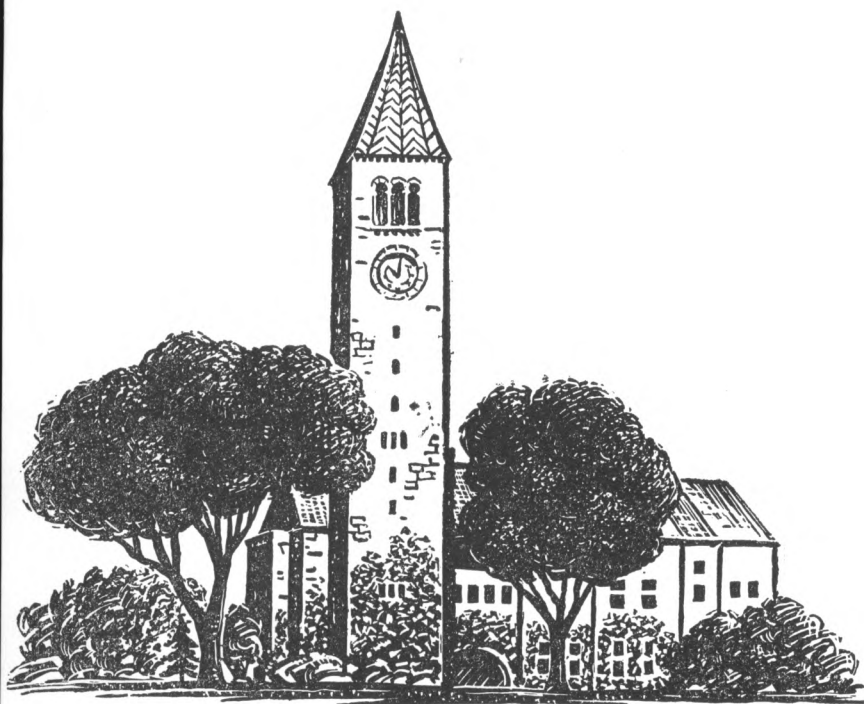
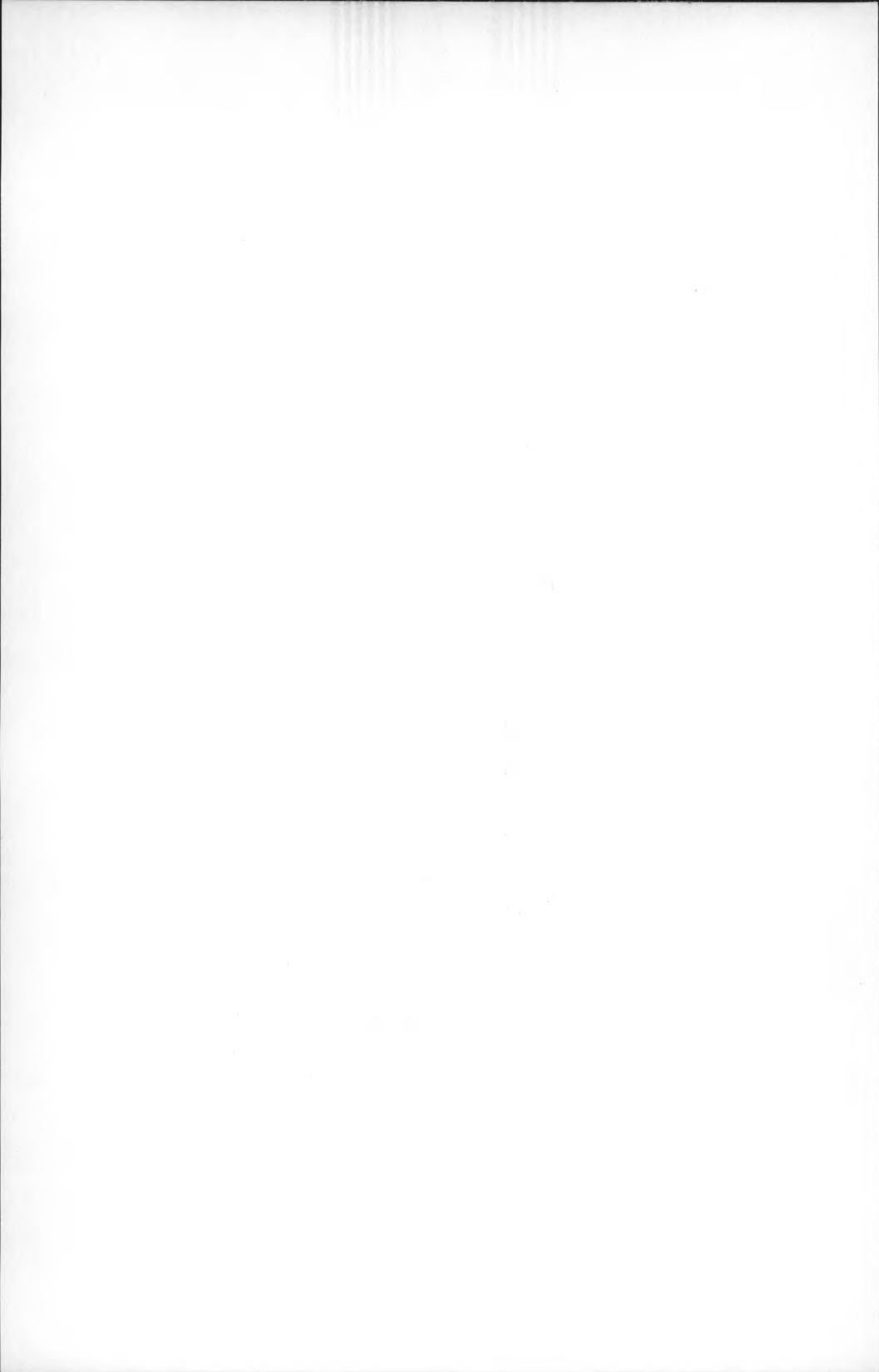


# Report of the President

CORNELL UNIVERSITY

1958-1959





I HAVE the honor to present the annual report of Cornell University for the year 1958-1959, the ninetieth such report, being my eighth.

Change, ceaseless and unending, is the order of the day. Sometimes it is the change arising out of instability; often it is the change which comes from growth, and the stimulating acquisition of new postulates.

Nowhere is there more evidence of growth emanating from the stimulating frontiers of new ideas, new knowledge, new techniques than in the vibrant field of higher education. Cornell was itself born out of a changing educational concept, a protest from the orthodoxy of the classical concept, which had prevailed in the universities almost from the Middle Ages. When Ezra Cornell proclaimed that he "would found an institution where any person can find instruction in any study," it was a clarion call to liberalism from the old tradition. He invited co-education from the very start, an innovation now largely prevalent even in the men's universities, which have somehow injected the idea, but often preserved the legal forms of the independence of the sexes.

Then came President Eliot, champion and innovator of Harvard's elective system, giving the students almost unlimited opportunity to study under the great minds of the campus, without regard to rules and regulations, requirements of dispersion or of concentration. The outraged bellows of academic traditionalism have not yet been stilled over the pros and cons of this concept of freedom of scholastic choices.

The first half of the Twentieth Century has seen a tremendous proliferation of knowledge, the rise of the professional schools,

the vocationalism of higher education, the still further circumscription of the liberal arts. Then in the present decade has arisen the almost hysterical emphasis upon the physical sciences, as we enter the dynamism of the Age of Space, under the competitive and threatening accomplishments of the satellites, first journeying into the solar reaches from vaguely identified launching centers behind the Iron Curtain.

All of these changes have had their impact on the physical shape of the modern university. Cornell is in the midst of the largest building program in its history. The decade 1951 to 1961 will have seen the addition of eighty-nine millions of dollars in new facilities and equipment, to house the increasingly complex and expensive laboratory equipment, to provide living halls for students, and to create greatly expanded facilities for the distinguished and ever-increasing book collections of the University which place Cornell in the forefront of the world's centers of learning.

Changing patterns of higher education, too, have vastly increased the size of the complex university unit. All universities have increased their numbers of students under surging population increase, and under the soaring proportion of the people assuming a college or university education as the normal right of the American citizen.

Universities have differed in their reaction to these phenomena. Cornell has elected, both under financial pressure and the thoughtful dictates of Faculty and alumni, to remain relatively small in size, highly selective in student admissions, adamant in scholastic requirements. In general these have been the policies of the privately endowed institutions, while the great state universities of the Middle West and Far West have grown enormously in size; some have permitted quantity to reduce the quality of their endeavors, while others have acquired scintillating distinction in spite of burgeoning enrollments.

Growth, in either size or quality or both, has had its financial impact on us all. Mounting costs become relatively fixed as the spreading of knowledge requires curricular additions. New knowledge often does not replace old, but results in ever more diverse applications upon basic principles. Interuniversity competition has played its part in the ceaseless quest for the best teachers,

the most distinguished research abilities, the most effective facilities to attract the ablest students.

Under these competitive urges, university administrators have emerged from the obsequious mendacity of their past to become full-fledged promoters, often with the complete trappings of Madison Avenue's latest modes of "development" techniques. New sources of financial strength have been enlisted in the fray. The Federal government, with only a tentative nose under the tent before World War II (except for the aids emanating from the traditional Land Grant concept), is now both a partner with, and a competitor of, the universities' vast research complex, with millions upon millions of Federal funds supporting everything from the elimination of chiggers to the exploration of the remotest galaxies in the dark voids of the universe. This is a trend which seems likely to continue, regardless of one's views as to its propriety.

The state assemblies throughout the nation have increased enormously the tax support of the several states in behalf of public higher education, in a clearly evident and sincere desire to further the educational opportunities for all.

Tremendous strides have been made in enlisting increasing support from the alumni, that great group which is the end result of higher education. In addition to the great benefactions of the small group of wealthy alumni, there has sprung into importance in recent decades annual unrestricted giving to their Alma Maters by large numbers of alumni in relatively small amounts, creating a backlog of funds which balances the scale from bankruptcy to solvency in many an institution each year.

Then there has been the rise of the great eleemosynary institutions, those philanthropic foundations which have played an ever greater role in the support of, particularly, privately endowed colleges and universities. Sometimes capricious in their policies and occasionally whimsical in their directions, as viewed by the myopic eye of the academic administrator, these foundations have provided funds for experimentation and innovation, given contentment to many a scholar in need of research support, upgraded the level of academic performance on uncounted fronts.

Latest comer in the mighty stream of financial aid has been

American industry, with a strength that could hardly be foreseen a short decade ago. This support was at first tentatively extended on an informal *quid pro quo* basis, and later received approval as a broad social obligation from Court decisions. Universities have no reason to be apologetic about this aid; we are providing an educated leadership on which is placed the responsibility for the continuance of our very way of life. And we are unmercifully raided to provide research scientists and analysts for the commercial and industrial laboratories upon which every substantial business enterprise places more and more reliance. This aid should and must continue to grow, in behalf of higher education in the years ahead. It shows every indication of having just begun.

A further effort to bring financial stability into the restless and changing institutions of higher education has caused a drastic reappraisal of the schedules of fee and tuition charges. The old concept of a free university education, especially in the publicly supported institutions, is nearly gone. The postwar years have seen drastic increases in educational charges, placing more of the actual, though perhaps not of the proportional, cost upon the students and their families. In many a privately supported institution, tuition has more than doubled in the past few years, and the end is not yet in sight. At the same time, the funds allocated for student aid, for loans and scholarships, have significantly been increased so that the higher charges have not, we hope, stood seriously in the way of making education's advantages available to those who are able to benefit from the experience, regardless of the student's financial abilities.

All of these current trends will undoubtedly continue. But the financial gap between income and rising costs shows no signs of closing. What, then, of the future?

Educational change and progress will certainly not stop in this year of 1959. In the years ahead, the next frontier of change lies in the areas of Faculty cognizance. The faculties of the colleges and universities of America will in the next decade be under increasing necessity for reappraisal of their functions and methods, to help to assure the most economical operation of the educational process.

This reappraisal will include internal re-examination in quest of economies, and broad-scale cooperation among institutions.

We must search through our several curricula to ascertain what segments of specialized knowledge may be outmoded and therefore may be abandoned; what areas of knowledge may be combined; what courses may be offered only once in every two years, instead of each semester.

We must re-examine that great and generalized yardstick of academic effectiveness—the student-teacher ratio, to be sure we understand what it means, where it applies, where it is not a necessary measure of academic effectiveness. We must search for further means of aiding the able teachers to teach, thereby releasing them from more of the chores of grading papers, of tedious preparation of assignments, of unimportant committee responsibilities. We must re-examine the academic day and the academic year, the cycle of courses, the extent of vacation and idle facilities, to be assured of the most economical operation.

By this sort of soul-researching reorganization, untold thousands of dollars may be salvaged for higher teaching salaries. But it is a task primarily for the Faculties themselves to determine, not to be subject to arbitrary directive by administrators or trustees.

In the area of interuniversity cooperation, a whole congeries of opportunities present themselves. Certain beginnings have already been made in the light of increasing awareness that nineteen hundred colleges and universities simply cannot be self-isolated and complete entities. As a result, we have seen the creation of the Midwest Inter-Library Center in Chicago; and the Associated Universities, Inc., of which Cornell is a part, which operates the Brookhaven National Laboratory, under regulations of the United States Atomic Energy Commission, and the Green Bank radio astronomy laboratory in West Virginia, through the cooperation of the National Science Foundation. There is also the embryonic University Corporation for Atmospheric Research, also with Cornell as a participant member, which is prepared to engage in a meteorological research program unequalled by anything ever attempted heretofore.

The largest cooperative venture, in terms of institutions involved,

occurred during the present academic year when a total of two hundred and sixty-five colleges and universities offered full academic credit to those persons who successfully completed a course in physics given over a national television network, a pioneering effort of which Cornell was a part.

Across the nation we find other instances of universities joining forces and resources to extend man's knowledge of the world and the universe in which he lives.

In the years ahead, what may be accomplished by reappraisal and cooperation staggers the imagination. In further economies and in further cooperation undoubtedly lies the frontier of a new and imaginative assault upon the great responsibilities of higher education in America. It is my hope and belief that Cornell may be, in the future as in the past, in the vanguard of educational change and innovation and leadership, in the challenging tasks which we see now but vaguely as we move on to new horizons of the years to come.

## STUDENT AFFAIRS

The purposes of this University, as they are of all institutions of higher education, are to encourage intellectual growth, nurture qualities of leadership, and strengthen moral fiber among young men and young women who are in the early, formative years of adulthood, and who will be called upon in the years ahead to assume positions of increasing importance in our society. This University is judged by the measure to which we succeed in these purposes.

It is vital that there be complete understanding and respect among students, Faculty, and members of the Administration if these purposes are to be achieved. During this past year notable progress has been made in improving the lines of communication within the Cornell community. Reorganizations in many phases



of student affairs aimed to provide greater efficiency and increased participation have been carried out by Administration and Faculty groups dealing with students, and by the students themselves.

The Office of Vice President for Student Affairs was established on July 1, 1958, which resulted, in cooperation with the deans of the seven undergraduate divisions, in a new plan for the conduct of student affairs; this reorganization is now essentially completed.

Under delegation from the President, the University Faculty has enacted legislation establishing elected committees which deal with matters involving student conduct and student affairs. These committees have the support of the Administration and the students.

A student committee appointed by the Vice President for Student Affairs drew up a new constitution for student government, which has been adopted by a campus referendum. The new constitution strengthens the role of student government in the affairs of the University. An executive board consisting of president, vice president, and seven representatives has been elected and is now in office.

The Office of the Dean of Men and Dean of Women has been reorganized and strengthened during the current year, for more effectiveness of operation.

The students have shown an increasing interest in the academic climate of the campus. Two separate committees were established by the students to study ways of improving their intellectual life. This activity had the strong support of the student body and has had a beneficial effect throughout the University community.

Further problems for study and solution involve the securing of well trained and respected persons for the student affairs staff; the revision of teaching and advising policies and procedures to challenge and assist students in certain of our schools and colleges toward full use of their intellectual abilities; and the implementation of our University housing program aimed at relieving the shortage of adequate student housing.

## ENROLLMENT

The enrollment of students reached an all-time high during the fall term, 1958. At that time there were 11,678 students enrolled in academic units at Ithaca and in New York City. Of these, 11,184 were pursuing full-time courses of study.

The greatest gain in student enrollment was in the Graduate School, which had 132 more students than during the same period in 1957. The largest net loss was in the College of Engineering, where the drop of 118 appears to be consistent with a national pattern. Enrollments in the other divisions of the University were relatively constant as compared with those of the fall term of 1957.

In January, 1959, the University Registrar made a statistical attrition study of those students matriculating as regular full-time freshmen in the fall of 1953, which revealed that for this particular class approximately 28 per cent in the four-year programs dropped out, and that approximately 35 per cent dropped out of the five-year programs.

In analyzing these data, it was found that a considerably larger percentage of male students left Cornell because of academic difficulties than did female students; that relatively few female students return to Cornell to complete their education once they have withdrawn or taken a leave of absence.

No significant change in total enrollment at Cornell is planned for the years immediately ahead.

## FOREIGN STUDENTS

Cornell is fortunate in having one of the largest foreign student populations on any American campus. There is hardly a nation in the world, with the exception of some of those behind the Iron Curtain, which is not represented at Cornell. There were a total of 740 foreign students from 79 countries in the 1958-1959 aca-

demic year. Ten years ago we had only 305 foreign students at the University.

The presence of these foreign students on our campus is an enriching experience. All of us, both foreigners and native Americans, better understand each other as a result of this contact, and this must be an influence of importance for world understanding in the years ahead. Many of these young people from abroad are destined to hold positions of importance and responsibility in their native lands. Through them we are extending the horizons of the University, in time and in geography.

The University's long and deep interest in foreign affairs, and particularly those of Asia, is reflected by the presence of 290 Asian students here—the largest foreign representation from any continent. Europe is in second place, with 138. Latin America has 91 students; Africa, 47; and other parts of the world, 143. New countries represented in 1958–1959, from which we do not ordinarily draw students, are two Iron Curtain countries: Poland, four students, and Yugoslavia, two; and there were two students from Nepal and one from Kenya.

## CORNELL UNITED RELIGIOUS WORK

There has never been a time in the history of man when he stood in greater need of Faith as an inherent part of his life. At Cornell, as at other universities, there has been a great reawakening to the necessity for the individual to establish a guiding philosophy of life which is not only sustaining but also inspiring and enriching.

During this past year Cornell United Religious Work, under a new director, has enjoyed the students' increased support and participation. Graduate students, married student groups, and international student groups have had the stimulus of weekly meetings on provocative topics, with inspiring leadership. In addition to the regular programs of the various denominational groups,

many other events have attracted wide interest and support. Most notable of these was the Campus Conference on Religion, which again filled Bailey Hall for an opening symposium, from which followed discussion in 110 living units on the campus.

C.U.R.W. has been concerned with the development of non-credit courses in religion, and fourteen of these are being offered by the chaplains' staff. These will supplement the religious courses in the curriculum of the College of Arts and Sciences.

## FINANCIAL AIDS

The increased cost of living, and the accompanying increased cost of higher education, have been reflected in the operations of the Office of Financial Aids during the academic year, 1958-1959.

A total of 1242 loans were extended to Cornell students, representing an increase of more than 35 per cent. The total amount of these loans was \$365,799, an increase in dollars, in a single year, of nearly 63 per cent. This increased amount of funds loaned to students left the office with little operating capital for the coming year. Fortunately, the University has received \$153,752 from the National Defense Loan Program. With tuition costs increased for the coming year, it is expected that these additional funds will be exhausted and that there may develop a need for more.

The Faculty Committee on Undergraduate Scholarships awarded a total of \$54,714 this year, as compared to \$49,300 last year. This increase is significant because for the first time the committee was not handling scholarship awards to engineering students, as a result of the large amount of funds available to the latter through their own College. Scholarships from foundations and corporations, and such funds administered by the University totalled \$243,400 awarded to 271 students. Last year this figure was \$71,300 for 92 students.

There has been a decrease in both the number of grants-in-aid and the total funds involved, which have been awarded by the Committee on Student Aid. This year's grants totaled \$31,307, as compared to \$42,000 last year. There are two primary reasons for this decrease: (1) Because of the closer cooperation and coordination among the various schools and colleges on campus, students are no longer entirely dependent upon the Office for Financial Aids but are directed to seek assistance in the several schools and colleges; (2) The Faculty Committee on Undergraduate Aids has lowered the minimum academic requirements for consideration, so that some students who heretofore have been ineligible for help from this Committee are now receiving their aid from it.

During the year the University distributed approximately \$3,500,000 to Cornell students. Of this total, \$695,212 were in loans, grants-in-aid and scholarships directly administered by the Office of Financial Aid; \$918,460 in dean's scholarships, regents-Cornell scholarships and others budgeted by the University; \$460,196 in fellowships administered by the Graduate School, and the remainder in endowed scholarships and others offered by corporations, foundations and organizations outside the University.

## LONG-RANGE PLANNING

Over the past several years the Administration and Trustees of Cornell University have exerted every effort to meet the most pressing needs of the institution. Foremost among these needs over many years have been a Graduate and Research Library, at long last under construction, and the remodeling of the present Main Library for undergraduate use.

Aside from the creation of a completely new engineering quadrangle, nothing in the recent history of Cornell carries as much significance as does this library project. Within the next three

years an additional million and a half dollars will be required to complete this objective. We are counting on your loyal support to this end.

Meanwhile, other needs have been accumulating over a protracted period. These now center mainly in the Arts quadrangle. The ultimate provision of a new home for the Graduate School of Business and Public Administration will partially relieve the space problem in the Arts quadrangle but not entirely. This problem is being studied by the Faculty, by the Administration, and by competent consultants.

This physical development has only one purpose: to provide the means for ever more adequate teaching and learning, not for an increasing enrollment. With this same fundamental point in view we have improved salaries and student aid, and we have retained most of those members of the Faculty whom other institutions are annually attempting to attract.

As we approach our centennial year, 1965, more and more members of our Cornell community are engaged in a careful review of our entire educational plan.

Significant new projects affecting the future of the University are always before us for analysis. Old patterns are subject to constant reappraisal. The Administration, the Faculty, the Trustees, the alumni, the students—all are represented in the circle of consultation. It is not an easy task to project the future of any institution, especially of Cornell, but it is fundamental to the continuing strength of the institution.

# CONSTRUCTION

Never before in the history of Cornell University has there been so much construction of needed facilities as there is at the present moment, with ten major projects under way, costing a total of more than eighteen million dollars.

These projects include the new Graduate and Research Library, an animal husbandry building, poultry research facilities, a building for the study of poultry virus diseases, reconstruction of Sibley Hall for the College of Architecture, establishment of a computer center in Rand Hall, Hollister Hall of civil engineering, installation of new boilers, a food processing building at the New York State Experiment Station in Geneva, and development of the Industry Research Park at the Tompkins County Airport.

The projects now under way do not include three others which have been completed during the 1958-1959 academic year: Alice Statler Auditorium, Grumman Hall for aeronautical engineering, and Kappa Alpha Lodge, costing a total of \$3,146,000.

Other major projects, now in the planning stage, will cost more than twenty-two million dollars. These include a Women's Sports Center, a new building complex for the New York State School of Industrial and Labor Relations, a reactor facility, Hughes Hall for Law School students, dormitories and student apartments, University Print Shop, radiobiology facility, microbiology facility, metallurgy wing, Medical College library and research facilities, and a Faculty Club at the Medical Center.

The projects completed and those now in progress have been made possible through the generosity of our alumni, and of the Legislature and taxpayers of the State of New York. It is in the secure conviction that similar assistance will be forthcoming in the future that we proceed with the planning of the other projects.

## LIBRARY

The most essential building on any campus is the library; indeed it may be said that it is the only structure without which a college or university cannot exist. At Cornell we have been particularly fortunate in our library and its collections. When the doors of this University opened in 1868, the library had approximately 20,000 volumes, many of them selected personally by our first president. In the years that followed, the library was given strong support; it grew in size and quality; and today it is one of the finest university libraries in the world. It acquired its two millionth book in January, 1958, and during 1958-1959 it added approximately 75,000 volumes to its collections. The rate of growth of the Cornell University's library is among the highest anywhere.

The Rockefeller Foundation has given a \$75,000 grant to the library for the acquisition of research materials on Southeast Asia during the next five years. The grant will be used to purchase books, manuscripts, documents, and other materials for Cornell's already outstanding collection on Southeast Asia. The new materials will be used by faculty and graduate and undergraduate students in Cornell's Southeast Asia Program and by the general University community. The countries represented in the collection are Burma, Cambodia, Indonesia, Laos, the Philippines, Malaya, Thailand, and Vietnam.

The Main Library was intended for a much smaller number of volumes, and, despite an addition constructed in recent years, it has been unable to provide facilities for study and research adequate to the needs. It has been overcrowded and, as a result, inefficient at times, despite the inspired efforts of its staff.

In January, the Board of Trustees authorized the construction of a new Graduate and Research Library, adjacent to the present Main Library. It will provide the University with approximately ten times as much floor space as the present Main Library, and will free the latter for primary use by undergraduates. It is expected that half of the University's 2,000,000 volumes will be housed in the new building, and provision has been made for future growth of our collections.



## RESEARCH

Research at Cornell continues as an important and expanding part of our activities. Our research efforts are aimed to improve our teaching, both graduate and undergraduate, and to advance the frontiers of knowledge.

In research there has been a general increase in 1958-1959 of just over 11 per cent in terms of dollars made available to the University by sponsoring agencies. The total amount of research in the several divisions of the University sponsored from without is as follows: endowed colleges \$3,500,000; state-supported colleges \$7,700,000; Medical College \$3,600,000 or a total of \$14,800,000. In addition, the Cornell University Aeronautical Laboratory at Buffalo conducted \$15,600,000 of research, making a total of \$30,400,000 in sponsored research. This is an all-time high for Cornell and represents an increase of 230 per cent over the amount ten years ago.

In addition to the research effort conducted through sponsorship from the outside and through specifically budgeted funds, a very substantial amount of activity is conducted by individual faculty members, financed by University appropriations for instruction and research. The total of this is estimated to be considerably more than that conducted under sponsorship.

## FINANCES

The University has operated without a financial deficit for the fifth consecutive year. There is no accumulated deficit, and the 1958-1959 year will show a slight surplus.

A recent statistical study was made among fourteen selected privately controlled large universities, including Harvard, Yale, Princeton, Cornell, Chicago, Stanford, Duke, and others. The

study revealed average percentages of total costs relating to certain areas of operations. Including the operations for all of the teaching units, but excluding auxiliary services, Cornell's percentage of costs for administration and general services was below the weighted average for the group, and about the same for plant maintenance and library. The study also showed that the weighted average of expenditures for student aid per student was \$225. Cornell's position is \$166 per student for all students, and \$244 per student in the endowed units at Ithaca.

The tuition rate at Cornell for next year has been set at \$1425 in the undergraduate divisions of the endowed colleges. This is about four times what it was thirty years ago, and more than double what it was ten years ago. However, in 1928-1929, the Cornell student was paying 60 per cent of the cost of his education; in 1948-1949, 65 per cent, and it is estimated that in 1959-60 he will pay 62 per cent. These costs exclude depreciation on buildings and equipment.

The total over-all operating budget of the University for 1958-59 was approximately \$70,000,000.

## ALUMNI

The deep and enduring loyalty of Cornell's sons and daughters to this University, to its purposes and programs, is a source of satisfaction and inspiration to all of us. There is a very real partnership between those people who are here on campus in search of education, and those who have obtained it and who have moved on to the larger sphere of life.

This loyalty is demonstrated in many different ways—in a deep concern with the quality of Cornell education, in a desire to provide superior facilities for study and research, in a conviction that Cornell's traditional role as a nurturer of qualities of responsible leadership is more vital than ever before.

Our alumni have been unsparing in their gifts—in work performed for the University, in financial support, in the stimulation of interest, among talented secondary school students, in Cornell matriculation.

This year's graduates bring to more than 97,000 the number of alumni of Cornell. There are 117 Cornell Clubs in this country and abroad, five of them organized during the academic year 1958-1959.

The work of alumni among the secondary school students is expanding. During the 1958-1959 academic year 19 new secondary school committees were organized to bring the total to 124. The Admissions Office has indicated that incoming students, both undergraduate and graduate, are steadily improving in quality of preparation.

## THE 1958-1959 CORNELL KALEIDOSCOPE

An important character in a major English novel visited the Cornell campus during the thirteenth Festival of Contemporary Arts. John Francis Byrne, who is the Cranley of James Joyce's autobiographical *Portrait of the Artist as a Young Man*, was invited to the campus by the festival committee. Mr. Byrne, now a resident of Brooklyn, and in his eighty-first year, inspected the outstanding James Joyce collection at Cornell and talked with students who have studied the *Portrait of the Artist as a Young Man* as part of their course work.

Lecturers at the University during the year included some of the most distinguished men of our time. The former Prime Minister of Great Britain, Clement Attlee; Charles Malik, President of the General Assembly of the United Nations; Solomon Fabricant, Director of Research for the National Bureau of Economic Research; Barbara Ward, well-known British writer and economist;

Denis Cowen, Dean of the Faculty of Laws, University of Cape-town, South Africa; and Arthur H. Dean, trustee of the University and chief negotiator for the United Nations following the cease-fire in Korea, were among the lecturers visiting the Ithaca campus. In addition, a number of notable lectures were delivered by faculty members.

Regional alumni conferences in Chicago, Cincinnati, New York, and Cambridge during the spring of 1959 were attended by leaders of alumni groups, and by members of the faculty and administrative staff of the University, who discussed progress being made in the organization and functioning of Cornell Clubs, Secondary School Committees, and fund raising. Reports on affairs of the University and on certain specific areas of academic programs were presented. In Cambridge the mayor proclaimed the date of the New England Regional Meeting as "Cornell Day in Cambridge."

The University will be assisted in its efforts to strengthen salaries of Faculty members, by a grant of \$50,000 from the Macy Foundation. In making the gift, the Foundation specified that the funds be applied at the Medical College and that it be used to strengthen salaries both in teaching and in research, with special attention to the basic sciences. The Foundation has pledged itself to repeat the grant during the next two years, until a total of \$150,000 has been received by the Medical College. Meanwhile the Medical College has reorganized its curricula, limiting the number of examinations in order to give students more opportunity for elective work, and revising its methods of grading and evaluation of student work.

A plan for the development of a city of 350,000 inhabitants, which would serve as a center for a vast shale oil industry envisioned for the Grand Valley section of the Colorado River, in western Colorado; and a plan for the redevelopment of the downtown section of Gary, Indiana, intended to revitalize its business section, were two major projects carried on by students in the College of Architecture during the year. Working under the supervision of the Faculty, two separate groups of students prepared

complete reports on the two plans, and produced scale models, which have been presented to the sponsors of these projects. In both instances, the work of the students was outstanding, and the reaction of the sponsoring groups was enthusiastic.

The Cornell Dramatic Club celebrated its fiftieth year in 1958-1959. Highlight of the observance was a luncheon at which Smiley Blanton, well-known psychologist, lecturer, and writer was the speaker. Mr. Blanton was an instructor in the Department of English when the Dramatic Club was formed, and he coached a number of its early productions. Sidney Kingsley, who was awarded the Pulitzer Prize only six years after he was graduated from Cornell, was the other speaker. The luncheon was attended by former members of the club, including its first president, who served in 1909.

During the past year, the President of the University participated in two international education studies. In the summer of 1958, he was a member of a group of seven American university presidents who studied higher education in the Soviet Union. In May of 1959, at the request of the State Department, he represented the United States at a conference of university presidents of the Western Hemisphere, held in Quito, Ecuador.

Among the notable works published during the past year by the Cornell University Press were *Tenure in American Higher Education*, the first book-length study; *The American Way* by Dexter Perkins, essays based on lectures presented by him on campus in his capacity as John L. Senior Professor of American Civilization; *A Pioneer Songster*, edited by Harold W. Thompson, Goldwin Smith Professor of English, the most important collection of nineteenth-century American and British folksong texts; *The Contract Colleges of Cornell University* which traces the history of our state-supported units; *The French and the Republic*, a "political psychoanalysis"; *Major Governments of Asia*, the first study of comparative government dealing with the five major states of Asia.

The financial support given this University by its alumni through regular donation programs is a source of special pride to

all members of the Cornell community. More than 16,000 alumni made gifts to the University through the Cornell Fund during 1958-1959, and the total amount was \$730,996, as of June 1.

At the same time corporate support has steadily increased. During the past six years the total of such support grew from \$1,370,320 to \$1,740,427, a growth of more than 20 per cent. Unrestricted corporate support during the same period has gone from \$65,000 to \$300,000, an increase of more than 350 per cent. According to the Council for Financial Aid to Education, Cornell ranks fifth in the nation in the amount given by business and industry.

The total gifts to the University from all sources, as of June 1, were \$8,983,600.

Two members of the Egyptian cabinet are former Cornell students. Dr. A. Mahrouski, who obtained his Ph.D. at this University, is Minister of Agriculture, and Dr. Hassan A. Baghdady, a former graduate assistant at Cornell, is Minister of Agricultural Reform. Seven other former Cornell students occupy positions of responsibility in Egypt's government and universities.

A special course designed to assist graduate students to prepare for careers in college teaching was given during the spring term. The course was also open to members of the faculty and administrative staff who wished to broaden their understanding of the organization and administration of colleges and universities and of practices and philosophies in education. Key personnel of the University, including three vice presidents and four deans, were among the lecturers. The course, offered on Thursday evenings, had an unexpectedly large attendance. It was sponsored by the School of Education.

Since January 1, the city of Worcester, Massachusetts, has been participating in the world's largest and most comprehensive study of automobile accidents and their effects upon the passengers and vehicles involved, which is being conducted by the Cornell University Automotive Crash Injury Research program. At the present time there are eighteen states or municipalities supplying the

Cornell program with information about automobile accidents which cause injury to passengers and damage to cars. The Cornell Automotive Crash Injury Research program is attracting interest not only throughout the United States and Canada but also in Europe.

The Summer Sessions of the University are attracting an increasing number of superior students. This year the Session will offer more than 250 courses, in 15 fields, and applications for admissions, as of June 1, were running about 20 per cent ahead of last year's. Ten other special programs will be held during the summer, which will bring more than 350 additional students to our campus. Of particular interest was the response to a National Science Foundation program for high school students in science—a program limited to 50 persons. Cornell announcements regarding the program went to high schools in New England, New Jersey, Pennsylvania and New York, asking that only juniors and seniors in the top 10 per cent of their class apply for admission. More than 1600 such students, whose S.A.T. scores were consistently over 700, sought admission.

The program of Extramural Courses has experienced expansion, too, both in course offerings and in students. Two years ago there were 145 students taking ten courses at eight off-campus centers, in the fall term. Last fall there were 369 students, 27 courses, and 12 centers. A proportionate increase has occurred in the spring term. On-campus registration has also increased during the same period, from 159 to 212 students in the fall term. Total extramural registration has almost doubled in two years.

The Cornell Engineer, in competition with more than 40 other college engineering publications, received seven major awards at the annual meeting of the Engineering College Magazines Association. The Cornell Engineer won second place for best all-around magazine, first and second place awards for articles, two awards for editorials, and honorable mention for best covers and best layout.

Three outstanding additions to the Collection of Regional History were received by Cornell during the past year. These included the papers of the late Frank Gannett, newspaper publisher and for many years a trustee of the University; the late Daniel A. Reed, Congressman from Dunkirk for more than 40 years; and Irving M. Ives, former United States Senator, and former dean of the School of Industrial and Labor Relations.

Five undergraduates in the College of Engineering received all the top awards in a national mechanical and structural welded design competition. Cornell students took first, second and third prizes, the first time since the annual competition was begun 11 years ago that students from the same institution have won all the top awards. In addition, a sixth place award was also won by Cornell.

Twenty-two states have awarded teaching certificates to graduates of the University's program to prepare holders of liberal arts degrees for careers in teaching. The program, involving a fifth year beyond undergraduate college which is devoted to study of teaching practices and philosophies, was originally supported by grants by the Ford Foundation, but is now supported entirely by the University.

DEANE W. MALOTT  
PRESIDENT OF CORNELL UNIVERSITY

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