

REPORT OF THE PRESIDENT
to the Board of Trustees and the
Alumni of Cornell University

1960-1961



I HAVE the honor to present the annual report of Cornell University for the year 1960-1961, the ninety-second report, being my tenth.

In the course of this year at Cornell there have been two events that hold immense promise for the future of the University.

The first was the opening of the John M. Olin Library on February sixth. This magnificent building, made possible by the generous devotion of farsighted alumni, is unquestionably the most impressive of our physical facilities. The Library, as Professor Mario Einaudi has said, "combines, in a way that, for a few years at least, is likely to remain unmatched in the United States, impressive book resources with the most advanced library techniques for their quick and painless use." It is, however, considerably more than an imposing and efficient building. It represents the realization of a dream that has been dreamed by Cornell scholars for at least five decades, and it is a facility that is worthy of them and their mission. More than even that, however, the Library stands as positive and incontrovertible evidence that Cornell is committed for the long future to an emphasis on scholarship and to all that scholarship requires and creates. No university which is ambitious in its purposes and serious in its work can be any better than its library. In the Olin Library, Cornell has laid the foundations for greatness in the centuries to come.

The second significant event has not been an event at all in the usual sense. It has been the long, painstaking, and thoughtful deliberation of the Centennial Planning Committee. This group—on which are represented the trustees, the faculty, the administration, and the alumni—is charged with the responsibility of determining Cornell's direction as it enters its second century in 1965.

The University was established in 1865 when the American educational process was in transition and when, to thoughtful men, there was a clear and pressing need for the implementation of new ideas. Cornell was founded in response. As the nature of the world has inevitably changed with time, Cornell has steadily adjusted its approach and adapted its programs to the requirements of contemporary society.

However, as the start of the second century approaches, it is proper and, in fact, essential for us to consider formally and carefully what the University has become over the past 96 years and how its program for the second century can be as responsive to the day as was its first. These are the considerations to which the Centennial Planning Committee is addressing its earnest attention.

Every phase of the University's academic program is under study with the energetic cooperation and knowledgeability of the deans and the faculties. Out of the work will come a clear and firm concept of Cornell's future tasks and a guide to the ways in which our great resources of people and facilities will be balanced and developed to enable the University to continue its distinctive and distinguished contributions to the nation and, more directly, to the young men and women who come to its campus.

Consideration of these portents for the future leads me almost automatically to an examination of the present and the past.

Looking in retrospect over the decade during which I

have intimately known this University, I find that there have been three evolving developments which merit your attention.

The first of these—and the most telling—might be termed, I think, a major growth in our intellectual resources. Cornell has always had an uncommon intellectual strength and a pervasive preoccupation with academic matters not shared in the same degree by all universities. Its character through the years and its accomplishments of the past have been a solid base on which much has been built during the past decade. This growth has come, as it must, from the faculty. Their capable and careful nurture of the campus's intellectual life, their devotion both as scholars and as teachers, and the integrity and vigor with which they have pursued their tasks—these are the roots of Cornell's real existence and they have been especially productive during the exciting years through which we have just passed.

The faculty has been strengthened both in number and in quality. We can all be proud not only of those distinguished men and women who are towering figures in the academic world but also of their colleagues at every level of age and experience. I am especially happy to report that we have an exceptionally able group of younger faculty members who assure strength for the future.

The change in our students has been most notable. I refer not simply to the grades on the transcripts and reports which accompany their applications. These are significantly higher than they were ten years ago, but the most important difference lies not there but in the increased seriousness of purpose and application to work that characterize the college population of the 1960's.

We find that these men and women are responsive to the demands we impose upon them. They, in turn, make stimulating demands upon us. They are deeply involved

in important problems of the day. They govern themselves willingly and well, and their conduct with a few exceptions is responsible and mature. They are, in general, better students than those of preceding generations. This good fortune is not Cornell's alone, but we shall continue to take advantage of it, so that the University's objectives may be most fully carried out.

Bricks and mortar are incidental elements in the building of a university. They teach no students and guarantee no successes, but they and the equipment they house are nonetheless a segment of our intellectual resources—an essential one, it is obvious, at that point in history where the frontier of knowledge has generally moved beyond the capabilities of simple apparatus and elementary demonstration. Cornell has been fortunate in its unending campaign for facilities to keep pace with its growth on other fronts. The map in the center of this Report is a testament to the willingness of alumni and friends and of the State of New York to invest through Cornell in the art of learning, a most productive enterprise. Although Cornell's physical facilities are now, in general, excellent, there are plans on the drawing boards for new construction that will cost an additional \$24 million. This same fact may well be reported by a future president in 2061. So far as I can see there will always be new needs, as long as our intentions are equal to our opportunities.

Our resources, then, and therefore our abilities, have been extended.

The next development I report to you is the appearance of a greater centrality in the University, an increasingly cohesive spirit that manifests itself not simply in resounding words but in the day-to-day routines of Cornell life. I detect a greater sense of identification with the University by all of its divergent academic units, and I believe that Cornell is becoming more understood in the public

eye as well as in our own as a single unified institution rather than a congeries of loosely linked schools and colleges. This voluntary unity—not imposed, let me add, by trustees or administration—is growing out of a recognition of the benefits of cooperation and the value of free association and interchange, abetted by a complexity of knowledge which makes scholars in different fields interdependent. Regardless of its cause, this coalescing trend will enable the University to concentrate its entire resources on the problems to be faced.

Accompanying this phenomenon, and part of it, is an increasing recognition of the College of Arts and Sciences as the heart of the University. This college is the link which all others share. It is concerned with the nature of man and his world. It is at the center of the educational process that is basic for all men and all ages. Its resurgence in the Cornell scheme of things is heartening.

The third development I have observed is the swift emergence of Cornell into the mainstream of national and international affairs. It is true that universities have always been influential in their societies. That has been their reason for being. Yet, in the past the influence of the university has been exerted primarily through those whom it has taught. Today these institutions exert a direct and immediate influence on affairs. This has been true for many years, but in the past ten there has been incomparable expansion in this direction. Cornell has been in the thick of it. Our professors are called upon for advice and consultation thousands of times each year. On any given day faculty members can be found all over the world. Our sponsored research, one of the major avenues to achievement in this area, has trebled in dollar volume within a decade. We are making important contributions in hundreds of fields, and our findings are being promptly utilized for practical ends. It is quite apparent that the universities, with their freedom and ability to devote all

of their considerable energies and resources to the pursuit and use of knowledge, will be among the really dominant institutions of the future. Cornell is among the leaders in this movement.

I am sure that careful observers of the Cornell scene have seen many other portentous developments during the past ten years. So have I; yet, these three trends seem to me most indicative of Cornell's likely role in years to come. They, accompanied by the reality of Olin Library and the firm prospect of new guide lines for our academic programs, clearly suggest that Cornell is in the proper posture to execute its future tasks with great success.

The past decade, with its critical transitions and its surge of unprecedented difficulties and opportunities, has unquestionably been among the most trying periods of this nation's peacetime history. All of our institutions have been called upon to demonstrate adaptability, determination, and competence. Cornell, through the capable devotion of the entire University community, has been one of those that have risen to the occasion.

THE YEAR AT CORNELL

Even a concise history of the University year 1960-1961 would make a formidable volume. Like all Cornell years, this one has brought change and activity, new projects started and old ones completed, new ideas and experiments, many accomplishments and some failures. Thus, the University grows and advances through small steps here and there and occasionally a giant one. A summary would prove tedious, and I have tried below with broad strokes to convey a general picture of the year just past.

THE FACULTY AND THE ACADEMIC PROGRAM

The faculty has had its usual highly productive year. Its members increased somewhat the volume of their research, and the teaching load remained substantially unchanged. Median salaries in a typical category were raised more than \$500 for the year just past, and another important increase will take effect before summer's end. We have lost to other institutions and, in some cases to other vocations, the services of some able men and women. On the other hand, we have in turn added some worthy names to our rosters, and the net gain is in our favor. As is customary, many of our professors have taught elsewhere on leave and have been temporarily replaced by capable visitors in our informal faculty interchange. Cornell professors seem to have continued their impressive output of books and papers, now estimated the sixth largest among American universities.

In a way that is not apparent to laymen, the faculties of the colleges and schools fully control the University's academic programs. I am deeply impressed by the continuous process of appraisal and well-considered innovation through which they keep the curricula effective. Changes are made as new ideas prove their value, and new concepts are soundly planned and introduced.

Two major innovations have been voted into effect this year—one in the College of Engineering, one in the College of Arts and Sciences.

Starting next fall all entering students at the College of Engineering will be enrolled in a new Division of Basic Studies. This new division will provide freshmen and sophomores with a program common to all engineering fields. They will acquire a fundamental knowledge of engineering before they are required to set up vocational

objectives at the end of the two-year period. Basic Studies will include strong concentration in mathematics, physics, chemistry, English, and fundamental engineering sciences. If the student expresses a preference for one of the major fields, either at admission or any time during the first two years, he will be assigned to appropriate advisers, but he will not be allowed to commit himself to a particular field until he has completed his Basic Studies and will be in a better position to make an intelligent decision. His final three years will be devoted to studies in specialized fields of his own choosing.

This program is expected not only to lead to better decision making on the part of the students, but also to reduce the number of students who drop out during the first two years.

The faculty of the College of Arts and Sciences has changed program requirements to strengthen the work of upperclassmen, in a move that is made possible by the expansion of library facilities. With the completion of Olin Library, the old main library will be renovated for undergraduate use, providing a much enlarged opportunity for independent study.

The new curriculum places emphasis on progress from one level to another, rather than on the collecting of course credits. Its stress is on comprehensive programs, not only in the field of major emphasis but also in distribution requirements. In general, juniors and seniors will be required to take four courses instead of five, each with more substantial requirements and with greatly increased emphasis on independent research and study. It is expected that the plan will go into effect in the College of Arts and Sciences in September, 1962.

The effort being made by our faculty to improve the quality of Cornell education is also being carried out at the course level. One example is found in the changes made this year in the teaching of elementary physics.

Up-to-date topics such as electron clouds, the quantum theory of chemical binding, Einstein's theory of relativity, and other technical matters usually considered too advanced for introductory physics are now being covered in the freshman physics course, which has been broadened to include the humanistic aspects of science and its impact upon our culture—on philosophy, religion, politics, history, and art. This is a course in physics for nonphysicists, a step toward that "literacy in science" among nonscientists which has been eloquently advocated by Professor Hans Bethe.

The teaching of physical biology at the New York State Veterinary College was strengthened by the establishment of a new department in that subject, believed to be the only one in a veterinary college in the United States.

In a field that is not academic, yet is a faculty concern, student participation in Reserve Officers Training Corps programs was put on a voluntary basis for the first time in September, 1960. While there has been a drop in the total number of students receiving ROTC training, the quality of the cadets in the Army, Navy, and Air Force units has been high, and we expect to produce approximately the same number of commissioned officers for the Armed Services as under the old program of required underclass training. The course work in ROTC has been strengthened academically, and a greater sense of purpose among the cadets appears to have resulted.

THE STUDENTS

An increasing sense of maturity among the students has been apparent during the 1960-1961 academic year, reaffirming their willingness to accept responsibility with freedom—an old and cherished Cornell tradition.

Students were actively concerned with matters of

fundamental social conditions, both on and off campus. Student Government, reorganized last year to make it a more effective influence and to provide for more responsible participation of students in various facets of University life, played a role of increasing importance and appears to have gained general student acceptance and respect.

The Executive Board of Student Government voted to end policies and practices of discrimination on the basis of race, religion, or national origin, in an action that obviously had the support of most of the students. The action, which climaxed a long struggle to rid student activity groups of categorical discrimination practices, gained momentum during the year. The faculty was strong in its support. In outline, the resolution passed by the Executive Board called for a September 30, 1963, deadline for the end of all categorical discrimination among campus groups, including fraternities, sororities, and social, religious, academic, and other organizations. The Board also voted to establish a Commission on Discrimination to review possible infractions and to advise groups on antidiscriminatory moves.

Student discipline in general showed continuing improvement. Over a period of six years the number of students disciplined for any infraction whatsoever each academic year averaged 189. From September through late May of the year just ending, only 115 students appeared before disciplinary boards. Three regularly scheduled meetings of disciplinary boards were canceled because they had no cases before them—the first time this has happened in many years.

Interest and participation in the various programs carried on by different groups within the framework of the Cornell United Religious Work continue to grow. There is a need among young people today to explore not only the religious convictions of their own group

but also those of others. CURW conducted an extra-curricular course in which various religious concepts were explored; it sponsored another program in which men from various disciplines in our academic family explained the bases for their convictions. The Campus Conference on Religion explored the relationship between religious faith and scholarly or intellectual pursuit. All this reflected an eagerness on the part of students to build their faiths upon strong intellectual foundations. It also revealed a significant sense of tolerance.

FOREIGN STUDENTS

A total of 816 foreign students representing 82 foreign countries were enrolled in the various units and divisions of the University. They brought to the campus the opportunity for American students to have contact with peoples of different backgrounds and cultures, and they contributed to the cosmopolitan nature of the community. Cornell ranked third among American educational institutions in the ratio of foreign students to total enrollment.

The largest number of foreign students was in the College of Agriculture, with the College of Arts and Sciences and the College of Engineering in second and third places, respectively.

ENROLLMENT

Total enrollment in the University was 11,366, being 195 more than in the previous year and only about 1,400 more than in 1951. This gradual growth reiterates the firmness of the University's policy of refusing to expand enrollment at the expense of educational excellence. In most divisions the number of students remained at substantially the same figure as in recent years.

There were two significant changes, however, within

the over-all total. The number of students in the Division of Unclassified Students—those who, for various reasons usually involving academic difficulties, are temporarily separated from the regular academic units—dropped almost one-third. The total enrollment in the College of Engineering showed a rise for the first time in three years. In this respect Cornell went counter to the national trend in engineering enrollment which showed a slight total decrease, although less than in any year since 1957. The total engineering enrollment at Cornell went up by 2 per cent. The entering class in engineering jumped 10 per cent over the previous year, in contrast to a 1.2 per cent increase in the freshman class nationally.

Slight increases occurred in the number of students in the Law School, the College of Agriculture, the School of Hotel Administration, the Graduate School of Business and Public Administration, and the School of Industrial and Labor Relations.

Applications for 1961-1962 were fewer than in recent years. We do not view this development as a cause for concern. A similar trend is being noted by other institutions of Cornell's caliber, and we believe that it results from a more realistic appraisal by applicants of their chances for admission to universities with the most stringent acceptance criteria. We found, in fact, that this year's applicants were the most promising in our history. As a result, the selection process has been even more difficult and agonizing, despite the decrease in the numbers of applicants from which we accepted our entering classes.

THE ITHACA CAMPUS

An up-to-date map of the Ithaca campus is reproduced on the following two pages. Marked in blue are those buildings which have been completed or started during the decade that was climaxed by the opening of the John M. Olin Library. Key to the map is on page 18. New buildings completed during the period but not within the area of the map are listed below.

NEW BUILDINGS

(Not on Map)

ITHACA AREA

Collyer Boat House
Disease-Free Control Laboratory
Farm Service Shop
High Voltage Laboratory
Laboratory of Radiation Biology
Livestock and Breeders Barn
Moakley House
Ornithology Laboratory
Pomology Storage
Poultry Virus Disease Laboratories
Radio Astronomy Laboratory—Danby
Radio Propagation Laboratory
Sensory Psychology Laboratory
Virus Disease Main Laboratory
Virus Disease Research Laboratory

NEW YORK HOSPITAL—CORNELL MEDICAL CENTER

F. W. Olin Hall (Student residence)
Samuel J. Wood Library and Research Building

NEW YORK STATE AGRICULTURAL EXPERIMENT STATION
GENEVA, N.Y.

Food Processing Building
Greenhouses
Heating Plant

CORNELL AERONAUTICAL LABORATORY, BUFFALO, N.Y.
Additions

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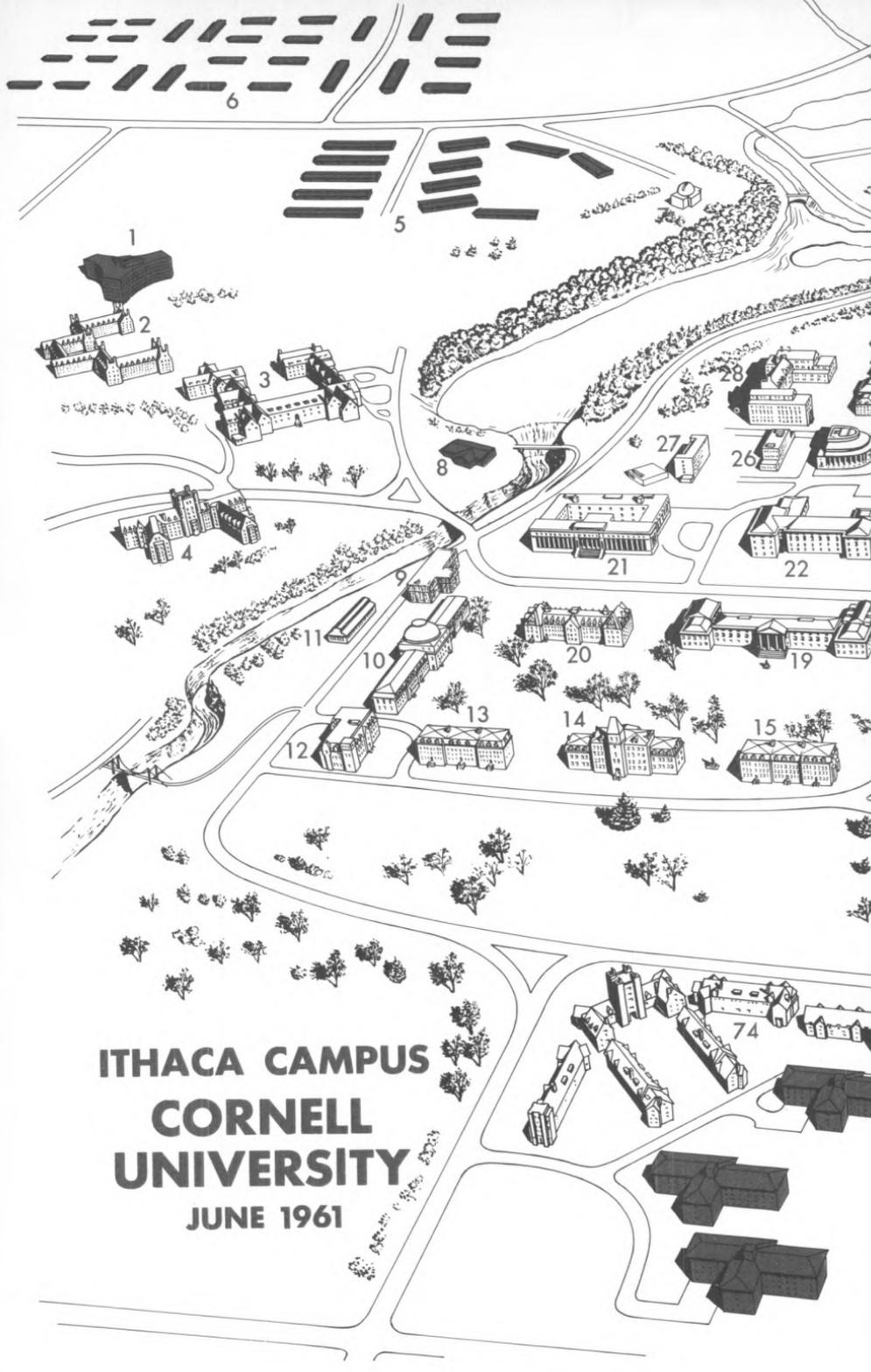
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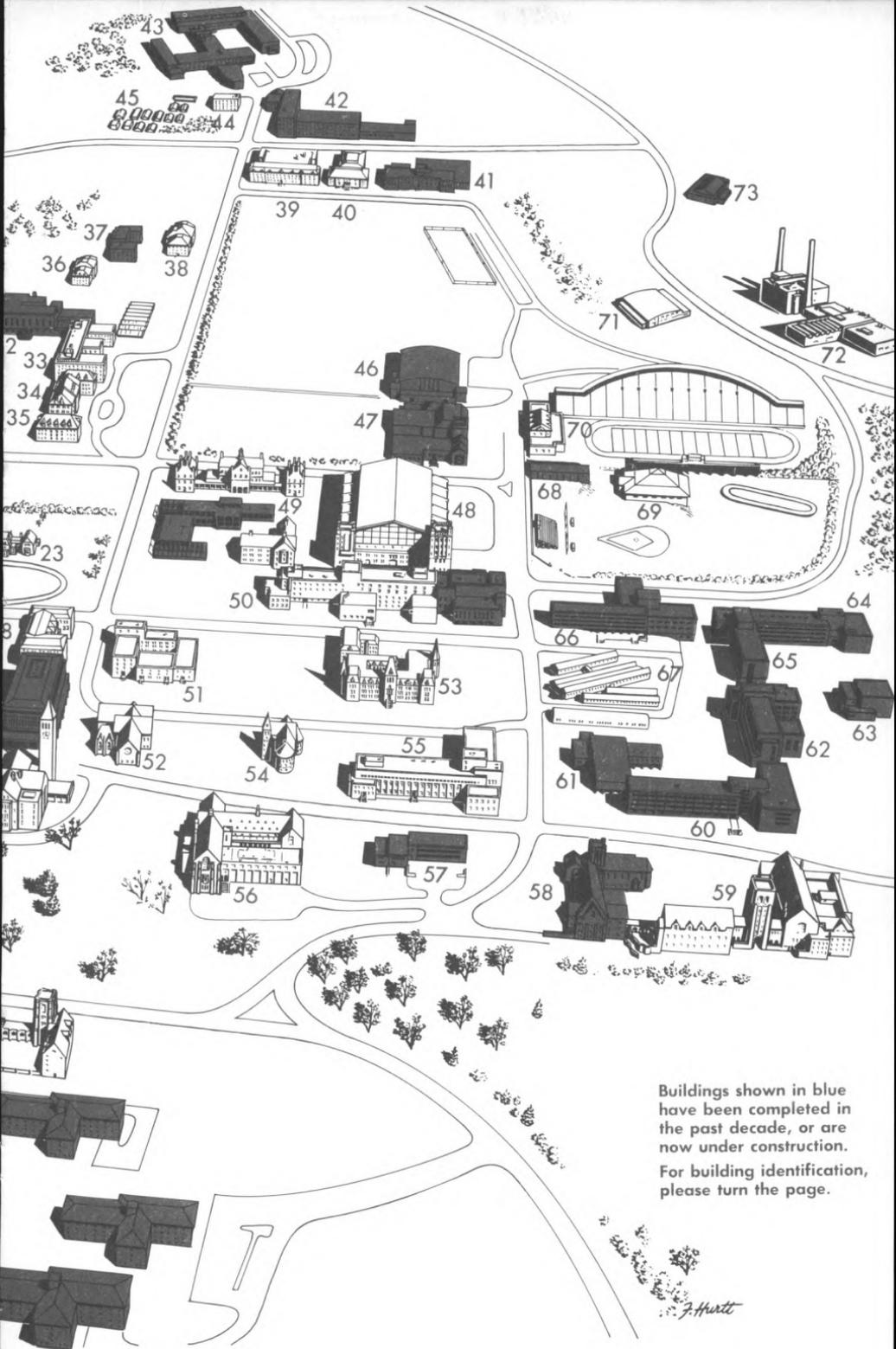
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**ITHACA CAMPUS
CORNELL
UNIVERSITY**

JUNE 1961

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Buildings shown in blue have been completed in the past decade, or are now under construction.

For building identification, please turn the page.

J. Hurtt

KEY TO MAP

1. Mary Donlon Hall
2. Clara Dickson Hall
3. Balch Halls
4. Risley Hall
5. Pleasant Grove Apartments
6. Hasbrouck Apartments
7. Fuertes Observatory
8. Noyes Lodge
9. Rand Hall
10. Sibley Hall
11. Foundry
12. Franklin Hall
13. White Hall
14. McGraw Hall
15. Morrill Hall
16. Library
17. John M. Olin Library
18. Stimson Hall
19. Goldwin Smith Hall
20. Lincoln Hall
21. Baker Laboratory
22. Rockefeller Hall
23. Andrew D. White Museum
24. Big Red Barn
25. Bailey Hall
26. Savage Hall
27. Newman Laboratory
28. Van Rensselaer Hall
29. Comstock Hall
30. Caldwell Hall
31. Warren Hall
32. Mann Library
33. Plant Science Building
34. Roberts Hall
35. Stone Hall
36. Fernow Hall
37. Poultry Research Building
38. Rice Hall
39. Stocking Hall
40. Wing Hall and
Judging Pavilion
41. Riley-Robb Hall
42. Morrison Hall
43. Veterinary College Buildings
44. U.S. Nutrition Laboratory
45. Greenhouses
46. Lynah Hall
47. Teagle Hall
48. Barton Hall
49. Industrial and Labor Relations
Buildings (uncompleted)
50. Statler Hall and Alice
Statler Auditorium
51. Day Hall
52. Sage Chapel
53. Sage Hall
54. Barnes Hall
55. Olin Hall
56. Willard Straight Hall
57. Gannett Clinic
58. Anabel Taylor Hall
59. Myron Taylor Hall
60. Hollister Hall
61. Carpenter Hall
62. Kimball-Thurston Halls
63. Nuclear Reactor Facility
64. Grumman Hall
65. Upson Hall
66. Phillips Hall
67. Industrial and Labor Relations
Buildings (temporary)
68. Grumman Squash Courts
69. Bacon Cage
70. Schoellkopf Hall and Field
71. Riding Hall
72. Heating Plant and
Service Facilities
73. Graphic Arts Building
74. Baker Dormitories
75. University Halls

GRADUATE STUDY

The needs of our society, increasingly complex and demanding, call for the services of more and more men and women whose preparation has included study at the graduate level.

Cornell has long been a leading center of graduate study. The comprehensive study, *Graduate Education in the United States* (Berelson, 1960), ranked Cornell's Graduate School as one of the top twelve in the nation.

The year was marked by a number of important developments which will further strengthen and expand the position of graduate study at the University. One of the most notable of these was the award of \$4,350,000 to the University by the Ford Foundation, to be used in giving greater emphasis to both study and research at the graduate level in the College of Engineering. The grant will contribute toward the endowment of eleven professorships, help provide substantial fellowships and loans to graduate students in the College, as well as aid us in obtaining additional facilities for study and research. It will also make other funds available for special purposes in the College of Engineering. The University will seek additional support from alumni and friends, on a matching basis, so that graduate study and research will be both strengthened and enlarged.

A new Materials Science Center, which will enable the University to expand the number of Ph.D. candidates in a number of fields, has been in its initial stages during the year. The Advanced Research Projects Agency of the United States Department of Defense made an initial grant of \$6,100,000 to the University in support of an expanded program in basic research in the science of materials. The grant, covering the first four years of the program, is one of the largest that the Federal Government has ever made in support of basic research. The

ARPA program provides for interdisciplinary research and graduate student training in materials science and will combine the efforts of parts of five departments in the College of Engineering and the College of Arts and Sciences. These five are Engineering Physics, Metallurgical Engineering, Mechanics and Materials, Physics, and Chemistry. Smaller parts of Electrical Engineering and Geology will also participate. The staff of the program will consist of faculty members and research associates already on our campus, and additional personnel will be added during the next few years. It is expected that the number of professors engaged in this program will be increased from about thirty to sixty during the first decade. Teaching and supervision of research will remain the principal responsibilities of this faculty. The University will be able to double its number of doctoral candidates in these fields of study.

The education of more doctoral candidates in the field of education is the aim of a four-university project supported by the Ford Foundation. Cornell will work with the Universities of Buffalo, Rochester, and Syracuse in an intensive program to improve the quality of education in the United States. The project will involve upperclassmen in college as well as students doing graduate work and candidates for doctoral degrees. This program will greatly strengthen graduate work in still another area at Cornell.

Sage Hall, now a women's residence, will be converted for use as a graduate center, with the completion of Mary Donlon Hall, a new women's dormitory. Some of the functions of the Graduate School Office will be located there by the start of the fall semester. The renovated building will also house facilities for seminars and special meetings of faculty and students and will serve as a residential hall for about 250 of the single men and women graduate students. It is expected that in the future this

University's graduate student population will increase both in numbers and in proportion to total enrollment. The Graduate Center will become a focal point for much of its activity.

RESEARCH

The role of research—both as an instrument of teaching and as a means of fulfilling our duty to society by contributing to man's store of knowledge—continued to grow. During the year the total dollar commitment to sponsored research at Cornell, in all divisions and units, was \$39,400,000 and represented an increase of more than 16 per cent over the previous year.

The increase in dollar commitment to research was especially notable in the academic units—Cornell's schools and colleges—where it rose 35 per cent over the year before. Part of the increase is due to the fact that construction costs of the Department of Defense Ionospheric Research Facility at Arecibo, Puerto Rico, are included. The facility, conceived and designed by Cornell scientists and engineers, is being constructed under the responsibility of the University, which is the prime contractor. It includes a thousand-foot-diameter antenna with associated equipment for electronically probing into space.

The academic units of the University had \$24,300,000 in sponsored research, while the Cornell Aeronautical Laboratory had \$15,100,000.

The amount of sponsored research in the privately supported academic divisions more than doubled during the year, and totaled \$10,800,000; in the state-supported divisions the total of \$9,600,000 reflects an increase of about five per cent. The Medical College in New York City carried on \$3,900,000 in research, an increase of about five per cent over the previous year.

Government—national and state—was responsible for financing nearly 85 per cent of all sponsored research conducted at Cornell, while support for the remaining 15 per cent came largely from corporations, foundations, and trade associations.

The figures do not even begin to suggest the variety and scope of research at Cornell, which is astounding even to those of us who are intimately familiar with it. They give no hint of the vision and the pioneering attitudes of the faculty, and they do not reflect the importance of the results. The program and the projects are described in detail in *Research at Cornell*, an annual report to the Trustees, and I shall not detail them further here. It is, however, important to recognize that it is primarily research which propels Cornell into the national and international arena and enables us to contribute directly to the advance of science and culture and the improvement of our standards of living—and of our very way of life.

We welcome the increase in our research and the pyramiding of support for it. We remain acutely conscious, however, of our principal role—teaching—and maintain a balance in which research is an adjunct to, and not a diversion from, our primary purpose of instruction.

THE ALUMNI

The loyalty of the alumni to the University, and their devotion to its ideals and objectives, have been a source of deep satisfaction to those who carry on the day-to-day functions of Cornell and plan its future development. This relationship has taken the form of a partnership between Cornellians on and off the campus—a partnership which has extended over many years and which continues to be a rewarding one for, I hope, all who participate in it.

For the past several years the Alumni Annual Giving programs have provided the University with gifts annually averaging over the \$1,000,000 mark. In addition, other and special gifts and grants from alumni, foundations, corporations, and friends have usually been between \$10,000,000 and \$15,000,000 yearly. These gifts have been crucial. Often they have made the difference between operating in the red or the black, between academic programs of ordinary quality or of excellence.

These gifts clearly reveal the regard which our alumni and others have for this institution. During the past 40 years Cornell has received private support totaling \$167,313,000, and ranks fifth among the nation's universities in terms of support received during this period.

The Secondary School Committees of our alumni clubs did significant service during the year in bringing members of the admissions staff into contact with outstanding secondary school students and in telling the Cornell story to thousands of high school pupils. This work, done on the local level, has proved to be of immeasurable value in maintaining and improving the caliber of our entering classes.

Regional conferences, annually sponsored by the Cornell University Council and involving participation by members of the University faculty and staff, were held this year in Los Angeles, Cleveland, East Orange, and Hartford. The success of these conferences, demonstrated over recent years, has encouraged us to make plans for others in the future. We have welcomed the opportunity of "taking Cornell to the alumni" and hope that we have conveyed some feeling for today's University to those who were associated with it in an earlier era.

The Council—composed as it is of a slowly changing group of some 300 from among our distinguished alumni—has, as usual, done more than sponsor these meetings. It has given us both moral and tangible support in all

our plans and work for a greater Cornell. The selfless interest of its members is among the University's greatest assets.

FINANCES

A university runs constantly on the brink of financial disaster. It does not make money because a surplus indicates that it is not performing to the maximum its educational tasks. Neither may it lose money, at least not much and not for long, because then it becomes bankrupt, unable to meet its commitments and fulfill its obligations. It must chart a careful course, well aware of the shoals on both sides if it is to be a well-run, financially strong institution.

Even in normal times this task is extremely difficult; in these times of increasing costs and of expanding academic scope, it becomes almost impossible. Every year we face the necessity of enlarging our budget and of securing additional support.

The report of the treasurer will convey the details of our 1960-1961 operation. I am privileged to report, however, for the sixth consecutive time, that Cornell operated during the year within its budget, and in the black.

Our budget for 1961-1962 will be substantially higher than the \$81.2 million on which we have operated during the year just ending. The increase is essential if we are to perform our proper function, and regretfully, we have been forced to announce an increase in our tuition and fees for the coming year. We fully recognize the added burden which this inevitably places upon our students' sources of financial support.

There is, however, in the absence of substantially increased support from other directions, no alternative

except a gradual deterioration in the service we render. We are not alone in facing this dilemma, and our new tuition rates in the privately supported colleges and schools are substantially in line with those of other distinguished private institutions. It is a well-known fact, of course, that tuition and fees cover something less than 60 per cent of our educational costs.

The only possibility for holding student charges down is a steady and proportionate increase in our income from gifts, government, and other sources. These we seek as diligently and persistently as we know how and shall continue to do so.

It is apparent that the financing of education, in general, is approaching some climactic decision making. The nation will soon have to decide whether it will support these essential private institutions through the medium of private, corporate, and foundation giving or through further increases in the already substantial financial assistance they are now receiving through government. The needs will be identical regardless of how they are met. It is my earnest hope that we shall choose the first alternative with its greater freedom and its adherence to our American tradition.

PLANT AND EQUIPMENT

I have mentioned earlier Cornell's growth in physical facilities. Completion of the John M. Olin Library was an appropriate climax to a decade of building which has seen approximately \$90 million worth of construction either completed or well begun. The map on pages 16 and 17 indicates the impact of this expansion on the Ithaca campus. Substantial additions have also been made to the properties of the Medical College in New York

City and of our New York State Agricultural Experiment Station in Geneva.

This great physical improvement—so essential to effective expansion of Cornell's capabilities and accomplishments—has been made possible, of course, by alumni, friends, foundations, and the State of New York. It has been vital to our success, and we are deeply grateful.

During 1960-1961 construction totaling more than \$50,000,000 and involving twenty major projects was in various stages of either completion or planning. Although the largest of the finished projects was the John M. Olin Library, a new animal husbandry building—named Frank B. Morrison Hall—was substantially completed and will be dedicated early in the autumn. Work on the new home for the School of Industrial and Labor Relations progressed, and so did construction of our new dual-core nuclear reactor facility. Steel work is now in place for new research and library facilities at the Medical College, New York City.

Approximately four thousand of our students live off campus. In an attempt to relieve partially the limitations of our housing, the University is engaged in building two new residential facilities. One of these is Mary H. Donlon Hall, named in honor of one of our most distinguished trustees; the other is Hasbrouck Apartments, named after Charles Hasbrouck, '84, who gave the land to the University in 1910 in memory of his wife, Mary Forbes Hasbrouck. Donlon Hall will house 475 women and will be ready for occupancy in September. The Hasbrouck Apartments will provide 246 housing units for undergraduate and graduate men and for married students. Approximately one-half the apartments will be completed by September. Another dormitory to house approximately 400 women, and some 250 more apartments are being planned for the same area. Still in the planning stage are the new Charles Evans Hughes Resi-

dence Center for Law School students and a student commons in the men's dormitory area.

Other construction projects during the year included three poultry research facilities, a radio propagation laboratory for the Center for Radiophysics and Space Research, and alterations of several existing structures.

Other major projects were in the planning stage, with construction on most of them to begin during the coming year. These included the new physics-materials science center facility; greenhouses and growth chambers for the College of Agriculture; Helen Newman Hall, with athletic and recreational facilities for women; Bard Hall, which will house metallurgical engineering; a faculty club at the Medical College in New York; a new home for the Graduate School of Business and Public Administration; the reconstruction of the main library; and a new microbiology building.

BEYOND THE CAMPUS

While our campuses in Ithaca and New York City and the divisions at Geneva and Buffalo are busy with their responsibilities in teaching and in research, our Cornell community actually extends across the free world. Faculty members traveled during the year to many parts of the globe in pursuit of varied objectives. Scholars from Cornell went to Nigeria, Peru, Nova Scotia, Southeast Asia, Liberia, and a score of other places in the interests of their programs—and in so doing used their knowledge to help the people in those areas who needed help. A group of staff members from the Graduate School of Business and Public Administration made a study of the possibility of developing advanced business administration programs in Turkey. The School of Hotel Administra-

tion conducted workshops in Germany for U.S. military personnel. A survey of the educational facilities of Liberia and the potential for growth and development has occupied the attention of a number of faculty people from the School of Education. A food staple in Newfoundland is the rabbit; a Cornell professor is engaged in a study of the diseases afflicting it in hopes of helping insure an adequate supply. The School of Industrial and Labor Relations is engaged in helping the University of Chile set up a similar school. These and other projects outside the United States typified the broad scope and the wide interests of Cornell.

The quest for more and improved means of communication among the world's peoples also concerned Cornell faculty people during the year. A number of special programs were established in addition to those regularly carried on in our language department. These included a four-year program supported by the Rockefeller Foundation, which seeks to overcome the language barrier of some five million Andean Indians who speak only the Quechua tongue and so have little communication with the predominant Spanish-speaking population of Peru, Bolivia, and Ecuador. Another is aimed at developing educational materials for the teaching of the Armenian and Sinhalese tongues, which are used by some nine million persons in the Middle and Far East. Still another project started during the year calls for the development of two textbooks in the Chinese language, urgently needed by educators. The Cornell University Press has published a new dictionary of the Arabic language and an Indonesian-English dictionary.

The program of language and linguistics at Cornell is one of the largest and broadest to be found in any university. Instruction is given in 16 different tongues, including Russian and Old Russian, Burmese, Chinese, Czech, Dutch, French, German, Hindi, Indonesian,

Italian, Portuguese, Spanish, Old Bulgarian, Thai, and Annamese. In addition, the University is prepared to give instruction in a variety of tribal tongues and dialects; before a group of our social scientists departed for Africa last fall they received instruction on our campus in two Nigerian tribal tongues.

EXTRACURRICULAR AFFAIRS

Cornell's location far from a metropolitan center establishes for us a pattern of life that is rare among great universities. We are a residential institution, and from this fact we derive a cohesiveness and a concentration that make us, literally, a community—a condition that is an advantage for both faculty and students. We would miss, it is true, the cultural and educational benefits to be found in major population centers if it were not for our persistent efforts to import them to Ithaca. As it is, our calendar is busier and more significant than that of most metropolitan centers. The past year has been a good example.

Visiting lecturers included such noted individuals as Senator William J. Fulbright, chairman of the Senate Foreign Relations Committee; Raymond Aron, editor of *Le Figaro* and professor of sociology at the Sorbonne; Sir Hugh Taylor, president of the Woodrow Wilson National Fellowship Foundation; Robert Kenneth Carr, president of Oberlin College; Roy Harris Jenkins, Labor Member of the British Parliament; Patrick M. S. Blackett, British physicist and 1948 Nobel Prize winner; Abdul Khalah Hassouns, secretary-general of the League of Arab States; Fred Hoyle, professor at St. John's College, Cambridge, England; Margaret Chase Smith, United States Senator from Maine; David Butler, dean of Nuffield College,

Oxford University; William P. Rogers, former United States Attorney General; Professor Ray A. Lyttleton, cosmologist, Cambridge University; the Rev. Martin Luther King; Frank Stanton, president of the Columbia Broadcasting System; James Mitchell, former Secretary of Labor; Dexter Perkins, University Professor Emeritus, who returned to Cornell for two series of lectures; Sir Julian Huxley, professor emeritus of zoology at the University of London and former director general of UNESCO; and many others.

The procession of artists and musical organizations to Cornell was equally notable and played an important role in maintaining the cultural atmosphere of the campus. Among the musical organizations appearing here were the Rochester Philharmonic Orchestra, Cleveland Orchestra, Detroit Symphony Orchestra, Philadelphia Symphony Orchestra, Goldovsky Grand Opera Company, Bach Aria Group, Solisti di Zagreb chamber orchestra, Kroll Quartet, and Quartetto Italiano. Individual artists included Virgil Fox, organist of the Riverside Church, New York; George London, Metropolitan Opera baritone; Gina Bachauer, Greek pianist; Janos Starker, Hungarian-born cellist, and Ralph Kirkpatrick, harpsichordist. In addition to these, Miss Isobel Baillie, English concert artist and musicologist, was on campus as a visiting member of our music faculty for the year.

The year saw a large number of musical events involving our own students and faculty members. Attendance at the recitals and concerts featuring people of our own University community testified to the excellence of the programs, and was evidence of the strength of our own music department.

The Men's Glee Club visited the Soviet Union during the Christmas holiday. It was the first regularly organized musical group from an American university to have a formal concert tour inside Russia, and concerts in Moscow

and Leningrad were acclaimed by the Russian people. The Glee Club also visited London, at the invitation of Keith Falkner, formerly of the Cornell Music Department and now head of the Royal College of Music. The Glee Club sang at Westminster Abbey, the American Embassy, and elsewhere during the New Year's holiday, and was seen over the British Broadcasting Corporation's television network.

The Andrew Dickson White Museum of Art is going through a period of substantial growth and expansion. The Museum acquired a number of new works of importance, either through purchase or through the generosity of friends. A notable gift was that of Louis V. Keeler, '11, of Montclair, New Jersey, who presented to the Museum a collection of fifteen paintings. An interior wing has been remodeled providing archaeology work and office space. In the past year, the Museum has benefited from a sizable increase in the number of donors who have made financial gifts. A number of well-attended exhibits were held, reflecting increased interest throughout the Cornell community.

This is a sampling of the intellectual and cultural aspects of extracurricular affairs, but the activity and achievements were not limited to these. During the Presidential election campaign of 1960, partisans of both major candidates held meetings and rallies involving large segments of the University community. Students and faculty members examined many of the social, moral, and political problems which confront our world, in lectures, debates, round-table discussions, and meetings, on the radio and in the columns of newspapers and other publications. The active concern which the faculty and students showed regarding many current issues was clear evidence that neither group is confining itself to an outmoded "Ivory Tower" when issues must be faced and decisions must be reached. All of us are, instead, in

the midst of the world and its events, conscious of developments and, each in his own way, deeply involved in them.

IN CONCLUSION

The record of Cornell University is written by several thousand individuals, and my position as author of this cursory report should not obscure the fact that Cornell's achievements belong to those who make them possible.

During my decade of association with Cornell, I have seen, more clearly than any other fact, that the University is served by an extraordinarily able and dedicated community—faculty, trustees, students, alumni, and administrators. Responsible for its past, they are the guarantors of a future that I am confident will be bright.

DEANE W. MALOTT

PRESIDENT OF CORNELL UNIVERSITY

Ithaca, New York
June 1, 1961