

A Report to the
CORNELL ALUMNI
from
PRESIDENT
EDMUND EZRA DAY

1943 - 44

CORNELL UNIVERSITY OFFICIAL PUBLICATION

PUBLISHED BY CORNELL UNIVERSITY AT ITHACA, N. Y.

Monthly in September, October, and November
Semi-monthly, December to August inclusive

Volume 36 December 1, 1944 Number 8, Supplement

*[Entered as second-class matter, December 14, 1916, at the post office
at Ithaca, New York, under the act of August 24, 1912]*

A Report to the Cornell Alumni

ACCORDING to the Statutes of the University, the President is required each year to present a Report to the Board of Trustees, and each year since the University was founded the President has done what the Statutes told him to. This custom of making the President report annually to the governing board is common to most colleges and universities in our country, and is, I think, a wise one. It helps to keep the record straight.

On a more informal basis, the President here at Cornell has tried also to account for his stewardship to the Alumni, whose stake and whose interest in the way the University is run is considerable. This has been done in past years through talks at the annual convocation during Reunions, by periodical swings around the Alumni circuit, and in various other ways. I have never felt, however, that I have succeeded in giving Cornell Alumni as a whole the sort of accounting that they wanted, and I have come to the conclusion that each year I ought to send every alumnus a general report on the state of the University. In this report, I want to tell what happened at Cornell during the preceding academic year, and to give my personal slant on some of the major developments that have occurred. I hope that these annual statements will bring forth an increased volume of frank commentary by Cornellians the world over, who, I am happy to say, have never been particularly hesitant in expressing their views on the situation at Ithaca.

The Civilian Student Body

When the academic year opened on July 1, 1943, the most noticeable change on the campus scene was that which saw the transition from a student body that was predominantly civilian to one that was largely made up of Army and Navy trainees. Yet the University in no sense became an institution devoted exclusively to military programs. While the civilian population dropped off sharply at the conclusion of the year 1942-43, a substantial number of upperclassmen in certain scientific and specialized fields, pre-professional students, and men under eighteen years of age were, under Selective Service regulations, allowed to continue their studies.

In July, 1943, students in colleges and universities were eligible for occupational deferment under the provisions of a Selective Service directive which favorably affected Cornell students who were within two years of graduation and who were studying in the following fields: Agriculture, Bacteriology, Chemistry, Engineering, Mathematics, and Physics. Pre-medical, pre-dental, and pre-veterinary students were also eligible for deferment under this directive.

When the demand for men of combat age made it necessary for Selective Service Headquarters to call thousands of students hitherto deferred, a new directive was issued on February 15, 1944. This had the effect of cancelling occupational deferment for hundreds of Cornell students in the scientific and specialized fields, and restricted deferment to a limited number—fixed by quotas assigned through the War Manpower Commission—in Chemistry, Engineering, and Physics. Advanced pre-professional students and those who could graduate by July 1, 1944, in Agriculture, Bacteriology, Chemistry, Engineering, Mathematics, and Physics, remained eligible for deferment, whether or not they were included in the quotas. On April 4, 1944, the quotas were rescinded, and further deferments were restricted to (1) students hitherto deferred who could graduate by July 1, and (2) pre-professional students who could begin study at the professional level by that date. The effect of these developments in Selective Service policy was to bring about the withdrawal of large numbers of civilians at the end of the Fall Term in February 1944, and the withdrawal of many more shortly after the beginning of the Spring Term in March.

It is interesting to note that during the three-year period ending in June, 1944, over 4,000 undergraduates left the University, before they were able to complete the work for their degrees, in order to enter the Army, the Navy, the Marines, and the Coast Guard. When it is fully told, the story of Cornell students in this war will be a source of pride to Cornellians everywhere.

In part, the increasing withdrawals of men students during the year was compensated by the enrollment of entering students below draft age, and by an increase in women students. The total number of civilians enrolled in 1943-44 was 4380, a decrease of 2470 from the year preceding. The changes in enrollment over the past twelve years may be seen in the following table.

TABLE A. NUMBER OF STUDENTS ENROLLED BY COLLEGES AND SCHOOLS IN THE ACADEMIC YEARS 1932-33 TO 1943-44 INCLUSIVE

	<i>Entire University excluding duplicates</i>	<i>Arts & Sci.</i>	<i>Separate Colleges and Schools</i>								
			<i>Eng.</i>	<i>Arch.</i>	<i>Agr.</i>	<i>Home Econ.</i>	<i>Hotel</i>	<i>Vet.</i>	<i>Law</i>	<i>Med.</i>	<i>Grad.</i>
1932-33	6167	1944	935	172	964	444	188	175	118	254	1044
1933-34	5947	1894	860	162	1064	468	166	179	143	284	791
1934-35	5910	1823	827	161	1172	454	194	157	144	288	753
1935-36	6019	1825	812	151	1257	441	209	131	162	290	816
1936-37	6341	1883	938	135	1358	417	254	151	156	299	935
1937-38	6684	1980	1025	129	1513	449	271	154	149	289	955
1938-39	7055	1886	1145	136	1616	479	291	163	186	288	1050
1939-40	7174	1827	1269	140	1651	479	326	164	207	296	1000
1940-41	7315	1881	1384	147	1568	492	326	160	191	295	967
1941-42	7148	1894	1580	142	1458	512	319	157	162	314	722
1942-43	6850†	1815	1689	118	1214	529	251	199	68	309	596
1943-44	4380†	1355	821	67	460	649	70	41	49	42	612

†Civilian students only are included in the figures for these two years. There were 109 students registered in the School of Nursing in 1942-43, and 320 in 1943-44.

The Army and Navy Training Programs

Men in uniform have been a familiar part of the campus scene since the summer of 1941, when the Navy assigned a small number of student officers for training in Diesel Engineering at Cornell. Beginning July 1, 1942, the number was greatly increased when the Naval Training School was established and the enrollment of men in training as Deck, Diesel, and Steam Engineering officers was increased to more than 1000. The major change from a campus male population that was mainly civilian to one that was mainly military took place abruptly. When the academic year 1942-43 ended in late May, 1943, there were no uniforms among the undergraduates. On July 1, 1943, there were some 2500 Army and Navy trainees studying at Cornell in the academic program, in addition to the Navy student officers and a small group of Naval Aviation cadets.

Instruction in the Army Specialized Training Program was conducted in several different curricula, in terms of twelve weeks each, beginning on June 14, September 13, and December 13, 1943, and March 13, 1944. These curricula were the following: Basic, Basic Reserve, Area and Language, Personnel Psychology, Pre-Medical, Veterinary, Reserve Officers Training Corps, United States Military Academy Preparatory, and Medical.

The soldiers enrolled in the Basic program in many instances were without previous college experience, and they varied greatly with respect both to their aptitude for college work and their interest in it. The Basic Reserve group was made up of seventeen-year olds assigned for a comparatively brief period of training, and subject to induction at the end of the term in which the eighteenth birthday occurred. The Area and Language group, assigned here for special instruction in Czech, German, Italian, Russian, and Chinese, were, on the whole, older than the Basic students, and their performance was exceptionally satisfactory both to the University and to the Army. The trainees in Personnel Psychology were sent to Cornell for instruction designed to fit them for work in classification and related personnel duties. The professional and pre-professional contingents (pre-medical and veterinary at Ithaca; medical at New York) were headed for the special services required by the Army in their several fields.

The United States Military Academy Preparatory program was conducted for congressional and presidential appointees who were studying for entrance examinations at West Point. Of all the Army programs this was the only one which was not conducted at the college level, but was designed rather as an intensive preparation for the West Point tests.

In addition to Army contingents identified above, more than 200 men who, as juniors at Cornell during the preceding year, had been in the Reserve Officers Training Corps, were returned to the University for several weeks

while waiting assignment to Officer Candidate School. These Cornellians were enrolled in the regular courses which they were following at the time they were called to active duty. When the R.O.T.C. unit at Cornell was called to active duty in the spring of 1943, approximately 350 Cornell seniors and juniors were involved. Every one of these men eventually had the opportunity of going to Officer Candidate School, and their record, according to information received up to the present time, has been impressive. Of 145 seniors, 135 (or slightly over 94%) are known definitely to have been successful in winning their commissions. Complete data on the men who were called out as juniors have not been received, but we have word on most of them, and there is every indication that their percentage of successful officer candidates will be equally high.

When the Army Specialized Training Program went into effect in June 1943, there was no indication that a radical change would be made during the course of the ensuing year. The difficult problems of housing and feeding, providing additional staff for instruction, and making adjustments to the special Army terms of twelve weeks (the regular University term is sixteen weeks in length) were met by a conscientious effort on the part of the Faculty and the administrative staff.

The pressure for men in combat service caused a sharp reduction in the Army contingents in the winter of 1944. On February 19 the War Department sent a telegram to the University which gave formal notice of a curtailment that had the effect of eliminating the large Basic group, as well as a part of the Area and Language Program. When the next term began on March 13, the Army Specialized Training Program was some seventy-five per cent of its former strength. On June 12, 1944, the entire Army group was made up of Basic Reserves (seventeen-year old trainees), the relatively small Chinese Area and Language contingent, and the pre-medical trainees.

TABLE B. REGISTRATION IN THE ARMY SPECIALIZED TRAINING PROGRAM DURING 1943-44

	<i>June 13,</i> 1943	<i>Sept. 13,</i> 1943	<i>Dec. 13,</i> 1943	<i>March 13,</i> 1944	<i>June 12,</i> 1944
Basic Reserve.....	...	399	222	614	216
Basic.....	224	296	419	...	...
Czech.....	20	18	17	...	...
German.....	50	136	128	39	...
Italian.....	51	133	128	...	...
Russian.....	8	94	93	60	...
Chinese.....	...	34	63	45	43
Personnel Psychology.....	151	144	...	...	...
Pre-Medical.....	8	78	75	76	61
Veterinary.....	135	128	136	...	...
ROTC.....	...	209	...	...	...
USMAP.....	...	55	289	374	...
Medical.....	208	208	160	160	...
Totals.....	855	1932	1730	1368	320

During 1943-44, the Navy continued to operate the special training programs for officers in both the deck and the engineering divisions. The deck program, with a normal enrollment of approximately 800, was gradually curtailed, the final class of deck officers graduating on May 1, 1944. This loss was made up by the selection of Cornell for a midshipmen's school, and the first contingent of 200 midshipmen arrived on March 1, 1944. Additional contingents of 200 arrived on the first of each month thereafter, until the school reached its normal enrollment of 900.

The Navy V-12 program, conducted for apprentice seamen and marine privates in three prescribed college curricula, represented an entirely new development. Unlike the trainees in the officers' and midshipmen's programs, the V-12 trainees were of college age, were instructed by members of the University Faculty, followed a calendar which coincided with the regular University calendar, and in many instances attended the same classes as civilians.

On July 1, 1943, 1648 V-12 men—including 300 marines—arrived on the campus to study in the Basic, Engineering, and Pre-medical curricula. On the whole, the operation of the V-12 has proceeded smoothly and there have been no major changes in the program since its inception.

Instruction of the Naval Training Cadets in ground school and primary flight instruction was conducted in cooperation with the Ithaca Flying Service. This twelve weeks' course carried an approximate enrollment of 100 cadets. As the Navy filled its quota of aviators, all schools of this type were gradually closed, and instruction of this type at Cornell was scheduled to close during the summer of 1944.

REGISTRATION IN THE NAVY COLLEGE TRAINING PROGRAM V-12 DURING 1943-44

	<i>Summer Term</i>	<i>Fall Term</i>	<i>Spring Term</i>
Navy Basic.....	295	373	323
Navy Engineering.....	899	998	999
Navy Pre-Med.....	154	89	68
Marine Basic.....	110	106	81
Marine Engineering.....	190	116	91
Totals.....	1648	1682	1562
There were 108 Navy men in the Medical College.			

In addition to the Army and Navy courses already described, the University has participated since 1940 in an emergency extension program in engineering designed to train large numbers of skilled workers for war industry. The Engineering, Science, Management War Training Program, conducted by the College of Engineering and sponsored by the U. S. Office of Education, gave instruction during 1943-44 to war workers in eleven important industrial centers. A total of over 6171 students from cooperating companies were enrolled in the fourth year of this highly successful undertaking.

The Accelerated Program of Instruction

Since 1942, the University has offered instruction on a year-around basis. The establishment of the V-12 program in July, 1943, made it necessary to adopt a calendar carrying three terms of sixteen weeks each, beginning on or about July 1, November 1, and March 1.

For all of its recognized disadvantages, the accelerated program of instruction has been accepted as a wartime measure essential for speeding the training of men and women who must take their places in the armed forces and industry as soon as possible. The educational outcomes of a schedule calling for the completion in two and two-thirds years of a curriculum that requires four years in normal times are, to say the least, open to question. The stresses on staff and students alike have been trying, but they have been met with excellent spirit, and the willingness with which members of the Faculty and undergraduates have carried their greatly increased burdens has given continuing satisfaction to the administration.

The question of carrying the accelerated calendar into the postwar period is being carefully weighed. It is likely that many of the returning service men will want to complete their studies in something less than the four-year period normally required in most divisions of the University. This need will be met. It seems important, however, that adjustments be made to provide for students who prefer the regular schedule of two instead of three terms a year. At the present time, it appears almost certain that ultimately we shall return to an unaccelerated program as the standard basis of instruction. For a time, and in some branches of work perhaps for a long time, we shall probably have to offer special facilities for summer study to veterans and others who need to accelerate their education.

New Curricula

Four new curricula, additions to the long-range educational program of the University, came into prominence during the past year. These were the School of Business and Public Administration, the five-year curriculum planned for all divisions of the College of Engineering, the New York State School of Industrial and Labor Relations, and the Intensive Study of Modern Russian Civilization.

The establishment of the School of Business and Public Administration was recommended by the University Faculty and approved by the Board of Trustees in 1941. The entry of the United States into the war shortly thereafter made it impractical to move ahead immediately with the organization of the new division. In the spring of 1944, however, the important role that the School would play in the University's postwar educational program was the subject of further discussion by the Board, and plans for curriculum and administration began to take shape.

The School of Business and Public Administration is being undertaken in recognition of the fact that the growing complexity of the modern industrial world and the increasing role of government in the economic system have created a pressing need for men trained in both business and government. The purpose of the School is to supply the basic preparation for leadership in private enterprise and public affairs.

According to the recommendations under which the School was established, three years in an undergraduate division of Cornell, or in another accredited institution, will be required for admission to the course in Business and Public Administration. In addition to the work required for admission, the curriculum of the School will cover two years more. All students in Business and Public Administration may qualify for a Bachelor's degree during the fourth year of college. Students may qualify for a Master's degree at the end of the fifth year.

The five-year curriculum in Engineering, approved by the Board of Trustees in June, 1944, is the result of a long study by the Faculty of that College. The program will go into effect with the first class of students entering the University as freshmen after the war. Five years instead of four will be required for a bachelor's degree in all branches of Engineering. The Schools of Civil, Electrical, and Mechanical Engineering are affected by the change. The School of Chemical Engineering has been on a five-year basis since 1938.

The new Engineering curriculum will combine most of the material formerly included in the five-year courses in Administrative Engineering with the courses given in the four major branches of engineering study. It will provide a substantial proportion of non-technical work to be taken during the five years, and designed to give the prospective engineer the broad training required for leadership in his profession.

The third project involved an important, perhaps somewhat daring, extension of the University's work into a field marked by wide controversy. The idea of a School of Industrial and Labor Relations did not originate with any one directly connected with Cornell. It came from the Joint Legislative Committee on Industrial and Labor Conditions, created by concurrent resolution of the Senate and Assembly of the State in March, 1938. This Committee, under the leadership of Assemblyman Irving M. Ives, over the past five or six years has done outstanding work in dealing with the legislative and administrative program of New York State in the field of industrial and labor relations. The Committee has come to feel strongly that the continuous improvement of relationships between management and labor in the industrial field is dependent upon increased understanding among the parties engaged in industrial enterprise. As early as 1942 the Committee formally recommended that a School of Industrial and Labor Relations be established by the State. It was not until the legislative session of 1944, however, that formal action was taken. A law was then passed establishing the School and locating it at Cornell University.

It is my considered opinion that the new school has immense possibilities. Concrete plans with respect to the structure and activities of the School are now being developed by a Board of Temporary Trustees which will make formal report to the next State Legislature. The School will assume teaching, informational, and research functions, and will offer a diversified instructional program both in extension and in residence. It is expected that men seeking to service the interests of both management and labor will, through the operations of the School, come to understand better the reciprocal rights and obligations of both sides of the industrial partnership. There is nothing in the contemplated framework of the School that suggests that the enterprise will be dominated either by management or by organized labor.

The Intensive Study of Modern Russian Civilization was not merely a new development in the University's educational offering: it was the center of a highly provocative controversy. As a matter of fact, the issues involved in the controversy appear at the moment somewhat more important than the course of study itself. For that reason, the Intensive Study of Modern Russian Civilization will be taken up in connection with the series of attacks to which the University was subjected during the year.

The University Under Fire

The year 1943-44 would have witnessed in normal times the celebration of the University's seventy-fifth anniversary. While there was no formal observance in the usual sense, there were certain developments which were strongly reminiscent of our earliest years and which gave excellent opportunity for the University to be reminded of the high purpose in which Cornell was founded.

As every good Cornellian knows, in 1868-69 (and, for that matter, quite a while afterward), Cornell was repeatedly attacked by unfriendly interests dominated either by fear of the then new broad and liberal philosophy of education in the young institution, or simply by jealousy. In 1943-44, the University was under fire again, and the character of the attacks bore a marked similarity to those of seventy-five years ago. Three phases of the University's program received special attention from powerful and highly vocal attacking forces. These were (1) the Russian Area and Language curriculum of the Army Specialized Training Program, (2) the civilian program of Intensive Study of Contemporary Russian Civilization, and (3) the proposed series of lectures on Civil Liberties.

The Area and Language Program was established to train soldiers for specialists' assignments requiring a working knowledge of modern Russia and its language. It was undertaken at the request of the Army; its purpose and its program were fully understood and approved without reservation by consulting Army authorities. The job at hand was not simple. It is a well-known fact that the Russians, during the past twenty-five years, have

not welcomed in their country visitors who were unsympathetic to the post-Revolutionary Government. The Russian language could be taught by instructors indifferent or antagonistic to modern Russia. The Area work, however, had to be taught by men who had seen at firsthand the operation of modern Russia's political and economic system. They were carefully selected for professional competence as objective teachers. There was no provision for latitude in the instructional program to permit indoctrination. A clear understanding on this point was established at the outset, and was successfully maintained throughout.

Nevertheless, a virulent attack was launched on the University in connection with the Area and Language program during the fall and early winter. This attack originated with a New York paper, affiliated with a national newspaper chain, and received wide circulation. The charges were that men with records as Russian sympathizers were employed to give instruction to Army men at Cornell, and that they were using their positions here to spread their political and economic views among Army personnel. Investigations by Army authorities and by a sub-committee of the Congressional Committee on Military Affairs produced no adverse reports, and no evidence to substantiate the charges of Communistic indoctrination. The program continued to its scheduled termination at the end of the year, and was one of the most successfully conducted of the special assignments given the University by the armed forces.

The second project that came under attack was related to the first, and the charges were less sensational and attracted perhaps less attention only because the students supposedly affected were civilians instead of soldiers. During the summer terms of 1943 and 1944, a comprehensive program of instruction was offered by the University on Contemporary Russian Civilization. With the assistance of a group of distinguished scholars who were brought to the University for the purpose, all phases of post-Revolutionary developments in Russia were made the subject of sustained study. Five courses, running through the entire term, were devoted to Russian history, to the government and diplomacy, to the social customs and institutions, to the economics, to the literature and cultural output of Russia, especially for the period since 1917. These five courses were supplemented by a series of weekly seminars dealing with more specialized aspects of Russian life, such as the drama, music, medical science, public health, education, and jurisprudence. Every effort was made to neglect no important phase of the present life of the Russian people. Staff members represented widely divergent views of recent Russian developments. Some were men who had repeatedly visited Russia since the revolution and were known to be sympathetic toward the present regime. Others were frankly critical of many of the most significant developments of the post-Revolutionary period. All, however, were bent on the purpose of getting a more adequate understanding of contemporary Russian civilization. Back of the entire program lay the

idea that it is of the utmost importance that America come to see Russia clearly and accurately—this with a view to breaking through the widely held assumption that the world is no longer big enough to accommodate in peace a great Russia and a great United States of America. In short, the program was an effort to implement a fundamental faith that knowledge is a better bet than ignorance, however deep seated may be the elements of controversy.

The third activity which became the subject of controversy, almost as soon as it was announced, was a series of five public lectures scheduled to be given in the early fall of 1944. The subject of the proposed lectures was Civil Liberty. Two of the lectures were to be given by distinguished members of the University Faculty. One was to be given by a widely known scholar in the field of political science, now attached to an influential newspaper. The other two were to be given by the Chairman of the Federal Communications Commission and the Attorney General of the United States. The five speakers were chosen for one or the other of two reasons: either they were well known scholars who had given convincing evidence of sustained and scholarly interest in the subject of civil liberties, or they were men who are related in a highly responsible way to the government's interpretation of civil liberties in these difficult years of war time regulations and restrictions. The basic intent of the whole series was to throw light upon the adaptations of our traditional concepts of civil liberty in the light of the dislocations and complexities of modern urban industrialized society.

I believe that the University has come through the recent attacks stronger than before. Under the external pressures which were exerted, the Board of Trustees and the Faculty showed unyielding courage in their defense of the University's right "to give instruction in any study." There is no question but that this business of being under fire created a sense of unity and an independence of spirit that would have had warm approval from those early-day Cornellians who had to fight much the same sort of battle in their time. I hardly need add that while these experiences were rather rough on those of us here in Ithaca, undoubtedly they would have been considerably rougher if it had not been for the staunch support that we received not only from the Trustees and from the officers of the Alumni Association, but from those loyal Alumni who were quick to sense the fact that the University's integrity and independence was being subjected to gratuitous and irresponsible attack. The personal messages of approval that they sent to us from all parts of the country, and from Army and Navy posts abroad, were even more gratifying than the many laudatory editorials which were written about our stand in both conservative and liberal newspapers.

The University did not celebrate its seventy-fifth anniversary by backing down in the face of criticism. Nor, for that matter, did it observe this important year by being used as a sounding board for communists, conserva-

tives, labor, capital, or any other special interest. The University did the job for which it was designed, and the response of Cornellians and non-Cornellians alike adds to our conviction that the job was done well.

Changes in Plant

I have said earlier in this report that the operation of the Army and Navy Training Programs has brought about the most noticeable change in our undergraduate personnel. The Army and Navy were responsible, too, for almost all of the changes that occurred in the University's buildings. They not only put some of our existing buildings to uses hitherto undreamed of, but they were also responsible for the building of certain temporary structures which are harshly utilitarian in purpose, and which are more notable for function than for beauty of architectural line.

When the Naval Training School was established in July, 1942, a Mess Hall for the Navy was built in the area just north of the Psi Upsilon and Sigma Phi fraternities. It was designed to accommodate 1,000 men. When it became known that the enrollment in the Naval Training School was to be raised from 1,000 to more than 2,600, construction was started on an addition that would make possible the feeding of the enlarged group. The Navy Mess Hall is by far the biggest of the temporary buildings on the campus.

Two other buildings which have been put up for the Navy are somewhat smaller than the Mess Hall, but occupy a considerably more prominent position. The Diesel Laboratory, the main building of which was completed in 1943, is just east of Central Avenue on Sage Green. It covers that part of the Green which was occupied by the infield and part of right field on the informal baseball diamond that has for several years past been used for intramural games. To the east of the Diesel Laboratory there has been constructed a Navy Gun Shed. Like the other temporary buildings on the campus, it is long, low, and wooden. It occupies most of what used to be left and center field.

The need for instructional facilities on the part of the Army was met in part by Barton Hall, which has housed the Department of Military Science and Tactics for the past twenty-seven years. The need for an Army Mess Hall was, however, a critical matter. When the Army Specialized Training Program was initiated on June 14, 1943, the cafeteria in Willard Straight Hall was taken over for the Army Mess, and a temporary structure was built over the adjoining terrace to provide additional space for the Army trainees.

A major problem in connection with the Army and the Navy Programs has been that of providing adequate housing. Even after the University dormitories for men had been converted to Navy use, there remained a large number of trainees to be provided with quarters. Sheldon Court, a privately owned dormitory in College Town, was taken over on lease for the housing of Army trainees. In addition, leases were arranged with some

thirty-one fraternities for the use of their properties during the emergency. The amount of the rental in each case was based on the value of the building as determined by the insurance which the owner carried. Contracts called for the payment of taxes by the lessee, and, making allowance for normal wear and tear, for the return of buildings in the condition in which they were received.

Fraternity properties were used for quartering members of the armed forces during the first World War, and there was some dissatisfaction later about the rehabilitation of the houses after they had been subjected to occupancy by men who wore hob-nailed shoes and apparently lived rather strenuous lives, indoors as well as outdoors. Our experience to date gives every reason to believe that the present arrangements will eliminate any just cause for complaint. Buildings are inspected thoroughly before they are rented, and after leases have been terminated. In ten instances to date where termination has been made necessary through shifts of military personnel, the owners have expressed themselves as fully satisfied with the settlements that were made.

A total of 2161 Army and Navy men were being housed in fraternities at the end of the year. On the whole, the problem of providing quarters for Army and Navy trainees has been handled as well as circumstances permit. The experience of the past year or two, however, has brought home forcefully the need to plan for the housing of civilian students after the war, and has graphically illustrated the urgency for the construction of additional University dormitories for men on a broad scale as soon as conditions will permit.

In addition to building a number of dormitories to house those men undergraduates who do not live in fraternities and who have hitherto had to find quarters in rooming houses, the University is committed to certain other construction projects early in the postwar period. These include a new women's dormitory to replace Sage College, a barn to house bulls used in the highly important artificial insemination project, and an administration building.

Financial Outcomes

The University's financial operations during the war years are affected by a number of adverse factors. The sharp reduction of the civilian student body has produced an abrupt drop in the income from tuition payments. The return on pooled investment funds continues at a progressively lower rate. The large scale Army and Navy Training Programs during 1943-44 made it possible to have a satisfactory financial outcome, but the elimination of a substantial part of the Army Program makes it unlikely that we shall be able to avoid a deficit in the ensuing year.

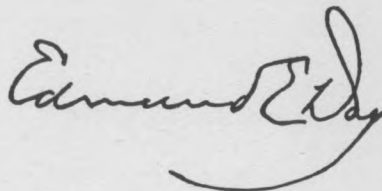
When the books were closed on June 30, they showed an operating surplus of \$16,980.19 for the endowed colleges at Ithaca, after appropriate reserves had been established. Similarly, the Medical College showed an

operating surplus of \$5,976.03. The average return on endowment funds was 4.06 per cent, a drop of .07 per cent from the rate during 1942-43. Gifts to the University totaled \$1,928,933.40, as compared with \$1,139,846.05 during the year preceding.

Even in a factual report of this sort, I cannot summarize the results of the year's financial operations without expressing, on behalf of the University, heartfelt appreciation for the work that went into the Alumni Fund. Although the Fund in 1942-43 had broken all previous records up to that year, it went even higher in 1943-44, and reached a total of \$187,264.55.

The intelligence and the enthusiasm which was brought to bear on the job at hand by Edward E. Goodwillie, President of the Fund, and by his many fellow workers, was in large measure responsible for making the University's financial year a successful one. We already have reason to believe that Mr. Goodwillie's successor, Matthew Carey, will enjoy a year in which the accomplishments of the Fund are equally distinguished.

The splendid leadership which the Fund is having these days would account for little, however, were it not for the selfless devotion to Cornell that characterizes those loyal Alumni who give what they can each year. It is this spirit of giving, this desire to participate in Cornell's work, that binds Cornell and her sons and daughters together, and helps to make the University great.

A handwritten signature in cursive script, reading "Edmund Ezra Day". The signature is fluid and elegant, with a long, sweeping underline that extends to the right.

President