repeatable to a maximum of 10 cr hrs.

760 Family Relations and Human Development Research Process Analysis U 3
Present historical overview of research methods and related conceptual issues relevant to study of family relations and human development, generate creative approaches to research problems. Hocking.
Au Qtr. One 2 1/2-hr cl. Prereq: 360 or 361 or 362 or Psych 550 and Social 434 or equiv with written permission of instructor. Not open to students with credit for Home Ec 760.

793 Individual Studies U 2, 3, or 5
Problems in various phases of family relations and human development chosen for individual study. Prereq: Written permission of instructor. Not open to students with credit for Home Ec 793.10 or Home Ec 793.12. Repeatable to a maximum of 15 cr hrs.

797 Interdepartmental Seminar U 2-4
See under Interdepartmental Seminars. Not open to students with maximum allowable credit for Home Ec 797. Repeatable to a maximum of 6 cr hrs.

196
Food Science and Nutrition

Office: 122 Vivian Hall, 2121 Fyffe Road, 422-6281

100 Food and Mankind U 5
Food in modern civilization, role of science, industry, and government in meeting domestic and world needs; elements of food acceptance, quality, processing, and protection. Chism and Mangino. Au, Wi, Sp Qtr. 5 cl. Not open to students with credit for 202.

General Prerequisites for Courses
Numbered 200
Unless otherwise indicated, the prerequisites for 200-level courses are 45 cr hrs in collegiate courses, exclusive of ROTC and phys ed; or specified course(s) numbered 100-199.

289 Food Industries Field Experience U 3
Ten weeks practical experience or equivalent in an approved food plant or laboratory; written report required. Kenyon. Su, Au, Wi, Sp Qtr. Open only to students majoring in food science and nutrition.

General Prerequisites for Courses
Numbered 300 and 400
Unless otherwise indicated, the prerequisites for 300 and 400-level courses are 90 cr hrs in collegiate courses, exclusive of ROTC and phys ed; or specified course(s) numbered 100-399.

Marketing Dairy Products
See Agr Econ 426. Offered in cooperation with the Dept of Agricultural Economics.

493 Individual Studies U 3-5
Individual study to permit undergraduate students to explore in-depth selected areas of food science and nutrition. Su, Au, Wi, Sp Qtr. 9-, 12-, or 15-hr lab. H493 (honors) may be available to students enrolled in a college honors program or eligible for enrollment. Prereq: Junior standing. Repeatable to a maximum of 10 cr hrs.

General Prerequisites for Courses
Numbered 500
Unless otherwise indicated, the prerequisites for 500-level courses are 15 cr hrs in courses in the same discipline numbered 200 or higher and 10 cr hrs in courses numbered 200 or higher in the same discipline, plus 10 cr hrs in courses numbered 200 or higher in specific allied disciplines; or baccalaureate degree.

521 Food Components and Analysis U G 3
Composition and chemical properties of foods and food components; evaluation and utilization of analytical methods; effect of processing; regulations, laws, and agencies. Chism. Au Qtr. 3 cl. Prereq: Chem 235 or 242.

522 Food Components and Analysis: Laboratory U G 3
Application of modern analytical methods to foods and food components; determination of chemical phenomena and properties of foods; project studies, data interpretation and report writing. Chism. Au Qtr. 1 cl, 2 3-hr lab. Prereq or concur: 521.

531 Sensory Properties of Foods U G 3
Fundamentals of sensory perception, taste and odor classification and threshold values; subjective and objective evaluation of foods; panel selection and interpretation of results; industrial applications. Lindamood. Wi Qtr. 3 2-hr lab. Prereq: 521 or equiv.

541 Physical Properties of Foods U G 4
Elements of identification and measurement of physical properties of foods and application to food systems. Bluskell. Au Qtr. 2 cl, 2 2-hr lab, 2-hr workshop. Prereq: 521, Ag M&Sys 381 or concur.
218 History of Art

725 Studies in Italian Baroque Art U G 3-5
Selected problems in the painting, sculpture, and architecture of the 17th century. Richardson.
Sp Qtr. 3-5 cl. Prereq: Permission of instructor. Repeatable to a maximum of 15 cr hrs.

7261 Studies in Spanish Art U G 3-5
A selective study of the architecture, sculpture, painting, and minor arts of Spain.
Wi Qtr. 3-5 cl. Prereq: Permission of instructor. Repeatable to a maximum of 15 cr hrs.

727 Studies in Modern Art U G 3-5
Selected studies in the art of the United States or modern Europe. Herbin.
Su, Au Qtrs. 3-5 cl. Prereq: Either 635, 636, 637, 638. or permission of instructor. Repeatable to a maximum of 15 cr hrs.

726 t Studies in Spanish Art U G 3-5
A selective study of the architecture, sculpture, painting, and minor arts of Spain.
Wi Otr. 3-5 cl. Prereq: Permission of instructor. Repeatable to a maximum of 15 cr hrs.

737 Studies in Northern Renaissance Art U G 3-5
Selected problems in the art of the Low Countries, Germany, and France from the 14th through the 16th centuries. A. Morganstern.
Au Qtr. 3-5 cl. Prereq: 6c7 or permission of instructor. Repeatable to a maximum of 15 cr hrs.

770 Studies in Asian Art U G 3-5
Introduction to major research problems in Asian art history; specialized bibliography and research directions as applied to selected topics. Huntington.
Au, Wi, Sp Qtrs. 3-5 cl. Prereq: Permission of instructor. Repeatable to a maximum of 15 cr hrs.

H783 Honors Course U 3-5
A program of study arranged for each student, with individual conferences, reports, and Honors thesis. Sarbaugh and Cavanaugh.
Au, Wi, Sp Qtrs. 3-5 cl. Prereq: Permission of instructor. Repeatable to a maximum of 15 cr hrs.

793 Individual Studies U G 2-5
Advanced study for students in specialized programs. Sarbaugh and Cavanaugh.
Au, Wi, Sp Qtrs. Prereq: Permission of instructor. Repeatable to a maximum of 15 cr hrs.

804 Problems in the History of African Art G 5
Research techniques with emphasis on scholarly methods involving extensive search for available source materials on African art. Odita.
Sp Qtr. Prereq: Permission of instructor. Repeatable to a maximum of 15 cr hrs.

801 Problems in Art Theory and Criticism G 5
Ludden.
Sp Qtr. Prereq: Permission of instructor. Repeatable to a maximum of 15 cr hrs.

816 Museum Problems G 3-5
An introduction to professional work in museums. Odita.
Sp Qtr. Repeatable to a maximum of 15 cr hrs.

832 Problems in American Art G 2-5
Groseclose.
Wi Qtr. Prereq: Permission of instructor. Not open to students with a maximum of 15 cr hrs in 932. Repeatable to a maximum of 15 cr hrs.

8701 Problems in Asian Art G 5
Advanced studies and specialized research on major topical problems in Asian Art. Huntington.
Wi Otr. Prereq: 2 courses in Asian art at the 600 level or permission of instructor. Repeatable to a maximum of 15 cr hrs.

Medieval and Renaissance Art
See Medvl and Renais S 888.

Medieval and Renaissance Literature
See Medvl and Renais S 889.

893 Individual Studies G 1-5
Doctoral students may register for individual study in areas not normally covered by courses.
Au, Wi, Sp Qtrs. Prereq: Written permission of instructor. Repeatable to a maximum of 15 cr hrs.

917 Seminar in Medieval Art G 2-5
Ludden.
Sp Qtr. Prereq: Permission of instructor. Repeatable to a maximum of 15 cr hrs.

920 Seminar in Italian Renaissance Art G 2-5
Melnikas.
Wi, Sp Qtrs. Prereq: Permission of instructor. Repeatable to a maximum of 15 cr hrs.

930 Seminar in Modern Art G 2-5
Herban.
Au Qtr. Prereq: Permission of instructor. Repeatable to a maximum of 15 cr hrs.

999 Research in History of Art G Arr
Research for thesis and dissertation purposes only. Sarbaugh and Cavanaugh.
Su, Au, Wi, Sp Qtrs.

Home Economics
Office: 201 Campbell Hall, 1787 Neil Avenue, 422-6612

Abbreviations: FM & HU DV = Family Relations and Human Development
H EC EDU = Home Economics Education
H MGT & HS = Home Management and Housing
HOME EC = Home Economics
HUMN NTR = Human Nutrition and Food Management
TXTL & CLO = Textiles and Clothing

290 Home Economics as a Profession U 2
The scope of home economics as a field of study and as a profession. Sarbaugh and Cavanaugh.
Au, Wi, Sp Qtrs. 2 cl.

H590 Home Economics Colloquia U 3
Topics will be oriented to issues and trends in home economics and will vary by quarter. Sarbaugh and Cavanaugh.
Sp Qtr. 3 cl. Prereq: Eligibility for Honors Program in Home Ec. Repeatable to a maximum of 9 cr hrs.
341 Introduction to Home Economics

Prereq: Admission to home economics education, 2nd yr standing, and prereq or concur Psych 230. Not open to students with credit for Home Ec 341.

440 Vocational Home Economics Program U 3

An analysis of the principles and procedures in developing and administering programs in vocational home economics with consideration of federal-state-local relationships. Bailey. Su Qtr. 3 cl. Prereq: 341 (or Home Ec 341) or equiv with written permission of instructor.

441 Principles and Methods of Teaching Applied to Home Economics U 5

Consideration of curriculum, methods of teaching, management, and other problems of the home economics teacher. Mears. Au, Wi, Sp Qtrs. 3 cl. 1/2 day arr. Prereq: 341. 10 cr hrs in Home Ec. Not open to students with credit for Home Ec 441.

443 Methods of Teaching Home Economics in Related Occupations U 5

Consideration of curriculum, methods of teaching, management, and other problems of the home economics teacher in related occupations. Andrian and Reighart.

Su, Au Qtrs. 3 cl. Arr hrs for observation and participation. Prereq: Permission of instructor. For vocational certification only. Not open to students with credit for Home Ec 443.

444 Program Planning in Secondary Home Economics U 3

Consideration of curriculum, methods of teaching, management, and other problems of the home economics teacher. Mears. Au, Wi, Sp Qtrs. Full time for 1 qtr for 15 cr hrs. Prereq: 443 or Home Ec 443. Not open to students with credit for 443 or Home Ec 443. For vocational certification only.

514 Supervised Home Economics Teaching U 5

Supervised participation in the responsibilities and activities of the home economics teacher in the regular day school and extended school program. Au, Wi, Sp Qtrs. Full time for 1 qtr for 15 cr hrs. Prereq: 441 (or Home Ec 441) or 444; 2.25 cumulative point-hour ratio. Not open to students with credit for 442 or Home Ec 442. 541.01 Designing Instructional Plans Concur: 541.02 and 541.03.

541.02 Implementing Instructional Plans Concur: 541.01 and 541.03.

541.03 Supporting Educational Roles and Responsibilities Concur: 541.01 and 541.02.

543 Supervised Teaching in Home Economics Related Occupations U 5

Consideration of curriculum methods of teaching, management, and other problems of the Home Economics teacher in related occupation programs. Au, Wi, Sp Qtrs. Full time for 1 qtr for 15 cr hrs. Prereq: 443 (or Home Ec 443) or 445; 2.25 cumulative point-hour ratio. Not open to students with credit for 443 or Home Ec 443. Supervised student teaching in a vocational job training program in the student's area of specialization.
543.01 Designing Instructional Plans
Concur: 543.02 and 543.03.

543.02 Implementing Instructional Plans
Concur: 543.01 and 543.03.

543.03 Supportive Educational Roles and Responsibilities
Concur: 543.01 and 543.02.

589 Field Work U 3, 5, or 10
Su, Au, Wi, Sp Qtr. Prereq: 3rd or 4th yr standing in home ec; 2.25 cumulative point-hour ratio; and written permission of instructor. Not open to students with maximum allowable credit for 589.09 and 589.11 or Home Ec 589.09 and 589.11. Repeatable to a maximum of 10 cr hrs. Registration 2 qtrs before scheduling.

589.01 Home Economics Education

589.02 Home Economics Extension

593 Individual Studies U 2, 3, or 5
Problems in various phases of home economics education chosen for individual study. Home Ec H593 (honors) may be available to students enrolled in School Honors Program or eligible for enrollment. Su, Wi, Sp Qtr. 1 or more conf. Prereq: Minimum of 6 cr hrs in subject matter of problem with cumulative point-hour ratio of 2.7 or written permission of instructor. Not open to students with maximum allowable credit for 593.09 or 593.11 or Home Ec 593.09 or 593.11. Repeatable to a maximum of 10 cr hrs. Registration 2 qtrs before scheduling.

593.09 or 593.11 Individual Studies U 2, 3, or 5
Repeatable to a maximum of 12 cr hrs.

690 Workshop U G 4
Su Qtr. Full time for 3 wks. Prereq: Written permission of instructor. Not open to students with maximum allowable credit for 690.09 or 690.11 or Home Ec 690.09 or 690.11. Repeatable to a maximum of 12 cr hrs.

594 Group Studies U G 2, 3, or 5
Group study in home economics education.
Prereq: Written permission of instructor. Not open to students with maximum allowable credit for 694.09 or 694.11 or Home Ec 694.09 or 694.11. Repeatable to a maximum of 10 cr hrs.

694 Group Studies U 2, 3, or 5
Group study in home economics education.
Prereq: Written permission of instructor. Not open to students with maximum allowable credit for Home Ec 797. Repeatable to a maximum of 15 cr hrs.

793 Individual Studies U G 2, 3, or 5
Problems in various phases of home economics education chosen for individual study. Su, Au, Wi, Sp Qtr. 1 or more conf. Prereq: Written permission of instructor. Not open to students with maximum allowable credit for 793.09 or 793.11 or Home Ec 793.09 or 793.11. Repeatable to a maximum of 15 cr hrs.

797 Interdepartmental Seminar U G 2-4
See under Interdepartmental Seminars.
Not open to students with maximum allowable credit for Home Ec 797. Repeatable to a maximum of 6 cr hrs.

840 Research Methods in Home Economics G 3
Nature of research in various areas of the field; criteria for setting up a research problem; techniques for collecting and analyzing data. Dalrymple.
Su, Au Qtr. 3 cl. Prereq: Grad standing. Not open to students with credit for Home Ec 840.

842 Home Economics in Higher Education G 3
Present status and function of home economics at the higher education level. Faculty involvement within a home economics unit and in the overall institutional setting. Dalrymple.
Wi Qtr. 3 cl. Prereq: 740 (or Home Ec 740) or equiv with written permission of instructor. Not open to students with credit for Home Ec 842.

843 Seminar in Home Economics Education G 3 or 5
1 21/2-hr cl. Prereq: Grad standing in home ec and written permission of instructor. Not open to students with maximum allowable credit for Home Ec 843. Repeatable to a maximum of 15 cr hrs.

894 Group Studies G 2, 3, or 5
Group study in home economics education.
Prereq: Written permission of instructor. Not open to students with maximum allowable credit for Home Ec 894. Repeatable to a maximum of 15 cr hrs.

899 Interdepartmental Seminar G 1-5
See under Interdepartmental Seminars.
Not open to students with maximum allowable credit for Home Ec 899.

942 Administration in Home Economics G 3
Principles, trends, problems, and evaluative criteria related to home economics units in higher education administrative structure: functions, responsibilities, qualifications of home economics administrative personnel. Dalrymple.
Su Qtr. 3 cl. Prereq: MS degree in home ec. Not open to students with credit for Home Ec 942.
946t Program Analysis and Design in Home Economics U 3
Theoretical approach to program development; innovation and experimentation in program design in home economics at different levels; analysis and restructuration of existing programs; climate and strategies for change. Gritzmacher.
Su, Wi, Sp Qtr. Prereq: 846 or Home Ec 845 or written permission of instructor. Not open to students with credit for Home Ec 946.

993 Individual Studies G 2, 3, or 5
Problems in various phases of home economics education chosen for individual study.
Su, Au, Wi, Sp Qtrs. 1 or more cr. Prereq: Written permission of instructor. Not open to students with maximum allowable credit for 993.09 or Home Ec 993.09. Repeatable to a maximum of 15 cr hrs.

998 Research: Thesis G Arr
Research for master's thesis.
Su, Au, Wi, Sp Qtrs.

999 Research: Dissertation G Arr
Research for thesis or dissertation purposes only.
Su, Au, Wi, Sp Qtrs.

Home Management and Housing

Office: 166 Campbell Hall, 1787 Neil Avenue, 422-4389

Abbreviations: FM & HU DV = Family Relations and Human Development
H EC EDU = Home Economics Education
H MGT & HS = Home Management and Housing
HOME EC = Home Economics
HUMN NTR = Human Nutrition and Food Management
TXTL & CLO = Textiles and Clothing

221 Family Financial Management U 3
The management of family financial resources with emphasis on the choices faced by families, needs of different types of families and public goods as resources. Holyoak.
Su, Au, Sp Qtrs. 3 cr.

228 Home Furnishings: Furniture U 3
Economic factors and trends in materials, construction and finishes; some experience in reconditioning and other techniques. Everhart.
Au Qtr. 12-hr cl, 2-2-hr lab. Not open to students with credit for Home Ec 228.

294 Group Studies U 2, 3, or 5
Group study in home management and housing.
Prereq: Written permission of instructor. Not open to students with maximum allowable credit for 294.05, 294.06, or 294.07 or Home Ec 294.05, 294.06, or 294.07. Repeatable to a maximum of 10 cr hrs.

320 Housing U 3
Housing as it affects family living and is in turn affected by family needs, social and economic trends and the physical environment. Covonev and Everhart.
Su, Wi, Sp Qtrs. 3 cr. Prereq: FM & HU DV 360 or Home Ec 360 or 10 cr hrs in social science. Not open to students with credit for Home Ec 320.

322 Introduction to Home Equipment U 5
Principles involved in the selection, construction, operation, and care of home equipment and their relation to the well-being of the family. Bloom and Coveney.
Su, Au, Wi, Sp Qtrs. 4 cl, 12-hr lab. Prereq: 10 cr hrs of natural science and sophomore standing. Not open to students with credit for Home Ec 322.

324 Family Management
Management process of utilizing specific resources for families' well-being with consideration of the interdependence and interrelationships with the environment and associated organizational systems. Holyoak.
Su, Au, Wi, Sp Qtrs.

324.01 Family Management Theory U 3
3 cr. Prereq: 3rd yr standing. Not open to students with credit for Home Ec 327.

324.02 Family Management Application U 2
Application and integration of management principles in various household situations.
2 cr. Prereq: 3rd yr standing. Concur: 324.01. Not open to students with credit for Home Ec 427.

326 The Consumer and the Market U 3
The market from the consumer point of view; relationships of consumption to environmental quality. Bowers.
Su, Au, Sp Qtrs. 3 cr. Prereq: Econ 200 and 10 cr hrs of social science. Not open to students with credit for Home Ec 326.

327 Home Management U 5
Management process of utilizing specific resources for family's well-being. Bowers and Holyoak.
Au, Sp Qtrs. 5 cr. Prereq: 3rd yr standing and Econ 200 or equiv. Not open to students with credit for Home Ec 327.

328 Home Furnishings: Principles U 5
Application of art principles to furnishing a home with consideration of aesthetic, economic, and social factors affecting choice. Carl and Everhart.
Su, Au, Wi, Sp Qtrs. 3 cl, 2-2-hr lab. Prereq: Art 190 or 290, or equiv with written permission of instructor. Not open to students with credit for Home Ec 328.

421 Housing: Social and Economic Environment U 3
Application of selected social science research to individual and family housing needs. Coveney.
Wi Qtr. 3 cr. Prereq: 3 cr hrs in Econ, 3 cr hrs in sociol, 3 cr hrs in psych. Not open to students with credit for 320 or Home Ec 320 or 421.

425 Housing: Physical Environment U 3
The physical aspects of both housing and the housing environment with concern for their relationship to individual and family satisfactions with housing choices. Everhart.
Au, Sp Qtrs. 2 cl, 2-hr, lab. Prereq: FM & HU DV 360 or Home Ec 320 or 10 cr hrs in social science. Not open to students with credit for Home Ec 320 or 425.

427 Home Management U 3
Application and integration of management principles in varying household situations. Holyoak.
Au, Wi Qtrs. 3 cl, lab hrs arr. Prereq: 327 and sr standing in home ec. Not open to students with credit for Home Ec 427.
589 Field Work U 2, 3, 5, or 10
Wi, Sp Qtr. Prereq: Sr standing in home ec, 2.25 cumulative point-hour ratio, and written permission of instructor. Not open to students with maximum allowable credit for 593.05, 589.00, or 597.07, or Home Ec 589.05, 589.06, or 589.07. Registration 2 qtrs before scheduling.

593 Individual Studies U 2, 3, or 5
Problems in various phases of home management and housing chosen for individual study.
N593 (honors) may be available to students enrolled in School Honors Program or eligible for enrollment. Su, Au, Wi, Sp Qtr. 1 or more conf. Prereq. Minimum of 6 cr hrs in subject matter of problem with cumulative point-hour ratio of 2.7 or written permission of instructor. Not open to students with maximum allowable credit for 593.05 or 593.06 or 593.07 or Home Ec 593.05 or 593.06 or 593.07. Repeatable to a maximum of 10 cr hrs.

622 Food Related Home Equipment U G 5
Experimental problems on the performance of the major types of home equipment used in the preparation of food. Bloom. Wi Qtr. 4 2-hr cl. Prereq: 322 (or Home Ec 322) and Humn Ntr 314 (or Home Ec 314). Not open to students with credit for Home Ec 622.

623 Home Laundering; Principles and Equipment U G 5
Experience in the techniques and reporting of experimental investigations dealing with home equipment used in laundering and other cleaning processes. Coveney. Au Qtr. 3 cl. 2.2-hr lab. Prereq: 322 (or Home Ec 322), Texti &Clo 371 (or Home Ec 371), or equiv. 4th yr standing, and written permission of instructor. Not open to students with credit for Home Ec 623.

626 Family Income and Consumption I U G 3
Living arrangements and characteristics of American population distribution and use of income, and government policy as determinants of the economic well-being of households and consumers. Rudd. Au Qtr. 3 cl. Prereq: 326 (or Home Ec 326), and Econ 209. Not open to students with credit for Home Ec 626.

6281 Period Furnishings for the Home U G 3
Influences on today's homes of American, English, and French interiors, including furniture, backgrounds, and accessories. Carl and Everhart. 2 cl, 1.2-hr lab. Field trips arr. Prereq: 327 or Home Ec 327 or 324.01, 326 (or Home Ec 326); and Texti &Clo 371 (or Home Ec 371). Not open to students with credit for Home Ec 628.

629 Consumer Choice U G 3
The social, cultural, and psychological factors which underlie the choices made by nations and individuals with respect to consumption and living patterns. Rudd. Wi Qtr. 3 cl. Prereq: Econ 400 or equiv with written permission of instructor, and 10 cr hrs of social science.

690 Workshop U G 4
Full-time for 3 wks. Prereq: Written permission of Instructor. Not open to students with maximum allowable credit for 630.05 or 630.06 or 650.07 or Home Ec 650.05 or 650.06 or 690.07. Repeatable to a maximum of 12 cr hrs.

694 Group Studies U G 2, 3, or 5
Group study in home management and housing. Prereq: Written permission of instructor. Not open to students with maximum allowable credit for 694.05 or 694.06 or 694.07 or Home Ec 694.05 or 694.06 or 694.07. Repeatable to a maximum of 10 cr hrs.

793 Individual Studies U G 2, 3, or 5
Problems in various phases of home management and housing chosen for individual study. Su, Au, Wi, Sp Qtr. 1 or more conf. Prereq: Written permission of instructor. Not open to students with maximum allowable credit for 753.05 or 753.06 or 753.07 or Home Ec 753.05 or 753.06 or 753.07. Repeatable to a maximum of 15 cr hrs.

797 Interdepartmental Seminar U G 2-4
See under Interdepartmental Seminars. Not open to students with maximum allowable credit for Home Ec 797. Repeatable to a maximum of 6 cr hrs.

821 Seminar In Home Management and Housing G 3 or 5
a—Home Furnishings and Housing
b—Home Management
c—Home Equipment
d—Consumer and Market
3 cl. Prereq: 10 cr hrs in Home Ec, including 622 (or Home Ec 622) or 623 (or Home Ec 623) or 625 (or Home Ec 625) or 627 (or Home Ec 627) depending on emphasis of topic, and written permission of instructor. Not open to students with maximum allowable credit for Home Ec 822. Repeatable to a maximum of 15 cr hrs.

825 Home Management: Activity Analysis G 3
Advanced study in application of work principles to design of appliances, work space areas, and methods of work in the home. Wi Qtr. 2 cl. Prereq: 10 cr hrs in home management and home equipment or equiv with written permission of instructor. Not open to students with credit for Home Ec 825.

826 Family Income and Consumption II G 3
Interpretation of theory and research in household and consumer economics. Rudd. Su Qtr. 3 cl. Prereq: 626. Not open to students with credit for Home Ec 826.

827 Home Management: Development and Theory G 3
Historical development and present trends in home management with emphasis on theory and practices. Frebaugh. Sp Qtr. 3 cl. Prereq: 324.01 or 327 or Home Ec 327. Not open to students with credit for Home Ec 827.

894 Group Studies G 2, 3, or 5
Group study in home management and housing. Prereq: Written permission of instructor. Not open to students with maximum allowable credit for 894.05 or 894.06 or 894.07 or Home Ec 894.05 or 894.06 or 894.07. Repeatable to a maximum of 10 cr hrs.

899 Interdepartmental Seminar G 1-5
See under Interdepartmental Seminars. Not open to students with maximum allowable credit for Home Ec 899.
Horticulture

Office: 152 Howlett Hall, 2001 Fyffe Court, 422-1800

111 Introduction to Landscape Horticulture U 3
Value of landscape horticulture to the individual and community including culture, identification, and use of plants in planting design. Kozel and Smith.
Su, Au, Sp Qtrs. 3 cl.

112 Principles of Landscape Horticulture U 2
Practical application of concepts covered in 111. Techniques in plant propagation, pruning, fertilizing and property development using landscape materials. Smith.
Su, Au, Sp Qtrs. 1 cl, 1 2-hr lab. Prereq: 111 enrollment, completion of 111 or equiv.

170 Wine in Western Culture U 3
The role of wine in western culture with emphasis on the geographic origins, production, and specific uses of wine types. Crean.
Au, Wi, Sp Qtrs. 3 cl.

General Prerequisites for Courses Numbered 200
Unless otherwise indicated, the prerequisites for 200-level courses are 45 cr hrs in collegiate courses, exclusive of ROTC and phys ed.

Plant Science in Agriculture
See Agron 200. Offered in cooperation with the Dept of Agron.

202 Fruits and Vegetables for Man U 3
Introductory course emphasizing application and appreciation of fruits and vegetables, including origins, pruning and training and growing practices with commercial systems contrasted with backyard gardening. George.
Au Qtr. 3 1-hr cl.

203 Horticultural Morphology U 3
A study of horticultural plant materials emphasizing the interpretation of gross plant structures and their development in relation to cultural practices and the environment. Hartman.
Au, Sp Qtrs. 3 cl.

231 Landscape Plants I U 3
A laboratory, field, and discussion course studying trees, shrubs, vines, and ground covers used in landscape plantings. Smith.
Au Qtr. 2 1-hr cl, 1 2-hr lab. Prereq: Bot 112. Not open to landscape horticulture majors.

232 Landscape Maintenance U 3
Management of landscape plantings with special emphasis on transplanting, mulching, nutrition, pest control, pruning, physiological disorders, and diagnosing plant problems. Smith.
Wi Qtr. 3 1-hr cl. Prereq: 231. Not open to landscape horticulture majors.

233 Landscape Plants II U 3
Landscape characteristics and qualities of selected woody plants, their use, seasonal interest, and environmental suitability. Smith.
Sp Qtr. 3 cl.

293 Individual Studies U 1-5
Individual studies in areas of fruit, vegetable, and florist crops; landscape horticulture; and processing and technology.
Su, Au, Wi, Sp Qtrs. Prereq: Permission of instructor. Repeatable to a maximum of 10 cr hrs.

294 Group Studies U 1-5
Special group studies in areas of fruit, vegetable, and florist crops; landscape horticulture; processing and technology.
Su, Au, Sp Qtrs. Prereq: Permission of instructor. Repeatable to a maximum of 10 cr hrs.

H299 Plants and Man U 5
The influence and interaction of limiting factors on plant growth with emphasis on principles utilized by man to increase productivity and value of plant products. Geisman and Herr.
Wi Qtr. 4 cl, assigned reading 1 hr. Prereq: 5 cr hrs Biological Sciences and membership in a College Honors Program or eligibility for membership in a College Honors Program. Not open to students with credit for Agron 200.

General Prerequisites for Courses Numbered 300 and 400
Unless otherwise indicated, the prerequisites for 300 and 400-level courses are 90 cr hrs in collegiate courses, exclusive of ROTC and phys ed; or specified courses numbered 100-399.

321 Indoor Plants U 3
The identification, culture and use of plants for interior decoration in the home, office, public buildings and related locations. Kiplinger.
Wi Qtr. 21-hr lec, 1 1-hr lab arr. Prereq: Bot 112, Agron 200.

415 Plant Propagation U 5
Study of the principles and commercial practices involved in the sexual and asexual propagation of horticultural plants; facilities, equipment, and pathogen-free stock are considered. Fretz.
Au, Sp Qtrs. 4 cl, 1 2-hr lab. Prereq: Bot 112. Not open to students with credit for 515.
Human Nutrition and Food Management

Office: 265 Campbell Hall, 1767 Neil Avenue, 422-4485

Abbreviations: FM & HU DV = Family Relations and Human Development
HOME EC = Home Economics
HUM NTR = Human Nutrition and Food Management
TXTL & CLO = Textiles and Clothing

110 Food For Your Nutrition U 5
Food selection for the individual as influenced by nutrient needs and cultural, psychological and economic factors.
Au, Sp Qtr. 5 cl. Not open to students with credit for Home Ec 110.

230 Food Service Systems Management: Introduction U 2
Orientation to field of food service management. Cremer and Hubbard.
Sp Qtr. 2 cl. Not open to students with credit for Home Ec 230.

254 Group Studies U 2, 3, or 5
Group study in human nutrition and food management.
Prereq: Written permission of instructor. Not open to students with credit for 294.01 or 294.02 or 294.08 or Home Ec 294.01 or 294.02 or 294.08. Repeatable to a maximum of 10 cr hrs.

310 Fundamentals of Human Nutrition U 5
Nutrient and food energy needs of the human biological system throughout the life cycle with consideration of socio-psychological factors. Herr and Mitchell.
Au, Wi, Sp Qtr. 5 cl. Prereq: 5 cr hrs in biological science. Not open to students with credit for Home Ec 310.

313 Food In Different Cultures U 3
Food practices of selected peoples of the world with consideration of the existing social, cultural, and economic conditions. Fulton.
Su, Wi Qtr. 3 cl. Prereq: 10 cr hrs of social science. Not open to students with credit for Home Ec 313.

314 Fundamentals of Food U 5
Application of chemical and physical principles to food preparation and use. Joseph.
Au, Wi, Sp Qtr. 2 cl, 3 2-hr lab. Prereq: 10 cr hrs of chem. Not open to students with credit for Home Ec 314.

413 Food Management for Families U 3
Nutritional, aesthetic, economic and social aspect of planning, purchasing, preparing, and serving food to family groups at different income levels.
Au, Wi, Sp Qtr. 2 cl, 1 3-hr lab. Prereq: 310 (or Home Ec 310) and 314 (or Home Ec 314). Not open to students with credit for Home Ec 413.

430 Food Service Systems Management: Menu Planning U 3
The menu as a basis for planning, organizing and controlling food service systems. Hubbard.
Au Qtr. 3 cl. Not open to students with credit for Home Ec 430.

431 Food Service Systems Management: Production U 5
Techniques for food quality and cost control; work planning; individual experience in food production and use of equipment. Cremer.
Au, Wi Qtr. 2 cl, 6 hrs lab, 2 hrs arr. Prereq: 314 (or Home Ec 314). Not open to students with credit for Home Ec 431.

593 Individual Studies U 2, 3, or 5
Problems in various phases of human nutrition and food management chosen for individual study.
H593 (honors) may be available to students enrolled in School Honors Program or eligible for enrollment.
Su, Au, Wi, Sp Qtr. 1 or more conf. Prereq: Minimum of 6 cr hrs in subject matter of problem with cumulative point-hour ratio of 2.7 or written permission of instructor. Not open to students with maximum allowable credit for 593.01 or 593.02 or 593.08 or Home Ec 593.01 or 593.02 or 593.08. Registration 2 qtrs before scheduling.

606 Nutrition of Infants and Children U G 3
Food and nutrient needs of children from the embryonic stage through adolescence. Whittle.
Sp Qtr. 3 cl. Prereq: 310 (or Home Ec 310). Not open to students with credit for 616 or Home Ec 616.

610 Advanced Human Nutrition U G 5
Interrelationships of nutrition and human biological functions. Vivian.
Au Qtr. 5 cl. Prereq: 310 (or Home Ec 310), Zool 232, and Biochem 211. Not open to students with credit for Home Ec 610.

612 Nutritional Therapy U G 3
An introduction to current practices of nutritional therapy with emphasis on the biochemical and physiological rationale for dietary modifications. Mitchell.
Not open to students with credit for 612 or Home Ec 612.

612.01 Nutritional Therapy I
Wi Qtr. 2 cl, 1 2-hr lab. Prereq: 610 or Home Ec 610.

612.02 Nutritional Therapy II
Sp Qtr. 2 cl, 1 2-hr lab. Prereq: 612.01.
615 Food Theory and Application U G 5  
Au, Wi, Sp Qtr. 3 cl. 2 3-hr lab. Prereq: 314 (or Home Ec 314), and Chem 235 or Biochem 211. Not open to students with credit for Home Ec 615.

630 Food Service Systems Management: Purchasing U G 5  
Principles and standards for selection of food, equipment, and furnishings; facility design and equipment layout. Cremer.
Sp Qtr. 5 cl. Prereq. or concur: 431 (or Home Ec 431). Not open to students with credit for Home Ec 630.

632 Food Service Systems Management: Operational Integration U G 5  
Integration of operational processes and resources for the management of food service systems. Hubbard.
Wi Qtr. 2 2-hr cl, 1 hr arr. Prereq: 431 (or Home Ec 431) and Bus Mgt 500 (or Bus Admin 500). Not open to students with credit for Home Ec 632.

690 Workshop U G 4  
Full time for 3 wks. Prereq: Written permission of instructor. Not open to students with maximum allowable credit for 690.01 or 690.02 or 690.08 or Home Ec 690.01 or 690.02 or 690.08. Repeatable to a maximum of 12 cr hrs.

694 Group Studies U G 2, 3, or 5  
Group study in human nutrition and food management.
Prereq: Written permission of instructor. Not open to students with maximum allowable credit for 694.01 or 694.02 or 694.05 or Home Ec 694.01 or 694.02 or 694.05. Repeatable to a maximum of 10 cr hrs.

711 Nutrition: History U G 3  
Persons, discoveries, and methods in the evolution of nutrition as a science and a factor in the control of human welfare. Vivian or Whittle.
Wi Qtr. 3 cl. Prereq: 610 (or Home Ec 610). Not open to students with credit for Home Ec 711.

713 Advanced Food Theory and Application U G 3  
Food theories applied to individual investigations in food preparation, preservation, and storage in the home and volume food service. Cremer or Joseph.
Wi Qtr. 1 2-hr cl, 1 3-hr lab. Prereq. 615 (or Home Ec 615). Not open to students with credit for Home Ec 713.

730 Advanced Food Service Systems Management: Operational Integration U G 3  
Current practices and research in management of food service systems. Hubbard or Cremer.
Sp Qtr. 1 2-hr cl. Prereq: 632 (or Home Ec 632). Not open to students with credit for 830 or Home Ec 830.

793 Individual Studies U G 2, 3, or 5  
Problems in various phases of human nutrition and food management chosen for individual study.
Su, Au, Wi, Sp Qtr. 1 or more conf. Prereq: Written permission of instructor. Not open to students with maximum allowable credit for 793.01 or 793.02 or 793.05 or Home Ec 793.01 or 793.02 or 793.05. Repeatable to a maximum of 15 cr hrs.

797 Interdepartmental Seminar U G 2-4  
See under Interdepartmental Seminars.

802 Seminar in Human Nutrition and Food Management G 3 or 5  
Prereq: 610 (or Home Ec 610), 615 (or Home Ec 615), 632 (or Home Ec 632) or equiv with written permission of instructor. Not open to students with maximum allowable credit for 802 or Home Ec 802. Repeatable to a maximum of 15 cr hrs.
a—Advanced topics in Human Nutrition and Food Management. Su Qtr.
b—Food. Au Qtr.
c—Human Nutrition. Wi Qtr.
d—Food Management. Sp Qtr.

810 Recent Developments in Human Nutrition G 3  
Analysis of selected topics in human nutrition with application to current issues. Vivian and Whittle.
Su Qtr. 3 cl. Prereq. 610 (or Home Ec 610). Not open to students with credit for Home Ec 810.

816 Recent Developments in Food G 3  
Analysis of selected topics in food with application to current issues. Cremer.
Su Qtr. 1 2-hr cl. Prereq. 615 (or Home Ec 615). Not open to students with credit for Home Ec 816.

830 Advanced Studies in Nutrition G 3  
Su, Au, Wi, Sp Qtr. 3 or 4 cl. Prereq: 610 (or Home Ec 610) or Animal Sc 630 or 631. Not open to students with maximum allowable credit for 830 or Home Ec 830. Repeatable to a maximum of 15 cr hrs.

830.01* Energy  
Conrad.  
Au Qtr.

830.02* Minerals  
Cline.  
Wi Qtr.

830.03* Proteins and Amino Acids  
Mahan, Naber, and Vivian.  
Sp Qtrs.

830.04* Vitamins  
Naber.  
Au Qtr.

830.05* Lipids  
Palmquist.  
Wi Qtr.

830.06* Laboratory Methods in Nutrition  
Allred, Mahan, and Vivian.  
Sp Qtrs.

830.07* Rumen Microbiology  
Dethony.  
Su Qtr.

832 Recent Developments in Food Service Systems Management G 3 or 5  
Analysis of selected topics in food service systems management with application to current issues. Hubbard and Cremer.
Su Qtr. 1-2 cl. Prereq: 632 (or Home Ec 632) and experience in food service management. Not open to students with maximum allowable credit for 832 or Home Ec 832. Repeatable to a maximum of 15 cr hrs.

894 Group Studies G 2, 3, or 5  
Group study in human nutrition and food management.
Prereq: Written permission of instructor. Not open to students with maximum allowable credit for 694.01 or 894.02 or 894.08 or Home Ec 694.01 or 894.02 or 894.08. Repeatable to a maximum of 10 cr hrs.

898 Interdepartmental Seminar in Nutrition and Food Technology G 1  
See under Interdepartmental Seminars.
Human Nutrition and Food Management

Group Studies U G 1-5
Interdisciplinary course under the direct auspices of the College of Humanities involving materials of an interdepartmental or intercollegiate type. Prereq: Permission of dean. Repeatable to a maximum of 15 cr hrs.

Research: Thesis G Arr
Research for master’s thesis.
Su, Au, Wi, Sp Qtrs.

Research: Dissertation G Arr
Research for thesis or dissertation purposes only.
Su, Au, Wi, Sp Qtrs.

Humanities, College of

Industrial Design

Office: 374 Hopkins Hall, 128 North Oval Mall, 422-6746

Introduction to Industrial Design U 3
Introduction to the rationale of design and systematic design processes; an overview of the profession of industrial design; an introduction to the department's educational program.
Au Qtr. 3 2-hr labs. Prereq: Permission of instructor.

Basic Industrial Design I U 5
Introduction to the theories, methods, and practices of industrial design with primary emphasis on basic visual language and visual encoding practices.
Au Qtr. 5 2-hr labs. Prereq: Design majors; or equiv with written permission of instructor.

Basic Industrial Design II U 5
Application of two- and three-dimensional organizational principles; introduction to visual logic, freehand perspective sketching systems, and basic three-dimensional modeling techniques and materials.
Wi Qtr. 5 2-hr labs. Prereq: 251; or equiv with permission of instructor.

Basic Industrial Design III U 3
253.01 Industrial Design Practices
A continuation of 252 with an introduction to three-dimensional structural principles and materials.
Sp Qtr. 3 2-hr labs. Prereq: 252; concur 253.03; or equiv with permission of instructor.
253.03 Industrial Design History
A history of industrial design as affected by technology and other factors within the context of our culture.
Sp Qtr. 2 cl, 1 2-hr lab. Prereq: 252; concur 253.01; or equiv with written permission of instructor.

Basic Typography U 3
Introduction to the knowledge and skills of typographical design and its corresponding aesthetic, functional, and technological applications and utilizations.
Au, Wi, Sp Qtrs. 1 2-hr cl, 2 2-hr labs. Open only to majors in ind design and art ed or by permission of instructor.

Intermediate Industrial Design I U 5
Au Qtr. 5 2-hr labs.
793.03 Neurological P 6, 12, 18
1, 2, or 3 months; offered all months. Repeatable to a maximum of 18 cr hrs for professional credit.

793.04 Orthopaedic Research P 6, 12, 18
2, 3, or 4 months; offered all months. Must repeat to a minimum of 12 cr hrs; may repeat to a maximum of 24 cr hrs for professional credit.

793.05 Pediatric Surgery P 6, 12
1 or 2 months; offered all months. Repeatable to a maximum of 12 cr hrs for professional credit.

793.06 Urology P 6, 12
1, 2, or 3 months; offered all months. Repeatable to a maximum of 12 cr hrs for professional credit.

793.08 Plastic and Reconstructive Surgery P 6, 12, 18
1, 2, 3, or 4 months; offered all months. Repeatable to a maximum of 24 cr hrs for professional credit.

793.09 Thoracic Surgery P 6, 12, 18
1, 2, or 3 months; offered all months. Repeatable to a maximum of 18 cr hrs for professional credit.

793.10 Peripheral Vascular Surgery P 6, 12, 18
Clinical clerkship in peripheral vascular surgery. 1, 2, or 3 months. Prereq: Completion of Med Coll 656 or equiv. Limit: 2 students in any 1 month. Repeatable to a maximum of 18 cr hrs for professional credit.

794 Group Studies in Surgery
Prereq: Permission of instructor.

794.04 Emergency Room, University Hospital P 6
1 month, offered all months.

794.05 Neurological Surgery P 6, 12, 18
1, 2, or 3 months; offered all months except June. Repeatable to a maximum of 18 cr hrs.

794.06 Clinical Orthopaedics P 6, 12, 18
1, 2, 3, or 4 months; offered all months. Repeatable to a maximum of 24 cr hrs.

794.07 Pediatric Surgery P 6
1 month, offered all months.

794.08 Pediatric Surgery, Preceptorship P 6 or 12
2 months, offered all months. Must repeat to 12 cr hrs.

794.09 Plastic Surgery P 6, 12, 18
1, 2, or 3 months; offered all months except August and Oct. Repeatable to a maximum of 18 cr hrs.

794.10 Surgical Laboratory P 6, 12, 18
University Hospitals 1, 2, or 3 months. offered all months. Repeatable to a maximum of 18 cr hrs.

794.11 Thoracic Surgery P 6
1 month, offered all months except June.

794.12 Thoracic Surgery-Cardiovascular P 6
1 month, offered all months.

794.13 Urology P 6
1, 2, or 3 months; offered all months.

798 Internship in Surgery P 18
Broad exposure to surgical principles and practices, one-half general surgery, one-half surgical specialties; experience in operating rooms, wards, and emergency room; rounds, conferences. Su, Au, Wi, Sp Qtrs. Prereq: Appointment as intern College of Medicine. Repeatable to a maximum of 72 cr hrs.

799 Residency in Surgery P 18
Rotation through general surgery and surgical specialties, rounds, and conferences.

Su, Au, Wi, Sp Qtrs. 12 months full time, beginning July 1. Prereq: Appointment as Resident College of Medicine. Repeatable to a maximum of 360 cr hrs.

850 Seminar in Surgery G 3 or 5
Group and individual discussions of current surgical problems and their management; discussions of basic and applied topics. Carey and Staff.

Su, Au, Wi, Sp Qtrs.

999 Research in Surgery G Arr
Research for thesis purposes only.

Su, Au, Wi, Sp Qtrs.

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**Textiles and Clothing**

Office: 151 Campbell Hall, 1787 Neil Avenue. 422-8063

Abbreviations: FM & HU DV = Family Relations and Human Development
H EC EDU = Home Economics
H MGT & HS = Home Management and Housing
HOME EC = Home Economics
HUMN NTR = Human Nutrition and Food Management
TXTL & CLO = Textile and Clothing

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Textiles and Clothing

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Requirements</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>294.04</td>
<td>Emergency Room, University Hospital</td>
<td>1</td>
<td>Offered all months</td>
<td>Require permission of instructor.</td>
</tr>
<tr>
<td>294.05</td>
<td>Neurological Surgery</td>
<td>12</td>
<td>Offered all months except June</td>
<td>Repeatable to maximum of 18 cr hrs.</td>
</tr>
<tr>
<td>294.06</td>
<td>Clinical Orthopaedics</td>
<td>12</td>
<td>Offered all months</td>
<td>Repeatable to maximum of 24 cr hrs.</td>
</tr>
<tr>
<td>294.07</td>
<td>Pediatric Surgery</td>
<td>12</td>
<td>Offered all months</td>
<td>Repeatable to maximum of 12 cr hrs.</td>
</tr>
<tr>
<td>294.08</td>
<td>Plastic Surgery, Preceptorship</td>
<td>6</td>
<td>Offered all months</td>
<td>Must repeat to 12 cr hrs.</td>
</tr>
<tr>
<td>294.09</td>
<td>Surgical Laboratory</td>
<td>12</td>
<td>Offered all months</td>
<td>Repeatable to maximum of 18 cr hrs.</td>
</tr>
<tr>
<td>294.10</td>
<td>Thoracic Surgery</td>
<td>12</td>
<td>Offered all months except June</td>
<td>Repeatable to maximum of 18 cr hrs.</td>
</tr>
<tr>
<td>294.11</td>
<td>Thoracic Surgery-Cardiovascular</td>
<td>12</td>
<td>Offered all months</td>
<td>Repeatable to maximum of 72 cr hrs.</td>
</tr>
<tr>
<td>294.12</td>
<td>Urology</td>
<td>12</td>
<td>Offered all months</td>
<td>Repeatable to maximum of 10 cr hrs.</td>
</tr>
</tbody>
</table>
370  Fashion Design and Illustration U 3  
Creative approach to the study of clothing through fashion illustration and costume design. Student will be prepared to communicate fashion information in various ways. Prereq: 270 (or Home Ec 270) or equiv with written permission of instructor; 3rd yr standing.

371  Textiles I U 5  
Study of the physical and chemical properties of textiles and their components as they relate to care, performance and consumer satisfaction. Prereq: 10 cr hrs of chem and soph standing. Not open to students with credit for Home Ec 371.

374  Clothing I U 5  
Adaptation of standard patterns to individual proportions; flat pattern designing; and application of principles of design and construction in making garments. Marshall. Prereq: 270 (or Home Ec 270) and skill in basic construction. 371 (or Home Ec 371) recommended but not required. Students must achieve the minimum score or above on Clothing Placement Test or complete Technique Studio (274) before enrolling in 374. Not open to students with credit for Home Ec 374.

470  Clothing: Fashion and the Ready-to-Wear Market U 3  
Fashion, the ready-to-wear market, and current issues and developments in the textile and apparel industries. Marshall. Prereq: 3rd yr standing. Not open to students with credit for Home Ec 470.

474  Clothing II U 3-5  
Experimentation in and analysis of design and fit of garments; couture construction techniques; analysis of price-quality relation for garments. Marshall. Prereq: 270 (or Home Ec 270) and 3rd yr standing. Not open to students with credit for Home Ec 470.

570  Textiles II U 5  
Advanced study of chemical and physical textile properties; new developments; standards and testing procedures used in evaluation of textiles. Tapitsky and Butler. Prereq: 371 (or Home Ec 371) and 3rd yr standing. Not open to students with credit for 471 or Home Ec 470.

574  Clothing: Tailoring U 5  
Evaluation and application of design and fashion principles in relation to tailored garments; quality-price relationship; optimum utilization of materials and resources. Millican and Rudd. Prereq: 374 (or Home Ec 374) or 474. Not open to students with credit for 673 or Home Ec 673.

589  Field Work U 5 or 15  
Prereq: 270 (or Home Ec 270) and 3rd yr standing. Prereq: 374 (or Home Ec 374) or 474. Not open to students with credit for 673 or Home Ec 673. Registration 2 qtrs before scheduling.

593  Individual Studies U 2, 3 or 5  
Problems in various phases of textiles and clothing chosen for individual study. H593 (honors) may be available to students enrolled in School Honors Program or eligible for enrollment. Prereq: Minimum of 6 cr hrs in subject matter of problem with cumulative point-hour ratio of 2.7 or written permission of instructor. Not open to students with maximum allowable credit for 593.03 or 593.04 or Home Ec 593.03 or 593.04. Repeatable to a maximum of 10 cr hrs.

671  Textile Analysis and Evaluation U G 3  
Experience in planning and conducting textile tests and in evaluating resulting data; development, present status, and importance of textile testing. Butler. Prereq: 270 (or Home Ec 271); and 4th yr standing. Not open to students with credit for Home Ec 671.

672  History of Costume and Textiles U G 5  
A chronological study of costume and textiles from ancient civilization to modern times; with consideration of cultural forces that affected the development. Millican. Prereq: 3cl or more. Not open to students with credit for Home Ec 672.

674  Clothing: Advanced Design Analysis U G 5  
Creative interpretation of dress design terminating in finished garments developed through the media of flat pattern and draping. Prereq: 374 (or Home Ec 374) or equiv with written permission of instructor. Not open to students with credit for Home Ec 674.

690  Workshop U G 4  
Full time for 3 wks. Prereq: Written permission of instructor. Not open to students with maximum allowable credit for 690.03 or 690.04 or Home Ec 690.03 or 690.04. Repeatable to a maximum of 12 cr hrs.

694  Group Studies U G 2, 3, or 5  
Group study projects in textiles and clothing. Prereq: Written permission of instructor. Not open to students with maximum allowable credit for 694.03 or 694.04 or Home Ec 694.03 or 694.04. Repeatable to a maximum of 10 cr hrs.

793  Individual Studies U G 2, 3, or 5  
Problems in various phases of textiles and clothing chosen for individual study. Prereq: 1 cl or more cont. Prereq: Written permission of instructor. Not open to students with maximum allowable credit for 793.03 or 793.04 or Home Ec 793.03 or 793.04. Repeatable to a maximum of 15 cr hrs.

797  Interdepartmental Seminar U G 2-4  
See under Interdepartmental Seminars. Not open to students with maximum allowable credit for Home Ec 797. Repeatable to a maximum of 6 cr hrs.

870  Clothing: Fashion U G 5  
Fashion as a social and economic force — its influence on production, distribution, and consumption of textiles and clothing. Dickey.
872 Seminar in Textiles and Clothing G 3 or 5
- Economics of Textiles, Wi Qtr.
- Social-Psychological Aspect of Clothing, Su Qtr.
- Educational Trends in Textiles and Clothing, Au Qtr.
- Historic Textiles, Sp Qtr.
Prereq: 671 (or Home Ec 671) or 672 (or Home Ec 672) or 870 (or Home Ec 870) or H Ec Edu 842 (or Home Ec 842), depending on emphasis of topic and written permission of instructor. Not open to students with maximum allowable credit for 872 or Home Ec 872. Repeatable to a maximum of 15 cr hrs.

877 Application of Textiles & Clothing Theories and Concepts G 3
An introduction to the literature in textiles and clothing with emphasis on evaluation of research and identification of a research problem. Dickey, Lu, and Meacham.
2-3 cl. Prereq: 671 (or Home Ec 671) or 672 (or Home Ec 672) or 870 (or Home Ec 870) or H Ec Edu 842 or 840 or H Ec Edu 840 or equiv with written permission of instructor.

894 Group Studies G 2, 3, or 5
Group study projects in textiles and clothing.
Prereq: Written permission of instructor. Not open to students with maximum allowable credit for 894.04 or Home Ec 894.03 or 894.04.4, Repeateable to a maximum of 15 cr hrs.

899 Interdepartmental Seminar G 1-5
See under Interdepartmental Seminars.

993 Individual Studies G 2, 3, or 5
Problems in various phases of textiles and clothing chosen for individual study.
Su, Au, Wi, Sp Qtrs.

998 Research: Thesis G Arr
Research for master's thesis.
Su, Au, Wi, Sp Qtrs.

999 Research: Dissertation G Arr
Research for thesis or dissertation purposes only.
Su, Au, Wi, Sp Qtrs.

Theatre
Office: 1089 Drake Union, 1849 Cannon Drive, 422-5821

100 Introduction to Theatre U 5
A study of the theatre with emphasis upon its cultural and social influences in our society.
Su, Au, Wi, Sp Qtrs.

101 Principles and Techniques of the Theatre Arts I U 3
Basic principles and elementary techniques of theatrical performance.
Au Qtr, 1 2-hr cl, 2 2-hr labs. Prereq: Admission to theatre BFA program. Repeatable to a maximum of 6 cr hrs.

102 Principles and Techniques of the Theatre Arts II U 3
Continuation of 101.
Wi Qtr, 1 2-hr cl, 2 2-hr labs. Prereq: 101.

103 Principles and Techniques of the Theatre Arts III U 3
Continuation of 102.
Sp Qtr, 1 2-hr cl, 2 2-hr labs. Prereq: 102.

200 Fundamentals of Theatre Practice U 3
Nature of modern theatre art and principles of play production; survey of contemporary theatre and career opportunities.
Su, Au, Wi, Sp Qtrs. Prereq: Written permission of instructor. Repeatable to a maximum of 6 cr hrs including credit in 265.

205 Theatre Practicum I U 1
Provides experience in theatrical performance and production activities.
Su, Au, Wi, Sp Qtrs. Prereq: Written permission of instructor. Repeatable to a maximum of 6 cr hrs.

219 Technical Production I U 5
Basic aspects of scenery construction, rigging, stage lighting, and sound effects, and their integration.
Su, Au, Wi, Sp Qtrs.

271 Great Ages of the Theatre U 5
Concepts and characteristics of the great periods of the theatre of the western world.
Su, Au, Wi, Sp Qtrs.

280 Acting Fundamentals I U 3
The actor's resources and methods, basic body movement, and vocal interpretation.
Su, Au, Wi, Sp Qtrs.

281 Acting Fundamentals II U 3
Continuation of 280.
Su, Au, Wi, Sp Qtrs.

284 Stage Movement I U 2
The LeCoq technique of movement training: physical conditioning, kinesthetic awareness, stage combat, mask technique, improvisations and scene work; specifically designed for beginning professional students.
Su, Au, Wi, Sp Qtrs. Prereq: Admission to theatre BFA program. Repeatable to a maximum of 6 cr hrs.

286 Stage Speech I U 2
Basic training in stage speech for acting and directing.
Su, Au, Wi, Sp Qtrs.

295 Individual Studies G 2, 3, or 5
Problems in various phases of acting chosen for individual study.
Su, Au, Wi, Sp Qtrs.

300 Research: Thesis G Arr
Research for master's thesis.
Su, Au, Wi, Sp Qtrs.

309 Research: Dissertation G Arr
Research for thesis or dissertation purposes only.
Su, Au, Wi, Sp Qtrs.
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214


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