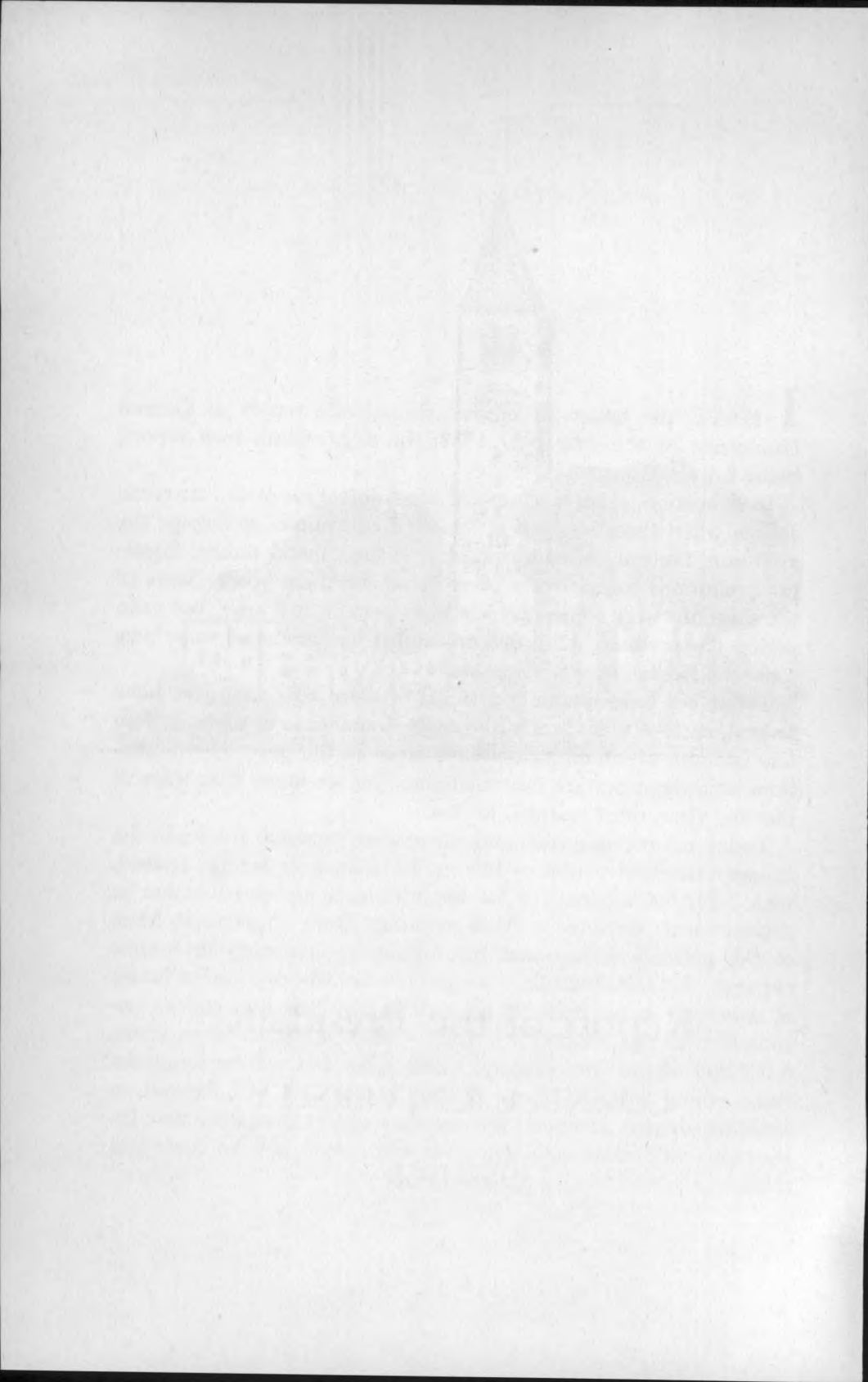


Report of the President  
CORNELL UNIVERSITY  
1957-1958



I HAVE the honor to present the annual report of Cornell University for the year 1957-1958, the eighty-ninth such report, being my seventh.

In education, crisis is a normal condition. Few of us can recall a time when there was not a "crisis in education" to engage the attention, not only of educators, but of the general public. Somehow, solutions have always been found for these crises. Some of the solutions were somewhat less than perfect, it is true, but each period has produced its problems, and it has produced those persons who led the way to solutions.

Today we have not only a single crisis in education; we have several, each of them larger and more demanding of solution than any of those which educators have faced in the past. The dimensions of these crises are overwhelming, yet we know that ways of meeting them must and will be found.

Today more young men and women are pursuing studies in the colleges and universities of this nation than ever before. Indeed, with 3,232,000 students in our institutions of higher education at this moment, we have a crisis stemming from abundance. Most of the nation's educational institutions are crowded to utmost capacity. Yet this situation—inevitably a hopeful one for the future of America—is far from its peak. It is expected that college enrollments in this country will total 4,500,000 within seven years, 6,000,000 within twelve years. Room must and will be found for these young people. Many present institutions will expand to accept increased numbers; and we may expect that some new institutions will come into being, as the nation acts to meet this crisis.

Although Cornell has doubled its student body in the past quarter century, expansion of numbers has never been our goal. In today's crisis in numbers, we feel that we can best serve the nation and the Cornell community in other ways. We are attempting to keep our enrollment as near as possible to present levels as we act to meet other crises affecting higher education in America.

The disciplines have always been in a process of enlargement, but in the past few decades they have been explosive in their growth. So great has been this expansion in knowledge that colleges and universities have been faced, and are still being faced, with a herculean task in providing the physical facilities required to deal with this growth, and in finding sufficient place in the curricula in which to offer instruction covering this additional material, without too great a sacrifice of knowledge accumulated in previous periods of our culture.

Here at Cornell we have a graphic example of how the disciplines have grown. When Sibley Hall was built in 1871, it housed mechanical engineering and the mechanical arts. The first university instruction in architecture in the United States was offered there. Today, we have a quadrangle of eight modern buildings, either now in use or under construction, devoted to the engineering sciences, with still the need for another structure for metallurgical engineering. Architecture, which has grown from a course, to a department, to a college, has now been housed in a building of its own, with additional space in another. There is no discipline represented on the Cornell campus which has not experienced dynamic development.

Recent events have given an even greater acceleration to the expansion of knowledge, particularly in the sciences. During the past two years we have seen the world's two major political systems enlist the technology at their command to thrust searchingly into outer space. We appear to be at the beginning of a contest to see which of these rival systems will be the first to place a human being on another planet. Significant though the implications of this race and its results are to all of us, let us not forget that far more important than the first man on the moon is the man on earth—the kind of a man that he is, and the kind of man he will become. It is the quality of the man, rather than his position in a

mathematical procession, that has real meaning. We must keep this in mind and resist pressures from all sides that would have us divert our efforts in other directions and toward lesser objectives.

Cornell must ignore the temptation to remake our programs into mere purveyors of data. We must keep before us the certainty that instruction in all things, including science in this Sputnik age, should be based on the acquisition not only of facts, but also of a philosophy and an understanding of the role of the individual in a society in which he, and not his government, is the focal point.

The great strength of America has been in the development of qualities of leadership among its people. While we have occasionally dissipated some of our energy and thought on unworthy causes and efforts, as a people we have grown from a wilderness society to the world's greatest, richest power because of the very abundance and diversity of leadership among us. Every individual in our country has opportunity to seek a higher place for himself and to seek contentment and achievement according to his own desires and inclinations. This is a basic element in our way of life which we must preserve and nourish, even though there are those among us today who urge that we should follow the example of that other Sputnik-producing system and use education, not as a means for the development of the individual, but for the uses of the state. They would have us follow the Communist example and give greater emphasis to the teaching of science, not in its broadest, enriching sense, but in a narrow, data-finding concept devoid of those elements and influences designed for the development of the man who has chosen to labor in the vineyards of science. They would have us divert by means of enticements, pressures, and directives, more of our young men and women into streamlined, intellectually sterile programs of specialized science which would lack those other elements necessary to the full development of individuals.

The clamor for mass-produced scientists and for the rewards which technological disciplines have to offer constitutes a kind of pressure on our young people. We have seen some of the effects of this on our campus. Here at Cornell, as most of you know, we have a Division of Unclassified Students which takes in those young men and women who have made poor starts in fields of

their own choosing and who have come to realize that their choices were not the best ones for them. Not everyone is destined to become a good scientist, a good agriculturist, a good architect, for instance. Two-thirds of the students in the Division of Unclassified Students are in the process of transferring from the engineering sciences to other units of the University, notably the College of Arts and Sciences. In his report, the Director of the Division of Unclassified Students points out, "Because of the increasing propaganda to encourage students in the direction of science and engineering, it seems likely that a larger number will find themselves in the wrong course." By aiding such students, we are doing a service both to the discipline which they are leaving, and the discipline to which they are seeking admission.

Under our American concepts, we do not serve science—or any other discipline—by forcing young people into it against their natural inclinations. The results of any such effort on our part would be something far short of the best—and the times call for the maximum development of each individual. We must not fall into the pit of such a basic error. We can never exceed dictatorial regimes by fashioning our society in their image. It is the man in front, not the man at his heels and in pursuit, who wins the race. We will achieve nothing but our own downfall if we change our basic concepts of society and make them an imitation of those which we deplore so thoroughly.

We must keep our perspective and in our programs at Cornell we must continue to aid our students to see things in the perspective of a free society. Depth of specialization may result in a narrowness of intellect and spirit, if we are not alert to this danger. Our College of Arts and Sciences today has a more vital role in helping to prepare our young people for the world of tomorrow, in giving them breadth of mind and of spirit. Our concern is not only with the scientist, the business man, the professional man, the academician, but more importantly with the man who is a scientist, the man who is in business, the man who follows a professional career, and the man who is a scholar.

Many of our students will become leaders in their chosen fields, and we have a special responsibility toward them. In every division of this University full recognition must exist of our role as



nurturers of those qualities among young people which make for effective leadership. Preparation for leadership—responsible leadership—has been a paramount and universal objective at Cornell since it first opened its doors some ninety years ago.

Few campuses in our country have greater diversity than does Cornell, with its state-supported and its endowed units, its liberal and fine arts divisions, its scientific and professional schools, and in the range of its graduate studies. Despite this diversity, we have a common denominator in our concern with the potentials of leadership among our students. It is sobering to reflect that right now, among our undergraduates, are men and women who will have tremendous leadership roles at the beginning of the next century. We are educating not only for the twentieth century, but also for the twenty-first. It is beyond our scope to envision what the world will be in the twenty-first century; we cannot prepare our students to meet the specifics of life as it will be then. But we know that man then, as now, will have certain needs as an individual, needs of the mind and the spirit, and so we must keep ever before us the fundamental human values and the principles of freedom which will have no less validity in the long years ahead than they do today. We know that the world of the twenty-first century will not be a better world unless there are better men and women, better leaders of such men and women.

The kind of leadership which we envision is leadership with responsibility, leadership with direction. Without these qualities, leadership is like a driverless vehicle careening along a highway, bound for no particular destination and constituting a menace in the world's cultural, economic, and political traffic lanes.

Our students need to develop personal philosophies based on an acquaintance with the great learning of the past, with the great ideals and ideas which are to be found in a thoughtful examination of the humanities. Even greater than the need for more knowledge is the need for development of character and integrity and tolerance.

Our faculty is doing a yeoman task in encouraging and aiding the development of these personal qualities among our students, and in discovering and cultivating potentials for leadership among them. At no time in Cornell's past has her faculty been more

aware of the true needs of the short present and of the long future. When tomorrow's horizons are rolled even further back, a large measure of the credit must go to the great teachers of today. Of these we have a rich abundance on the Cornell campus.

Some of these teachers, working with students in both the undergraduate and graduate divisions, are making explorations of a scientific or an academic nature which promise great things. Today there are over one thousand research projects under way at Cornell which are sponsored and supported by foundations and corporations. This magnificent effort is matched by another thousand projects being carried on by the faculty without such sponsoring support from outside the University.

The great teachers, the able administrators, of this University, are not only vitally concerned with the leadership which this country, this world, will require in the future—they are committed in many ways to an attempt to improve and enrich the leadership which we have today. Many units of the University are constantly inviting men in key roles in business and the professions to come to the campus and engage in fresh examinations of their own roles, professionally and in terms of their contributions to the community. The growing number and the increased attendance at these seminars, conferences, and courses indicate clearly the need for this kind of relationship between management and the academic world, and also the achievement of Cornell in meeting this need.

In this effort, the University has invited here men and women from various levels of management and executive responsibility and has worked to give them a clearer comprehension of their own roles in their professions and in society. It has also sought to broaden the base of the thinking which goes into decision-making in the leadership of today and to heighten the sense of responsibility. The men and women who have come to our campus and who will continue to come are, in most cases, not graduates of Cornell. Many of them are the products of other colleges and universities, but some have had no formal higher education, and the time they have devoted to study and contemplation here has been especially rewarding. The University, too, has benefited by their presence.

Most of these programs have been small in numbers, but in the aggregate they have a considerable dimension. The increasing



number of men and women who leave busy desks to come to Ithaca to attend these sessions is impressive and demonstrates that Cornell is performing a real and continuing service to America's leadership.

As a member of a team of seven university presidents, I had the opportunity during the summer of 1958 to visit many institutions of higher learning in the U.S.S.R. The financial backing given by the Soviet State and the Communist Party, the high compensation awarded to members of their faculties, and the emphasis being placed upon learning at all levels and for all ages of citizens indicate the top priority which education holds in the plans behind the Iron Curtain, for the years ahead. It is symbolic of their hope for the future; through it they have made impressive strides in the forty years since their revolution.

Education is made to serve their purposes well. Those purposes are not our purposes; their objectives are not ours. But if America can support education with the same devotion and strength, if we can muster as strong a focus upon our free way of life as they have in fitting education to the needs of a monolithic state, we shall remain forever ahead of the dubious and capricious aims of the dictators. But no visitor to the Soviet Union returns without grave concern for the lack of support for education in this country, the lack of enthusiasm for intellectual accomplishment, and the lack of appreciation for the position of the teacher in our society.

As inflation continues to take its subtle toll, Cornell must redouble its efforts to keep financially strong, to protect the atmosphere of scholarly attainment, and to see to it that we have always a distinguished faculty worthy of the traditions of our past and of the growing importance of education for the future.

## ADMISSIONS

The University has sought to keep the size of the student body within limits most conducive to academic attainment, but despite the most diligent efforts of the Admissions Office, we have experienced a creeping growth. It has been impossible in the past to predict accurately how many of the young men and women we accept will actually matriculate here, and usually our estimates have been too conservative.

The large number of applicants attests to the high regard in which this University is held by prospective students and their families. The high quality of the students who matriculate at Cornell is a reflection in no small part of the loyalty and the devoted service of our alumni. There are 524 Cornell alumni who are serving on 71 men's secondary school committees, and 185 alumnae serving on 42 committees, under the direction of the Alumni Secondary School Committee of the Alumni Association.

Scholarship applications from entering students have maintained their ratio to total applications for admissions, despite the increase in tuition charges and fees. The percentage is 31 for 1958. It is of interest, however, to note that the percentage of scholarship applicants from outside New York State dropped in both the College of Arts and Sciences and the College of Engineering. The suggested implication is that high costs discourage all but the best scholarship applicants. Actual scholarship awards to entering freshmen, as of July 1, numbered 359 for a class of 2,149, or one for every six entering students. These figures include all awards from University funds or those for which the University actually selects the recipients.

Nearly half of the University's total applications each year are for the College of Arts and Sciences.

As far as selection of entering classes is concerned, the challenge is twofold: increasing financial aid to permit a larger proportion of the best qualified to enter; and more careful selection from among the large group who apply, not only in terms of scholastic ability but in terms of motivation. Progress is being made on both of these fronts. Total funds available for financial aid have in-

creased substantially in the last few years, although the need is still great. And there is strong evidence that selection is "firming up" in terms of scholastic ability. This year's class is the strongest we have accepted in some time.

There appears, also, to be an increased effort on the part of secondary schools to provide a better preparation for college work. School boards, parents' committees, and high school teacher committees are studying this matter and are turning to our colleges and universities for advice. Definite action is being taken by our College of Arts and Sciences to provide specific information to schools as to what Cornell considers good preparation. From all the evidence, we may expect in the future to receive students into our freshman classes who will be better equipped to carry on college grade work than has been the case heretofore.

While we are concerned with the quality of the young men and women who enter Cornell, we are also concerned with the number of students who fail to complete their programs. The Division of Unclassified Students is engaged in giving a second chance to students who have failed, or who are skirting failure, for corrective reasons. The Division is particularly concerned with students who have selected the wrong program. Such students are assisted in transferring to programs better suited to their objectives and talents. Last fall there were sixty-six students in the Division, and in the spring there were 105. After students have completed their transfers, their academic achievements have been astonishingly good, in most cases. During the past six years 80 per cent of their work has been at grade 70 or better.

The value of this work in reducing the attrition rate at Cornell is well demonstrated.

## THE TEACHER AT CORNELL

The teacher, at this University and at any other, has many loyalties, many responsibilities. These extend to the discipline which he has embraced, to the institution of whose faculty he is a member, and to the students who look to him for guidance in their efforts to acquire knowledge and understanding.

More than anything else, the Cornell teacher is Cornell. His influence is indefinable and eternal. Cornell is a great University, not because of the matchless beauty of its campus nor the magnificence of its physical plant, but because of the superiority of its faculty.

For many years our faculty has served Cornell and its generations of students. In recent years these teachers have served at a cost to themselves and to their families that has been both unjust and unhealthy for higher education as a whole. While inflation has sent prices of nearly everything rocketing skyward, and has caused salaries off campus to rise substantially, faculty salaries have increased only modestly. In effect, professors have suffered a relative reverse at the very time when the greatest demands have been placed upon them. They have subsidized higher education in a very real sense, and to a degree that has been sacrificial.

We recognize this situation, which fortunately has not been so deplorable here as at many other institutions. Efforts are being made to correct it. We hope that in the future, additional adjustments will be possible to bring the salaries of our faculty into nearer balance with their worth. This must be done if we are to continue to attract able, devoted men and women to the teaching profession, if the procession of great teachers at Cornell is to continue in full strength and full magnitude.

# THE SCHOOLS AND COLLEGES OF THE UNIVERSITY

## COLLEGE OF ENGINEERING

During the college year two major units in the new engineering campus were completed. Carpenter Hall, the gift of Walter S. Carpenter, Jr. '10, was completed and occupied early in the fall by the Engineering Library and the administrative offices of the College. Mr. Carpenter subsequently gave an endowment for the acquisition of library materials and the expansion of library functions in the College. During the spring the Sibley School of Mechanical Engineering moved to Upson Hall, which was dedicated on June 14. Upson Hall for mechanical engineering, the gift of Maxwell M. Upson '99, is situated near Phillips Hall, which houses electrical engineering. Grumman Hall for aeronautical engineering, gift of Leroy R. Grumman '16, is presently under construction, as is the new civil engineering building, gift of Spencer T. Olin '21.

The College has been granted approximately \$70,000 by the Atomic Energy Commission for the purchase of equipment to be used partly in the nuclear technology program and partly for special installations in engineering physics, metallurgical engineering, and sanitary engineering.

The College has applied to the AEC for financial support and an operating license for a nuclear reactor, which would be used primarily for instruction. The AEC has shown interest in the proposal and has granted \$150,000, the maximum possible amount under its present program. Financial support from the AEC does not include funds for the building and adjacent facilities necessary for housing the reactor, which must be secured elsewhere. It is planned to erect the reactor immediately south of Upson Hall, near the rim of Cascadilla Gorge.

During the present year the faculty has engaged in various curriculum studies, with the result that this fall there will be modification of basic curricula to permit some consolidation of technical course work, liberalization of elective choices—particularly to ex-



pand the potential for non-technical electives—and a rearrangement of the physics sequences for the first two years. This latter is expected to provide graduated progress for students of different abilities and backgrounds, so that while all will reach certain objectives at the end of two years, the more talented students will be able to take additional advanced work. It is hoped that these changes will reduce the heavy attrition rate in the physics program and provide a better grounding for work during the last three years.

## SCHOOL OF HOTEL ADMINISTRATION

The Alice Statler Auditorium was dedicated in connection with the 53rd "Hotel Ezra Cornell," with Mrs. Ellsworth Milton Statler, speaking on behalf of the Trustees of the Statler Foundation, making the presentation.

The Alice Statler Auditorium is a full-scale theater with complete and modern stage and lighting facilities. It seats 922 persons. The new building also includes a library substantially larger than the former one and additional food and engineering laboratories and offices. The building, costing \$2,300,000, is a gift of the Statler Foundation.

The faculty of the School has been making an investigation into room reservations procedures, at the request of the American Hotel Association. Six successful workshops on various aspects of the hotel industry were held in cooperation with professional hotel organizations.

## COLLEGE OF ARCHITECTURE

The size of the student body, both graduate and undergraduate, has increased slightly. During the fall term there were 283 undergraduate students; of these, 215 were candidates for the degree of Bachelor of Architecture, 63 for Bachelor of Fine Arts, one for Bachelor of Science in Land Planning, and four were special students in city planning. There were 38 graduate students.

A source of pride is the number of graduates who have been successful in competitions for Fulbright Scholarships and other

awards. More Fulbright awards in the fields of architecture and city planning were made to Cornell graduates for 1958-1959 than to graduates of any other institution in the nation.

An organization of graduate students in city planning—the Cornell City Planners—arranged and held a highly successful conference on “Training the Urban Renewal Team” March 20-22. The conference brought to the campus a number of leaders in this important field. Encouraged by the success of this first conference, the organization is planning to make it an annual event.

Two projects accomplished by teams of students received considerable recognition in the press. A group of graduate students in city planning prepared a master plan for Auburn, New York. Publication of this work was made possible by a gift of \$600 from Beardsley and Beardsley, Architects, of Auburn. Other students in city planning produced a design for Brazilia, the new capital city of Brazil. The student work was shown and explained at a meeting of 400 guests at the Pan-American Union in May. The models, drawings, and reports which constituted the study were presented to the Brazilian Embassy, and will be deposited in a new museum to be built in Brazilia.

Plans have been made for the occupancy of Sibley and Franklin Halls by the College of Architecture, with some space in each building reserved for other departments. The remodeling of East Sibley got under way in the spring of 1958, and it is hoped that this section of the building will be ready for complete occupancy in December. It is expected that all necessary remodeling for the college will be completed by the summer of 1959.

The college assumed occupancy of the Heller House at 122 Eddy Street in September, 1957. The house has demonstrated its value as a residence for visiting critics and lecturers and for meetings and seminars.

## NEW YORK STATE COLLEGE OF AGRICULTURE

The cooperative project in which Cornell is engaged with the College of Agriculture in the Philippines, known as Cornell-Los Banos, has continued through the sixth year. Two years remain under the ICA contract. In addition Cornell has an ICA-sponsored

contract with the College of Forestry, which is also at Los Banos and is a unit of the University of the Philippines.

New facilities for research at the Pesticide Residue Research Laboratory were completed during the year. A \$20,000 grant from the National Institute of Health, on a matching-grant basis, made their construction possible. Additional construction for the Department of Agronomy provided expanded greenhouse and field laboratory facilities for herbicide evaluation studies and research with farm crops. The Blauvelt Memorial Laboratory, built from funds contributed by the New York Florist Club, the New York Flower Growers, Inc., the College of Agriculture, and other friends of the late Professor William E. Blauvelt at a cost of approximately \$16,000, provides a needed facility for work on the control of mites and insects attacking florist crops.

In preparation of the site for the new animal husbandry building, the farm practice shops and machinery sheds have been torn down and relocated on land adjacent to the College orchard. Work has begun on a new interdepartmental facility for research on forage crops utilization. The facility will be used by the Departments of Agronomy, Plant Breeding, and Animal Husbandry.

Research has received increased support from private and government-sponsored agencies, and from state appropriations. Scientists at the college, and at the Experiment Stations at Ithaca and at Geneva are continuing to be of help to the agricultural industries, particularly those of the State of New York, by their investigations.

The Cooperative Extension Service is performing an important teaching function in 56 counties of the state. This teaching is done by a staff of county agents assisted by specialists from the College. The Extension Service is actively engaged in planning long-range programs at county, state, and federal levels, which are directed at meeting the rapidly changing needs of the people it serves. Marketing and consumer problems are being given increasing attention, and emphasis continues to be placed on educational service to leaders of agricultural and agricultural-business organizations. The Farm and Home Management Program, now in its fourth year, has become a vital part of extension education in 30 counties. The professional staff and local leaders are promoting a

realistic understanding of farm and home problems, providing reliable facts for the development of educational plans, and maintaining the interest of farm families as they learn to improve the management of their homes and farms.

## COLLEGE OF ARTS AND SCIENCES

Registration for the two terms of the 1957-1958 academic year averaged 2,787, largest in the College's history. Total applicants increased 5.5 per cent over the previous year.

There is reason to hope that our entering class in the fall of 1958 may be of the highest intellectual caliber we have ever had. Median scholastic aptitude scores, both verbal and mathematical, for entering men were 22 points higher than a year ago; and for women, three points higher in verbal scores and 25 points higher in mathematics.

During the year 47 students were dropped permanently because of continuously poor records. This was nine fewer than last year and 22 fewer than two years ago. The College is continuing its experiment of suspending for periods of a term or a year a somewhat larger number of less promising students in the hope that they will return with more maturity and sense of purpose, or that they will transfer elsewhere. Our attrition rate for each class seems to be relatively stable at about 30 per cent, with only one-third of that attrition being for scholastic failure.

The College continues to carry the heaviest burden of teaching in the University. During 1957-1958 the faculty was responsible for approximately 47 per cent of the total credit hours of instruction on the Ithaca campus. A total of 64,371 credit hours of instruction was provided for non-Arts and Sciences students and 85,926 for students within this College.

## LAW SCHOOL

A new curriculum, developed by a faculty curriculum committee, has been established for students entering the School in the fall of 1958 and thereafter. In addition to an expanded core of required basic subjects during the first two years, two new features

have been added: increased stress on legal philosophy, legal history, public law, and international law to give students greater perspective and a wider approach to the solution of law problems; and the requirement of the election of a major area of concentration so that each student will gain adequate work in depth in at least one relatively integrated area of the law.

Construction of a new student residence center has been assured through the gift of \$1,000,000 from Myron C. Taylor, LL.B. '94, and the allocation of \$400,000 of University funds. The new residence center will be named in memory of the late Chief Justice Charles Evans Hughes, a member of the law faculty when Mr. Taylor was a student here.

## MEDICAL COLLEGE

Plans for expanding research space have been approved by the United States Public Health Service, and a grant of \$1,500,000 has been promised, which must be matched by Medical College funds. Donors are being sought to aid in this project. The Board of Governors of The New York Hospital has approved plans for the erection of a new addition to the outpatient department of the Hospital, which will be named in honor of Dr. Connie M. Guion of the Medical College faculty. This addition will provide adequate space for the more efficient care of patients and will greatly improve the teaching of ambulatory patient care.

During the past six years the circulation of the Medical Center Library has doubled, and that facility is no longer adequate to the needs of those using it. Early in the school year the Medical College, The New York Hospital, and the Memorial Center agreed on an equal share basis to finance the study of the library needs of the entire Cornell Medical Center and its affiliated institutions. Two important plans have been proposed: that a common depository be established in the city in conjunction with the library of the New York Academy of Medicine for the storage of books by all the medical colleges in the city; and that, with the development of the first plan, present College library facilities be expanded to provide not only modern library facilities and services but also additional areas for student teaching, and an alumni and faculty



club room, at a cost estimated at \$1,000,000. Both plans have been accepted. Efforts are being made to raise funds for the second plan, which is seen as a vital objective and a means of drawing more closely together the staffs and faculty members of affiliated hospitals.

The College has practically completed the acquisition of adjacent real estate, which gives it adequate expansion facilities for the future. The married students housing project, which was opened last fall, has proved so successful in meeting needs of students that it is planned to convert two more adjacent buildings for similar housing.

The class accepted for September, 1958, numbers 84, plus two students who will repeat their first-year work. This number exceeds the capacity of classrooms and laboratories which were constructed for a maximum capacity of 80.

The program of visitation of colleges from which students apply for admission has been expanded. Last year 26 colleges were visited and personal contacts made with faculty members.

Participation of first- and second-year students in research projects has expanded during the past five years, owing in part to the impetus given by scholarships from philanthropic foundations and government agencies. Five years ago there were less than a half dozen such students who received this kind of assistance. The number has grown substantially, and in 1957-1958 there were 52 students at work on such scholarships. Students, instead of seeking summer employment in business or industry, are now able to follow a scientific interest developed during the school year.

The need for scholarship funds increases as tuition and living costs rise. In 1957-1958, 68 students, or 26 per cent of the student body, received a total of \$40,000. In the coming academic year the sum will be higher. In 1957-1958, 30 students borrowed a total of \$10,189; and 110 students, or one-third of the student body, were engaged in some kind of part-time work. There is an increasing demand for student services on the part of our affiliated hospitals, which find the students reliable and competent, and are willing to pay well for part-time work as x-ray technicians, orderlies, laboratory technicians, and nurses. This trend is not always in the best interests of the students or the Medical College. The students

in most cases would be better rewarded if they were able to devote more of such time to class work and use of the library. Additional scholarships, loan funds, and summer research scholarships would remove some of the necessity for such work.

During the past year a total of \$3,460,000 in research funds was expended in research projects, or approximately \$100,000 more than during the previous year. The funds were provided through 560 contracts with 235 private donors and government agencies. The subjects under study included the major illnesses of man.

A magnificent sum of money amounting to approximately \$10,000,000 was bequeathed to The New York Hospital-Cornell Medical Center Foundation in the estate of Mrs. Anne Parrish Titzell for furthering the work of the Center in research, teaching, and patient care in the field of nervous and mental disease.

## CORNELL UNIVERSITY—NEW YORK HOSPITAL SCHOOL OF NURSING

The role of the graduates of this School and of other degree-granting schools of nursing is in need of a fresh definition. The Cornell graduate nurse occupies a more responsible role, with more demands upon her for executive skills, than does a nurse from a non-collegiate school. This new role has emerged in recent years, and the faculty at Cornell has been increasingly concerned with the need of setting forth specifically the objectives of the profession of nursing today and of defining the proper role of the nurse.

While the faculty considers this enlarged role and the problem of defining it, it is also concerned with the preparation of students, so that they will rise to the opportunities and challenges presented by this new concept. There have been changes in the curriculum during this past year which are keyed to the needs of the times. These changes will permit student nurses to give greater attention to mental health, a problem of increasing importance.

More and more nurses are being trained to aid people to care for themselves whenever this is possible. Students, working closely with faculty members, have prepared a number of publications designed specifically for the guidance of hospital and out-patients, to give a greater understanding of medical problems and practices.

The class of 69 students admitted in the fall of 1957 was somewhat smaller than classes admitted in the previous few years and reflects a trend throughout the nation's schools of nursing. It is anticipated that the first increase may be expected in 1960.

## GRADUATE SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

A thorough reappraisal and revision of the curriculum, the acquisition of new teaching personnel, and the development of interdisciplinary research projects have marked the academic year 1957-1958.

The faculty passed legislation to admit up to 20 per cent of our incoming Cornell undergraduates in their senior year who have maintained a three-year scholastic average of 80. Joint programs on this basis have been established with the College of Arts and Sciences, the College of Engineering, the College of Architecture, the School of Hotel Administration, the New York State School of Industrial and Labor Relations, and the Law School. Under the sponsorship of the National Association of Food Chains, the School is cooperating with the Department of Agricultural Economics in the College of Agriculture to establish a food distribution teaching curriculum during the fall term, 1958. The School has developed research projects in decision-making for federal executives and others under grants from S. C. Johnson, Inc., and the Carnegie Corporation.

A five-year grant from the Whitehall Foundation will enable the School to develop a teaching and research program in the field of agricultural industries management.

## NEW YORK STATE COLLEGE OF HOME ECONOMICS

Professional opportunities for graduates of the College continue to increase in number and quality, and there is a growing demand for graduates who have completed advanced work.

During the academic year just ended, 735 professional opportunities, 245 of them requiring a graduate degree, were available

to graduates of the College. There were but 242 persons among the large alumnae body available for placement.

The College is responsible for a large proportion of graduate degrees in home economics granted in this country. During the three-year period, 1954-1955 through 1956-1957, the College granted the largest number of Masters' degrees (with thesis required) of any school or college of home economics in the United States, and it was second in the number of Doctorates.

The College took the first step in a long-range plan to study the effectiveness of the graduate training of foreign students in terms of their own cultures and needs. An Institute and Workshop in International Education in Home Economics was held during the summer of 1958. Fifty-seven home economists from 20 countries were registered. It was the first time that home economists from various parts of the world had met for this purpose. Earlier, during the 1957-1958 academic year, 31 official visitors from 17 foreign countries observed and studied the program of the College, paying particular attention to curriculum, organization, educational philosophy, and future plans.

## NEW YORK STATE SCHOOL OF INDUSTRIAL AND LABOR RELATIONS

Progress in the preparation of architectural plans for a new building is being made, and it is expected that working drawings will be ready in time for construction and remodeling to begin in the spring of 1959. The building will be on the site formerly occupied by the Veterinary College.

Present staff and facilities do not permit expansion of the resident instruction program. During 1957-1958 there were 327 undergraduates and 69 graduate students.

The advisory program has been modified so that undergraduate students now have an enlarged opportunity for direct contact with the faculty. A good start has been made in the scholarship program. A scholarship fund established by the 1,200 alumni of the School and renewal of support for previously established scholarships enabled the scholarship committee to double the amount of scholarship awards in 1957-1958 over the previous year.

During the academic year just ended, the School conducted 38 non-credit courses on campus which were attended by a total of 1,208 registrants. Efforts were continued to keep the groups small and to develop programs of longer duration. Only eight of the programs had more than 30 registrants, and only 14 of the courses were shorter than a week.

The Extension Division of the School conducted 331 programs in 93 communities, with an aggregate enrollment of more than 7,200. During the 1957 Summer Session, 14 courses had an enrollment of 74 students. Non-credit summer workshops, seminars, conferences, and institutes for practitioners totaled 20, with 579 persons enrolled.

A project for the exchange of staff with the University of Istanbul is under discussion, although developments in the Middle East may interfere. At present it appears that the exchange will begin in 1959, with several members of the faculty of the Institute of Industrial Relations of the University of Istanbul coming here. A grant from the San Jacinto Fund will make it possible to conduct research on labor unionism in the Middle East.

## SCHOOL OF EDUCATION

A permanent five-year program for graduates of liberal arts colleges who wish to prepare for careers in elementary school teaching is being inaugurated. This program is based on ideas and experiences gained during six years of experimental work at Cornell. An intensive and realistic approach to teaching for those with a broad and liberal educational background offers a promising approach to the improvement of elementary school teaching.

A three-year special project designed to provide training in the processes of extension education fitted to other cultures has been supported by the Ford Foundation and is being renewed for another three years. This project, in combination with other programs in extension work, and in education for it, has made Cornell a world center in this new field of professional training.

The newly established Office of Field Studies provided more than 150 days of counseling services to school systems in the State of New York. There is tangible evidence of a fast growing interest



on the part of administrators in the services of this new office.

During the past year the faculty of the School of Education has been particularly concerned with reorganizing and coordinating the various programs on the campus designed for teacher education. In some instances duplication has been removed, and in other instances, programs have been better integrated with other offerings.

## NEW YORK STATE VETERINARY COLLEGE

For the past year, the College has occupied its new buildings on the eastern fringe of the campus, and during that time plans for expanding the teaching and research programs have been implemented. Notably, a program in the field of radiation biology has been launched under the Director of the College's Laboratory of Radiation Biology, as a unit of the Department of Physiology. Approximately \$200,000 in grants from various federal agencies were received during the year to support the program.

Since the College has a fixed curriculum, minor changes are made nearly every year, but every ten years a more elaborate review of course offerings is instituted. Such a review is now in progress, and while it is not yet completed, the expectation is that better coordination of subject matter will be achieved as well as methods for improving the guidance of students in their individual studies.

## GRADUATE SCHOOL OF NUTRITION

The attention of the faculty of the School has been focused upon the nutritional, biochemical, and clinical problems related to food and nutrition, and during the past academic year notable work was initiated and completed. In addition to its own staff who are responsible for an academic program and research activities, the School has additional faculty members drawn from other University departments who collaborate in interdisciplinary studies.

During the past year, studies regarding the metabolism of cholesterol, factors of weight reduction, and factors of protein deficiency were among the research activities carried on.

## GRADUATE SCHOOL

The total enrollment of the Graduate School has increased, going from 1560 in the fall of 1956 to 1682 in the fall of 1957. This represents an increase of 8 per cent. During that same period, the number of new graduate students went up from 670 to 811, or 21 per cent.

The number of students receiving Ph.D. degrees has decreased slightly because of the low intake of new students from 1951 through 1955 and the longer period spent in residence for the degree today. On the other hand, an increased number are qualifying for the Master's degree.

Another significant change is the greater number of graduate students who seek financial help from the University in the form of fellowships and scholarships. The graduate faculty awarded 221 such grants, as compared to 185 during the previous academic year. The total amount of these awards, given either by the University or administered by it, was \$460,000.

## STUDENT AFFAIRS

The primary function of Cornell—the essential reason for the existence of this University—is the education of young men and women. Whatever we do here at Cornell has as its ultimate purpose the encouragement of intellectual growth, the nurturing of qualities for leadership, the strengthening of character among our students.

For this reason the most important relationships which the University has is with its own students. It is vital that the student body, faculty, and administration at Cornell understand and respect one another and that they work together in an atmosphere conducive to effective and friendly cooperation if our students are to receive the full enrichment that college years have to offer them.

Last spring two student demonstrations were held on the same day on the University campus. Most of the students were orderly and well mannered, but, unfortunately, as is so often the case, a small minority committed acts which were beyond the limits of good conduct. The publicity and controversy which surrounded and followed the two demonstrations gave them an appearance which was not warranted by the true facts and which caused chagrin throughout the University community.

The events of last May, however exaggerated and distorted they were in the public press, did make clear that there are problems, for which solutions must be found, in the area of student relations.

Actually, efforts to find such solutions and to create a better understanding of the true objectives of the University had been initiated prior to those events. A Vice President for Student Affairs was appointed July 1, 1958, to bring leadership and coordination to matters relating to students. During the summer this new officer and the academic deans have been diligently exploring means by which lines of cooperation and communication may be expanded and strengthened. With the beginning of classes this fall, this program is being broadened to include both faculty and student leaders.

It is clear that just as educators today are confronted with problems which are greater in dimension and more complex and more difficult of solution than those of past times, so are today's students, at Cornell and elsewhere, faced with more and greater problems than were their predecessors, and that both the University and the students are subject to pressures, within the campus and without, that are without parallel in the past.

## THE 1957-1958 CORNELL KALEIDOSCOPE

The libraries of the University have experienced an unprecedented growth during the past year. Not only has the number of volumes acquired—74,161—been greater than during any previous year of Cornell history, but the use of the library facilities is correspondingly greater. It was a year memorable in gifts, in that several existing collections have benefited from notable additions; the George Nathan collection of books, manuscripts, and letters was received by bequest; and the Carpenter Endowment Fund of \$250,000 was established to provide increased support for the purchase of books and periodicals for the College of Engineering Library.

While it is impossible at this time to report completion of financing of the Research Library and the beginning of construction, it may be said that progress has been made toward our financial goal and that architectural and engineering planning has been completed.

The amount of sponsored research, in dollar volume, has almost tripled in the past decade. During 1957-1958 Cornell received just over \$27,000,000 in sponsorship funds for projects at the University including those at the Cornell Aeronautical Laboratory. Just over three-fourths of this support in the academic divisions came from state and federal agencies, and at the Cornell Aeronautical Laboratory the projects were supported to some 90 per cent by government contracts.

Six Cornell athletic teams won championships and several individual performers reached extraordinary heights, as the University enjoyed one of the best years in athletics in our history.

The cross country team won the Heptagonal championship, the track team won the indoor and outdoor Heptagonal titles, the wrestling team won the Ivy League and Eastern Intercollegiate Wrestling Association titles, the fencing team took the Eastern Intercollegiate Fencing Association épée championship, our polo team the National Intercollegiate Indoor Championship, and the

oarsmen startled everyone by winning all three races in the Intercollegiate Rowing Association regatta—varsity, junior varsity, and freshman. It was the fourth straight time that the varsity had won the IRA title. The 150-pound crew lost only once in the Eastern Association of Rowing Colleges regatta, by two feet, to Harvard. The lacrosse team lost only one game, the one for the Ivy League championship, to Princeton. The golf team won five and lost only one dual meet, by a single point.

Football was moderately better than during the previous year, with three wins and six losses while the basketball team won an even half of its games.

Cornell has the largest athletic program in the country, with 21 varsity and 19 freshman sports. There were 2100 men seeking places on the freshman and varsity teams during 1957–1958.

The number of registrations in the Division of Extramural Courses totaled 920. There were 38 courses, taught at 24 centers. Registrations for courses given at off-campus centers totaled 521 for the two terms; on campus the number was 399. The tendency continues for students who register through the Extramural Division to matriculate in the Graduate School in order to take advantage of the opportunity to do advanced study toward graduate degrees.

The University Testing and Service Bureau scored approximately 23,660 individual tests for various departments on campus, and 5603 more were item-analyzed. In addition, 23,416 individual tests were scored for outside schools.

The seventy-fifth anniversary of the beginning of activity of Cornell's New York State Agricultural Experiment Station at Geneva was celebrated throughout the 1957 calendar year and attracted so many interested groups to that campus that the Station is considering an annual event to call special attention to the work being carried on there. The research activities of the Station are covered by 265 formally organized projects involving a wide range of subjects.

Two new farms, totaling about 60 acres, were acquired during



the year for field experiments. A new food science building is now under construction.

Attendance at events of the 12th Festival of Contemporary Arts totaled an estimated 10,410. The events included lectures, concerts, a play, poetry reading, films, and special art exhibitions in the Andrew Dickson White Museum of Art and Willard Straight Hall Memorial Room.

Cornell is one of a few universities which have Army, Navy, and Air R.O.T.C. programs. A total of 1603 men were enrolled in the Army program. At the annual formal inspection, the over-all rating received by the Cornell Army R.O.T.C. unit was the highest that can be awarded a unit of this type. The Air R.O.T.C. unit totaled 1070 and the Navy R.O.T.C. unit had 379 students.

Over-all enrollment at the Summer Session increased by more than 10 per cent over the preceding year, from 1406 to 1575. This increase is sufficient to justify the conclusion that the decline in enrollments which characterized the first half of the present decade has been reversed. During the past year progress has been made in developing a three-year sequence of course offerings in several of the major subject areas in which the School of Education offers summer instruction. This will permit degree candidates who are completing a significant portion of their work in the Summer Session to plan their programs more effectively.

The Cornell University Press, oldest collegiate press in America, published thirty-six new books under its own imprint and two books under the imprint of Cornell's Comstock Publishing Associates during the past year. In addition it issued two new records for the Cornell University Records series. The total number of items published, as well as the income from their sales, reached a new high in the history of University Press publishing at Cornell.

During the year the Press published the Liberian Code of Laws of 1956, in three volumes, plus a fourth volume as an index, for the government of Liberia. This is an unusual venture, and perhaps even a unique publishing experience for American university

presses, the editorial and collation work being done by Cornell faculty and staff.

Construction of the new control laboratory of the Veterinary Virus Research Institute was completed in December, 1957, and actual use by the staff began soon after. The staff of the Institute is initiating work in a new area of research in its investigation of the relation between certain nutritive elements and viral parasitism. The work of the laboratory is expected to add materially to the efficiency of animal production, and, in so doing, to make a substantial contribution to the world's food supply. The Institute serves as a training center for graduate students, workers in industry, and visiting investigators sent here by foreign governments.

Cornell was represented at thirty-one inaugurations and special ceremonies at colleges and universities in the United States, Rhodesia, Japan, Pakistan, Lebanon, and the Philippines by alumni delegates.

Two epidemics swept the campus during the 1957-1958 academic year: Asian influenza and the German measles. During a six-week period an estimated 4,000 students were ill with influenza; during another three-week period 872 reported with measles. The call for assistance from the Department of Clinical and Preventive Medicine demonstrated the amount of volunteer manpower available to the campus community in time of emergency.

A total of 1456 Bachelors' degrees and 402 advanced degrees were granted at the ninetieth Commencement. Of the Bachelors, 586 reported they had entered employment, 162 entered military service, and 383 planned to continue their studies. The effects of the recession were felt only mildly at the Placement Office. Prospective employers were more selective during the past year. Nevertheless, the average nontechnical salary offered Bachelor's degree candidates was \$4567 annually, as compared to \$4408 the previous year. Averages for Bachelor's degree candidates in engineering ranged from \$5902 upwards to \$6468 and reflected the increasing demand for science-educated graduates. This year's average for

the engineering graduates is substantially higher than in the previous year.

The new boat house of the Cornell racing crews, made possible by the generous gift of Mr. and Mrs. John L. Collyer of Akron, Ohio, was formally received at ceremonies on May 24. Mr. Collyer '17, chairman of the University's Board of Trustees, is one of the greatest oarsmen in Cornell history. The boat house is considered one of the best in the world, with space for as many as 40 shells, with locker rooms, lounge, and repair room, as well as sleeping facilities for 32 men.

An estimated 4,000 persons attended the six Messenger Lectures delivered by the theologian, Dr. Paul Tillich of Harvard University. This was by far the largest number of persons to attend the annual series in the 35 years since its establishment at Cornell.

Noyes Lodge, student recreational center on Beebe Lake, has replaced the Johnny Parson Club. Noyes Lodge was made possible by the gift of two alumni, Nicholas H. Noyes '06 of Indianapolis, who has been a member of the University Board of Trustees for many years, and his brother, Jansen Noyes '10 of New York City.

Twenty-three alumni of Cornell are known to head colleges and universities.

Last year, 640 foreign students registered at Cornell from 78 different countries of which 66 per cent were graduate students and 298 were new to the campus. This represents an increase of 100 students over last year's number or an increase of 18.5 per cent. Our foreign students represented 6 per cent of the total student body and 24 per cent of the Graduate School enrollment. Canada had the largest number enrolled with 79, with the Far East accounting for approximately one-third of the total foreign students.

During the 1957-1958 academic year, financial aid in the form of loans, scholarships, grants-in-aid, or part-time employment was extended to 6531 students for a total value of \$2,555,200.

There is nothing more inspiring in the administration of Cornell's affairs than the loyalty and generosity with which alumni and friends give support to the University by their gifts. During the year 1957-1958, the Cornell Fund received a record-breaking total of \$902,638 from 19,267 donors. Total gifts, grants, and bequests to the University from all sources totaled \$11,691,515.80.

DEANE W. MALOTT

PRESIDENT OF CORNELL UNIVERSITY

ITHACA, NEW YORK

OCTOBER 2, 1958