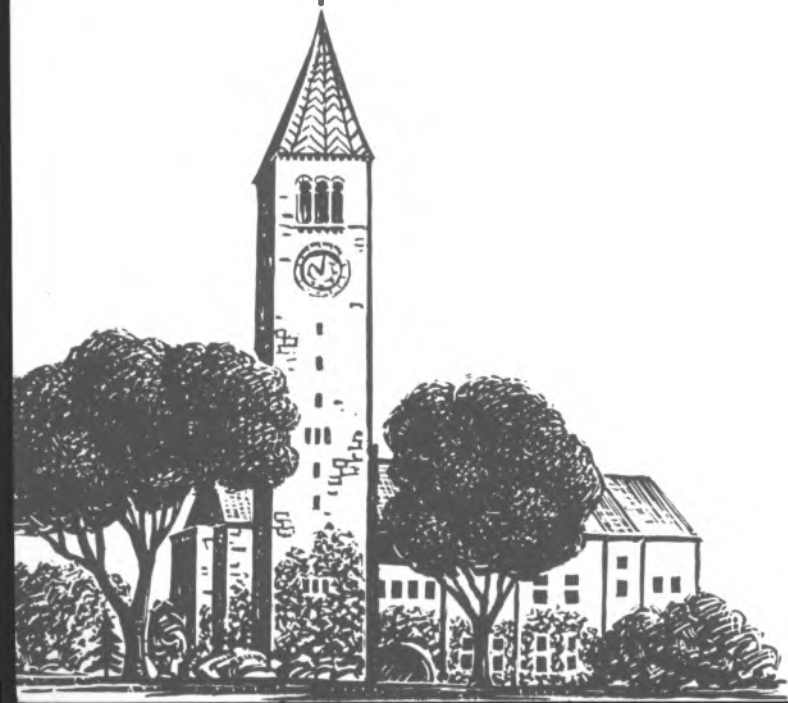


Report
of the
President

CORNELL UNIVERSITY

1961-1962





I HAVE the honor to present the annual report of Cornell University for the year 1961-1962, the ninety-third report, being my eleventh:

THE LAND-GRANT CENTENNIAL

Cornell University was founded nearly a hundred years ago in a spirit of dissent. In 1965 it will celebrate its Centennial; but 1962 is also an anniversary year, the Centennial of the Land-Grant Act, introduced into the Congress by Senator Justin Smith Morrill of Vermont and signed into law by President Abraham Lincoln in 1862. This Act was itself a dissent from the old concept of higher education for the privileged few.

The law brought a new vigor into higher education. With the establishment of these "peoples' colleges," devoted to instruction in agriculture, the mechanic arts, and military science, as well as the older disciplines of learning, there came into being, under Federal aegis and with State support, a system of college training at little or no instructional cost to the young people of America, thus creating opportunity for education never before available anywhere to all classes of our people.

Scrip entitling the states to large tracts of Western land, varying in amount according to the individual

state's population, was made available. In New York State, under the shrewd planning of State Senator Ezra Cornell, teaming together with the much younger State Senator Andrew Dickson White, Cornell University came into existence under a private charter from the Legislature. It was also immediately designated as the Land-Grant University of New York, in which capacity it remains today—the only major private university serving as the sole Land-Grant institution of its State.

The wisdom and sagacity of Ezra Cornell, in the management of the land scrip and in the selection and sale of Western lands, helped to produce for the benefit of Cornell University and the State of New York more funds by far than were realized by any other state in the union. From the initial grant of land scrip Cornell realized approximately \$5,000,000, which is more than five times as much as was so realized by any of the other Land-Grant institutions.

With the initial financial start, and the pouring in of Ezra Cornell's own fortune accumulated from his pioneering efforts in developing systems of telegraph lines throughout the East—forerunner of the Western Union Telegraph Company—Cornell University embarked upon adventures in learning which have continued to the present day. It was an early advocate of coeducation, and undertook, under Ezra Cornell's promptings and the provisions of the Land-Grant Act itself, to weld into a single institution a wide span of learning—including vocational, professional, and liberal disciplines.

The stature of the institution was determined at the outset by the policy of bringing distinguished teachers and savants from Eastern colleges as visiting professors, as well as an outstanding Oxford professor from Britain, and from Scotland a "horse doctor" to start instruction in veterinary medicine, thus inaugurating one of the

world's great veterinary training centers—our New York State Veterinary College. State support did not begin at Cornell until the first appropriation for \$50,000 for the erection of a dairy husbandry building in 1893. Over the years, however, under contract with the State of New York, Cornell's State support has increased along with our service to both students and State.

Today we are proud of our opportunity to have as integral parts of the Cornell family the New York State College of Agriculture, the New York State College of Home Economics, the New York State Veterinary College, and the New York State School of Industrial and Labor Relations. On our campus in Geneva, New York, is the New York State Agricultural Experiment Station, a constituent part of our College of Agriculture. With the growth of these State-supported divisions, constituting four of Cornell's present total of fifteen schools and colleges, our extension service has permeated the State, bringing to our citizens educational opportunities, advice, counsel, and organizational assistance in ever-increasing amounts.

In this Land-Grant Centennial year, therefore, Cornell University expresses its appreciation to the people of New York State for the opportunity to serve them, and for their generous support. We acknowledge also our appreciation to the officials of New York State—to the Legislature, to the Governor, and the officers of administration who work so devotedly with him in promoting the interests of higher education, and to the President and Trustees of the State University of New York for their cooperation in the problems of our State-supported colleges which, by the statute establishing the far-flung State University system, are designated also as units of the State University. Nor would these acknowledgments be complete without an expression of appreciation to

the Board of Regents of New York State and the Commissioner of Education and his staff, who have cognizance over all of education in the State and have been ever-ready to support us in our near-century of service.

We, together with the entire nation, are celebrating this Land-Grant Centennial year. Under the authority of, and with an appropriation by, the State Legislature, Governor Nelson Rockefeller appointed the following citizens of the State to membership on the New York State Land-Grant Centennial Commission: Paul Miller, President of the Gannett Company, Inc., chairman; Assemblyman Ray S. Ashbery, vice chairman; A. Wright Gibson, Sr., Cornell emeritus professor, secretary; Dr. Thomas H. Hamilton, President of the State University of New York; Dr. James E. Allen, Jr., Commissioner of Education; Dr. M. P. Catherwood, Industrial Commissioner; Mr. Don J. Wickham, Commissioner of Agriculture and Markets; Mr. Keith S. McHugh, Commissioner of Commerce; Mr. Harold G. Wilm, Commissioner of Conservation; Mr. Merl L. Galusha, radio and television executive; Mr. Jacob Fruchtbaum, consulting engineer; Mr. Richard J. Keegan, advertising executive; Senator George R. Metcalf; Senator Harold A. Jerry, Jr.; Senator Julian B. Erway; Assemblyman Theodore D. Day; and Assemblyman George M. Michaels.

This committee was directed to cooperate with Cornell in preparing appropriate observances and publications. The observances will be climaxed by a Centennial Convocation on the Ithaca campus, on June 14 and 15, which will be participated in by a distinguished panel of speakers widely selected from the world of affairs, with invitations to attend extended to educational and professional leaders throughout the State.

A restatement of the Land-Grant philosophy and a review of Cornell's own unique fulfillment of these

objectives were dramatically portrayed in a colorful exhibit created by the University Centennial Committee and displayed at various strategic locations on the campus during the spring term. Out of this observance should come a deeper understanding of our own heritage and, we hope, an extension of this philosophy to the emerging countries of the world.

THE CHANGING NATURE OF THE UNIVERSITY

Cornell has had always a certain dynamic ability to change, ever since it was created in an effort to bring new and untried educational objectives into focus. But now, perhaps as never before, outside forces are affecting Cornell, just as these forces are at work in every institution of higher education in the land.

The day is gone when the university professor, with proper educational training, settled himself into some college or university to spend a lifetime in teaching generations of successive students. In the old days, once equipped with a Ph.D. and embarked upon a teaching career, there was little alternative open to him, except perhaps a "call" to a sister institution with a bit better pay; but he was engrossed in his teaching and his writing, thoroughly devoted to his elm-shaded campus, and quite likely to be occupying a college-owned house in the midst of it. His contact with the outside world was limited, except for an occasional summer excursion to visit the cultural centers of his field of interest or the great academic libraries scattered about the world.

Today, the well-equipped teacher with his doctorate in hand not only is wooed by flattering salary offers from among the fifteen hundred or so four-year colleges and

universities in America; but he is further enticed by all sorts of blandishments in the form of frequent leaves with pay, lighter and ever lighter teaching loads, and perquisites and future commitments never dreamed of a few decades ago—all this as the result of panic caused by the shortage of teaching personnel to man the classrooms and laboratories of rapidly expanding educational institutions.

Ancient campus loyalties tend to break down, often undermining the stability of teaching staffs under these conditions.

Then, too, there are available all sorts of intriguing grants and enticing stipends from outside sources which cause the professor to absent himself from teaching duties far oftener than was possible under the usual sabbatic provisions which have prevailed in the past. There are Ford grants, Rockefeller missions, Carnegie funds, Fulbrights, Guggenheim fellowships, and many another, offering such compensation as travel and living costs, research funds, and generous compensation, for able teachers for year-long projects.

Another source of competition for the teacher's abilities comes from the relatively high-salaried positions open in the great and growing Federal research laboratories, and the industrial research complexes developing in increasing number to seek answers to competitive needs in the economic life of the nation.

These forces tend to dissipate the single-purpose campus dedication to teaching which once prevailed, while providing at the same time opportunities for the teacher's intellectual growth unsurpassed in previous years.

The modern university teacher also has alternatives, never before available, for consultation in the world of affairs—in business, in government, and in the professions.

He is likely to be a man in a hurry, with important commitments in far distant places. He develops a loyalty to his consultative organizations as well as to his home-based college or university.

Through all of these activities he also becomes more closely enlisted in his professional discipline. The national professional society, composed of himself and his peers, is growing stronger. Headquarters buildings of these societies with large staffs are becoming a commonplace. They take positions on professional questions, enunciate policies, communicate with their members, and in general create a professional center of loyalty quite apart from the campus loyalty inherent in the intermingled disciplines in a single institutional faculty.

We are living in an age where research funds are available for distinguished teachers in large amounts over continuing years. The funds come from the Federal government, from the great foundations, from industry. While given generally to the institution, they are usually available for the support of, and given because of, a particularly distinguished man or group of colleagues, and tend to follow him or his group from institution to



institution, should he for any reason desire to change his campus locale.

The funds, often in multimillion dollar amounts, constitute the backbone of large research facilities with highly complicated, technical, and expensive equipment. Such centers of research activity tend to become the acme of scientific achievements, enlisting a different kind of loyalty—that to a great laboratory center, a sort of loyalty to an installation, to which professors may be attracted beyond all other considerations.

These changes in the habits of, and opportunities for, and demands for, university teachers are fundamental. These competitive forces are helping to attract abler people into the teaching profession; they are also giving a powerful thrust toward higher salaries for university personnel. As a result of it all, the students have better equipment and abler teachers who constantly maintain direct and continuous contact with the world of affairs.

But it is creating all sorts of pressures upon our faculty members who, perhaps inevitably and imperceptibly, find themselves confronted with other demands for time and attention than the practice of classroom teaching, particularly at the undergraduate level.

The university teacher, abler than ever before, now must devote his energies not alone to classroom teaching on his own campus, but to world missions under various sponsorships, to leaves-of-absence for government service, to consultation and research in industrial laboratories, and to the enlistment and administration of large research undertakings in his special field of competence. No more is he merely the cloistered teacher on a quiet campus; he is on the very forefront of the world's greatest problems.

In the area of student life, too, change is upon us and is likewise fundamental. Learning is highly important

in a world of proliferous knowledge and competitive skills. More and more the student is stretching his abilities; for a higher and higher proportion of them look to graduate or professional training beyond the Bachelor's degree. And the cut-off point in admissions offices is becoming tougher by the year.

The increasing emphasis upon learning at Cornell is evidenced by all sorts of criteria. The circulation of books per student in our libraries—seventh largest collegiate collection in the United States—is markedly on the increase. Student interest in intellectual life, in course offerings, in the abilities of their teachers, in their desire for more instruction in areas of insufficient offerings, are positive evidences of increasing student enlistment in academic affairs. Concomitantly there is less interest in frivolous social events; there is more difficulty in manning the offices of student activities; there is keener evaluation of how to live on twenty-four hours a day.

This growing keenness in the world of learning is transcending classroom preparation and laboratory assignments. There is a growing cultural interest in art and music, in sculpture, literature, and drama. There is a growing desire for communication at student levels between campuses in different parts of the country and throughout the world. Student missions scurry from campus to campus and participate in political and social movements. Our Glee Club went to England and the Soviet Union; another overseas trip is in the planning stage. A drama group of Cornell students and faculty will be touring the universities of Latin America in the summer of 1962. A dedicated group of Cornell students under the leadership of Cornell United Religious Work will again—for the second year—be in Honduras working among underprivileged people.

Students are taking more interest in world-wide prob-

lems of social justice, in listening to and debating the issues of domestic and international diplomacy. They want to know why, and how, and when. This awakening interest in world-wide and national economic, social, and political events makes it clear that American university students expect to be a part of American life and to be heard as perhaps never before. That this is part of the educational process, there can be little doubt. But in entering more and more into the arena of public affairs, students are moving into closer contact with difficult and sensitive problems. Errors of judgment, excessive zeal, misinterpreted motives, may cause raised eyebrows on the part of parents, irritation on the part of alumni, and censure from fellow students. But it is part and parcel of the educational experience in a free and vigorous society, and exciting evidence of the vitality of higher education in America.

THE YEAR AT CORNELL

Academic Highlights

Several significant changes in the academic program have taken place during the past year in response to the ever-changing needs of Cornell's teaching and research program.

Arts and Sciences Curriculum

The curriculum of the College of Arts and Sciences has undergone a revision in recent months that embodies the first major changes since the turn of the century. These changes have been implemented by the faculty during the past academic year to go into effect in the autumn of 1962. They are designed (1) to sharpen the distinction between underclass and upperclass work; (2)

to increase the opportunity for students to advance more rapidly through the introductory work of the first two years, by granting up to one year of advanced standing credit to students who can demonstrate their achievement in various subjects; (3) to provide opportunities for students, particularly upperclassmen in their major fields, to do more independent work; (4) to reduce from five to four the number of courses taken by upperclassmen to permit more thorough study of their subjects; (5) to strengthen the major concentration requirements; and (6) to develop more honors programs for superior students.

For entrance to the College of Arts and Sciences, students will be required to offer three units of mathematics and three units in a single foreign language. In addition, for graduation from Cornell, a higher degree of proficiency in foreign languages than has prevailed will be needed to meet the College standards. Students will be admitted to upperclass standing—that is, advanced from sophomore to junior status—only upon completion of distribution and foreign language requirements.

The changes in the curriculum will take advantage of the greatly improved college preparatory programs in many secondary schools throughout the country. The number of schools offering college-level work in advanced placement programs is increasing rapidly. The new curriculum seeks to meet the challenges offered by better prepared students who are capable at the outset of doing more advanced college-level work.

Postgraduate Plans

A survey of the students graduated from the College of Arts and Sciences in 1961 showed that 57 per cent of the class planned to go to graduate or professional school immediately, 24 per cent planned to enter employment, 11 per cent to enter military service, 5 per cent to become



housewives, and 3 per cent were either undecided or were going to travel. Their long-range career plans indicated over 20 per cent would eventually be in business or industry, about 20 per cent in education, and 20 per cent in medicine. Fifteen per cent planned to pursue the study of law and 5 per cent to enter government service.

The increased trend toward graduate study is reflected in the fact that 67 per cent of the men and 34 per cent of the women intended to do full-time graduate work immediately. If there were included also those who were to pursue part-time graduate work or take up graduate work at a later date, the percentages are considerably higher: 83 per cent of the men and 55 per cent of the women. Graduates of 1961 entered 75 graduate and professional schools in this country and abroad. The day is thus fast disappearing when a baccalaureate degree in the liberal arts and sciences is deemed sufficient education for the pursuit of one's lifetime objectives.

Basic Studies in Engineering

During the past year, the establishment of the Division of Basic Studies in the College of Engineering has added far-reaching implications for engineering education at Cornell. No longer is a prospective student required to decide on his ultimate specialty within engineering when he applies for admission. He is enrolled now in the Division of Basic Studies for the first two years of his college career, and only in the middle of the second year must he select a specialty within the engineering disciplines.

The performance of the first year's class has been unusually high. The failure rate during the first term was lower than it has been in any recent period. Less than 3 per cent failed such courses as mathematics, physics, and chemistry.

Morale is high among the freshmen; part of the reason is attributable to the new engineering problems and methods course, introduced as a part of the basic study program.

Objectives for Home Economics

By a unanimous vote of the Home Economics faculty, objectives for that College have been redefined. The movement is toward clearer professional objectives in the following terms: "The aim of the undergraduate program of the College of Home Economics is twofold: to provide, through the facilities of the College and the University, a liberal education in the social and natural sciences, the humanities, and the arts; and to provide specialized instruction, based upon these disciplines, as preparation for professional careers in which the interest and well being of the individual, the consumer, and the family are paramount."

Center for International Studies

With the world shrinking to the size of a neighborhood, today's students must prepare themselves for world citizenship on many a front; as a result, the University finds the borders of its campus extended to the four corners of the earth.

A Center for International Studies was established at the University in July, 1961, to coordinate and strengthen the extensive research and teaching programs in international studies carried on by Cornell's many schools and colleges. The Center advises the administration and the faculty concerning academic projects overseas. It serves as an active link between Cornell University and other universities, domestic and foreign, and between the University and governmental or private agencies active in international studies.

In March of 1962 the University received from the Ford Foundation a grant of \$3,250,000 for the support of non-Western studies at Cornell University, under the general administration of the Center. Under the terms of the award, \$950,000 for a ten-year period will support the work of Cornell's renowned Southeast Asia Program; \$800,000 for ten years will strengthen the China Program; \$800,000 for a five-year period will support the International Agricultural Development Program, carried on in the social science departments of our College of Agriculture; and \$750,000 for five years will directly support the efforts of the Center for International Studies itself. With its own funds, the Center will bring, in the coming years, distinguished scholars and men of affairs to the campus. Developmental funds are available to the Latin American Program, the Committee on Soviet Studies, the Committee on South Asian Studies, and to a growing variety of new research projects within the faculty.

The Ford Foundation has made another grant to Cornell in the amount of \$432,000 to assist in the development of the newly created Labor Relations Research Institute in Bombay, India. Additional financial support for the operation of the Institute will be provided by the government of India under provisions already incorporated in India's third Five-Year Plan. Selected members of the faculty of the School of Industrial and Labor Relations will go to India to advise the director and staff members of the Institute. They will advise on the development of major research projects, offer training courses in research methods, conduct research projects jointly with Indian research scholars, and encourage industrial and labor relations research in Indian universities, government agencies, trade unions, and employers' organizations. During the course of the four-year program, several Indian staff members and a limited number of graduate

students will participate in the program at Cornell and other industrial relations centers in the United States.

The University also received a joint grant of \$600,000 from the Carnegie Corporation of New York and Britain's Nuffield Foundation, to support a unique British and American joint venture to study the societies of China and Southeast Asia during the next five years. In this endeavor, Cornell will be linked to two schools of the University of London—the London School of Economics and Political Science, and the School of Oriental and African Studies.

Enrollment

When Cornell opened its doors last September it recorded the largest enrollment, both graduate and undergraduate, in its history. Total students numbered 11,768, an increase of 402 over the previous year's total of 11,366. Most of this increase was on the Ithaca campus and was spread throughout the various academic units, with an exceptionally large increase of 184 students in the College of Agriculture.

Even more notable than the increase in numbers was the increase in the quality of our entering class. Because of the pressure for admission to Cornell and our desire to hold enrollment increases to the minimum, our standards of admission have inevitably become more selective.

Freshman enrollment in the three Reserve Officers Training Corps programs went up significantly in September. The total for the freshmen in Army, Navy, and Air Force Corps programs was 645, an increase of 129 over the previous year, when for the first time all ROTC programs were on a voluntary basis. The Air Force ROTC showed the greatest increase—approximately 52 per cent. The Navy, which had cut its quota following the establishment of the voluntary ROTC, obtained special

permission to exceed its quota because of the application pressures.

The number of foreign students at Cornell was one of the highest on any American campus, with a total of 769 students from outside our national borders. The largest national groups were from Canada, India, China, England, Greece, Japan, the Philippines, and Egypt. A total of 79 countries was represented.

Our foreign students represent about 6 per cent of the total student body, 23 per cent of the total graduate student enrollment; the heaviest concentration of foreign students is to be found in the College of Agriculture.

Plant and Facilities

The past academic year was the first full year of operation of the new John M. Olin Graduate and Research Library, the most significant single advance in campus facilities in many decades. This beautiful and efficient structure has stimulated research among faculty and students and will be further enhanced in the early autumn by the completion of remodeling of the old Main Library, which will become the Undergraduate Library.

Various new structures were completed during the year, while several underwent considerable remodeling and renovation. Construction of the new quadrangle on the site of the old Veterinary College for the School of Industrial and Labor Relations, and named for the School's first Dean, the late Senator Irving Ives of New York, was completed this spring. Funds for these structures were provided by the State of New York, and formal dedication will take place in the autumn of 1962.

The State of New York also provided the funds for Morrison Hall, the new animal husbandry building of the College of Agriculture. Morrison Hall, named in

memory of a distinguished Cornell professor, was dedicated by Governor Rockefeller last September.

In September also we opened two new facilities for student housing: Mary H. Donlon Hall, a residential hall for women named in honor of our distinguished Trustee and devoted alumna, Judge Mary H. Donlon of the United States Customs Court; and Hasbrouck Apartments for married students, named after Charles Hasbrouck '84, who donated the land to the University in 1910 in memory of his wife. Construction costs of both of these new facilities are being financed through the New York State Dormitory Authority.

In October our new dual-core Nuclear Reactor Laboratory was completed and dedicated. The Laboratory contains two reactors—a TRIGA and a Zero Power Reactor—and a special gamma cell; it is uniquely designed to serve both a teaching facility as well as a research reactor. A share of the cost of constructing the building and installing the reactors was contributed by the National Science Foundation, the Atomic Energy Commission, and the Ford Foundation.

A major renovation has transformed Sage Hall from our long-time women's residence hall to the Sage Graduate Center, which provides housing and dining facilities for both men and women graduate students, as well as educational facilities and offices for the Graduate School.

At the present time two major construction projects are under way on our Ithaca campus and two at the Medical College in New York City. Bard Hall of Metallurgy, gift of alumnus Francis Bard '04, will be an important component of our Engineering Quadrangle. Helen Newman Hall, the gift of alumnus Floyd Newman '12, in honor of his wife, will provide athletic facilities primarily for women and is under construction on the shores of Beebe Lake near the women's residence halls.

Two major additions to the Medical College are nearing completion on the New York City campus: one to house the new Medical and Nursing library and greatly needed research laboratories; it is known as the Samuel J. Wood Library and Research Building, gift of the Wood Foundation. The other is the Faculty Club, given by Trustee Emeritus Stanton Griffis '10, in memory of his daughter Theodora '39.

Finances

As the University sought to keep pace with constantly rising costs—due in part to the operation of new buildings and to higher salary levels—it recorded the highest annual budget in its history. Dollar volume of operations—including sponsored research—during the current fiscal year is in the order of \$88,000,000. The full report of operations for the year will be included in the official financial report issued after July 1. I am privileged to report that for the seventh consecutive year, Cornell operated during the year within its budget, and without an over-all deficit.

A slight increase in charges for rooms and meals, and a slight increase in fees and tuition charged graduate students were announced during the year.

The increases in fees, tuition, and living costs over the years have resulted in a steady climb in the amount of financial assistance required by our student body. During the present academic year we have increased student aid by approximately 25 per cent. Fortunately, we have been able to meet this increased demand with the aid of increased annual contributions from alumni and friends for this purpose, and with the further aid of increased funds for Federal and State student loans and scholarships.

For the third consecutive year alumni, parents, and

friends contributed more than a million dollars of unrestricted funds. The 1960-1961 total of \$1,160,253 was made possible by the untiring efforts of Alfred M. Saperston '19, general chairman, and approximately 3,800 members who worked under his direction. The current Cornell Fund campaign for unrestricted purposes under the leadership of Trustee George A. Newbury '17, gives evidence of reaching a further all-time high.

Total gifts to the University during 1960-1961 amounted to \$15,308,798. Gifts for the current year will apparently exceed last year's totals. The largest single gift is the \$3,250,000 grant from the Ford Foundation to the Center for International Studies.

During the year a major capital gifts campaign for \$54,700,000—called the Fund for Medical Progress—was launched by the New York Hospital-Cornell Medical Center. Of this total, \$10,700,000 had been previously underwritten, leaving a balance of \$44,000,000 to be raised. Included is the sum of \$15,000,000 for endowment and facilities in the Cornell Medical College, with a further sum of \$10,000,000 for the Cornell University-New York Hospital School of Nursing. Progress on this campaign has been most encouraging and the goal is expected to be reached during the current calendar year.

In addition to support of the Cornell Fund and the capital gift needs of the University, alumni continued their efforts to inform outstanding secondary school graduates of the opportunities of matriculation in Cornell. The importance of this volunteer effort is reflected in the increasing numbers of high-quality students who seek admission.

Providing leadership among alumni—in fund raising and alumni relations—is the Cornell University Council, which this year, under the leadership of Harold Brayman '20, included among its activities regional conferences

in St. Louis and Detroit and its annual conference in Ithaca. The annual meeting coincided with a meeting of the Board of Trustees and the formal dedication of the Nuclear Reactor Laboratory.

CORNELL KALEIDOSCOPE

1961-1962

Extracurricular activities and special events on the campus continued to reflect the traditional intellectual ferment and endless quest for understanding that are characteristic of Cornell. To Ithaca came an endless stream of well-known individuals—government leaders, artists, writers, teachers, and others—to appear before stimulating and inquiring student and faculty audiences.

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One of the outstanding events was the lecture series sponsored by the faculty's Committee on Nuclear Peril,



which featured the nation's leading spokesmen on nuclear war, disarmament, and nuclear power—including two Cornell faculty members, Professor Hans Bethe, nuclear physicist, and Professor Cyril Comar, radiobiologist.

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The wide range of speakers presenting many points of view on many subjects included the Most Reverend Joost de Blank, Anglican Archbishop of Capetown; United States Senator Barry Goldwater of Arizona; the Honorable Avraham Harman, Israeli Ambassador to the United States; William Buckley, editor of *National Review*; Andrew M. Kamarck, economic adviser on Africa in the International Bank for Reconstruction and Development; Gus Hall, secretary of the Communist Party of America; Congressman John V. Lindsay of New York; Malcolm X of the Black Muslim Movement; Señor Galo Plaza, former President of Ecuador; and Señor José Figueres, former President of Costa Rica.

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More than one thousand representatives from business, government, and professional organizations visited the University to recruit members of our graduating class, numbering in positions to be filled more than twice as many as the number seeking employment.

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Most popular of the exhibits of the Andrew Dickson White Museum of Art during the past year was the sculpture showing of the work of Jacques Lipchitz. More than 5,000 individuals viewed the exhibit which included many of the important works of his fifty-year career. Two of these works will find a permanent home on the Cornell campus through the generosity of Harold Uris '25.

During the winter a French Festival brought to our campus a professional company of players from Paris; Nadia Boulanger, world-famous French conductor; an exhibition of French art; and a series of French plays.

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In the field of music, among others Cornell was host to Robert Merrill, baritone; Clifford Curzon, pianist; Nathan Milstein, violinist; the National Symphony Orchestra; the New York City Opera Company; the Orchestra San Pietro of Naples; the Buffalo Symphony Orchestra; and the Cleveland Orchestra.

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In connection with the year-long national observance of the Land-Grant Centennial, President Malott spoke at the opening ceremony in September at Strafford, Vermont, at the homestead of Senator Morrill. At the Convocation of the Association of Land-Grant Colleges and Universities held in Kansas City in November, program participants from Cornell included Professor A. W. Gibson, Sr., of the College of Agriculture and Chairman of Cornell's own Centennial celebration activities; and Dean John W. McConnell of the School of Industrial and Labor Relations.

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In April, Trustee Nelson Rockefeller, Governor of New York, visited the Ithaca campus for initiation into Alpha Zeta, national honorary fraternity in agriculture; the fraternity held an Eastern Regional Convention at Cornell, the theme of which was the Land-Grant Centennial.

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With the move of the School of Industrial and Labor Relations into its new quarters, the long-unsightly and

temporary barracks on campus have been demolished, making possible the landscaping of the Engineering Quadrangle.

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The ten-year Cornell research project in Vicos, Peru, sponsored by the Carnegie Foundation, reached a dramatic climax in April when the 1,800 Indians living on a 35,000 acre estate purchased the land and became private landowners. This project to move the Indians "bodily out of the sixteenth century into the twentieth" was under the direction of Professor Allan R. Holmberg of the Department of Anthropology.

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Sponsored research for the current year has increased to a total of almost \$40,000,000, reflecting a continued growth in scientific and scholarly inquiry, now numbering many hundreds of projects. Of this sum, \$24,000,000 is sponsored research within our academic units, while \$16,000,000 was undertaken at the Cornell Aeronautical Laboratory, on our Buffalo campus.

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The University made two gifts to the city during the year, further evidence of the cooperation that exists between "Town and Gown." When the city took over the operation of the public bus service in August, the University donated the sum of \$3,000 to support the venture. This spring when the city made plans to reconstruct the Stewart Avenue bridge across Cascadilla Gorge, Cornell deeded a strip of land to the city which will permit a straightening of the approaches.

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Approximately 40 per cent of the blood collected by the Tompkins County Chapter of the American Red Cross was donated by students and faculty members of the

University. These drives for blood donors on the campus were sponsored by the ROTC Brigade. In December, the Navy ROTC won a special campus trophy with a 35 per cent participation by its members.

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Student participation in the University athletic programs—both intercollegiate and intramural—showed an increase over previous years. Approximately 1,850 students took part in freshman and varsity intercollegiate contests while there were more than 12,000 participations by students in the University intramural program. During the winter season, Teagle Hall, the men's athletic center, was used daily by approximately 4,500 men. Of this total, 2,200 were students attending physical education classes; 1,550 were upperclassmen engaging in various intramural contests and exercises; 250 were members of the faculty; and 500 were student members of the various intercollegiate squads practicing with their coaches.

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Officials of the United Fund in Ithaca have commended the University and its employees for their support during the past six years. The chairman of the United Fund declared that the contributions from Cornell people have exceeded \$422,000 during the past six years, with a high level of 3,600 faculty and staff participating in this giving program.

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In a special White House ceremony in October, Hans A. Bethe, John Wendell Anderson Professor of Physics, was presented the Enrico Fermi Medal by President Kennedy. The Atomic Energy Commission selected the Cornell professor for the award—which carries with it a stipend of \$50,000—on the basis of his work in atomic research and in the field of pure physics.

A collection of rare French historical documents dealing with Colonial American history was presented to the Cornell University Library by Arthur H. Dean, Chairman of the Board of Trustees and United States Ambassador heading our nation's delegation to the seventeen-nation disarmament conference at Geneva. The collection came originally from the Archives of Jean Frederic Phelypeaux, who became Minister of Marine under Louis XIV and served in that capacity for twenty-six years.

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Professor Thomas W. Mackesey, a former dean of the College of Architecture, was appointed Dean of the Faculty, succeeding Dr. C. A. Hanson who has become President of Gettysburg College.

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A three-lecture series on contemporary foreign policy of the United States was presented last spring by Dexter Perkins, University Professor Emeritus, in which he discussed present American policy toward Europe, toward Asia, and toward South America.

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Paul Tillich, internationally famous theologian, delivered the 1962 Thorpe Lectures sponsored by the Cornell United Religious Work. In a series of lectures, he discussed the problem of evil and related it to man's struggle for understanding of his own nature and his role in the contemporary world.

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Judge Mary H. Donlon of the United States Customs Court, and the senior member of the Cornell University Board of Trustees in terms of years of service, was honored by the American Woman's Association, which presented her with its "Eminent Achievement Award"

at a ceremony in New York in May. Judge Donlon requested that the award money be given to Cornell as an endowment fund for the library and reading room in the Mary H. Donlon women's residence hall. The Association also announced that it will present copies of the famous Houdon's busts of Benjamin Franklin and George Washington to Donlon Hall.

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The texts of addresses at the dedication of the Nuclear Reactor Laboratory and the papers presented as part of the panel entitled "The Growth of Knowledge: A New Threat to Education?" have been published in booklet form and distributed to other universities and to those interested in this project.

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The United States Department of State has invited a group of Cornell students, under the direction of three faculty members, to tour Latin American universities this summer presenting musical productions and giving workshops on educational theatre. The troupe has developed a show, "How to Grow a Musical," which will feature excerpts from famous American musical comedies. Countries to be visited include Jamaica, Haiti, the Dominican Republic, Uruguay, Costa Rica, Brazil, and Venezuela. Eighteen students will make the trip.

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Three distinguished professorships were established during the year. One is the gift of the International Business Machines Corporation, first example in Cornell's history of such an endowment emanating from an industrial corporation. Two others were gifts of the Given Foundation. Two of the chairs have been designated for Engineering with additional funds from the Ford Foundation grant; the third is established in the Humanities.

The autumn Messenger Lecture Series was delivered this year by Professor Harry F. Harlow of the University of Wisconsin. In six lectures he discussed "The Nature of Love and Affection in Primates," leading up to a comparison of the affectional systems of monkeys and men. The spring series was by Dr. Alexander Hollaender, Director of the Biology Division of the Oak Ridge National Laboratory, who discussed the biological effects of radiation.

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There are now over 100,000 living alumni of Cornell, some 42,000 of whom live in New York State. There are 125 Cornell Alumni Clubs located in 30 states, Puerto Rico, and—in foreign countries—in Argentina, Taiwan, Iceland, Japan, Korea, Mexico, the Philippines, and Thailand. Some 350 Club meetings were held during the year, at 87 of which speakers from the University or its Board of Trustees participated.

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Next year, for the first time, alumni reunion will be the week following Commencement, not Commencement week-end, to avoid the confusion of multiple events on the campus.

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More than 5,500 people visited the Ithaca campus during the past year to participate in the numerous institutes, seminars, and conferences arranged by members of the Cornell faculty. Included among these were the annual institute of the Public Relations Society of America held last August; the Home Economics Institute entitled "The American Family: A Critical Appraisal," in April; and the Conference for American Business on "Implications of Space Exploration" in May.

For the Cornell accomplishments of the year just past, all Cornellians are indebted to so many who worked with such devotion—to individual alumni by the score, to the many alumni clubs and their committees, to the Cornell Council—that hard core of devoted and loyal Cornellians—and to the Board of Trustees and its hard-working committees.

To all of you, my devoted thanks.

DEANE W. MALOTT
PRESIDENT OF CORNELL UNIVERSITY

Ithaca, New York
June 8, 1962