

CORNELL UNIVERSITY

ANNUAL REPORT

OF PRESIDENT

EDMUND EZRA DAY

FOR THE YEAR

1943-44

With Appendices containing a Summary of
Financial Operations and Reports of
the Deans and other Officers

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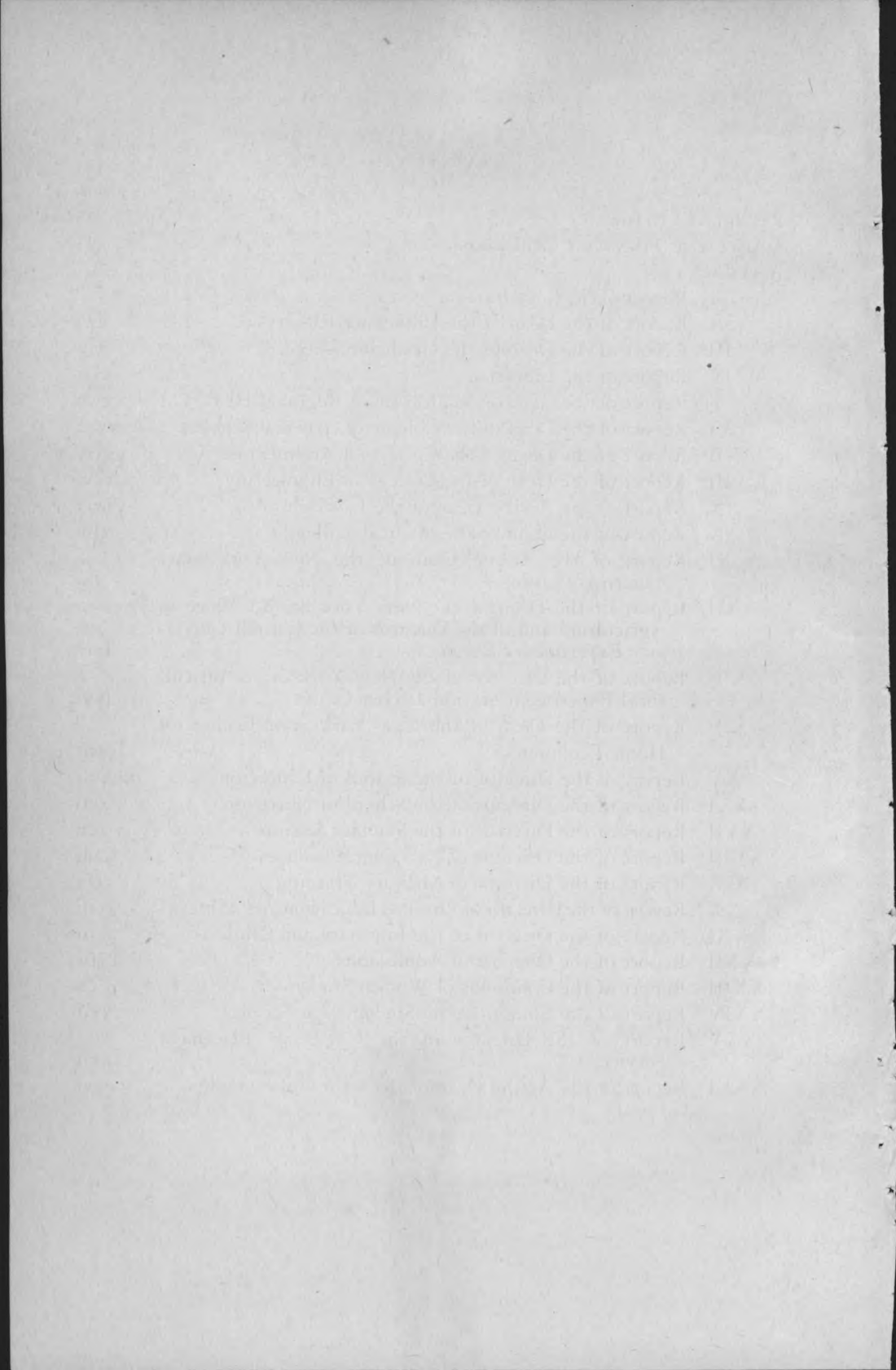
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REPORT OF THE PRESIDENT

1943-1944

To the Board of Trustees of Cornell University:

I have the honor to present the following report for the academic year 1943-44, the seventh year of the present administration. Reports of the deans, the directors, and the heads of independent divisions may be found in the appendices. These describe in detail the operations of the several divisions of the University, and are commended to your attention. The complete financial report of the Treasurer has been sent to you separately.

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

PRESIDENT'S REPORT

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 number of degrees granted in 1943-44 was 1211, a decrease of 173 from the year preceding. Full details for the separate colleges and schools for the past twelve years are given in Table B.

TABLE B. NUMBER OF DEGREES GRANTED BY COLLEGES AND SCHOOLS IN THE ACADEMIC YEARS 1932-33 TO 1943-44 INCLUSIVE

| | Entire University | Arts & Sci. | Separate Colleges and Schools | | | | | | | | |
|---------|----------------------|----------------|-------------------------------|-------|------|---------------|-------|------|-----|------|------|
| | | | Eng. | Arch. | Agr. | Home Econ. | Hotel | Vet. | Law | Med. | Grad |
| 1932-33 | 1342 | 405 | 160 | 24 | 135 | 88 | 39 | 24 | 41 | 55 | 371 |
| 1933-34 | 1384 | 429 | 181 | 19 | 179 | 90 | 40 | 44 | 43 | 56 | 303 |
| 1934-35 | 1393 | 408 | 181 | 24 | 202 | 109 | 35 | 56 | 35 | 64 | 279 |
| 1935-36 | 1439 | 412 | 179 | 31 | 202 | 111 | 29 | 23 | 51 | 64 | 337 |
| 1936-37 | 1379 | 370 | 152 | 25 | 177 | 106 | 30 | 35 | 42 | 71 | 371 |
| 1937-38 | 1446 | 383 | 156 | 24 | 237 | 89 | 43 | 31 | 49 | 66 | 368 |
| 1938-39 | 1493 | 404 | 148 | 25 | 254 | 87 | 49 | 40 | 53 | 63 | 371 |
| 1939-40 | 1581 | 441 | 158 | 14 | 268 | 104 | 44 | 43 | 55 | 70 | 384 |
| 1940-41 | 1647 | 411 | 185 | 15 | 287 | 121 | 71 | 38 | 52 | 63 | 404 |
| 1941-42 | 1439 | 349 | 217 | 17 | 240 | 104 | 48 | 43 | 59 | 75 | 287 |
| 1942-43 | 1384* | 360 | 204 | 18 | 201 | 107 | 53 | 37 | 28 | 75 | 291 |
| 1943-44 | 1211 | 285 | 287 | 12 | 86 | 129 | 9 | 79 | 17 | 75 | 213 |

*Includes 19 degrees granted in the School of Nursing.

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

| | June 13, 1943 | Sept. 13, 1943 | Dec. 13, 1943 | March 13, 1944 | June 12, 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 program 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. | | | |

THE ESMWT PROGRAM

The Engineering, Science, and Management War Training Program, conducted by the College of Engineering and sponsored by the United States Office of Education, continued in 1943-44 its significant achievement in the field of extension instruction. In this fourth year of operation, the ESMWT Program maintained courses at eleven centers of war industry, and enrolled 5765 students from cooperating companies. More than 22,000 persons have been trained in this emergency offering in engineering since it was first undertaken in 1940.

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 curriculum will provide a substantial proportion of non-technical work to be taken during the five years, and is 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.

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.

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, conservatives, 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

The construction of a Navy Gun Shed, on Sage Green, was the only substantial building project undertaken on the campus during the year. This temporary structure, together with the Navy Mess Hall and the Diesel Laboratory completed earlier, rounds out the emergency facilities that are required to service adequately the needs of the Naval Training School under its present operating program.

The Board of Trustees considered and gave approval to the construction of three important buildings as soon as conditions permit. A dormitory for women and an administration building are to be erected, in the area adjoining Balch Halls and on East Avenue respectively. A fireproof barn to house blooded bulls used in the highly important artificial insemination project will be built on the Judd Falls Road.

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.

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.

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.

TABLE D. GIFTS TO THE UNIVERSITY, 1943-44

| | |
|---|----------------|
| Student Aid | |
| Ithaca..... | \$ 11,130.39 |
| Medical College..... | 16,742.60 |
| Restricted Purposes—Misc. | |
| Ithaca..... | 28,538.32 |
| Medical College..... | 2,800.00 |
| Investigatorships | |
| Ithaca..... | 204,482.09 |
| Research and Departmental Development | |
| Ithaca..... | 46,625.00 |
| Medical College..... | 198,257.11 |
| Unrestricted Purposes | |
| Ithaca..... | 201,804.28 |
| Endowments—Income Restricted | |
| Ithaca..... | 361,719.62 |
| Medical College..... | 467,095.51 |
| Endowments—Income Unrestricted | |
| Ithaca..... | 26,432.57 |
| Non-Endowment Funds—Income Restricted | |
| Ithaca..... | 260,518.12 |
| Non-Endowment Funds—Income Unrestricted | |
| Ithaca..... | 55,000.00 |
| Gifts other than cash | |
| Ithaca..... | 47,787.79 |
| Total | |
| Ithaca..... | 1,711,133.69 |
| Medical College..... | 217,799.71 |
| Grand Total for year..... | \$1,928,933.40 |

The largest single donations made during the year were the following:

| | |
|----------------------------------|--------------|
| Candace C. Stimson Estate..... | \$466,767.35 |
| Statler Foundation..... | 150,000.00 |
| John C. McMullen Estate..... | 128,266.15 |
| E. P. Earle Estate..... | 50,000.00 |
| Allen S. Olmstead Estate..... | 50,000.00 |
| Anonymous..... | 47,173.50 |
| Consolidated Edison Company..... | 38,641.22 |
| Aviation Corporation..... | 37,500.00 |
| Carrier, Willis H..... | 35,093.89 |

The annual unrestricted gift of the Alumni through the Alumni Fund was the largest in the history of the Fund; \$187,264.55 was made available in 1943-44 toward the operating expenses of the University, as compared with \$185,131.90 during 1942-43. The heartfelt gratitude of the administration goes both to the leaders of the Fund and to the loyal Cornellians whose generosity has made possible this excellent showing.

It is a sad duty to report the following deaths in the course of the year: William F. Pratt, former State Grange Representative on the Board of Trustees, on April 18, 1944 in Batavia, New York; the Honorable Thomas William Wallace, Lieutenant Governor of the State of New York and by virtue of that office a Trustee of the University, on July 17, 1943 in Schenectady, New York; Horace White, Trustee of Cornell University and former Governor of New York, on November 27, 1943 in New York City.

Trustee Whitman resigned as Chairman of the Committee on Buildings and Grounds.

G. Watts Cunningham resigned as Faculty Representative on the Board of Trustees upon assumption of his duties as Dean of the Graduate School.

Harold M. Stanley continued to serve on the Board as the representative of the New York State Grange.

Alice Blinn was elected trustee and Paul A. Schoellkopf was re-elected trustee by the Alumni of the University, each for a term of five years.

Richard Bradfield was elected Faculty Representative on the Board of Trustees for a five-year term, and Robert E. Cushman was elected to fill the unexpired term of G. W. Cunningham.

The Board elected the following members to its committees: (re-election indicated by *)

Executive Committee:

*Frank E. Gannett, chairman

Committee on Buildings and Grounds:

Thomas I. S. Boak, chairman

Audit Committee:

Harry Stutz, chairman

*Tell Berna

Willis H. Carrier (to succeed Mr. Carey)

Matthew Carey

Committee on Board Membership:

Albert R. Mann

The Board elected the following members to college councils.

Medical College Council:

*Neal D. Becker

Council of the Cornell University-N. Y. Hospital School of Nursing:

Neal D. Becker

The Board elected the following member to an administrative board:

Board of Governors of Willard Straight Hall:

*Tell Berna

The stockholders of the Cornell Research Foundation elected A. R. Mann, Jervis Langdon, R. E. Treman, the President, the Chairman of the Board, and the Treasurer as directors for one year.

The Trustee-Faculty Committee on Research was honorably discharged.

CHANGES IN UNIVERSITY FACULTY

It is the sad duty of the Administration to report the following deaths in the course of the year:

Carl Edwin Ladd, Dean of the New York State College of Agriculture, near Freeville, New York, on July 23, 1943.

John Hall Barron, Extension Professor of Field Crops, Emeritus, in Dansville, New York, on August 10, 1943.

Earl Alvah Flansburgh, Professor in Extension Service, in Ithaca, New York, on August 30, 1943.

Robert Anthony Hatcher, Professor of Pharmacology, Emeritus, in Flushing, New York, on April 1, 1944.

Robert Byron Hinman, Professor of Animal Husbandry, retired, in Ithaca, New York, July 25, 1943.

Elmer Seth Savage, Professor of Animal Husbandry, in New York City, on November 22, 1943.

Claude Marc Pendleton, Assistant Professor of Civil Engineering, in Ithaca, New York, on August 22, 1943.

During the year the following eight members of the University Faculty retired on account of age and were given emeritus appointments, all effective July 1, 1944, except as otherwise noted:

Bristow Adams, Professor in Extension Service.

Calvin Dodge Albert, Professor of Machine Design.

Fred Asa Barnes, Professor of Railroad Engineering.

James Adrian Bizzell, Professor of Soil Technology.

Julian Pleasant Bretz, Professor of American History.

Theodore Hildreth Eaton, Professor of Rural Education.

Dwight Sanderson, Professor of Rural Sociology (effective October 16, 1943).

Charles Van Patten Young, Professor of Physical Education.

Clyde Hadley Myers, Professor of Plant Breeding, retired March 7, 1944, because of illness and was made Professor of Plant Breeding Emeritus.

The following resignations were presented and accepted during 1943-44:

J. E. Butterworth, Director of the School of Education (continues on staff as Professor of Rural Education).

James Lynah, Director of Physical Education.

L. C. Petry, Director of the Summer Session (assumes Directorship of Veterans Education).

Lucile Petry, Dean of the School of Nursing and Professor of Nursing.

R. W. Agar, Professor of Electrical Engineering.

E. K. Brown, Professor of English.

J. R. Carty, Professor of Radiology.

William Dock, Professor of Pathology.

C. H. Guise, Professor of Personnel Administration (elected Professor of Forestry).

E. S. Harrison, Professor of Animal Husbandry.

W. A. Lewis, Professor of Electrical Engineering.

A. B. Recknagel, Professor of Forest Management and Utilization.

(Retired from State, resigned from University.)

W. F. Lamoreux, Associate Professor of Poultry Husbandry.

G. L. McNew, Associate Professor of Plant Pathology.

D. L. Collins, Assistant Professor of Economic Entomology.

Helen Daum, Assistant Professor of Nursing.

Linnea C. Dennett, Extension Assistant Professor of Home Economics.

J. A. Evans, Extension Assistant Professor of Economic Entomology.

V. L. Frampton, Assistant Professor of Plant Pathology.

Grace Henderson, Assistant Professor of Educational Leadership.

E. M. Hildebrand, Assistant Professor of Plant Pathology.

F. A. Lee, Assistant Professor of Chemistry.

J. C. Marquardt, Assistant Professor of Chemistry.

C. W. Merriam, Assistant Professor of Geology.

G. B. Mider, Assistant Professor of Pathology.

Margery Overholser, Assistant Professor of Nursing (re-appointed as an Associate Professor).

J. F. Randolph, Assistant Professor of Mathematics.

J. M. Sitton, Assistant Professor of Architecture.

H. C. Taylor, Assistant Professor of Clinical Obstetrics and Gynecology.

W. T. Thomson, Assistant Professor of Mechanical Engineering.

P. A. Underwood, Assistant Professor of Fine Arts.

E. A. Undine, Assistant Professor of Home Economics.

C. H. Warner, Jr., Assistant Professor of Architecture.

G. Dorothy Williams, Extension Assistant Professor of Home Economics.

S. B. Wortis, Assistant Professor of Clinical Medicine.

M. W. Yale, Assistant Professor of Bacteriology.

APPOINTMENTS AND PROMOTIONS

University Administration:

A. S. Adams, Provost of the University.

H. A. Anderson, Director of the School of Education.

G. W. Cunningham, Dean of the Graduate School.

- L. A. Emerson, Assistant Dean of the College of Engineering.
- M. C. Fincher, Acting Dean of the New York State Veterinary College.
- A. W. Gibson, Acting Counselor of Men Students.
- R. J. Kane, Director of the Department of Physical Education and Athletics.
- H. J. Loberg, Assistant to the Dean of the College of Engineering.
- W. I. Myers, Dean of the New York State College of Agriculture.
- L. C. Petry, Director of Veterans Education.
- Sherman Peer, Provost pro tem.
- G. H. Sabine, Vice-president of the University.

College of Arts and Sciences:

- R. W. Church, Professor of Philosophy.
- P. W. Gates, Professor of History.
- Helen T. Gilroy, Acting Professor of Physics.
- B. W. Jones, Professor of Mathematics.
- C. P. Nettels, Professor of American History.
- L. H. Gordon, Acting Associate Professor of Romance Languages.
- W. T. Miller, Associate Professor of Chemistry.
- J. G. Moorhead, Acting Associate Professor of Physics.
- R. L. Sharp, Associate Professor of Sociology and Anthropology.
- F. H. R. Solmsen, Associate Professor of Classics.
- D. H. Tomboulion, Associate Professor of Physics.
- A. T. Blomquist, Assistant Professor of Chemistry.
- Mario Einaudi, Acting Assistant Professor of Government.
- D. M. Ellis, Acting Assistant Professor of History.
- R. P. Feynman, Assistant Professor of Physics.
- J. M. Jauch, Acting Assistant Professor of Physics.
- Henry Taube, Assistant Professor of Chemistry.
- Theodore Thayer, Acting Assistant Professor of History and Geography.
- Robert Torrens, Acting Assistant Professor of Romance Languages.
- G. L. Walker, Acting Assistant Professor of Mathematics.
- M. E. Webster, Acting Assistant Professor of History.
- W. A. Wimsatt, Assistant Professor of Zoology.

College of Architecture:

- A. H. Detweiler, Associate Professor of Architecture.
- T. W. Mackesy, Associate Professor of Architecture.
- N. D. Daley, Assistant Professor of Architecture.

College of Engineering:

- J. O. Jeffrey, Professor of Engineering Materials.
- J. R. Moynihan, Professor of Engineering Materials.
- W. C. Andrae, Associate Professor of Mechanical Engineering.
- R. E. Clark, Associate Professor of Heat-Power Engineering.
- Carl Crandall, Associate Professor of Civil Engineering.
- A. B. Credle, Associate Professor of Electrical Engineering.
- L. D. Doty, Associate Professor of Hydraulic Engineering.
- F. S. Erdman, Associate Professor of Mechanical Engineering.

H. N. Fairchild, Associate Professor of Mechanical Engineering.
H. M. Giff, Associate Professor of Civil Engineering.
E. V. Howell, Associate Professor of Mechanics.
H. T. Jenkins, Associate Professor of Engineering Drawing.
L. A. Lawrence, Associate Professor of Surveying.
M. L. Manning, Associate Professor of Electrical Engineering.
W. E. Meserve, Associate Professor of Electrical Engineering.
J. E. Perry, Associate Professor of Civil Engineering.
H. S. Sack, Associate Professor of Physics of Engineering Materials.
H. G. Smith, Associate Professor of Electrical Engineering.
P. D. Ankrum, Assistant Professor of Electrical Engineering.
W. L. Koch, Assistant Professor of Aeronautical Engineering.
M. S. Priest, Assistant Professor of Civil Engineering.
M. M. Peterson, Assistant Professor of High Voltage Practice.
S. L. Schauss, Assistant Professor of Electrical Engineering.
F. J. Spry, Assistant Professor of Civil Engineering.
J. R. Young, Assistant Professor of Engineering Materials.

Medical College:

Jacob Furth, Professor of Pathology.
J. G. Kidd, Professor of Pathology.
B. H. Goff, Associate Professor of Clinical Obstetrics and Gynecology.
Harry Gold, Associate Professor of Pharmacology.
G. M. Lewis, Associate Professor of Clinical Medicine.
R. F. Pitts, Associate Professor of Physiology.
H. B. Adams, Assistant Professor of Clinical Pediatrics.
W. A. Barnes, Assistant Professor of Clinical Surgery.
C. B. P. Cobb, Assistant Professor of Clinical Pediatrics.
Ellen B. Foote, Assistant Professor of Surgery.
Constance Friess, Assistant Professor of Clinical Medicine.
W. A. Geohegan, Assistant Professor of Anatomy.
Helen Harrington, Assistant Professor of Clinical Pediatrics.
A. F. Hocker, Assistant Professor of Radiology.
F. C. Hunt, Assistant Professor of Clinical Pediatrics.
Hedwig Koenig, Assistant Professor of Clinical Pediatrics.
M. I. Levine, Assistant Professor of Clinical Pediatrics.
Mary E. H. Loveless, Assistant Professor of Medicine.
Walsh McDermott, Assistant Professor of Medicine.
C. H. O'Regan, Assistant Professor of Clinical Pediatrics.
C. H. Wheeler, Assistant Professor of Clinical Medicine.
Stephen White, Assistant Professor of Radiology.
J. L. Wood, Assistant Professor of Biochemistry.

School of Nursing:

Margery Overholser, Associate Professor of Public Health.

School of Nutrition:

G. F. Somers, Assistant Professor of Biochemistry.

New York State College of Agriculture:

- W. H. Adolph, Acting Professor of Nutrition and Biochemistry.
C. H. Guise, Professor of Forestry.
G. O. Hall, Professor of Poultry Husbandry.
J. I. Miller, Professor of Animal Husbandry.
P. A. Munz, Professor of Botany and Horticulture.
W. D. Porter, Professor in Extension Service and Editor and Chief of Publication.
G. W. Salisbury, Professor of Animal Husbandry.
K. L. Turk, Professor of Animal Husbandry.
D. G. Clark, Associate Professor of Botany.
R. T. Claussen, Associate Professor of Botany.
I. C. Gunsalus, Associate Professor of Bacteriology.
D. L. Hayes, Associate Professor in Extension Service.
M. B. Hoffman, Extension Professor of Pomology.
Margaret Hutchins, Associate Professor of Rural Education.
R. W. Leiby, Extension Associate Professor of Entomology.
W. D. Mills, Extension Associate Professor of Plant Pathology.
H. M. Munger, Associate Professor of Plant Breeding and Vegetable Crops.
E. S. Phillips, Associate Professor in Extension Service.
H. S. Tyler, Associate Professor in Personnel Administration.
L. J. Tyler, Associate Professor of Plant Pathology.
W. W. Umbreit, Acting Associate Professor of Bacteriology.
H. A. Willman, Extension Associate Professor of Animal Husbandry.
F. B. Wright, Associate Professor of Agricultural Engineering.
R. E. Albrechtsen, Extension Assistant Professor of Animal Husbandry.
S. S. Atwood, Assistant Professor of Plant Breeding.
I. R. Bierly, Extension Assistant Professor of Marketing.
R. L. Cushing, Assistant Professor of Plant Breeding.
L. B. Darrah, Extension Assistant Professor of Farm Management.
D. B. Fales, Assistant Professor in Extension Service.
L. E. Harris, Acting Assistant Professor of Animal Nutrition.
T. E. LaMont, Acting Extension Assistant Professor of Farm Management.
B. G. Leighton, Acting Extension Assistant Professor of Rural Sociology.
J. A. Lennox, Assistant Professor in Extension Service.
H. A. MacDonald, Assistant Professor of Field Crops.
L. B. Norton, Assistant Professor of Insecticidal Chemistry.
K. L. Smiley, Assistant Professor of Dairy Industry.
R. H. White-Stevens, Assistant Professor of Vegetable Crops.

New York State College of Home Economics:

- R. H. Dalton, Professor of Family Life.
Faith Fenton, Professor of Home Economics.
Frances A. Scudder, Professor in Extension Service.
John Courtney, Associate Professor of Hotel Accounting.
Millicent L. Hathaway, Associate Professor of Home Economics.

Ann Aikin, Assistant Professor of Home Economics.

Lola Dudgeon, Extension Assistant Professor of Foods and Nutrition.

Alice May Johnson, Assistant Professor of Home Economics.

S. H. Reimer, Part-time Research Assistant Professor, Rural Housing Research.

Ruth Remsberg, Extension Assistant Professor of Home Economics.

Mabel Wilkerson, Assistant Professor of Household Art.

Therese Wood, Extension Assistant Professor of Home Economics.

Experiment Station at Geneva:

John Einset, Assistant Professor of Pomology.

C. L. Hamner, Assistant Professor of Pomology.

W. T. Schroeder, Assistant Professor of Plant Pathology.

N. J. Shaulis, Assistant Professor of Pomology.

New York State College of Veterinary Medicine:

A. M. Mills, Acting Professor of Veterinary Medicine.

P. P. Levine, Associate Professor of Poultry Diseases.

M. S. Hofstad, Assistant Professor of Poultry Diseases.

S. D. Johnson, Assistant Professor of Veterinary Medicine.

J. H. Whitlock, Assistant Professor of Parasitology.

CONCLUDING REMARKS

A report on the year 1943-44 would not be complete unless it included some comment on my relationships with the Board. In review, the year's developments seem to have presented a succession of exacting problems and difficult situations which called for unflinching understanding and judgment on the part of the University's governing board, as well as for unsparing effort and, on occasion, profound patience. The board has my warm gratitude for its generous and cooperative spirit during a year when we shared many trials, and for its staunch support throughout.

EDMUND E. DAY,
President of the University.

SUMMARY OF FINANCIAL OPERATIONS

To the President of Cornell University:

The following figures summarize the financial operations of the 1943-44 fiscal year. The details are spread through various schedules of this report.

For accounting purposes, the University is divided into six units, to wit: (1) the Endowed Colleges at Ithaca; (2) the Medical College in New York City; (3) the State College of Agriculture; (4) the State College of Veterinary Medicine; (5) the State College of Home Economics; and (6) the State Agricultural Experiment Station at Geneva, New York.

The Endowed Colleges at Ithaca, largely because of the extensive Army and Navy training programs in operation throughout the year, produced an operating surplus of \$16,980.19. The accumulated deficit of \$9,045.60 was accordingly wiped out, leaving an accumulated surplus of \$7,934.59. These results were reached after setting up appropriate reserves, and after carrying forward certain operating balances of a more or less tentative nature which we expect to turn into the General Reserve when the activities from which they were derived, are terminated.

The Medical College, after reserves, had an operating surplus for the year of \$5,976.03.

The State Colleges and Agricultural Experiment Station each kept its expenditures within its income.

As for our endowment funds, the average return earned thereon was 4.06%, which compares with last year's 4.13%. The market values of the investments exceeded our book costs by \$396,503.29. All during the year, either by call or forced exchange for lower coupon and dividend rates, corporations in which we held securities continued to reduce their fixed charges, thereby adding to the difficulties of finding satisfactory investment outlets. If the problem were merely one of conserving our capital, it would be comparatively simple; but there is the necessity of also earning a living return. The Finance Committee and its executive officer are doing a fine job in both respects. By direction of the Committee, we wrote down to current market prices all our railroad stocks and bonds. This produced a net deficit of \$443,552.54 in our Investment Reserve account, which, based on past experience, we should easily be able to work off during the next year or two.

The budgetary rate for the year on our endowments was set at 4% by the Finance Committee. This left a balance of \$17,870.66 which was credited to the General Reserve as a partial offset to the cost of handling the various funds. The Income Stabilization Account remained at \$101,362.34. The budgetary rate for the current year was again set at 4%.

Gifts and donations for the year totalled \$1,928,933.40. They compare with \$1,139,846.05 last year. Of these gifts \$855,247.70 were added to endowment funds and \$315,518.12 to other expendable capital accounts. The Alumni Fund Council produced the largest total of unrestricted gifts in the history of this association, and for this great credit is due to the members of that Council, and to its chairman, Mr. E. E. Goodwillie, and its executive secretary, Mr. Walter C. Heasley, Jr.

Because the figures relating to the Army and Navy Training Program are scattered all through the Treasurer's report, and because of the historical value, we have incorporated in that report a complete tabulation of the reimbursements earned during the year from the U. S. Government and its agencies. These exceeded the total income of our Endowed Colleges for every year except one, and involved a mass of rather complex and detailed accounting which our auditor, Mr. James B. Trousdale, personally handled, and of which the various governmental contracting and auditing groups spoke with great commendation.

We again take this opportunity to record the University's appreciation to Professor Donald English for the large amount of time he gave to our office in helping handle our accounting work throughout the year. Likewise, we also want to record our appreciation for the splendid and cheerful way in which our Buildings and Grounds, Purchasing, and Residential Halls Departments handled their largely increased activities.

GEORGE F. ROGALSKY, *Treasurer.*

APPENDIX I

REPORT OF THE REGISTRAR

To the President of the University:

SIR: I have the honor to submit herewith my fourteenth annual report as Registrar of the University. The report covers the academic year 1943-44 including the Summer Session of 1943 and for convenience, work between the end of the Spring term of 1942-43 and July 1, 1943, but excluding work between the end of the Spring term of 1943-44 and July 1, 1944.

TABLE I
TERMS OF INSTRUCTION FOR THE YEAR 1943-44

AT ITHACA:

| <i>Civilian</i> | <i>Days in Session</i> |
|--|------------------------|
| Law Summer Term..... June 28-Oct. 9..... | 90 |
| Summer Session..... June 28-Aug. 6..... | 30 |
| Summer Term..... July 1-Oct. 23..... | 99 |
| Law Fall Term..... Oct. 25-Feb. 19..... | 94 |
| Fall Term..... Nov. 1-Feb. 29..... | 96 |
| Christmas Vacation..... Dec. 18-Dec. 28..... | .. |
| Law Spring Term..... Feb. 28-June 17..... | 95 |
| Spring Term..... Mar. 3-June 25..... | 97 |

Army

| | |
|--|----|
| Army Summer Term..... June 14-Sept. 4..... | 72 |
| Army Fall Term..... Sept. 13-Dec. 4..... | 72 |
| Army Winter Term..... Dec. 13-Mar. 4..... | 71 |
| Christmas Day (Holiday)..... Dec. 25..... | .. |
| Army Spring Term..... Mar. 13-June 25..... | 71 |

Navy

| | |
|--|----|
| Navy Summer Term..... July 2-Oct. 23..... | 98 |
| Navy Fall Term..... Nov. 2-Feb. 29..... | 95 |
| Christmas Vacation..... Dec. 22-Dec. 28..... | .. |
| Navy Spring Term..... Mar. 4-June 25..... | 96 |
| Spring Day (Holiday)..... May 20..... | .. |

AT NEW YORK CITY:

Medical College

| | |
|---|----|
| Summer Term..... July 23-Oct. 5, 1943..... | 64 |
| Fall Term..... Oct. 6-Dec. 23, 1943..... | 68 |
| Winter Term..... Jan. 3-Mar. 22, 1944..... | 69 |
| Spring Term..... Mar. 23-June 10, 1944..... | 69 |
| Summer Term..... June 26, 1944..... | .. |

School of Nursing

| | |
|---|-----|
| Summer Term..... May 10-Sept. 24, 1943..... | 117 |
| Fall Term..... Sept. 27-Jan. 16, 1944..... | 93 |
| Winter Term..... Jan. 17-May 7, 1944..... | 94 |
| Summer Term..... May 8, 1944..... | .. |

PRESIDENT'S REPORT

TABLE II

ATTENDANCE FOR THE YEAR 1943-44

| College | Summer Term | | | Fall Term | | | Spring Term | | | Total | | |
|-------------------|-------------|------|------|-----------|------|------|-------------|------|------|-------|------|------|
| | M | W | T | M | W | T | M | W | T | M | W | T |
| Agriculture..... | 11 | 16 | 27 | 231 | 183 | 414 | 194 | 177 | 371 | 263 | 197 | 460 |
| Architecture..... | 19 | 14 | 33 | 25 | 23 | 48 | 16 | 31 | 47 | 24 | 43 | 67 |
| Arts and Sciences | 302 | 286 | 588 | 306 | 824 | 1130 | 243 | 750 | 993 | 463 | 892 | 1355 |
| Engineering..... | 588 | 9 | 597 | 586 | 14 | 600 | 455 | 20 | 475 | 799 | 22 | 821 |
| Graduate School | 149 | 37 | 186 | 295 | 131 | 426 | 284 | 145 | 429 | 414 | 198 | 612 |
| Home Economics | ... | 495 | 495 | 1 | 529 | 530 | ... | 496 | 496 | 1 | 648 | 649 |
| Hotel..... | 5 | 2 | 7 | 30 | 28 | 58 | 28 | 30 | 58 | 32 | 38 | 70 |
| Law..... | 20 | 11 | 31 | 22 | 11 | 33 | 21 | 10 | 31 | 31 | 18 | 49 |
| Medicine..... | 17 | 16 | 33 | 17 | 16 | 33 | 11 | 15 | 26 | 20 | 22 | 42 |
| Nursing..... | ... | 180 | 180 | ... | 225 | 225 | ... | 250 | 250 | ... | 320 | 320 |
| Veterinary..... | 12 | 5 | 17 | 27 | 5 | 32 | 25 | 7 | 32 | 32 | 9 | 41 |
| Totals..... | 1123 | 1071 | 2194 | 1540 | 1989 | 3529 | 1277 | 1931 | 3208 | 2079 | 2407 | 4486 |

ARMY SPECIALIZED TRAINING PROGRAM AT CORNELL UNIVERSITY

| Registration Date | June 13, 1943 | Sept. 13, 1943 | Dec. 13, 1943 | March 13, 1944 | June 12, 1944 | Total |
|-----------------------|---------------|----------------|---------------|----------------|---------------|-------|
| Basic Reserve..... | ... | 399 | 222 | 614 | 216 | 991 |
| Basic..... | 224 | 296 | 419 | ... | ... | 536 |
| Czech..... | 20 | 18 | 17 | ... | ... | 20 |
| German..... | 50 | 136 | 128 | 39 | ... | 145 |
| Italian..... | 51 | 133 | 128 | ... | ... | 142 |
| Russian..... | 8 | 94 | 93 | 60 | ... | 92 |
| Chinese..... | ... | 34 | 63 | 45 | 43 | 75 |
| Personnel Psychology | 151 | 144 | ... | ... | ... | 151 |
| Pre-professional..... | 8 | 78 | 75 | 76 | 61 | 138 |
| Vet..... | 135 | 128 | 136 | ... | ... | 160 |
| ROTC..... | ... | 209 | ... | ... | ... | 209 |
| USMAP..... | ... | 55 | 289 | 374 | ... | 377 |
| Medical..... | 208 | 208 | 160 | 160 | ... | 250 |
| Total..... | ... | ... | ... | ... | ... | 3286 |

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

| | Summer Term | Fall Term | Spring Term |
|-------------------------|-------------|-----------|-------------|
| 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 |

There are 2150 Navy men and 321 Marines in the V-12 Program and 108 Navy men in the Medical College.

DISTRIBUTION OF DUPLICATES

| | <i>Men</i> | <i>Women</i> | <i>Total</i> |
|-------------------------------------|------------|--------------|--------------|
| Agriculture—Army..... | 1 | .. | 1 |
| Agriculture—Home Economics..... | .. | 1 | 1 |
| Agriculture—Veterinary..... | 1 | .. | 1 |
| Arts—Agriculture..... | 2 | 3 | 5 |
| Arts—Architecture..... | .. | 6 | 6 |
| Arts—Army..... | 11 | .. | 11 |
| Arts—Engineering..... | 34 | 1 | 35 |
| Arts—Home Economics..... | .. | 7 | 7 |
| Arts—Hotel..... | .. | 1 | 1 |
| Arts—Law..... | 3 | 2 | 5 |
| Arts—Medicine..... | 4 | .. | 4 |
| Graduate School—Agriculture..... | 3 | 1 | 4 |
| Graduate School—Arts..... | 9 | 7 | 16 |
| Graduate School—Engineering..... | 2 | .. | 2 |
| Graduate School—Home Economics..... | .. | 1 | 1 |
| Graduate School—Medicine..... | .. | 5 | 5 |
| Engineering—Army..... | 1 | .. | 1 |
| Summer Session—Agriculture..... | 2 | 4 | 6 |
| Summer Session—Arts..... | 2 | 22 | 24 |
| Summer Session—Engineering..... | 1 | .. | 1 |
| Summer Session—Graduate..... | 5 | 20 | 25 |
| Summer Session—Home Economics..... | .. | 1 | 1 |
| Summer Session—Hotel..... | 2 | .. | 2 |
| Summer Session—Veterinary..... | 1 | .. | 1 |
| Total..... | 84 | 82 | 166 |

TABLE III

ATTENDANCE AT SUMMER SESSIONS, ETC., 1943-44

| | <i>Men</i> | <i>Women</i> | <i>Total</i> |
|---|------------|--------------|--------------|
| Graduate..... | 32 | 106 | 138 |
| Graduate—1943 Summer Session..... | 72 | 388 | 460 |
| Duplicates..... | 32 | 106 | 138 |
| Net Totals..... | 72 | 388 | 460 |
| Graduate—Personal Direction..... | 85 | 16 | 101 |
| Curtiss-Wright Course..... | .. | 104 | 104 |
| Engineering, Science, and Management War Training Program..... | 5226 | 945 | 6171 |
| Extramural Courses..... | 42 | 23 | 65 |
| Student Officers—Diesel Engineering..... | 570 | .. | 570 |
| Steam Engineering..... | 264 | .. | 264 |

TABLE IV

NEW STUDENTS

| | <i>Men</i> | <i>Women</i> | <i>Total</i> |
|---------------------------------|------------|--------------|--------------|
| Graduate..... | 100 | 101 | 201 |
| Advanced Standing..... | 119 | 153 | 272 |
| First Year..... | 681 | 562 | 1243 |
| Special Students..... | 12 | 14 | 26 |
| 2 Year Special Agriculture..... | 13 | 2 | 15 |
| Medicine (New York City)..... | 51 | 5 | 56 |
| Summer Session..... | 24 | 206 | 230 |

PRESIDENT'S REPORT

TABLE V

DEGREES

October 1943; February 1944; June 1944

| | <i>Men</i> | <i>Women</i> | <i>Total</i> |
|--|------------|--------------|--------------|
| A.B..... | 114 | 171 | 285 |
| B.S. (a)*..... | 62 | 24 | 86 |
| B.S. (b)*..... | ... | 129 | 129 |
| B.S. (c)*..... | 7 | 2 | 9 |
| D.V.M..... | 75 | 4 | 79 |
| B.Arch..... | 11 | 1 | 12 |
| B.C.E..... | 22 | ... | 22 |
| B.Chem. Engineering..... | 40 | ... | 40 |
| B.M.E..... | 54 | ... | 54 |
| B.E.E..... | 31 | ... | 31 |
| B.S. in A.E..... | 37 | ... | 37 |
| B.S. in E.E..... | 14 | ... | 14 |
| B.S. in C.E..... | 11 | ... | 11 |
| B.S. in M.E..... | 46 | ... | 46 |
| B.S. in Chem. Engineering..... | 32 | ... | 32 |
| B.S. in Nursing..... | ... | 19 | 19 |
| A.M..... | 8 | 25 | 33 |
| M.Education..... | ... | 2 | 2 |
| M.C.E..... | 2 | ... | 2 |
| M.M.E..... | 2 | ... | 2 |
| M.Chem.E..... | 1 | ... | 1 |
| M.S..... | 13 | 28 | 41 |
| M.S. in Education..... | 6 | 8 | 14 |
| M.S. in Agriculture..... | 10 | ... | 10 |
| M.S. in Engineering..... | 11 | 1 | 12 |
| M.Regional Planning (under Arch.)..... | 1 | ... | 1 |
| Ph.D..... | 86 | 9 | 95 |
| LL.B..... | 12 | 5 | 17 |
| M.D..... | 69 | 6 | 75 |
| Total..... | 777 | 434 | 1211 |

* a means Agriculture; b, Home Economics; c, Hotel Administration.

TABLE VI

TABLE SHOWING BY YEARS THE NUMBER AND KINDS OF DEGREES GRANTED
BY CORNELL UNIVERSITY

| | DEGREES | | | | | |
|---|---------|-------|-------|-------|-------|-------|
| | 1940 | 1941 | 1942 | 1943 | 1944 | Total |
| Architects..... | 1 | ... | ... | ... | ... | 1 |
| Bachelors of Arts..... | 11,473 | 415 | 380 | 348 | 360 | 287 |
| Bachelors of Agriculture..... | 30 | ... | ... | ... | ... | 30 |
| Bachelors of Architecture..... | 736 | 9 | 12 | 14 | 18 | 12 |
| Bachelors of Chemistry..... | 765 | 26 | 31 | 1 | ... | 823 |
| Bachelors of Chemical Engineering..... | ... | ... | 1 | ... | 27 | 40 |
| Bachelors of Civil Engineering..... | 161 | 3 | 22 | 35 | 29 | 22 |
| Bachelors of Electrical Engineering..... | ... | ... | 15 | 25 | 15 | 31 |
| Bachelors of Fine Arts..... | 28 | 3 | 2 | 3 | ... | 36 |
| Bachelors of Landscape Architecture..... | 79 | 2 | 1 | ... | ... | 82 |
| Bachelors of Law..... | 2,362 | 55 | 52 | 59 | 28 | 17 |
| Bachelors of Letters..... | 264 | ... | ... | ... | ... | 264 |
| Bachelors of Literature..... | 52 | ... | ... | ... | ... | 52 |
| Bachelors of Mechanical Engineering..... | 57 | 2 | 40 | 63 | 47 | 54 |
| Bachelors of Philosophy..... | 484 | ... | ... | ... | ... | 484 |
| Bachelors of Science..... | 3,712 | ... | ... | ... | ... | 3,712 |
| Bachelors of Science (College of Agriculture)... | 2,485 | 268 | 287 | 240 | 201 | 86 |
| Bachelors of Science (College of Home Economics)... | 1,213 | 104 | 121 | 104 | 107 | 129 |
| Bachelors of Science (Hotel Administration)... | 417 | 44 | 71 | 48 | 53 | 9 |
| Bachelors of Science in Admin. Engineering... | 254 | 55 | 61 | 73 | 67 | 37 |
| Bachelors of Science in Agriculture..... | 357 | ... | ... | ... | ... | 357 |
| Bachelors of Science in Architecture..... | 123 | ... | ... | ... | ... | 123 |
| Bachelors of Science in Chemical Engineering..... | ... | ... | ... | 6 | 32 | 38 |
| Bachelors of Science in Chemistry..... | 9 | ... | ... | ... | ... | 9 |
| Bachelors of Science in Civil Engineering..... | ... | ... | ... | 4 | 11 | 15 |
| Bachelors of Science in Electrical Engineering..... | ... | ... | ... | 1 | 14 | 15 |
| Bachelors of Science in Mechanical Engineering..... | ... | ... | ... | 5 | 46 | 51 |
| Bachelors of Science in Natural History..... | 4 | ... | ... | ... | ... | 4 |
| Bachelors of Science in Nursing..... | ... | ... | ... | 10 | 19 | 29 |
| Bachelors of the Science of Agriculture..... | 127 | ... | ... | ... | ... | 127 |
| Bachelors of Veterinary Science..... | 4 | ... | ... | ... | ... | 4 |
| Chemical Engineers..... | 45 | 12 | 16 | 18 | ... | 91 |
| Civil Engineers..... | 3,024 | 29 | 9 | 1 | 3 | 3,066 |
| Electrical Engineers..... | 781 | 17 | 13 | 2 | ... | 813 |
| Forest Engineers..... | 17 | ... | ... | ... | ... | 17 |
| Graduates in Pharmacy..... | 1 | ... | ... | ... | ... | 1 |
| Mechanical Engineers..... | 6,234 | 40 | 8 | ... | ... | 6,282 |
| Pharmaceutical Chemists..... | 2 | ... | ... | ... | ... | 2 |
| Masters in Architecture..... | 42 | 2 | 1 | 1 | ... | 46 |
| Masters in Forestry..... | 86 | ... | ... | ... | ... | 86 |
| Masters of Arts..... | 1,819 | 79 | 65 | 58 | 42 | 33 |
| Masters of Arts in Education..... | 76 | 4 | 2 | 2 | ... | 84 |
| Masters of Chemical Engineering..... | 2 | ... | 1 | 1 | 3 | 1 |
| Masters of Chemistry..... | 23 | ... | ... | ... | ... | 23 |
| Masters of Civil Engineering..... | 286 | 6 | 5 | 5 | 3 | 2 |
| Masters of Education..... | ... | ... | ... | 1 | 2 | 3 |
| Masters of Electrical Engineering..... | 54 | ... | ... | 1 | ... | 55 |
| Masters of Fine Arts..... | 7 | 1 | ... | ... | ... | 8 |
| Masters of Landscape Architecture..... | 8 | ... | ... | ... | ... | 8 |
| Masters of Landscape Design..... | 21 | ... | ... | ... | ... | 21 |
| Masters of Law..... | 63 | 1 | 1 | ... | 1 | 66 |
| Masters of Letters..... | 9 | ... | ... | ... | ... | 9 |
| Masters of Mechanical Engineering..... | 273 | 3 | 2 | ... | 2 | 282 |
| Masters of Regional Planning (Under Arch.)... | ... | ... | ... | 1 | 1 | 2 |
| Masters of Philosophy..... | 10 | ... | ... | ... | ... | 10 |
| Masters of Science..... | 1,184 | 84 | 93 | 46 | 65 | 41 |
| Masters of Science in Agriculture..... | 420 | 17 | 18 | 9 | 6 | 10 |
| Masters of Science in Architecture..... | 19 | ... | ... | ... | ... | 19 |
| Masters of Science in Education..... | 131 | 38 | 26 | 35 | 30 | 14 |
| Masters of Science in Engineering..... | 57 | 18 | 23 | 10 | 5 | 12 |
| Masters of Veterinary Medicine..... | 1 | ... | ... | ... | ... | 1 |
| Doctors of Law (Honorary)..... | 2 | ... | ... | ... | ... | 2 |
| Doctors of Medicine..... | 2,139 | 70 | 63 | 75 | 75 | 75 |
| Doctors of Philosophy..... | 2,646 | 131 | 167 | 119 | 131 | 95 |
| Doctors of Science..... | 20 | ... | ... | ... | ... | 20 |
| Doctors of the Science of Law..... | 7 | ... | ... | 1 | ... | 8 |
| Doctors of Veterinary Medicine..... | 1,052 | 43 | 38 | 43 | 37 | 79 |
| Total Degrees..... | 45,758 | 1,581 | 1,647 | 1,439 | 1,384 | 1,213 |
| War Alumni..... | ... | 1 | 2 | 1 | 1 | ... |

TABLE VII

TABLE SHOWING THE NUMBER OF STUDENTS IN EACH COURSE SINCE 1938-39

| | 1939-40 | 1940-41 | 1941-42 | 1942-43 | 1943-44 |
|--|---------|---------|---------|---------|---------|
| Agriculture..... | 1,651 | 1,568 | 1,458 | 1,214 | 460 |
| Architecture..... | 140 | 147 | 142 | 118 | 67 |
| Arts and Sciences..... | 1,827 | 1,891 | 1,894 | 1,815 | 1,355 |
| Engineering..... | 1,269 | 1,384 | 1,580 | 1,689 | 821 |
| Graduates..... | 1,000 | 967 | 722 | 596 | 612 |
| Home Economics..... | 479 | 492 | 512 | 529 | 649 |
| Hotel Administration..... | 326 | 326 | 319 | 251 | 70 |
| Law..... | 207 | 191 | 162 | 68 | 49 |
| Medicine..... | 296 | 295 | 314 | 309 | 42 |
| Nursing School..... | ... | ... | ... | 169 | 320 |
| Veterinary..... | 164 | 160 | 157 | 199 | 41 |
| Total, excluding Duplicates..... | 7,174 | 7,315 | 7,148 | 6,850 | 4,486 |
| Architecture—Summer Term..... | ... | ... | ... | 51 | ... |
| Arts—Summer Term..... | ... | ... | ... | 7 | ... |
| Candidates for Degree only..... | 36 | 40 | 45 | 51 | ... |
| Curtiss-Wright Course..... | ... | ... | ... | 115 | 104 |
| Eleven-Week Summer Term..... | ... | ... | ... | 540 | ... |
| Engineering, Science, and Management War Training Program..... | ... | ... | ... | 9,096 | 6,171 |
| Engineering—Summer Term..... | ... | ... | ... | 414 | ... |
| Extramural Courses..... | 95 | 53 | 78 | 19 | 65 |
| Extramural Courses Engineering..... | ... | 123 | ... | ... | ... |
| Federal Engineering Defense Training Program.... | ... | 1,464 | 4,354 | ... | ... |
| First Five-Week Summer Session..... | ... | ... | ... | 426 | ... |
| First Summer Session—Law..... | ... | ... | ... | 61 | ... |
| Graduate—Personal Direction..... | ... | ... | ... | 153 | 101 |
| Graduate Work in Summer..... | 782 | 755 | 502 | 283 | 138 |
| Graduate—Summer Term..... | ... | ... | ... | 26 | ... |
| Russian—June 15—July 25..... | ... | ... | ... | 13 | ... |
| Russian—June 15—Sept. 12..... | ... | ... | ... | 15 | ... |
| Second Five-Week Summer Session..... | ... | ... | ... | 212 | ... |
| Second Summer Session—Law..... | ... | ... | ... | 57 | ... |
| Summer Session..... | 2,062 | 1,986 | 1,647 | 994 | 460 |
| Unit Courses..... | ... | ... | ... | 119 | ... |
| Veterinary—Summer Term..... | ... | ... | ... | 157 | ... |
| Winter Agriculture..... | 124 | 103 | 49 | ... | ... |
| Student Officers—Diesel Engineering..... | ... | ... | ... | ... | 570 |
| Steam Engineering..... | ... | ... | ... | ... | 264 |

TABLE VIII

AGE AT GRADUATION

The following table shows in years and months the age at graduation. For the age at graduation, taken at ten-year periods from 1870 to 1900, and at five-year periods from 1900 to 1930, see the Report of the Registrar, 1933-34.

| | Class of 1935 | | | Class of 1940 | | |
|-----------------------|---------------|--------|---------|---------------|--------|---------|
| | Minimum | Median | Maximum | Minimum | Median | Maximum |
| Agriculture | | | | | | |
| Men..... | 19-8 | 22-10 | 39-3 | 20-1 | 22-9 | 40-3 |
| Women..... | 20-7 | 21-11 | 26-8 | 19-10 | 21-8 | 31-2 |
| Architecture | | | | | | |
| Men..... | 21-3 | 23-5 | 44-2 | 21-6 | 24-4 | 28-1 |
| Women..... | 22-5 | 23-3 | 24-1 | 21-4 | 23-5 | 24-9 |
| Arts | | | | | | |
| Men..... | 18-11 | 21-8 | 28-1 | 19-2 | 21-10 | 33-3 |
| Women..... | 19-8 | 20-6 | 27-9 | 19-11 | 21-6 | 30-3 |
| Engineering | | | | | | |
| Men..... | 20- | 22-3 | 39-10 | 20-2 | 22-5 | 48-9 |
| Women..... | | | | 25-8 | 25-8 | 25-8 |
| Home Economics | | | | | | |
| Men..... | 21-5 | 22-7 | 25-9 | 20- | 22-11 | 27-2 |
| Women..... | 19-2 | 22-1 | 30-4 | 19-7 | 22- | 37- |
| Veterinary | | | | | | |
| Men..... | 20-9 | 23-4 | 61-8 | 20-6 | 24- | 29-6 |
| Women..... | | | | 21-7 | 22-6 | 25-1 |
| Masters | | | | | | |
| Men..... | 20-7 | 27-7 | 72-5 | 21-1 | 27-9 | 55-10 |
| Women..... | 20-2 | 27-5 | 47-4 | 21-6 | 27-7 | 50-6 |
| Doctors of Philosophy | | | | | | |
| Men..... | 24- | 29-3 | 47-3 | 23-2 | 29-6 | 49-5 |
| Women..... | 20-7 | 27-2 | 40-10 | 24-9 | 34-11 | 45-8 |
| Law | | | | | | |
| Men..... | 22- | 24-5 | 27-2 | 21-11 | 24-4 | 29-2 |
| Women..... | | | | 24- | 25-2 | 26-7 |
| Medicine | | | | | | |
| Men..... | 22-11 | 25-11 | 35-3 | 22-11 | 25-10 | 30-1 |
| Women..... | 24-3 | 26-6 | 30-9 | 24-3 | 26-3 | 33-5 |
| War alumnus | | | | | | |
| Men..... | | | | 51-2 | 51-2 | 51-2 |

TABLE IX

THE ISSUE OF TRANSCRIPTS

| | 1941-42 | 1942-43 | 1943-44 |
|----------------|---------|---------|---------|
| July..... | 358 | 1191 | 1056 |
| August..... | 500 | 1178 | 1308 |
| September..... | 483 | 1041 | 802 |
| October..... | 430 | 1111 | 554 |
| November..... | 325 | 610 | 1105 |
| December..... | 290 | 602 | 1144 |
| January..... | 1000 | 747 | 862 |
| February..... | 867 | 2219 | 877 |
| March..... | 1073 | 2145 | 2292 |
| April..... | 781 | 1210 | 964 |
| May..... | 789 | 913 | 575 |
| June..... | 1079 | 2497 | 702 |
| Total..... | 7975 | 15464 | 13205 |

E. F. BRADFORD,
Registrar.

APPENDIX II

REPORT OF THE DEAN OF THE UNIVERSITY FACULTY

To the President of the University:

SIR: I have the honor to present the report of the University Faculty for 1943-44.

There were included in the faculty membership during part or all of the year 896 persons whose rank and place of service are shown in the following table. Under the heading "Administration" are listed only those officers who do not have academic titles in addition to their administrative designations.

| | Professors Emeritus | Professors | Assoc. Professors | Asst. Professors | Adminis- tration | Total |
|--|------------------------|------------|----------------------|---------------------|---------------------|-------|
| <i>Ithaca</i> | | | | | | |
| (Teaching and Research)..... | 58 | 252 | 95 | 169 | 10 | 584 |
| (Extension Teaching in Agr. and H. E.)..... | 2 | 27 | 18 | 30 | .. | 77 |
| <i>Geneva</i> | | | | | | |
| (NYS Experiment Station)..... | 3 | 19 | 1 | 30 | .. | 53 |
| <i>Long Island</i> | | | | | | |
| (Experiment Sta.)..... | .. | 1 | .. | 4 | .. | 5 |
| <i>New York City</i> | | | | | | |
| (Medical College)..... | 14 | 32 | 37 | 76 | .. | 159 |
| (School of Nursing)..... | .. | 4 | 4 | 10 | .. | 18 |
| | 77 | 335 | 155 | 319 | 10 | 896 |

Eight members of the Faculty died during the year: Carl Edwin Ladd, Dean of the College of Agriculture and Professor of Agricultural Economics, on July 23, 1943; Robert Byron Hinman, Professor of Animal Husbandry, on July 25, 1943; John Hall Barron, Extension Professor of Farm Crops, Emeritus, on August 10, 1943; Claude M. Pendleton, Assistant Professor of Civil Engineering, on August 22, 1943; Earl Alvah Flansburgh, Professor in Extension Service and State Leader of County Agricultural Agents, on August 30, 1943; Elmer Seth Savage, Professor of Animal Husbandry, on November 22, 1943; Clarence Augustine Martin, Professor of Architecture, Emeritus, and one-time Dean of the College of Architecture, on January 5, 1944; and Robert Anthony Hatcher, Professor of Pharmacology, Emeritus, on April 1, 1944.

Nine members of the Faculty retired from their official positions during the year and were elected emeritus professors: Dwight Sanderson, Professor of Rural Sociology (October 15, 1943); Clyde Hadley Myers, Professor of Plant Breeding (March 7, 1944); Bristow Adams, Professor in Extension Service (June 30, 1944); Charles Van Patten Young, Professor of Physical Education (June 30, 1944); Theodore Hildreth Eaton, Professor of Rural Education (June 30, 1944); James Adrian Bizzell, Professor of Soil Technology (June 30, 1944); Calvin Dodge Albert, Professor of Machine Design (June 30, 1944); Fred Asa Barnes, Professor of Railroad Engineering (June 30, 1944); and Julian Pleasant Bretz, Goldwin Smith Professor of American History (June 30, 1944).

During the year forty-three members left the ranks of the Faculty either by resignation or because of termination of the contract period. Three additional members entered military service. Six members were on sabbatic leave and sixty-two others had special leaves, in most cases to engage in special war services.

APPOINTMENTS AND ELECTIONS

New appointments to the membership of the standing committees of the Faculty were announced by the President at the October meeting, to fill the vacancies to occur on November 1. Included was the appointment of Professor Whiton Powell as acting chairman of the Committee on Student Activities and of Professor R. H. Wagner as acting chairman of the Committee on University Scholarships, these appointments to extend through the absence of the Counselor of Students, Mr. D. H. Moyer, who is the chairman, ex-officio of these committees.

It was announced at the same time that Professor J. G. Kirkwood had been re-appointed to the Board of Editors of the University Press, and that the Board of Trustees had elected Professor A. W. Laubengayer and Professor D. L. Finlayson to the Library Board, each for a term of five years.

In the election conducted by mail in November, the Faculty chose Professor Richard Bradfield as faculty representative in the Board of Trustees for a five year term beginning January 1, 1944. At the same time the Faculty elected Professor F. F. Hill a member of the Committee on University Policy for the same period. Professor W. B. Carver and Professor Helen Bull were elected to the Board on Physical Education and Athletics and the Board on Student Health and Hygiene respectively, for terms of three years.

In the March session of the Faculty, Professor G. W. Cunningham, having been appointed Dean of the Graduate School, offered his resignation as Faculty Representative in the Board of Trustees. The resignation was accepted and the Faculty elected Professor R. E. Cushman to serve during the unexpired part of the term. Since Professor Cunningham as Dean of the Graduate School became ex officio a member of the Administrative Board of the Summer Session, the vacancy in his appointive position in that Board was filled by the appointment of Professor E. J. Simmons.

Professor A. W. Gibson, already chairman of the Faculty Committee on Student War Service, was appointed Acting Counselor of Students during the absence of Lt. D. H. Moyer who is on leave as commanding officer of the Naval Training unit at St. Lawrence University.

On recommendation of the University Faculty, the Board of Trustees elected Captain B. W. Chippendale, Commanding Officer of the Naval units stationed here, to membership in the University Faculty for the period of his service on this campus.

ARMY AND NAVY TRAINING PROGRAMS

Of course most of the work of the Faculty during the year had to do with the conduct of the training programs for the Army and Navy and this involved considerable administrative planning and adjustment. Instruction in the Army program had begun on June 14, 1943, with the succeeding terms opening on September 13, 1943; December 13, 1943; March 13, 1944; and June 12, 1944; and also with considerable shifting of personnel at irregular periods. The Navy program was started on July 1, 1943, with succeeding terms opening on November 1, 1943, and March 1, 1944, the terms each including full sixteen weeks of instruction, not including registration days. The unequal lengths and the consequent overlapping of the Army and Navy terms of instruction and the shifting of personnel within terms, makes a statement of total enrolment for the year or by university terms more or less meaningless; the highest registration, not counting that of the Medical College and the School of Nursing in New York City, fell into the months of January and February when a total of about 6700 were enrolled, including Army, 1775; Navy, 1682; and civilians, 3271. To these might be added, as residents, the Naval Aviation Cadets, 100, and the Naval Officers' Training School, about 800, to some of whom certain divisions of the Faculty made certain contributions in instruction.

The total of approximately 7600 is doubtless the largest number of students ever accommodated on the Ithaca campus and all the facilities for housing, classroom instruction, and eating were used to capacity. In order to facilitate the full use of classrooms, the college offices cooperated by yielding the assignment of these rooms to centralized control, with Professor C. H. Guise in direct charge.

The congested use of the facilities of the campus was reflected in an inquiry made in the November session of the Faculty as a result of which a committee was appointed to examine the food situation as it affects civilians on the campus. This committee, of which Professor H. B. Meek was chairman, made a comprehensive and interesting report setting forth the enormously increased load of service, the difficulties of food rationing and of labor shortage, suggesting certain ways of relieving the situation somewhat, and demonstrating, as was already well enough known, that the food situation for the civilian population of the

campus was far from intolerable. Since then the situation has been much improved by the completion of large additional facilities for the men of the service units; and the peak of numbers in the campus population has apparently been passed, at least for the time being.

As was early foreseen, it proved difficult, in the Navy and civilian term extending from November 1 through February 29, to reconcile the desire for a week's vacation at Christmas time and the inclusion of the traditional "block week" of examinations at the end of the term with the Navy's requirement of full sixteen weeks of instruction, especially so because at least a week is required for the Faculty to evaluate the students' work in the term and to report thereon and for the Navy to make the necessary shifts of students from station to station before the opening of the Spring term on March 1. At the faculty meeting of July 30 the Committee on University Policy and the Committee on Calendar jointly recommended that the formal "block week" be omitted and that examinations be confined to the regular class periods. This partial solution, while at first rejected, was adopted by the Faculty in December though without the inclusion of certain penalties which the committees had proposed for student absences during the final week of the term. The exigencies of the situation made it necessary to report final grades and recommendations on students by February 23 while instruction and examinations continued through February 29. In order to avoid a recurrence of this situation in February 1945, the Faculty has voted to try the only other alternative, namely that of restricting the Christmas vacation of 1944 for naval personnel and for civilians to one day.

PLANS FOR THE POST-WAR SITUATION

By the time that the University had adjusted itself to running the training programs for the Army and Navy it was already becoming evident that plans must be made for another conversion of the use of University facilities. It seemed clear that the Army and Navy programs would reach their greatest development in numbers during the year and might thereafter gradually disappear although the Navy contingent to be received on July 1, 1944, was expected to be as large as any preceding. At the same time it was to be expected that before many months and especially at the close of the war there would be a great influx of students, not only the normal number of recent high school graduates, but also many returning from war services to take up the training postponed or interrupted by the war. This movement into colleges and universities will of course be greatly stimulated by the various forms of federal and state aid that are available. During the term beginning March 1 there were already a considerable number of students enrolled who had for one reason or another been discharged from war services but only three were during that term placed here under the provisions of the federal laws administered by the Veterans Administration.

In anticipation of the problems that would be raised by an influx of service men and women returning with needs quite different from those of the young men preparing to enter the armed services, the President and the deans asked the Faculty's standing committee on University Policy to consider the matter and to make such recommendations as it might think appropriate. The committee, working in part through subcommittees, gave thorough consideration to the aspects of the problem that could be forecast with some assurance. It finally brought to the Faculty a series of eight resolutions which were adopted at the May meeting; these resolutions were designed not so much to determine detailed procedures as to set the organization for handling the specific problems as they arise. The committee's investigations and the consideration of the report served also to make the members of the Faculty aware of the adjustments they might be called upon to make.

The resolutions as adopted by the Faculty follow:

1. That students returning from war services be received into the established units of academic organization, no separate division being set up for them; that additional personnel, if needed, be attached to existing agencies.

2. That a Director of Education for Ex-service Personnel be appointed on a temporary basis to coordinate the offerings of the University and the activities of the campus as these relate to students released from war services, and to represent the University in dealings with governmental agencies giving aid to such students.

3. That a Dean of Students be appointed, responsible to the President, to coordinate the counseling services of the University and to cooperate with all units of the University organization in matters that affect student welfare. It is to be understood that the existing offices of the counselors of students will be attached to the new office thus to be established. The Faculty Committees on Student Activities and Student Conduct will continue as heretofore.

In respect of students coming from war services this officer would work in cooperation with the Director of Education for Ex-service Personnel whose appointment is recommended above.

4. That the Faculty express to the Board of Trustees its judgment that, especially in view of the anticipated influx of students at the close of the war, provision of additional housing is a most urgent need.

5. That a committee be designated by the President with the responsibility of determining the amount and quality of housing available for students, and of keeping as accurate a record as is possible of the occupancy of these quarters, the purpose being to obtain a basis for deciding when the enrolment of students must be limited by reason of lack of housing facilities.

6. That a committee be appointed by the President, including the Director of Admissions and the Dean of Students, and a representative of each school and college, to be responsible for determining when limitation of students must be put into effect and for deciding upon the allocation of student quotas to the various colleges of the University.

7. That in the field of instruction, the courses available for credit toward degrees, including refresher courses, be considered the primary University responsibility, but that instruction especially adapted to the needs of those students returning from war services who are not candidates for degrees, be furnished whenever and wherever it is found to be possible.

8. That the School of Business and Public Administration be organized as soon as possible.

The first of these resolutions grew out of the conviction that whatever modifications from the pre-war normal might be desirable, the University's contribution to the further training of those returning from national service would in all probability fall along lines already generally established, this being a normal expectation particularly in an institution giving so large a share of its attention to vocational and professional training as is the case at Cornell. Accordingly there is good reason for not setting up a separate organization for this instruction as has been done in several institutions; nor was it thought probable that the returning service men and women would wish to be set off from the rest of the student body.

It was nevertheless thought important that an officer be designated in the University both to serve as the point of contact between the University and whatever governmental or other agencies might aid these students to complete their education and to see to it that the needs of these students shall be discovered and be adequately served through all the facilities of the University. The President has designated Professor L. C. Petry to carry this responsible function as recommended in the second of the Faculty's recommendations.

It is reasonable to anticipate that those returning from war services will need more help than other students in determining how to get the most out of the opportunity of completing their interrupted training and in adapting themselves generally to the life of the campus. Accordingly it was decided to appoint a Dean of Students to head up the somewhat scattered personnel agencies of the University, this officer and the already functioning University Counselors of Students to serve directly under the President.

If there is to be at the close of the war and for some time thereafter a large demand for college training, the University will desire to expand its service as

much as possible both because the group to be served deserves whatever help we can give them and because from the national point of view everything possible should be done to fill the gaps in the ranks of those trained for important positions in civilian life. In the judgment of the committee in charge of the planning, the most serious obstacle to an expanded university service would be the lack of suitable housing for students. On the basis of estimates made by the several colleges it would seem that the educational facilities of the University might, with some strain, accommodate 8000 students. Experience during the past year shows that with considerable inconvenience and some loss in efficiency, class rooms can be made to take care of 7300 students. That figure also represents the maximum for the medical staff and the clinical and hospital equipment. But an enrolment of even 7000 students entails the use of sub-standard housing by students. And in this connection it is to be remembered that in the student population immediately following the close of the war, the proportion of married persons will be relatively high and this will add to the problem.

In view of these facts the Faculty recommended that the construction of additional dormitories be given attention at the earliest possible time. It was suggested also that an agency be designated to obtain as accurate a determination as possible of the amount and quality of housing available in the hope that such a study might indicate some possibilities of better utilization and particularly might, if a record of current occupancy is possible, furnish a basis on which the University might avoid admitting more students than can be decently housed.

If by reason of shortage in housing or for other reasons it should become necessary to limit the total number of students to be admitted, complicated questions would arise regarding priorities to be established as between colleges, between service men and civilians, between candidates for degrees and those desiring shorter training, and between men and women. The President was asked to appoint a committee, in which all the colleges shall be represented, to deal with these questions should they arise.

The committees' report did not deal with the details of the instruction that might presumably be needed by returning students; it was thought best, the departments being already alert to the possibilities, to leave to them and the coordinator of the program the responsibility for meeting the instructional needs as these arise. The committee did suggest and the Faculty approved a general declaration of policy to the effect that while everything possible must be done to meet special situations, the first responsibility of the University must be in the courses leading to degrees; only in following that policy can the resources of the University be adequately used. There will doubtless be scope for the exercise of openminded wisdom in deciding what of established content of instruction or of tested procedure may be discarded or perhaps adapted to new and urgent demands.

The last of the recommendations of the Faculty urged the early organization of the School of Business and Public Administration authorized by the Board of Trustees some time ago. The judgment of the Faculty was that the field of that school was one to which returning students might be especially attracted.

Aside from what was incorporated into the formal resolutions presented to the Faculty, the work of the Committee on University Policy suggested other administrative undertakings related to the anticipated change in the composition of the student body; for example, it was decided that the college offices, under the leadership of the Director of Admissions, should deal cooperatively in evaluating credentials submitted for advanced standing based upon work done by applicants while they were engaged in war services; likewise it was agreed that the Secretary of the University, with the cooperation of the college offices, would publish a pamphlet setting forth clearly the opportunities of training furnished throughout the University. It was thought that such a pamphlet would be serviceable to returning students and as well to the agencies having to do with the educational placement of these men and women.

OTHER ITEMS OF ANTICIPATORY INTEREST

During the year a number of items engaged the interest of the Faculty though for the most part not calling for action by that body at this time. These included:

- a. The announcement by the Navy that the officers training school in operation on the campus since July 1, 1942, would on March 1, 1944, be replaced by a Naval Reserve Midshipmen's School at which approximately 900 might be in attendance.
- b. The announcement of the State Regents' proposed post-war program including ambitious projects of capital expenditures, the organization of a considerable number of institutes of applied arts and sciences, and a great expansion of the system of State scholarships.
- c. An inquiry as to whether the University might be interested in the establishment of a program of study centering upon the cultures of the nations of Central Europe. In relation to this, the Faculty did not go much beyond expressing approval of the general policy of establishing programs of study focused upon areas of foreign civilization, a policy already tried on this campus with most promising results.
- d. The proposal by the Faculty of Engineering that with the close of the war that college would replace its four-year curricula with curricula of five years duration leading to bachelor degrees. This important proposal was given approval by the University Faculty.
- e. The announcement that by action of the New York State Legislature, a School of Industrial and Labor Relations had been established at Cornell University. The act of the Legislature provided for the appointment of a temporary Board of Trustees to serve for a year in organizing the project. The Faculty passed a resolution approving the expansion of the University's program of instruction and research in the field indicated.
- f. An inquiry as to whether it might not be possible to consider making provision for the operation of a Faculty Club, the club functioning many years ago having been suspended largely because of the lack of adequate facilities. The Faculty authorized the appointment of a committee to give the question consideration.
- g. A student request, coming at the very close of the year, for the relinquishment by the Faculty of such control as is still exercised by the faculty committees on Student Activities and Student Conduct. The Faculty has throughout its history favored an increasing control by students over their own activities and conduct and will now gladly consider whether responsibility can still further be transferred. Negotiation of the subject is now virtually impossible since, except for the women who already have complete self-government, there is at present no interested student body with which to deal.

THE WORK OF THE STANDING COMMITTEES

The Committee on University Lectures had again arranged that the Messenger series was to include two groups of six lectures each but one of the lecturers found it necessary, by reason of the war research on which he is engaged, to ask to be relieved and consequently but six lectures were presented on the Messenger Foundation. These were by Professor Griffith Taylor of the University of Toronto under the general title "Our Evolving Civilization—An Introduction to Geo-Pacifics." The Committee further sponsored four lectures on the Goldwin Smith Foundation, five on the Schiff Foundation, and one on the newly established Woodford Foundation.

The work of the Committee on Student Conduct and the Committee on Student Activities was very light this year because of the abnormal character of the student body. The Army and Navy offices on the campus have exercised control over their enrolled personnel whose extracurricular activities have not been very extensive. Civilian student activities also were greatly reduced but were given continuity largely through the vigorous leadership and competent management of the women of the University. As indicated earlier in this report, those two faculty committees have under consideration the question of transferring to student organizations a larger share in the responsibilities now carried by the committees.

The Committee on Music provided six concerts in the Bailey Hall series—Richard Crooks, tenor; the National Symphony Orchestra with Egon Petri as soloist; Robert Kitain, violinist; the Cleveland Orchestra; and Rudolf Serkin, pianist. In addition Dr. Egon Petri, pianist in residence, gave two public concerts. Three special concerts were arranged by the committee—one by Maria Matyas, one by Irving Lipkin and Robert Palmer, and one by John Kirkpatrick.

As was expected the sale of season tickets was below normal but single admissions were correspondingly higher. The Committee did not feel justified in providing a series of chamber music concerts as has been done in other years.

CORNELIUS BETTEN,
Dean of the University Faculty.

APPENDIX III

REPORT OF THE DEAN OF THE GRADUATE SCHOOL

To the President of the University:

SIR: I have the honor to submit the report of the Graduate School for the year 1943-44.

I

As is indicated in Table I appended hereto, the total enrollment for the year, though only slightly more than 50% of what it was five years ago, is approximately the same as that of the preceding year—543 as against 595. This decrease is much smaller than might reasonably have been expected under the circumstances.

Enrollment in the summer session decreased by approximately 50% of the registration in 1942. But this decrease was more than off-set by the enrollment in the summer term. Registration under personal direction also decreased considerably, doubtless as a result of the opportunity offered to students to register in the regular term of sixteen weeks during the summer.

The distribution of students' choices of major subjects (Table IV) has changed during the last five years, the emphasis, particularly in the last two years, being placed relatively more on the physical sciences and less on the biological sciences and the humanities and social studies. Presumably the causes of this change are to be found in the stresses of the emergency; if it were indicative of the basal drift in students' preferences which is to obtain with the return of normal conditions of choice, it would present a challenge of serious import.

II

The problem of determining the fitness of applicants for admission to the Graduate School is a perplexing one, and a satisfactory solution has not yet been found. Our present procedure, whereby the professors with whom the applicant proposes to do his work are given an opportunity to pass judgment on his fitness, is certainly sound in principle. But the material at present available for such judgment is not always sufficient. It is mainly undergraduate records and letters of recommendation and these are not infrequently inadequate, especially in the instances of applicants who come from colleges that are little known or who show apparent promise of ability but present deficient records of preparation either in general education or in the particular field in which the proposed major work falls. In such instances admission or refusal of admission is largely a leap in the dark, but the decision either way is of tremendous

importance not only to the applicant but also to the efficient functioning of the Graduate School.

To help meet the need of further information about applicants the Carnegie Foundation for the Advancement of Teaching, after several years of experimentation, has decided to implement a Graduate Record Examination through a five-year experimental period. Graduate schools throughout the country have been requested by the Foundation to make use of the Examination during this experimental period, with the assurance that its use at several universities indicates "that the Examination alone predicts success in graduate schools about as well as the undergraduate record when used alone, and that when the results of the Examination are added to the undergraduate record, the joint prediction is substantially improved over the prediction obtained from the record alone."

At its February meeting our General Committee decided to co-operate in the experimental use of the Examination, and instructed the Dean to publish in the forthcoming *Announcement of the Graduate School* a statement advising applicants for admission to take the Graduate Record Examination and submit the results of the tests with their other credentials. Arrangements have been made by the Foundation for establishing a center at Cornell, under the supervision of Professor F. S. Freeman, for the purpose of giving the examination to our own applicants and to those applying for admission to other institutions. There is no cost to the institution for this service, and the cost to the examinee is only a modest fee of \$3.

III

The Faculty, at its meeting in March, voted to recommend to the Trustees and the Trustees later approved the recommendation that henceforth the tuition required of candidates for the LL.M. degree shall be \$200 instead of \$100 per term. This increase was advocated by the professors of the School of Law because of the narrowly professional character of the degree in question.

IV

At its April meeting the Faculty voted to permit in-service teachers who are candidates for the M.S. degree, Plan B, to obtain a maximum of 10 hours credit for work in extra-mural courses in Agricultural Education given at various centers under the supervision of regular members of the Faculty of Cornell University. This action was taken in the conviction that the work thus credited could be done even to better advantage at such centers than on the campus, and that its being offered there would be an accommodation to certain teachers who could not conveniently leave their communities for attendance on the summer session here. It is the understanding that the results of this experiment with extra-mural work are to be surveyed at the end of a five-year period, and that the question whether credit for such work should end with that period or should be permitted indefinitely is to be determined in the light of this survey.

V

New members of the General Committee were elected as follows:

Members at large, Professors H. B. Adelman and J. M. Sherman, succeeding Professors P. J. Kruse and L. A. Maynard.

Representative of Group B, Professor F. A. Harper, succeeding Professor S. W. Warren.

Representative of Group C, Professor T. R. Briggs, succeeding Professor J. R. Collins.

Representative of Group H, Professor H. D. Laube, succeeding himself

VI

During the year, departments have in the main continued to follow the policy of accumulating their scholarship and fellowship funds for subsequent use when better qualified applicants will presumably be available in larger numbers: of 116 vacancies, only 44 were filled during the year. This policy was adopted by the Trustees in 1942 "for the duration of the emergency." But it is a policy the wisdom which is in no way relative to accidental or temporary circumstances; on the contrary, it is a policy which any department at any time should be authorized to follow if suitable candidates for departmental appointments are lacking. The work of the Graduate School is certainly not for those who enter upon it merely because no one else better equipped happens at the time to be available.

To these funds a very significant addition was made during the year. The sum of \$50,000 was bequeathed to the University by Allen Seymour Olmstead for the purpose of endowing scholarships. The Trustees allotted the sum to the Graduate Faculty, and that Faculty recommended that it be used to endow two scholarships, each with a stipend of \$1000 and free tuition, the scholarships to be known as the Allen Seymour Olmstead Scholarships and to be open to graduate students in any field in which major work for the degree of Doctor of Philosophy is authorized. This recommendation was approved by the Trustees, and these scholarships are now available. It is to be hoped that they are but the beginning of a series of similar endowments for the use of graduate students at Cornell; by them and, in view of what many other institutions have to offer to prospective students, by them alone will Cornell be able without handicap to compete for students of first-rate ability.

G. WATTS CUNNINGHAM,
Dean of the Graduate School.

TABLE I
STATISTICS OF ATTENDANCE OF GRADUATE STUDENTS
A. TOTAL ENROLLMENT

| | 1943-44 | 1942-43 | 1941-42 | 1940-41 | 1939-40 |
|---|---------|---------|---------|---------|---------|
| Number of students registered during the academic year. . . | 543 | 595 | 839 | 966 | 1000 |
| Number of students registered during the summer, as below | 458 | 523 | 572 | 798 | 824 |
| Summer Session | 134 | 284 | 294 | 577 | 624 |
| Personal Direction | 101 | 182 | 132 | 182 | 164 |
| Candidate for Degree Only | 37 | 57 | 46 | 39 | 36 |
| Summer Term | 186 | ... | ... | ... | ... |

B. COMPARATIVE ENROLLMENT OF GRADUATE STUDENTS
FOR FIVE-YEAR PERIODS

| 1913-14 | 1918-19 | 1923-24 | 1928-29 | 1933-34 | 1938-39 | 1943-44 |
|---------|---------|---------|---------|---------|---------|---------|
| 386 | 305 | 529 | 767 | 791 | 1059 | 543 |

C. NEW GRADUATE STUDENTS

| | During Academic Year 1943-44 | Summer 1943 |
|--|---------------------------------|----------------|
| Ph.D. degrees | 41 | 21 |
| A.M. and M.S. degrees | 93 | 47 |
| Professional Master's degrees | 24 | 20 |
| Resident Doctors | 0 | 1 |
| Non-candidates | 20 | 4 |
| Withdrawals after registration | 3 | 0 |
| Total | 181 | 93 |

TABLE II
GRADUATE STUDENTS RECEIVING DEGREES CLASSIFIED ACCORDING TO THE
DEGREE RECEIVED

| | 1943-44 | 1942-43 | 1941-42 | 1940-41 | 1939-40 |
|---|---------|---------|---------|---------|---------|
| <i>Master's Degrees</i> | | | | | |
| Masters of Arts..... | 33 | 42 | 58 | 65 | 79 |
| Masters of Arts in Education... | 0 | 0 | 2 | 2 | 4 |
| Masters of Science..... | 41 | 65 | 46 | 98 | 84 |
| Masters of Science in Agriculture | 10 | 6 | 9 | 5 | 17 |
| Masters of Education..... | 2 | 1 | 0 | 0 | 0 |
| Masters of Science in Education... | 14 | 30 | 35 | 18 | 38 |
| Masters of Regional Planning.. | 1 | 1 | 0 | 0 | 0 |
| Masters of Science in Engineering | 12 | 5 | 10 | 15 | 18 |
| Masters of Laws..... | 0 | 1 | 0 | 1 | 1 |
| Masters of Architecture..... | 0 | 0 | 1 | 9 | 2 |
| Masters of Fine Arts..... | 0 | 0 | 0 | 0 | 1 |
| Masters of Landscape Architec- ture..... | 0 | 0 | 0 | 0 | 0 |
| Masters of Chemical Engineering | 1 | 2 | 1 | 1 | 0 |
| Masters of Civil Engineering... | 2 | 3 | 5 | 5 | 6 |
| Masters of Electrical Engineering | 0 | 1 | 0 | 0 | 0 |
| Masters of Mechanical Engineer- ing..... | 2 | 2 | 0 | 2 | 3 |
| Total Master's Degrees.... | 118 | 159 | 167 | 221 | 253 |
| Doctors of Philosophy..... | 95 | 131 | 119 | 167 | 131 |
| Doctors of the Science of Law.... | 0 | 0 | 1 | 0 | 0 |
| Total..... | 213 | 290 | 287 | 388 | 384 |

TABLE III
GRADUATE STUDENTS CLASSIFIED ACCORDING TO THE DEGREES
FOR WHICH THEY ARE CANDIDATES

| | Academic Year 1943-44 | Summer 1943 |
|---|--------------------------|----------------|
| Doctors of Philosophy..... | 284 | 218 |
| Doctors of the Science of Law..... | 0 | 1 |
| <i>Master's Degrees, as below</i> | | |
| Masters of Arts..... | 72 | 81 |
| Masters of Science..... | 101 | 79 |
| Masters of Science in Agriculture..... | 11 | 5 |
| Masters of Science in Education..... | 3 | 36 |
| Masters of Science in Engineering..... | 16 | 13 |
| Masters of Laws..... | 0 | 0 |
| Masters of Architecture..... | 1 | 0 |
| Masters of Fine Arts..... | 0 | 0 |
| Masters of Landscape Architecture..... | 0 | 0 |
| Masters of Chemical Engineering..... | 1 | 1 |
| Masters of Civil Engineering..... | 5 | 2 |
| Masters of Electrical Engineering..... | 2 | 1 |
| Masters of Mechanical Engineering..... | 6 | 3 |
| Masters of Education..... | 1 | 1 |
| Masters of Regional Planning..... | 2 | 1 |
| <i>Non-candidates, as below</i> | | |
| Resident Doctors..... | 4 | 1 |
| Non-candidates..... | 31 | 5 |
| Others (withdrawals, duplicates, etc.)..... | 3 | 10 |
| Total..... | 543 | 458 |

TABLE IV

GRADUATE STUDENTS CLASSIFIED ACCORDING TO THE GROUP IN WHICH
THE MAJOR SUBJECT FALLS

| | 1943-44 | 1942-43 | 1941-42 | 1940-41 | 1939-40 |
|---|---------|---------|---------|---------|---------|
| Group A, Languages and Literature | 45 | 63 | 95 | 104 | 112 |
| Group B, History, Philosophy, and Political Science..... | 79 | 90 | 130 | 171 | 163 |
| Group C, Physical Sciences..... | 124 | 121 | 139 | 151 | 146 |
| Group D, Biological Sciences..... | 80 | 125 | 205 | 234 | 252 |
| Group E, Engineering, Architecture | 58 | 52 | 64 | 73 | 91 |
| Group F, Science Departments, New York City..... | 14 | 16 | 11 | 14 | 17 |
| Group G, Agricultural Sciences.... | 94 | 89 | 121 | 130 | 121 |
| Group H, Law..... | 0 | 0 | 2 | 1 | 1 |
| Group I, Education..... | 42 | 43 | 61 | 70 | 84 |
| Others (Resident Doctors)..... | 7 | 6 | 11 | 18 | 13 |

TABLE V

INSTITUTIONS FROM WHICH GRADUATE STUDENTS RECEIVED THEIR
FIRST DEGREES

| | | | |
|---|-----|---|----|
| Acadia University..... | 1 | Florida, University of..... | 3 |
| Adelphia University..... | 1 | Franklin and Marshall College.... | 6 |
| Akron, University of..... | 1 | Fresno State College..... | 1 |
| Alberta, University of..... | 1 | Georg-August University..... | 1 |
| Albion College..... | 1 | Georgetown College..... | 1 |
| Alfred University..... | 2 | George Washington University.... | 1 |
| Allegheny College..... | 1 | Gettysburg College..... | 1 |
| Anderson College and Theological Seminary..... | 1 | Ginling College..... | 1 |
| Ball State Teachers College..... | 1 | Grove City College..... | 3 |
| Barnard College..... | 1 | Haiti Medical School..... | 1 |
| Beloit College..... | 1 | Hamburg University..... | 1 |
| Bethany College..... | 1 | Hamilton College..... | 7 |
| Bombay, University of..... | 2 | Hampden-Sydney College..... | 3 |
| Bridgewater College..... | 1 | Hampton Institute..... | 1 |
| Brigham Young University..... | 1 | Hartwick College..... | 1 |
| British Columbia, University of... | 2 | Harvard University..... | 3 |
| Brooklyn College..... | 6 | Hawaii, University of..... | 2 |
| Bryn Mawr College..... | 2 | Heidelberg College..... | 2 |
| Bucknell University..... | 2 | Hiram College..... | 2 |
| Buenos Aires, Universidad de..... | 1 | Hobart College..... | 3 |
| Buffalo, University of..... | 2 | Hofstra College..... | 2 |
| California Institute of Technology | 2 | Houghton College..... | 1 |
| California, University of..... | 10 | Hunter College..... | 6 |
| Central University of Venezuela.... | 2 | Idaho, University of..... | 1 |
| Chicago, University of..... | 5 | Illinois Institute of Technology... | 1 |
| Chulalankana University..... | 1 | Illinois State Normal University.. | 1 |
| Cincinnati, University of..... | 1 | Illinois, University of..... | 12 |
| Clemson Agricultural College..... | 2 | Indiana Technical College..... | 1 |
| Colgate University..... | 1 | Indiana University..... | 2 |
| Colorado State College of Agri- culture and Mechanics..... | 2 | Iowa State College..... | 9 |
| Colorado State College of Educa- tion..... | 1 | Iowa, State University of..... | 2 |
| Columbia University..... | 3 | Jamestown College..... | 1 |
| Concord State Teachers College.... | 1 | Kansas City, University of..... | 1 |
| Connecticut College for Women.... | 1 | Kansas State College of Agriculture and Applied Science..... | 2 |
| Connecticut State College..... | 1 | Ladycliff College..... | 1 |
| Cornell University..... | 100 | LaFayette College..... | 1 |
| Dartmouth College..... | 1 | Laval University..... | 1 |
| Delaware, University of..... | 1 | Lebanon Valley College..... | 1 |
| Denmark, Technical University of | 1 | Lehigh University..... | 2 |
| De Pauw University..... | 1 | Lenoir Rhyne College..... | 1 |
| Drexel Institute of Technology.... | 2 | Louisiana Polytechnical Institute.. | 1 |
| Duke University..... | 1 | Louisiana State University..... | 2 |
| Duluth State Teachers College.... | 1 | McGill University..... | 2 |
| École Supérieure D'Agriculture du Sud-Ouest..... | 1 | McMaster University..... | 1 |
| Elmira College..... | 2 | Madison College..... | 1 |
| Escola Superior de Agricultura e Medicina Veterinaria..... | 2 | Maine, University of..... | 6 |
| Escola Superior de Agricultura de Lauras..... | 1 | Marseille University..... | 1 |
| Facultad Nacional de Agronomía, Colombia..... | 2 | Maryland, University of..... | 3 |
| Flora MacDonald College..... | 1 | Maryville College..... | 1 |
| | | Massachusetts Institute of Tech- nology..... | 3 |
| | | Massachusetts State College..... | 6 |
| | | Massachusetts State Teachers Col- lege at Framingham..... | 1 |
| | | Meredith College..... | 1 |

| | | | |
|---|---|--|---|
| Mexico, University of..... | 1 | Portland University..... | 1 |
| Miami University..... | 2 | Princeton University..... | 2 |
| Michigan State College..... | 1 | Puerto Rico, University of..... | 1 |
| Michigan, University of..... | 2 | Purdue University..... | 2 |
| Middlebury College..... | 4 | Queens College..... | 3 |
| Minnesota, University of..... | 2 | Radcliffe College..... | 3 |
| Missouri, University of..... | 1 | Randolph Macon College..... | 1 |
| Montana State College..... | 2 | Regis College..... | 1 |
| Montreal University..... | 1 | Rensselaer Polytechnic Institute.. | 1 |
| Mount Holyoke College..... | 2 | Rhode Island State College..... | 4 |
| Muhlenberg College..... | 2 | Richmond, University of..... | 3 |
| Muskingum College..... | 2 | Robert College (Turkey)..... | 2 |
| Nankai University..... | 1 | Rochester, University of..... | 3 |
| Nanking, University of..... | 3 | Rockford College..... | 1 |
| National Chiao-Tung University.. | 3 | Rollins College..... | 1 |
| National School of Agriculture, Mexico..... | 2 | Rosary College..... | 1 |
| National School of Agriculture and Veterinary Medicine, Lima, Peru.. | 1 | Russell Sage College..... | 3 |
| National Szechuan University..... | 1 | St. Benedict's College..... | 1 |
| National Tsing Hua University... | 3 | St. Bonaventure College..... | 1 |
| Nebraska, University of..... | 3 | St. John's University..... | 2 |
| New Hampshire, University of... | 2 | St. Joseph's College..... | 1 |
| New Jersey College for Women... | 1 | Salem College..... | 1 |
| New Mexico, University of..... | 1 | San Diego State College..... | 1 |
| New York, College of the City of... | 5 | Santa Clara University..... | 1 |
| New York State College for Teach- ers at Albany..... | 8 | Seton Hill College..... | 3 |
| New York State College for Teach- ers at Buffalo..... | 1 | Shaw University..... | 1 |
| New York University..... | 2 | Simmons College..... | 1 |
| North Carolina, University of.... | 4 | Smith College..... | 1 |
| North Central College..... | 1 | South Dakota State College of Ag- riculture and Mechanical Arts.. | 1 |
| North Dakota College of Agri- culture..... | 1 | Southern Illinois Normal University | 1 |
| North Dakota, University of..... | 1 | Southwest Institute of Technology | 1 |
| Northeastern University..... | 2 | Stanford University..... | 1 |
| Northwestern University..... | 1 | Swarthmore College..... | 1 |
| Oberlin College..... | 8 | Sweden, Agricultural College of... | 1 |
| Ohio State University..... | 6 | Syracuse University..... | 5 |
| Ohio Wesleyan University..... | 1 | Tennessee, University of..... | 3 |
| Oklahoma, Agriculture and Me- chanical College..... | 2 | Texas Agricultural and Mechanical College..... | 1 |
| Oklahoma, University of..... | 2 | Texas, University of..... | 1 |
| Ontario Agricultural College..... | 1 | Tientsin University..... | 1 |
| Oregon State College..... | 3 | Toronto University..... | 3 |
| Pacific University..... | 1 | Tulane University..... | 1 |
| Paris, University of..... | 1 | Tusculum College..... | 1 |
| Park College..... | 1 | Tuskegee Institute..... | 1 |
| Peking, University of..... | 1 | Union College..... | 1 |
| Pennsylvania State College..... | 9 | United States Naval Academy.... | 2 |
| Pennsylvania State Teachers Col- lege at Indiana..... | 1 | Ursinus College..... | 2 |
| Pennsylvania State Teachers Col- lege at Westchester..... | 1 | Utah State Agricultural College... | 7 |
| Pennsylvania, University of..... | 2 | Vassar College..... | 3 |
| Philadelphia College of Pharmacy and Science..... | 1 | Vermont, University of..... | 1 |
| Philips University..... | 1 | Virginia Polytechnical Institute... | 1 |
| Pittsburgh, University of..... | 5 | Virginia State College for Negroes.. | 1 |
| | | Virginia, University of..... | 1 |
| | | Wake Forest College..... | 1 |
| | | Washington Missionary College... | 1 |
| | | Washington State College..... | 2 |
| | | Washington, University of..... | 2 |
| | | Wayne University..... | 2 |

| | | | |
|----------------------------------|---|--------------------------------------|---|
| Weber College..... | 1 | Wilson College..... | 2 |
| Wellesley College..... | 1 | Wisconsin, University of..... | 5 |
| Wesleyan Conservatory..... | 1 | Wooster College..... | 4 |
| West Virginia State College..... | 1 | Worcester Polytechnic Institute..... | 1 |
| Western College..... | 1 | Yale University..... | 1 |
| Wheaton College..... | 3 | Yenching University..... | 2 |
| Whitworth College..... | 1 | German degrees not certified..... | 2 |

TABLE VI

GEOGRAPHICAL DISTRIBUTION OF GRADUATE STUDENTS

| | | | |
|---------------------------|----|-----------------------------------|-----|
| Alabama..... | 4 | New Mexico..... | 2 |
| Arkansas..... | 2 | New York..... | 235 |
| California..... | 11 | North Carolina..... | 5 |
| Colorado..... | 2 | North Dakota..... | 2 |
| Connecticut..... | 7 | Ohio..... | 17 |
| Delaware..... | 1 | Oklahoma..... | 4 |
| District of Columbia..... | 3 | Oregon..... | 4 |
| Florida..... | 5 | Pennsylvania..... | 40 |
| Georgia..... | 1 | Rhode Island..... | 4 |
| Idaho..... | 2 | South Carolina..... | 1 |
| Illinois..... | 18 | South Dakota..... | 1 |
| Indiana..... | 5 | Tennessee..... | 2 |
| Iowa..... | 5 | Texas..... | 2 |
| Kansas..... | 2 | Utah..... | 7 |
| Kentucky..... | 1 | Vermont..... | 3 |
| Louisiana..... | 2 | Virginia..... | 8 |
| Maine..... | 8 | Washington..... | 3 |
| Maryland..... | 4 | West Virginia..... | 1 |
| Massachusetts..... | 13 | Wisconsin..... | 2 |
| Michigan..... | 6 | <i>United States Possessions</i> | |
| Minnesota..... | 4 | Hawaii..... | 2 |
| Missouri..... | 3 | Philippine Islands..... | 1 |
| Montana..... | 2 | Puerto Rico..... | 3 |
| Nebraska..... | 3 | Total Number of Students from the | |
| New Hampshire..... | 2 | United States..... | 475 |
| New Jersey..... | 10 | | |
| Argentina..... | 1 | Haiti..... | 1 |
| Brazil..... | 3 | Iceland..... | 1 |
| British West Africa..... | 1 | India..... | 3 |
| British West Indies..... | 1 | Mexico..... | 4 |
| Bulgaria..... | 1 | Peru..... | 2 |
| Canada..... | 10 | Spain..... | 1 |
| China..... | 25 | Thailand..... | 1 |
| Colombia..... | 3 | Turkey..... | 3 |
| Egypt..... | 2 | Venezuela..... | 2 |
| Greece..... | 2 | Total Number of Students from the | |
| Guatemala..... | 1 | Foreign Countries..... | 68 |

APPENDIX IV

REPORT OF THE LIBRARIAN

To the President of the University:

SIR: I have the honor to submit the report of the Librarian of the University Library for the year ended June 30, 1944.

The Germans have made us familiar with the problem of the Lebensraum, but they have no monopoly or vested right in the idea. At least one American political writer has emphasized the fact that the solution of political and economic space conflicts must be based upon a conception of "One World." The metaphysicians embrace not one world, but a whole universe in their often profound theories of space. For a librarian the Kantian theory that space, like time, has no transcendental reality—that it is merely a form of our empirical perception—has a fascinating attraction. But alas! for the librarian as a keeper of books, the problem remains entirely in the empirical world, and has a reality which at times threatens to become overwhelming, and his objects acquire a weight that is nothing short of crushing.

Books, in this empirical world are, like facts, stubborn things. No wholesale resort to microphotography will solve the space problem entirely. Whether we deal with microphotographs or with normal books, the axiom of empirical physical science, that no two objects can occupy the same space is still valid. We have not, as yet, discovered a micro-substitute for the human library entity known as a staff member. To be sure, we have, at Cornell, come close to a demonstration that two or more staff members can exist and work in the lebensraum that would normally be assigned to one of them alone; but it is not a happy demonstration.

Wise planning would really demand the serious consideration of a substantial addition to the library building. More and more often it has been found necessary to remove a group of books from some crowded region to a region, which is, for the moment, not filled. But this introduces an element of disorder and lack of system which is irksome to employees and to users alike. During the past year, it was found necessary, in order to make room for new acquisitions in the much used parts of the library, to move no fewer than 541 whole presses or sections of books, many of them to illogical or not very accessible locations.

STAFF

The war condition which brought about a difficulty in maintaining staff work at the required level is unchanged. Part time helpers, chosen from the student body, became more and more scarce. Women students have, to a certain extent replaced male students. Mr. Frank W. Tozer was appointed as library helper to fill a vacancy. Mrs. H. Rosalind Speed and Mrs. Muriel F. Bennett resigned as cataloguers. Mrs. Annaliese Funke and Mrs. Dorothy M. Young were appointed as cataloguers.

REPORT OF THE LIBRARIAN

This year has seen the publication of a second supplement to the catalogue of the Fiske Icelandic Collection, the "Additions 1927-42" compiled by HALLDÓR HERMANSSON and published by the Cornell University Press, a volume, including the subject index, of 295 quarto pages. The generous aid of the Carnegie Corporation made the printing of this work possible.

Dr. Henry H. King, the Library's Faculty Research Assistant, has had a significant share in the preparation of material for the following works, published within the last two years:

FABRICIUS, HIERONYMUS, "The embryological treatises of Hieronymus Fabricius of Aquapendente. . . a facsimile edition, with an introduction, a translation and a commentary by HOWARD B. ADELMANN." (Ithaca, 1942). "GEORGE LINCOLN BURR, his life by ROLAND H. BANTON, selections from his writings edited by LOIS OLIPHANT GIBBONS." (Ithaca, 1943). STEPHENSON, CARL, "Mediaeval his-

tory, revised edition". (N. Y., 1943). LAISTNER, M. L. W. "A hand-list of Bede manuscripts, with the collaboration of H. H. KING." (Ithaca, 1943). BEDE, THE VENERABLE, "Bedæ opera de temporibus" edited by CHARLES W. JONES". (Ithaca, 1943).

ACCESSIONS

The total amount expended for books, periodicals and binding, according to Miss Ingersoll, Supervisor of Accessions, was \$26,716 as against \$30,805 in the preceding year. The total number of volumes added to the University Library's accession books was 14,461 of which 11,462 were for the general library and 2,999 for special collections and for department or college libraries. For the General Library, 3,861 were purchases and 7,601 were gifts or exchanges.

| | Items added | Present extent |
|---|----------------|-------------------|
| General Library..... | 11,462 | 731,620 |
| Dante Collection..... | 3 | 10,900 |
| Petrarch Collection..... | 12 | 4,589 |
| Icelandic Collection..... | 246 | 22,201 |
| Wason Chinese Collection..... | 291 | 42,980 |
| Wordsworth Collection..... | 28 | 17 |
| Wordsworth Collection (MSS)..... | 17 | |
| Cornell University Theses..... | 408 | 16,560 |
| Philological Seminary..... | 8 | 1,182 |
| Sage School of Philosophy..... | — | 1,015 |
| French Seminary..... | — | 24 |
| German Seminary..... | — | 759 |
| Latin Seminary..... | — | 326 |
| American History Seminary..... | — | 671 |
| Manuscripts..... | 11 | 1,050 |
| Maps..... | 38 | 1,284 |
| Cornell University Maps and Plans..... | — | 202 |
| U. S. Coast Survey Charts..... | — | 950 |
| U. S. Geological Survey Atlases..... | — | 216 |
| U. S. Geological Survey Topographical Maps..... | 489 | 6,228 |
| British Geological Survey Maps..... | — | 600 |
| College of Architecture Library..... | 403 | 5,727 |
| Barnes Hall Library (Religion)..... | 100 | 4,212 |
| Chemistry Library (Special)..... | 42 | 594 |
| Comstock Memorial Library (Entomology)..... | 187 | 2,792 |
| Economics Laboratory Collection..... | — | 340 |
| Flower Veterinary Library..... | 407 | 13,830 |
| Forestry Library..... | — | 1,181 |
| Goldwin Smith Hall Library..... | 69 | 4,704 |
| Hart Library (English Literature)..... | — | 4,666 |
| Gray Memorial Library (Electrical Engineering)..... | 14 | 914 |
| Kuichling Library (Civil Engineering)..... | 7 | 2,364 |
| Rockefeller Hall Library (Physics)..... | — | 1,190 |
| Van Cleef Library (Zoology)..... | 219 | 5,666 |
| Total including MSS and Maps..... | 14,461 | 894,464 |
| New York State College of Agriculture Library..... | 5,439 | 138,546 |
| New York State College of Home Economics Library..... | 664 | 12,309 |
| Law Library..... | 1,355 | 119,178 |
| Total on entire campus..... | 21,919 | 1,164,497 |

CATALOGUE DIVISION

Miss Speed, the Head of the Catalogue Division reports the following figures:

| | |
|--|--------|
| Volumes and pamphlets catalogued..... | 19,421 |
| Maps..... | 553 |
| Manuscripts..... | 15 |
| Microfilms..... | 14 |
| Titles added to catalogue..... | 11,423 |
| Typewritten cards added..... | 17,092 |
| Printed cards added..... | 19,941 |
| Cards added to Library of Congress Depository Catalogue..... | 83,011 |
| Additions to cards..... | 7,217 |
| Volumes recatalogued..... | 215 |
| Cards corrected or dated..... | 8,227 |

CLASSIFICATION AND SHELF DIVISION

The figures reported by Mr. De Grassi for this division are:

| | |
|-----------------------|--------|
| Books classified..... | 11,216 |
| Public Documents..... | 4,143 |
| Maps..... | 579 |
| Manuscripts..... | 34 |
| Microfilms..... | 19 |
| Theses..... | 476 |
| Presses moved..... | 541 |

PERIODICALS DIVISION

Miss Leland, the Head of the Periodicals Division, reports:

| | |
|--|-------|
| Periodicals currently received | |
| By subscription..... | 1,023 |
| By gift and exchange..... | 1,249 |
| Total..... | 2,272 |
| Number of volumes on open shelves..... | 3,489 |
| Current periodicals on open shelves..... | 522 |
| Issued for brief home use..... | 430 |
| Volumes of periodicals bound..... | 2,721 |

Among the periodicals added this year were: *Acta Americana*, *E T C*; a review of *General Semantics*, *Geophysics*, *Journal of Consulting Psychology*, and *Negro Digest*.

The following sets were acquired: *American Catholic Quarterly Review* (1878-1924), *Magazine of Wall Street* (1916-1934), *Music and Letters* (1920-1942), *Slavonic and East European Review* (1926-1939), and *Western Pennsylvania Historical Magazine* (1920-1939).

A number of significant additions to our newspaper files will be found in the enumeration of gifts.

READERS DIVISION

Mr. Willis, Associate Librarian, in charge of the Reading Room and of Inter-library loans, reports:

| | |
|------------------------------|-------|
| Days open to the public..... | 322 |
| Registered borrowers | |
| Faculty..... | 1,295 |
| Students, college year | |
| Civilian..... | 2,223 |
| Army 854, Navy 625..... | 1,479 |
| Students, | |
| Summer School..... | 139 |

| | |
|---|--------|
| Recorded use | |
| Reading Room (number of books)..... | 99,470 |
| Seminary Rooms..... | 1,305 |
| Stalls..... | 3,186 |
| Laboratories and Departments..... | 4,765 |
| Home use (including 17,566 Seven-day books and 430 brief loans of periodicals)..... | 56,673 |

INTER-LIBRARY LOANS

| | |
|------------------------------------|-------|
| Lent to other libraries..... | 1,121 |
| Borrowed from other libraries..... | 420 |

The number of university, college, government, and industrial libraries that borrowed from Cornell was 193.

Among them were:

| | | | |
|-----------------------------------|-----|--------------------------------------|----|
| Agfa Ansco Corporation..... | 103 | E. I. duPont de Nemours Co..... | 18 |
| University of Rochester..... | 73 | General Electric Company..... | 18 |
| University of North Carolina..... | 71 | Brown University..... | 16 |
| Syracuse University..... | 41 | Smith College..... | 16 |
| Hobart College..... | 30 | Yale University..... | 15 |
| Wells College..... | 30 | Hamilton College..... | 14 |
| Princeton University..... | 22 | University of Toronto..... | 14 |
| Columbia University..... | 20 | Johns Hopkins University..... | 11 |
| Duke University..... | 20 | University of California, Berkeley.. | 8 |
| Eastman Kodak Company..... | 19 | Harvard University..... | 8 |
| Bryn Mawr College..... | 18 | University of Michigan..... | 6 |

Cornell borrowed books from 64 other libraries. Among them were:

| | | | |
|---------------------------------|----|--|----|
| Library of Congress..... | 70 | State University of Iowa..... | 13 |
| New York State Library..... | 43 | Harvard University..... | 12 |
| University of Rochester..... | 35 | University of Pennsylvania..... | 11 |
| Princeton University..... | 26 | University of Illinois..... | 10 |
| Pennsylvania State College..... | 20 | Catholic University of America.... | 9 |
| Columbia University..... | 18 | Jewish Theological Seminary of America..... | 9 |
| University of Michigan..... | 14 | | |
| Yale University..... | 14 | | |

GIFTS

The number of donors entered on our list for this year is 600. Of the books added to the general collection 7,618 were gifts or exchanges as compared with 3,861 items received by purchase. The comparatively small proportion of purchased items is due to the closing of the continental European markets. Our gifts are almost entirely of American origin. The number of periodicals which come to us by gift, 1,249, exceeds the number for which we pay subscriptions, 1,023. Many of them are gifts of learned societies; others come from the editors or publishers. Some are the gifts of faculty members who subscribe and pass their copies on to the library when they have read them. As the files grow longer, our annual offering of thanks is weighted with a growing sense of obligation.

The Cornell University Library Associates have continued their highly acceptable offerings. This year they secured for us A. S. W. Rosenbach's "Catalogue of Children's Books", Herbert and Lou Henry Hoover's translation of Georgius Agricola's "De Re Metallica", Berthold Seemann's "Flora Vitiensis; a description of the plants of the... Fiji Islands" (London 1865-73) and 66 volumes of the Transactions of the College of Physicians of Philadelphia.

Welcome cash donations were received from Mrs. Louise F. Peirce, from Professor Walter H. French, and Professor J. F. Mason. The steady succession of gifts from Miss Mary J. Hull and the estate of the late Professor Charles H. Hull and from Mrs. William F. E. Gurley remained unbroken.

Through the generosity of Mr. Victor Emanuel, the Wordsworth Collection was enriched with eight autograph Wordsworth letters, an autograph poem en-

titled "Christmas Day" by Dorothy Wordsworth, an autograph MS "written by Aunt Wordsworth [Dorothy] for Dora W———'s Green Book", three autograph letters by S. T. Coleridge and a ten-page autographed MS of De Quincey pertaining to Wordsworth's poetry; also several Wordsworth association books.

Six autograph letters of Goldwin Smith were received from Mr. Harry N. Barry, two letters signed by William H. Sage came from Mrs. Gurley, and an autograph letter of Samuel J. May, Massachusetts abolitionist, from Mr. Curtis W. Garrison.

The largest gift of books came to us by the bequest of the late Stewart H. Burnham, for many years Assistant Curator in the Department of Botany. Among the more than 2,000 volumes of Mr. Burnham's library were many books in the field of natural history and a number of interesting Lincolniana. Another and a most significant bequest came to us by the will of James McCall, of the Class of 1885, attorney in Bath, N. Y. The collection numbered 512 books, about 250 pamphlets, four wall maps, and 40 volumes of newspapers. Mr. McCall was keenly interested in local history and his collection included many highly desirable acquisitions of town and other local histories of New York State and New England. One item of some rarity is Charles Williamson's "Description of the Genesee Country" (Albany, 1798). Still more rare (only two copies are known) is the pamphlet, perhaps by the same author, "A view of the present situation of the Western parts of the State of New York, called the Genesee Country" (Frederick-Town [Md.] 1804).

From the Department of Botany we received about 250 books and pamphlets from the library of the late Professor of Botany, Karl McKay Wiegand. The botanical correspondence, memoranda, learned society papers and documents of Professor Wiegand were carefully classified and ordered by Professor Robert T. Clausen and deposited in the University Library.

Other gifts of books came from Miss Harriet B. Sumner (215 vols.), Mrs. A. L. Warnshuis (186 vols.), Professor C. V. P. Young (132 vols.), Miss Helen M. Cobb (65 books and pamphlets), Professor Ralph S. Hosmer (58 vols.), Mr. Vaughan MacCaughy (35 vols.), Professor Walter F. Willcox (26 vols.), Professor and Mrs. A. H. Wright (20 vols.), Professor Cony Sturgis (20 seventeenth century maps of Spain and Spanish America and 18 miscellaneous volumes).

Mr. Carter R. Kingsley, Class of '96, of Bath, N. Y. has long been one of the Library's actively interested friends. He is not only generous himself, but is the cause of generosity in others. His own contributions this year included 39 miscellaneous volumes.

From Mr. James S. Elston we received the Magazine of Wall Street, vols. 18-48, 52-54 (1916-1934); the Journal of the Royal Statistical Society, vol. 85-91 (1922-1928), Life Insurance Laws 1911-1917, 1921, 1930-1940. From Mr. Merritt M. Landon—The Hammondsport Herald, vols. 1-55 (1874-1928) and and The Keuka Grape Belt, vol. 56-62 (1929-1936).

Through the efforts of Professor A. H. Wright we received among other things from the City of Lockport, N. Y. 34 vols. of the Proceedings of the Lockport Common Council (1893-1934); from the New Hampshire Historical Society, 23 volumes of the Manual for the Use of the General Court of New Hampshire; and from the New Hampshire State Library 80 cartons of Canadian Public Documents.

Dr. Nellis M. Crouse continued his donations with seven volumes chiefly on the history of French America. Miss Elsa de Haas gave us her "Antiquities of Bali". From Mr. Beverly Fleet came his "Virginia Colonial Abstracts", vol. 19. Mr. W. D. Funkhouser sent us his "Portraits of Kentuckians" and his "Kentucky Backgrounds". Such donors, even though they may not be officially enrolled in a formal organization are none the less true friends of the Cornell University Library.

Otto Kinkeldey,
Librarian.

APPENDIX V
REPORT OF THE CURATOR, COLLECTION OF
REGIONAL HISTORY

To the President of the University:

SIR: I have the honor to submit the report of the Collection of Regional History for the year 1943-44.

Since the quarters provided for this enterprise are already becoming crowded, the prospect of improved future facilities is the most significant development of the past year. Officials of the College of Agriculture have been sympathetic toward a proposal to locate this Collection in a new Agricultural Library scheduled for post-war construction. Tentative arrangements have been made, pending the drawing of plans for the building. Regional manuscripts will thus be able to contribute to New York State agricultural history, broadly conceived, while continuing to be available for scholars with other interests. With space for expansion it should be possible to centralize in a University archives within this Collection the many useful historical records and correspondences now widely dispersed on the campus.

Miss Ruth Nakamoto was appointed July 1, 1943, as full time assistant to the Curator. The creation of this position has permitted the scope of our services to be enlarged, enabled maintenance of regular hours for visitors and increased working efficiency.

Additions this year bring our holdings to a preliminary total of over 63,000 items. Of these 1,846 are bound volumes of farm, store, home, school, canal, and other kinds of records and accounts; 60,584 are single manuscripts, largely letters; and 1,001 are circulars, pamphlets, and broadsides. Eight recent acquisitions, estimated at 10,000 pieces, have not yet been accessioned.

During the past year 59 donations, 7 deposits, and 38 purchases have been received. Mr. Edward E. Seelye placed here on deposit the complete Edward Eggleston collection, owned by the Seelye family. Mrs. Gauntlett Whitcomb loaned manuscripts related to Cornell University history. Mr. Guy K. Weeden deposited the Cazenovia *Republican Monitor* (1829, 1830, 1834). The late James McCall left to the University his entire historical library, including Charles Williamson manuscripts and an extensive nineteenth century correspondence. From Mr. George S. Sheppard we received the John L. Lewis, Jr. papers (1810-1928); from Mrs. Simon H. Gage nearly 600 Starrett family letters; from Mrs. K. M. Wiegand over 800 Solomon Goddard papers; and from Mr. H. K. Crofoot more than 600 pieces relating to Francis E. Spinner. Mr. Carter R. Kingsley has continued to contribute a succession of gifts and suggestions leading to others.

A total of 61 volumes and 430 issues of newspapers was added to the holdings of the Library through the instrumentality of this Collection. Mr. Merrit M. Landon donated the *Hammondsport Herald* (1874-1936), and Mr. George S. Sheppard, the *Yates Republican* (1828-1831).

It has recently been fashionable for historical manuscript libraries to emphasize the accumulation of current data on the war. This has not seemed to be an advisable major emphasis for the Cornell regional collection. Since October 1, 1943, however, we have filed the weekly issues of 185 rural New York newspapers given by the Office of Publications of the College of Agriculture. The poor quality of modern newsprint forbids an expenditure for binding or otherwise helping to preserve these sheets, but while they last they will provide an abundance of localized information for historians of this war period.

WHITNEY R. CROSS,
Curator, Collection of Regional History.

APPENDIX VI

REPORT OF THE DEAN OF THE COLLEGE OF ARTS
AND SCIENCES

To the President of the University:

SIR: I have the honor to present this report of the College of Arts and Sciences for the academic year 1943-44.

PROGRAMS OF INSTRUCTION

The enrollment of students in courses conducted by the College during the past year has been so irregular that only the Registrar of the University can state the numbers. It will perhaps be sufficient to say in this place that the resident members of the staff have been fully engaged in teaching Army, Navy, and civilian students. Among 185 full-time members of the faculty, eight were in military service and twenty-six were on leave of absence for civilian war service. Thirty-nine taught in two of the three terms, and 112 taught all three terms.

In addition to the regular faculty of 185 a larger number of persons were employed as Teaching Assistants for varying periods of time in the special programs of the Army and Navy, and in the civilian courses.

The immediate administration of the special programs has been in the hands of a group of directors: Associate Professor B. L. Rideout, Chairman of the Advisory Board for Underclassmen, has had charge of the Navy "V-12" basic units. Professor L. C. Petry of the Department of Botany has served as director of the Army Specialized Training Program in its basic phases. Associate Professor L. L. Barnes, Chairman of the Pre-Medical Advisory Committee of the College, has directed the pre-medical programs of both Army and Navy. Two twelve-week terms, constituting an Army program in Psychology and Personnel, were directed by the Chairman of the Department of Psychology, Professor H. P. Weld. The Area-Language program of the Army, which included groups in German, Italian, Czech, Russian, and Chinese was directed by the Professor of History, Professor C. W. deKiewiet. The United States Military Academy Program was directed by the Associate Professor of English, Professor C. W. Jones.

These six programs engaged both regular members of the staff and numerous other persons specially appointed because of their competence to deal with particular fields of study. Though at times confusing, and at other times testing the resourcefulness of both directors and departmental chairmen in securing trained teachers on short notice, the work has been on the whole notably successful. The regular members of the staff who have been called upon to assume exacting and often unusual duties have met their obligations with good will and efficiency.

The number of service men in courses offered by the College has now been curtailed. The Navy programs are still well filled, although relatively larger numbers are now following advanced programs of engineering. Two groups of pre-medical students, Army and Navy, are still with us, and a small group of Army students are studying Chinese under the direction of the Associate Professor of Chinese History, Professor Biggerstaff. The Director of the Army Specialized Training Program in its basic phases, Professor L. C. Petry, has been relieved to undertake the direction of education for ex-service personnel. In his place the Associate Professor of English, Professor E. A. Tenney, has been appointed director.

The United States Military Academy program, which began last September with an enrollment of some forty students, increased to about 350 in March. It is now proposed to repeat this program beginning about the first of September with provision for some 800 men, part of whom will be prepared for the Academy entrance examination, while others, already certified, will be given a special program of collegiate courses. This program will again be directed by the Associate Professor of English, Professor C. W. Jones.

THE CURRICULUM OF THE COLLEGE

At a meeting held on December 7, 1943 the faculty authorized the Dean to appoint a special committee "to consider and report to it desirable changes in the curriculum of the College, its methods of instruction, and its requirements for graduation; the committee to be empowered to add other members of the faculty from time to time when added personnel seems to it desirable." This Committee was made up initially of Professors Barnes, Biggerstaff, Gilbert, Lange, and Wichelns, Chairman. The following topics have been suggested by the Chairman for discussion:

1. An addition of certain formal requirements to those of subject-matter.
2. The usefulness of the so-called "service courses" of the College to its own students.
3. A requirement in American History.
4. The requirement in English.
5. A possible requirement in the history of thought.
6. A better balanced staff of instruction.

To these suggestions the Dean added seven others:

1. "Refresher" and remedial course in reading, writing, speaking, and figuring, including the foreign languages.
2. The correlation of these skills with other subjects of instruction in the College.
3. The prescribed studies of the College, both for skills and general education.
4. The correlation of subjects comprising a field of concentration and its administration.
5. The methods of instruction in various subjects; lecture, recitation, laboratory exercises, and tutoring.
6. The organization of fields of instruction in departments and divisions.
7. Service courses for our own and for students of other colleges in the University.

This special committee has held frequent meetings with invited members of the faculty and a report may be expected in the autumn.

THE CHAIRMAN OF DEPARTMENTS

The Board of Trustees has voted "to approve the policy during the present emergency of regarding chairmen who have already served ten or more years as eligible for reappointment on a yearly basis." In accordance with this policy Professors Caplan, Cushman, Cunningham, and Gibbs were reappointed Chairmen of the departments of Classics, Government, Philosophy, and Physics, respectively, for 1943-44 and again for 1944-45. New appointments to Chairmanships in the College have been made by the Trustees as follows:

In Economics, Professor Paul M. O'Leary for a term of five years, 1944-49.

In English, Professor George H. Sabine, until a new Chairman is appointed in succession to Professor E. K. Brown who resigned at the end of the present academic year.

In Geology, Professor Oscar D. von Engeln for a term of three years 1944-47.

In German, Associate Professor Victor Lange for a term of five years, 1944-49.

In Music, Associate Professor John M. Kuypers for a term of five years, 1944-49.

In Romance Languages, Professor George I. Dale will continue as Acting Chairman during the absence of the Chairman, Professor Morris Bishop.

In Sociology and Anthropology, Professor Leonard S. Cottrell, Jr. to succeed himself for a period of five years, 1944-49. During his absence Associate Professor R. L. Sharp will continue as Acting Chairman.

In Zoology, Professor Howard B. Adelman for a term of five years, 1944-49.

THE STUDY OF FOREIGN LANGUAGES IN THE COLLEGE

The administration of the College requirement in foreign language has been a subject of discussion for some time. The remarkable success of the oral methods of instruction employed in the Army's "Area-Language" program of study has impressed many with the desirability of adapting them to the uses of the College. The Professor of History, Professor deKiewiet, who served as director of the Area-Language program of the Army, is surveying the subject with a view to certain proposals which may lead to the inclusion of programs of this kind in the curriculum. The Associate Professor of German, Professor Lange, who has been actively engaged in the Army program, has suggested modifications in the elementary instruction of modern foreign languages which the Committee on Curriculum is considering.

The question under discussion involves some administrative difficulties if the College is to maintain its present requirement of proficiency in a foreign language for all students. In order to provide tutorial instruction, such as the oral method employs, it will be necessary to give more time in the freshman's program than can be readily found for certain special groups of students, notably pre-medical students and students of chemistry, who in the freshman year are expected to do intensive work in science and mathematics.

The first question is not how foreign languages can best be taught, but whether a requirement of study in a foreign language shall continue to be imposed on all students. A sampling of the entrance units in foreign languages offered by 137 entering freshmen in November, 1943, showed that the average number of units was 4.8 and that 95 per cent of these students offered three or more units in a single foreign language. The number of units offered varied from zero in one case to eight units in four cases, and there were no fewer than forty different patterns of foreign language attainment prior to entrance. At present a student may continue a language which he has already studied, or he may meet the requirement in a new language. The languages in question are Latin, Greek, French, German, Spanish, and Italian, to which list Russian has been added during the past year. Although as yet not sufficiently developed to meet college requirements, instruction is also given in the Scandinavian languages, and an instructor has recently been appointed to teach Chinese.

The basis of a requirement in foreign language has been variously interpreted. It is perhaps stated most broadly in a dictum attributed to Goethe that one who knows no other language than his own does not know that. Historically, however, the requirement goes back to the time when the higher learning was based on Greek and Latin texts; now that the more important "Classics" are available in English translation, it is less necessary to read them in their original forms. Furthermore, and despite certain modern efforts to restore the "Classics" to a central position in liberal education, three-quarters of our present-day students are primarily interested in vocational and pre-professional studies, and to them the "Classics" make but a secondary appeal or none at all.

The modern foreign languages have largely supplanted interest in the classical tongues and books, and have become indispensable in certain lines of training. Yet the interest varies. In certain of the natural sciences, notably in chemistry, a brief introduction to German with sufficient training to enable a student to translate technical articles with the aid of a dictionary is a minimum requirement which the department makes of all its major students. This amount of study does not satisfy the requirement of the College, which has been the equivalent of a fourth college year after three years of a secondary school course. While the requirement of the Chemistry Department, though slight, is at least functional, that of the College is not; because, excepting those students who elect advanced work in the languages and literatures, few of our students are called upon to use a foreign language in any of their other studies.

There was a time when admission to the advanced undergraduate courses of history and the social studies, philosophy, and the sciences was restricted to students who could read and understand articles and books written in French or German, and often in both. This is no longer true, nor is it possible to make out

a positive case for such a requirement. Not only are the source materials of modern investigation promptly translated in full or in abstract, but they include other languages than French and German. Further, the languages themselves, now studied, are so numerous that a student's special preparation is both unpredictable and unreliable.

As our sampling of entrance credits has shown, most of our students have had an ample exposure to the study of foreign language prior to admission. Their training, however, has been diverse and often inadequate. In consequence, the student is apt to elect some other language than the one in which he is presumably prepared for college work. If a student begins a language in college he may need six terms in which to meet the requirement of the college. There have been many instances of late in which students whose work is otherwise satisfactory have found difficulty in the foreign language of their choice, and occasionally have met all other requirements for graduation but for this shortage.

In order to meet such situations in advance the faculty has ruled that, with reference to English and foreign language "which must be included in the schedule of courses for the first year of residence," a "failure to meet or make satisfactory progress toward the fulfillment of these requirements by the end of the sophomore year will be followed by faculty action placing the student on probation or excluding him from the College."

It is the hope of those who are impressed by the oral method of instruction that a student so trained in at least one language other than his own will attain a mastery which arouses in him sufficient interest to keep it up, and that he will then seek opportunity to read, write, and speak his second language as he has not been often tempted to do in the past.

Whether or not a foreign language requirement of the College is maintained or abandoned, opportunity should be given really to learn and master the modern tongues. I venture to suggest that if the present requirement were abandoned we could maintain a livelier interest, and secure better results, by adopting the new methods than we are now able to attain. No doubt the Committee on Curriculum will have recommendations to the faculty on this subject.

CREDITS FOR WAR TRAINING COURSES AND FOR UNFINISHED TERMS OF STUDY

An administrative difficulty is created by applications for credit from the Army and Navy specialized training programs in the colleges, from the Officer's Candidate Schools, the Midshipmen's Schools, and from other organized and technical schools of training.

We have been obliged to feel our way through the intricacies of a just assessment of credits earned in these various ways. The Committee on Educational Policy has given thoughtful consideration to the issues which have come before it, but has been unwilling to set hard and fast rules until a common policy has been adopted by the University at large. In three cases former students who have completed the sixteen-week training course of the Midshipmen's School have been allowed a total of nine elective hours each. In one or two other cases elective hours have been recorded for other types of military study. In the case of the collegiate Army Student Training Program, including the specialized Psychology-Personnel and Area-Language units, we have granted a possible twelve hours of credit for a twelve-week term. The Navy V-12 programs have given us less difficulty since they are figured in terms of semester hours and have been generally accredited hour for hour. In the case of the specialized course on Naval Organization, conducted by the Navy itself, credit for this course has been entered on the back of the student's record card for possible reference in future.

Our guiding principles have been that a candidate for graduation with the A. B. degree must have, as usual, one-hundred-twenty acceptable hours of credit, of which at least ninety must be in the subjects of the College and must include the prescribed subjects and the substantial completion of a major field of work.

The other question of credit refers to students who by reason of the war emergency have been forced to leave college before the completion of the term in which they were registered. The faculty has abandoned the use of plus and

minus grades which was authorized by the University Faculty in the spring term of 1942-43. Instead, the faculty has agreed to revert to our practice of recording partial credits in such amounts as "the Dean's Office, the Advisory Board for Underclassmen, and the Committee on Academic Records may decide in each instance, upon recommendation of the instructors concerned."

THE STATUS OF PHYSICAL EDUCATION AND TRAINING, AND OF MILITARY SCIENCE AS SUBJECTS OF INSTRUCTION IN THE COLLEGE

The first of these subjects, Physical Education, has been listed as a department of the College since 1916. The Professor of Physical Education, Professor C. V. P. Young, was made a member of the faculty of the College of Arts and Sciences by Trustee action on December 20, 1919. Since that time, and until his retirement as Emeritus Professor, July 1, 1944, the College has maintained a Department of Physical Education with courses "designed primarily for the training of teachers and directors of physical education in public schools and colleges." Since the State requirements for certification of teachers of physical education have been increased to a point where our facilities for the training have become inadequate, these courses have been elected by few students. With the retirement of Professor Young the department will be discontinued in the College. If it is to be revived, it will naturally fall within the province of the School of Education.

The status of Physical Training for men was changed when, as I reported last year, the University Faculty made this subject a general requirement for all male students in each undergraduate term. A credit of one hour a term has been recorded for this work and likewise for the four terms of physical training required of women. In addition, one hour a term credit has been allowed for the four terms of Military Science (basic course) which are required of all male students. Credit for work in the advanced course of Military Science, the Reserve Officers Training Corps, was increased from two to three hours a term. This advanced course has been discontinued and supplanted by the Army's Officers Candidate Schools.

It was ruled by the faculty last year that grades earned in Physical Training and Military Science, though they may count in partial fulfillment of the one-hundred-twenty hours required for graduation, will count among the thirty non-Arts hours which may be elected with the approval of the Dean. The Faculty also ruled that because of the general nature of these University requirements in Physical Training and Military Science, and the difficulty of evaluating grades earned in them on the same basis with academic subjects, these grades shall no longer be included in computing a student's average and rank in his academic subjects. By further action of the faculty, on May 2, 1944, it was voted that beginning with the summer term "grades in Physical Training and Military Science shall be disregarded in determining good standing and probation." Henceforth "a student who does not pass twelve academic hours in any term with a grade of 70 or better in at least six of the twelve hours, will be either dropped or placed on probation."

THE INTENSIVE STUDY OF THE RUSSIAN LANGUAGE AND OF CONTEMPORARY RUSSIAN CIVILIZATION

During the past two years the Department of Slavic Languages and Literatures has been conducting intensive full-time courses in the Russian language. These courses, both introductory and advanced, have been given in twelve-week and also in eight-week periods. Those enrolled in these courses have been registered in the College as special students. Allowance has been made for some regular students of the College to pursue this study, though the program was devised for, and has been chiefly undertaken by, students who came to Cornell especially for this purpose. This work has gone on during the past year and is again being carried on for a summer term of twelve weeks.

The success of an intensive program of courses in Contemporary Russian Civilization, which were conducted during the sixteen-week summer term of 1943, has also warranted a repetition of the program during a twelve-week term this

summer. On both occasions the staff of instruction, under the direction of the Chairman of the Department of Slavic Languages and Literatures, Associate Professor E. J. Simmons, has been made up of distinguished specialists in the fields of Russian history, politics, economics, sociology, and literature. On both occasions mature students from all parts of the country have come to Cornell to participate in this unique venture in adult education.

THE COLLEGE ANNOUNCEMENTS

Because of the pressure of the specialized training programs for service men, and the uncertainties regarding number of and demand for individual courses, it has been necessary to plan our civilian offerings from term to term. Accordingly, the College issued its annual announcement August 1, 1943, as a statement of our regular course-offerings without the usual information concerning precisely which courses would be given in each of the three terms of the academic year, or when and where the courses would be held. This information has been furnished by the supplementary announcements which have been issued at the beginning of each term. A new general announcement for 1944-45 has been edited under similar restrictions.

The work of editing and seeing these general and supplementary announcements through the press has been ably done by the Associate Professor of English, Professor Nunzezer.

Again I express the gratitude of the College Office for the many services rendered by the faculty, individually, through its standing committees, and through its specially organized directors and assistants in the conduct of the Army and Navy programs of instruction.

The members of the standing committees who have served during the past year are listed below with the dates of all terminal appointments.

Committee on Educational Policy: H. W. Briggs, 1944; C. W. Jones, 1944; James Hutton, 1945; F. O. Waagé, 1945; R. P. Agnew, 1946; L. L. Barnes, 1946; B. L. Rideout, R. P. Sibley, R. M. Ogden, *ex officio*.

Recently elected to succeed Professors H. W. Briggs and C. W. Jones are Professors J. G. Kirkwood and H. A. Wichelns.

Committee on Academic Records: J. C. Adams, 1944; Knight Biggerstaff, 1944; M. L. Hulse, 1944; E. Hinchliff, 1945; J. L. Hoard, 1945; E. J. Simmons, 1945; S. L. Leonard, 1946; H. Schneider, 1946; R. W. Shaw, 1946; B. L. Rideout, R. P. Sibley, R. M. Ogden, *ex officio*.

Advisory Board for Underclassmen: H. B. Adelman, L. L. Barnes, S. H. Bauer, W. F. Bruce, Harry Caplan, G. I. Dale, P. W. Gates, P. W. Gilbert, M. L. Hulse, W. A. Hurwitz, B. W. Jones, A. W. Laubengayer, F. G. Marcham, Richard Robinson, W. M. Sale, R. L. Sharp, D. H. Tomboulion, F. O. Waagé, C. Weir, B. P. Young, and B. L. Rideout, R. P. Sibley, R. M. Ogden, *ex officio*.

Committee on Boldt and Hall Scholarships: H. W. Thompson, (Chairman), 1944; C. W. deKiewiet, 1945; G. B. Muchmore, 1946.

Committee on Conduct of Examinations: H. D. Albright, 1944; Lyle C. Brown, 1944; J. T. Nash, 1944; Marjory N. Underwood, 1944; G. P. Adams, jr., 1945; Lois B. Steele Aylesworth, 1945; D. H. Tomboulion, 1945; Gordon Vawter, 1945; P. W. Gilbert, 1946; R. L. Ward, 1946; R. P. Sibley, R. M. Ogden, *ex officio*.

Committee on Decoration of Goldwin Smith Hall: M. G. Bishop, F. G. Marcham, and the Dean.

Committee on Goldwin Smith Reading Room: Otto Kinkeldey, Edwin Nunzezer, and the Dean.

Committee on Pre-Medical Study in the College: L. L. Barnes (Chairman), H. B. Adelman, W. F. Bruce, and P. W. Gilbert.

R. M. OGDEN,
Dean of the College of Arts and Sciences.

APPENDIX VII

REPORT OF THE DEAN OF THE COLLEGE OF ARCHITECTURE

To the President of the University:

SIR: I have the honor to present the report of the College of Architecture for the academic year 1943-44.

ENROLLMENT

The third year of war has resulted in a further decrease in the enrollment of students in the College over the academic year 1942-43. Nevertheless, it stands seventh in enrollment among the 37 member schools of the Association of Collegiate Schools of Architecture. (Report of April 15, 1944.)

The College operated three full terms of 16 weeks each during this academic year; the Summer Term, however, was on an elective basis for all students except those in the military or naval service.

In the Summer Term, beginning July 1, 1943, 46 students were enrolled as follows: 22 old students, 7 new students, 11 Navy V-12, and 6 Marine Corps.

In the Fall Term, beginning November 1, 1943, 67 students were enrolled as follows: 36 old students, 11 new students, 1 special student, 10 Navy V-12, 2 Marine Corps, and 7 Army (Advanced R. O. T. C.).

In the Spring Term, beginning March 3, 1944, 56 students were enrolled as follows: 41 old students, 4 new students, 8 Navy V-12, 1 Marine Corps, and 2 Army (Advanced R. O. T. C.).

During the year 12 students were recommended for degrees. Of these 5 were commissioned in the U. S. Navy, 2 were members of the U. S. Army, and 5 were civilians (3 foreign and 2 United States citizens). One woman student was included in the 12 referred to above; she was commissioned an Ensign in the Navy.

FACULTY

John M. Sitton, Assistant Professor of Fine Arts, resigned as of February 29, 1944 to take up duties with the Bendix Corporation at Baltimore, Maryland.

Charles H. Warner, Jr., Assistant Professor of Architecture, resigned as of June 30, 1944 to take up similar duties with the School of Architecture, Columbia University.

On April 15, 1944 the Trustees voted to promote Thomas W. Mackesey, Assistant Professor of Regional and City Planning, to Associate Professor of Regional and City Planning, and A. Henry Detweiler, Assistant Professor of Architecture, to Associate Professor of Architecture. On May 13, 1944 the Trustees voted to promote Norman D. Daly, Instructor in Fine Arts, to Assistant Professor of Fine Arts.

The Faculty of the College of Architecture now consists of 9 Professors, 3 Associate Professors, and 2 Assistant Professors; 1 Assistant Professor and 1 Instructor are on leave of absence with the Armed Forces.

In view of the greatly reduced enrollment, members of the Faculty of the College volunteered their services to teach various subjects in other colleges and departments of the University.

The program of instruction for the Curtiss-Wright Aircraft Corporation continued throughout the year until December 15, 1943. While this program was under the general supervision of the College of Engineering, this College assumed all of the responsibility for instruction in aircraft draughting and for part of the work in mechanics. The work in aircraft draughting was under the direction of Mr. Warner. He was assisted by Messrs. Tilton, Mackesey, and Detweiler, the last named until September 1943. Mr. Young offered instruction in mechanics.

Summer Term

Messrs. Mackesey, Washburn, and Daly taught Mechanical Drawing part time in the School of Mechanical Engineering.

Mr. Detweiler served part time as Assistant Director of the Area and Language Division of the Army Specialized Training Program.

Mr. Finlayson taught geography full time in the Army Specialized Training Program, College of Arts and Sciences.

Fall Term

Messrs. Washburn and Sitton taught Mechanical Drawing part time and Mr. Montillon taught the same subject full time in the School of Mechanical Engineering.

Mr. Detweiler served full time as Assistant Director of the Area and Language Division of the Army Specialized Training Program.

Mr. Finlayson taught Geography full time in the Army Specialized Training Program, College of Arts and Sciences.

Spring Term

Mr. Montillon taught Mechanical Drawing full time in the School of Mechanical Engineering.

Messrs. Detweiler and Mackesey taught Geography part time and Mr. Finlayson taught the same subject full time in the Army Specialized Training Program, College of Arts and Sciences.

Dean G. D. Clarke was granted a leave of absence from duties with the College from March 1, 1944 to March 1, 1945.

Professor A. D. Seymour returned to his duties in the College March 1, 1944, having served as an instructor with the U. S. Navy at Cornell University since December 1, 1942. He assumed the duties of professor-in-charge of the work of the College during Dean Clarke's absence on leave.

CURRICULUM

The Faculty voted, effective July 1, 1943 and for the duration of the war, to adopt an eight-term curriculum in place of the normal ten-term curriculum for all candidates for the degree of Bachelor of Architecture. It was voted subsequently to extend to all of those now in the Armed Services, who return to complete work for the degree, the privilege of electing this shorter curriculum. All new students who enter as candidates for the degree of Bachelor of Architecture after the war, who were not members of the Armed Services, will be required to pursue the normal ten-term curriculum.

COUNCIL OF THE COLLEGE

The Trustees re-elected Trustee Thomas I. S. Boak, '14 M. E., of New Haven, Connecticut, and Professor A. D. Seymour to the Council for terms of three years, ending June 30, 1947. The other members of the Council are Trustee Paul A. Schoellkopf, '06 A.B., of Niagara Falls, New York, term ending June 30, 1945; Mr. Nathaniel A. Owings, '27, member of the firm of Skidmore, Owings, and Merrill, of Chicago, Illinois, term ending June 30, 1946; Mr. R. H. Shreve, '02, of the architectural firm of Shreve, Lamb, and Harmon of New York, term ending June 30, 1945; Professor H. E. Baxter, term ending June 30, 1946; and the Dean, ex-officio.

LIBRARY

The College Library has added 425 volumes to its shelves during the year 1943-44, 47 of which were received as gifts. This brings the total number of volumes to approximately 10,000. The collection of slides has been enlarged by 812 and we now have nearly 68,000. The circulation of books has increased by several hundred over last year; this may be attributed to the wider use of the Library by the students and a greater number of persons outside of the College.

GILMORE D. CLARKE,
Dean of the College of Architecture.

APPENDIX VIII

REPORT OF THE DEAN OF THE COLLEGE OF ENGINEERING

To the President of the University:

SIR: I have the honor to present herewith a report upon the work of the College of Engineering for the academic year 1943-44.

The College operated under the Navy V-12 Program throughout the year. Operations have been on a three-term basis. During the first term the number of trainees in all categories for which the College was responsible reached approximately 2200.

In addition to the Navy College Training Program, the Navy Steam Engineering for midshipmen and the Diesel Engineering Program for naval officers have been continuing. The Curtiss-Wright Cadette Program finished on December 15 at which time the young women who received the training entered the Engineering Department of the Curtiss-Wright Corporation's plants at Buffalo.

ENROLLMENT

The following table gives the first-term enrollment for the four schools of the College for the first term of each of the past seven years; also the freshman enrollment for the same periods.

First Term

| <i>School</i> | <i>1936</i> | <i>1937</i> | <i>1938</i> | <i>1939</i> | <i>1940</i> | <i>1941</i> | <i>1942</i> | <i>1943***</i> |
|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|----------------|
| C. E. | 155 | 162 | 177 | 189 | 214 | 227 | 241 | 233 |
| E. E. | 183 | 187 | 191 | 195 | 202 | 193 | 222 | 301 |
| M. E. | 457 | 502 | 555 | 613 | 663 | 760 | 800 | 803 |
| Chem. E. | 8 | 158* | 191** | 242 | 277 | 337 | 353 | 310 |
| | <u>803</u> | <u>1009</u> | <u>1114</u> | <u>1239</u> | <u>1356</u> | <u>1517</u> | <u>1616</u> | <u>1647</u> |

*Freshman Registration**First Term*

| <i>1936</i> | <i>1937</i> | <i>1938</i> | <i>1939</i> | <i>1940</i> | <i>1941</i> | <i>1942</i> | <i>1943***</i> |
|-------------|-------------|--------------|-------------|-------------|-------------|-------------|----------------|
| <u>263</u> | <u>348*</u> | <u>421**</u> | <u>440</u> | <u>471</u> | <u>560</u> | <u>645</u> | <u>518</u> |

*Includes dual registration in Arts and in Engineering for B.Chem. students.

**First year of full registration in School of Chemical Engineering.

***First of three, sixteen-week terms beginning July 1, 1943.

NAVY TRAINING PROGRAM

The College has participated in the Navy College Training Program throughout the year. During the summer term of 1943, 1092 V-12 students, most of them transfers from other Universities, were assigned to Engineering. This figure represented sixty-five per cent of the total enrollment of the College. During the fall term 1086 V-12 engineering students constituted sixty-three per cent of the total enrollment, and for the spring term ending in June 1944, there were 1059 V-12's, seventy per cent of the College's enrollment.

The Schools of Civil, Electrical, and Mechanical Engineering established curricula leading to the Bachelor of Science degree, to be awarded to V-12 students completing the regularly prescribed Navy engineering curricula, and to certain other students transferred here by the Navy who could not fully meet the requirements of the normal degrees of Bachelor of Civil, Electrical, or Mechanical Engineering. During the year eighty Navy V-12 students received either the Bachelor or Bachelor of Science degree. In addition, a number of students submitted their Cornell credits and attained degrees from their former Alma Maters.

THE NAVY DIESEL AND STEAM ENGINEERING PROGRAMS

The Diesel program was changed from the sponsorship of the U. S. Office of Education under E.S.M.W.T. to a direct contract basis with Cornell University.

The Diesel curriculum has been revised and the course extended from sixteen to twenty weeks. There has been a considerable expansion of facilities with the U. S. Navy furnishing new equipment and engines of all types. An additional temporary building was constructed on Sage Green and the Old Heating Plant converted into a suitable laboratory to accommodate the changes in the program.

The Steam program developed in December 1942 to train personnel to serve as engineering officers on steam propelled vessels has continued throughout the year. The men under instruction have been midshipmen instead of officers since March, but there has been no basic change in the curriculum.

The average number of men under instruction in the Steam program at any one time is one hundred, while in the Diesel program it is 240.

ENGINEERING, SCIENCE, AND MANAGEMENT WAR TRAINING PROGRAM

As anticipated, the total enrollments in the Engineering, Science, and Management War Training courses decreased during the past year. The decrease amounting to about $\frac{1}{3}$ of last year's enrollment was occasioned primarily by the continued flow of manpower into the armed forces, and the gradual meeting of the training needs particularly in the elementary engineering, management, and science courses in the areas of our operations. The training of naval officers in Diesel Engineering, organized and given under this program, was transferred to the College of Engineering on September 30, 1943. The training of Ordnance Materiel Inspectors conducted under this program for the Rochester Ordnance District was terminated at the end of January, 1944 as the training requirements in this category had been met.

The trend toward "in-plant" training, particularly in specialized courses at collegiate level noted in last year's report, has increased. Outstanding among the in-plant training courses are those programs conducted by Curtiss-Wright, Bell Aircraft, and Buffalo Arms Corporations at Buffalo, New York; the Corning Glass Works at Corning, New York; and the Scintilla Division of the Bendix Aviation Corporation at Sidney, New York. Close cooperation between the officials of these plants and the Cornell-ESMWT officials has resulted in an integrated series of courses designed to meet the specialized war training needs of the various industries mentioned.

The highly successful course, Physics and Mathematics for Teachers, conducted during the summer of 1943 under this program in collaboration with the Department of Physics was conducted again this summer at the request of the New York State Department of Education. This specific training is for the purpose of qualifying teachers to fill the critical shortage of teachers of physics in High Schools and Junior Colleges.

Some possibilities in post-war training at collegiate level are evidenced by the enrollment during the current year of discharged veterans of the present war. It is anticipated that the number of enrollments in this category will increase pending the establishment of an integrated post-war educational program for veterans, currently being developed under recent legislative action.

Summary of ESMWT Activities

July 1943 to July 1944

| | <i>Auburn</i> | <i>Bing- hamton</i> | <i>Buffalo (night)</i> | <i>Buffalo (in-plant)</i> | <i>Corning</i> |
|---|---------------|-------------------------|----------------------------|-------------------------------|----------------|
| No. of Students Enrolled..... | 161 | 561 | 2,229 | 1,173 | 516 |
| No. of Course Sections..... | 9 | 32 | 103 | 63 | 24 |
| No. of Full-time Instructors..... | — | — | 4 | 2 | — |
| No. of Part-time Instructors from Faculty of Cornell University.. | 7 | 20 | — | 2 | 9 |
| No. of Part-time Instructors from Industry or Other Institutions.. | — | 9 | 64 | 21 | 7 |
| Approximate No. of Companies Served..... | 28 | 42 | 140 | 3 | 13 |

| | <i>Cort- land</i> | <i>Elmira</i> | <i>Endicott</i> | <i>Ithaca</i> | <i>James- town</i> |
|---|-----------------------|---------------|---------------------|---------------|------------------------|
| No. of Students Enrolled..... | 40 | 289 | 24 | 373 | 44 |
| No. of Course Sections..... | 3 | 19 | 2 | 21 | 2 |
| No. of Full-time Instructors..... | — | — | — | — | — |
| No. of Part-time Instructors from Faculty of Cornell University | 3 | 12 | 2 | 35 | — |
| No. of Part-time Instructors from Industry or Other Institutions.. | — | 3 | 1 | 1 | 2 |
| Approximate No. of Companies Served..... | 8 | 33 | see Bing- hamton | 12 | 20 |

| | <i>Lockport</i> | <i>Niagara Falls</i> | <i>Sidney</i> |
|---|-----------------|----------------------|---------------|
| No. of Students Enrolled..... | 77 | 637 | 47 |
| No. of Course Sections..... | 5 | 32 | 2 |
| No. of Full-time Instructors..... | — | — | — |
| No. of Part-time Instructors from Faculty of Cornell University.. | — | — | 1 |
| No. of Part-time Instructors from Industry or Other Institutions.. | 4 | 9 | 1 |
| Approximate No. of Companies Served..... | 5 | 36 | 1 |

TOTALS:

| | | | |
|-----------------------------|-------|--|-----|
| Students Enrolled..... | 6,171 | Part-time Staff—Industry or Other Institutions..... | 121 |
| Course Sections Given..... | 317 | Companies Served..... | 341 |
| Full-time Staff..... | 6 | | |
| Part-time Staff—University. | 91 | | |

Building Program

Grateful acknowledgment is made to a number of alumni who, in their generosity and interest in the College, have contributed to the building program, especially for the Materials Testing Laboratory. It is hoped that this building may be started as soon as construction restrictions are relaxed. Nearly half of the \$400,000 needed for this unit is already in hand.

It is clear that our post-war needs will necessitate active prosecution of our building program, in order that the College may maintain and strengthen its position among the engineering schools of the country.

Post-war Planning

The faculty of the College is rapidly developing plans for the post-war period. It has taken a progressive step in its decision to inaugurate five-year curricula leading to the Baccalaureate degree to take the place of the four-year curricula heretofore given. At its meeting on May 10, 1944, a resolution was passed calling to adopt curricula of substantially 180 hours content, of which a minimum of thirty-six hours would be nontechnical and a minimum of 125 technical. The faculty favors the organization of the nontechnical work in a sequential stem distributed over the five years. This action refers particularly to the Schools of Civil, Electrical, and Mechanical Engineering, since the School of Chemical Engineering since 1938 has been operating successfully on a five-year program. In the latter school it is possible to arrange a program for a minimum nontechnical content equivalent to that adopted for the other schools.

The faculty has taken this step after several years of careful study and after reaching the firm conclusion that the trend of increasing use of engineers for positions of large responsibility in the management of industries and public services will continue further to expand. It is convinced that adequate training for such service can not be given in four years.

The experience of the faculty in the conduct of past courses has strengthened the conviction that the nontechnical work needed is not alone of an elementary nature which could be compressed into a pre-engineering program of one year.

The step taken, therefore, is most important in the attempt to serve more adequately the needs of engineering graduates of the future.

S. C. HOLLISTER,
Dean of the College of Engineering.

APPENDIX. IX

REPORT OF THE ACTING DEAN OF THE LAW SCHOOL

To the President of the University:

I have the honor to present the following report of the Law School for the year 1943-44.

POSTWAR PLANNING

Aside from teaching, postwar planning has been the principal concern of the Law Faculty during the past academic year. In such planning special consideration has been given to the probable needs and wishes of men and women returning to civilian life from the armed forces.

For veterans who wish to enter or return to Law School as candidates for the LL.B. degree there will be available three programs, each of standard content, and varying from the others only in the length of time necessary to complete it. (1) An accelerated program in which the 80 credit hours required for graduation can be earned in six terms completed in 24 months, and intended for those who believe that their interests will be best served by rapid completion of their law studies. (2) A decelerated program under which for the first four terms the student need not carry more than nine hours per term and under which the 80 required hours may be spread over eight terms and as many as five calendar years. This plan is designed for convalescent veterans who may find themselves temporarily unable to undertake a normal law schedule. (3) The regular program, consisting of six terms spread over 32 months, for the accomodation of students who wish to spend every third term in law offices or to enjoy the pre-war type of summer vacation. The first and second of these programs will be kept in operation during as many years as there is a substantial demand for them by veterans.

In so far as it may be needed, refresher instruction will be provided for students

who began but did not complete the study of law before entering the armed forces.

The nature and extent of the special offerings which the Law School will provide for returning veterans holding the LL.B. degree can not be determined until their wishes are more definitely ascertained. Those who put on uniforms before passing their bar examinations will inevitably need refresher work. This can be given satisfactorily either by the Law School or by those who specialize in coaching for bar examinations. The Law School is prepared to enter this field temporarily if its alumni call upon it to do so.

Attorneys who because of the war never began practice, or have been away from it for appreciable periods, will require survey courses in new law, another type of offering which can be made effectively either by the Law School or by an outside agency. If, for example, the Practising Lawyers' Institute, which has already successfully established itself in the field of post law school instruction, should prepare itself to handle greater numbers and should enlarge its area of operations, it might be unnecessary for the Law School to give this type of course. The Law School will, however, be ready to undertake this sort of work if actual need arises and for as long as the need exists.

Lawyer veterans who would like to prepare themselves as specialists in Business Regulation, Labor Law, Taxation, or certain other branches before re-entering practice may take advantage of regular programs offered by the Division of Law of the Graduate School and leading to the LL.M. degree.

For veterans registered in other divisions of the University who have no intention of becoming lawyers but who wish to prepare for administrative posts with the Government or in business or industry, which they can fill satisfactorily only if they have become familiar with the law in certain fields, the Law School will prepare itself to establish a limited number of special courses, provided other divisions in the University find it practicable to contribute the additional courses essential to well-rounded programs for such students, and provided interest is shown by a substantial body of students. Subject to the conditions stated, and to man-power limitations, the Law Faculty has in contemplation special courses in one or more of the following areas: regulation of employer-employee relations; government contracts; taxation; public utility regulation; business regulation; federal emergency control of prices, production, exports and imports; and social security and insurance.

After carefully considering the question as to the amount of credit toward the fulfillment of the School's present three-year entrance requirement which should be given veterans for studies pursued and for intellectual growth achieved while in the armed forces, the Law Faculty instructed its committee on admissions in substance that it may in its discretion admit during the academic year 1944-45 veteran applicants who have completed with satisfactory grades two and a half years of college work in residence, who have served with the armed forces at least six months, whose training and experience in service has been the substantial equivalent of a term of college work, and whose characters and personalities warrant the conclusion that they are appropriate candidates for the legal profession. The policy to be pursued as to veterans in 1945-46 and in succeeding years will be the subject of further study, particularly with respect to its relation to the possibility of placing the School on a straight graduate basis, except as to veterans, within the near future.

In addition to the post-war plans formulated for the particular benefit of veterans, the Law Faculty has been studying and evolving others which it is hoped will work to the advantage of all law students. Prominent among these plans are those for a basic revision of the School's curriculum, discussed at length in the report of the Law School for 1942-43. The Faculty hopes by judicious compression of the older but still indispensable courses to make room in a three-year program for expanded offerings in certain fields which have become of paramount current importance; viz., Administrative Law, Cooperatives, International Law, Labor Law, and Taxation. Further progress was made with this project during the past year, and work upon it will proceed as rapidly as man-power limitations permit.

Conscious of the importance to the war effort and to the post-war economy of successful solution of the problems incident to the termination of the Government's contracts for munitions, and of the probability that war contract termination will be a live topic for several years after the restoration of peace, the Law Faculty has begun to collect relevant material, to attend schools for prospective instructors in the field, and to prepare teaching material. It is conceivable that within the next few months the School may be invited to give courses in war contract termination for the benefit of executives of firms holding government contracts in one or more nearby industrial centers. Should such invitations be extended, the Faculty would be able, while performing a public service, to acquire a practical knowledge of termination problems with which to enrich the instruction in this field which they will eventually be offering to the students in the School.

During recent years it has become increasingly apparent that many students in the University can not arrange a program suited to their needs within the confines of any one of its divisions and that not a few students encounter difficulties when seeking to make up programs cross-cutting divisional lines. Believing that by joint effort the several schools, colleges and departments of the University could do much to improve this situation, the Law Faculty during the past year authorized the appointment of five of its members as a Committee on Interdepartmental Curricular Arrangements to cooperate with similar committees representing other divisions of the University in any studies or plans which might be undertaken to this end. The response of the University community to the announcement of the constitution of this new Law School Committee was most encouraging. Members of the faculties of other departments have already presented several interesting questions for consideration, and it is expected that solutions satisfactory to the divisions concerned and advantageous to their respective students will be worked out in due course. The Law Faculty would, of course, be gratified if its Committee on Interdepartmental Curricular Arrangements might be of service when the plans for the School of Industrial and Labor Relations, the School of Business and Public Administration, and the School of International Relations and Diplomacy are being made. The Law Faculty is, moreover, hopeful that these plans will provide for the admission of law students to such of the courses offered by these schools as may be of interest to them, and for the instruction of students registered in these schools in the branches of the law which will be of importance to them.

For more than ten years the Law School has required all candidates for the LL.B. degree to take a comprehensive examination at the end of their last term covering the entire law curriculum. To avoid overload of both students and Faculty, the former were excused from course examinations in the term in which they took the comprehensive. While experience has proved the comprehensive examination to be useful not only as a means of evaluating the capacity of students but as an educational tool as well, the seniors have developed since its adoption a tendency to become preoccupied with preparation for the comprehensive at the expense of the courses taken during their final term. In the spring of 1944, therefore, the Law Faculty experimentally reintroduced last term course examinations with a view to determining before the student body returns to normal size whether this innovation would remove the handicap under which sixth term subjects have been laboring, and whether it would be practicable to adopt it permanently.

THE FACULTY

Despite the demands made upon their time and strength by post-war planning and by the maintenance for the third successive year of a program comprising three full terms of teaching, the Law Faculty found it possible during the academic year 1943-44 to render several special services to the University, to participate in the discussion and solution of the war-created problems faced by the legal profession and the law school world, to engage in legal research and writing, and to contribute to the war effort.

Dean Stevens was again on leave throughout the year with the Office for Emergency Management in Washington where he is serving as Assistant General Counsel to the Office of Lend-Lease Administration and in the same capacity for the United States Commercial Company. Although his duties with the Government have been arduous, he found time to attend several faculty meetings in Ithaca.

After having served during 1943 as President-elect of the Association of American Law Schools, Professor Wilson embarked upon his duties as President on January 1 of the current year. In that capacity he attended several meetings of the Executive Committee of the Association and two gatherings of the American Bar Association. In January he delivered an address in New York City before the Section on Legal Ethics and Admission to the Bar of the New York State Bar Association which dealt with the relations between the bar and the law schools. As one of the School's delegates to the New York State Joint Conference on Legal Education he was present at two meetings at which the Conference discussed and decided upon recommendations to be made to the Court of Appeals of the State of New York as to the special dispensations which could appropriately be granted to pre-law and law students whose education had been interrupted by service in the armed forces.

While continuing to make progress with his new casebook on Contract, Professor Thompson, as a member of the Policy Committee of the University Faculty and as Secretary of its sub-committee on curricula, put in a strenuous year grappling with the problems which the University must meet when demobilization begins. In February he delivered the presidential address at the initiation banquet of Phi Kappa Phi. An adaptation of his speech was published in a recent issue of the Cornell Alumni News as part of its symposium on post-war education, and a full reprint will appear in the fall number of the Phi Kappa Phi Journal. At the close of the spring term Professor Thompson attended a three-day course in War Contract Termination, taught by Army experts, and held at the University of Pennsylvania.

Relieved of his teaching duties for the year, Professor Whiteside devoted most of his energies to practice in New York City and to the collection of materials for the strengthening of the School's offerings in Administrative Law. He kept in close touch with School affairs nevertheless by regular attendance at the bi-weekly meetings of the Curriculum Revision Committee. As he will be ready by the end of the summer to begin work on the materials he has collected, and as the loss of his services as a teacher has been keenly felt, the Faculty are most appreciative of the decision of the Board of Trustees to recall him to full-time duty at the beginning of the fall term.

Professor Laube continued work on his "Casebook on the Law of Decedent Estates" and reviewed two books for the Cornell Law Quarterly. During February he lent a hand to war production by giving eight hours of instruction in Labor Law to two groups of executives and employees of a neighboring war industry. These lectures constituted part of the University's ESMWT program, and were so successful that Professor Laube has been invited to give another series of twice the length at the same plant.

During the summer and fall terms Professor Robinson prepared four book reviews for the Cornell Law Quarterly and one for the Columbia Law Review. He pressed on with his treatise on shipping and marine insurance until the latter part of the winter when he laid it aside in order to participate in the war training program by preparing and delivering the 30 lectures on Naval History and Elementary Strategy which constitute part of the curriculum of the naval trainees at Cornell.

Professor MacDonald added another year to his long period of service as Executive Secretary and Director of Research of the New York Law Revision Commission, and edited the 1943 volume of the Commission's "Report, Recommendations and Studies". He published an article in the Bar Bulletin entitled "The Work of the New York Law Revision Commission" and continued his activity in professional organizations as a member of committees of the Tompkins County, New York State, and American Bar Associations. Professor MacDonald

also devoted considerable time to the collection of facts and materials on war contract termination, making trips to Rochester, Buffalo, Philadelphia, Camden, and Washington to confer with Government, military, and private practitioner experts in this field.

As further preparation for the writing which he plans to do in the field of Adjective Law, Professor Keffe in 1943-44 temporarily relinquished two of his regular courses and took over for the year two others in Procedure which had formerly been taught by other members of the Faculty. Besides continuing his work as Director of Placement, he served as chairman of a University committee to investigate the desirability and feasibility of erecting a building for a Faculty Club, making several trips in this capacity to other institutions in search of information and ideas. Professor Keffe was also active as a member of the Committee on Service Men and Legal Aid of the Tompkins County Bar Association.

Professor Washington was again on leave and in Government service throughout the year. He has been stationed for more than 18 months in Iran where he has been engaged in work for the Lend-Lease Administration.

The year 1943-44 was the second which Professor Morse has spent as Director of Libraries of the Judge Advocate General's Department in Washington. Entering the Army as a Captain in July 1942, he has held the rank of Major since May, 1943. His responsibilities include the supply of books and office equipment to Judge Advocates in the numerous theatres of war. This task is complicated by damage and loss due to enemy action. Professor Morse continued throughout the year to direct the buying and trading of books for the Law Library and to keep in touch with its major problems by periodic visits to the school.

Professor Lane served another year as Secretary of the Faculty and School. By teaching three hours of elementary mathematics in the summer and five hours in the fall, he helped to solve the manpower problem raised for the Department of Mathematics by the Army and Navy training programs. When the reduction in the number of trainees in the spring enabled the Department to dispense with his services, he embarked upon a research project for the New York Law Revision Commission in the field of names assumed for business purposes.

My own activities included a third year of service on the local Registrant's Advisory Board and a fifth on the University's Traffic Control Board; membership on the sub-committee of the University Faculty Policy Committee on the post-war size of the University and on the Committee of the Association of American Law Schools on Legal Education and the War; visits to several women's colleges to talk on the law as a profession and to interview prospective applicants; the preparation of a book review for the Cornell Law Quarterly; and the management of the third war loan drive on the campus.

THE STUDENT BODY

The School's enrollment, which began its rapid war-time drop in September, 1940, showed signs of stabilization during the academic year 1943-44 at about 16% of normal, a figure which compared favorably with the percentages reported by the other leading law schools in the northeast. Without counting graduate students, ROTC men temporarily in the School and non-matriculants, the registrations for the summer, fall and spring terms were respectively 30, 31 and 32. The resulting average attendance of 31 was in disappointing contrast with the 40 predicted in January, 1943. Unfortunately, the revised estimate of from 25 to 30 made in July of that year in the annual report for 1942-43 proved more nearly accurate.

The failure to reach the total of 40 was not due to overoptimism with respect to the number of students who would commence the study of law in the School in the course of the year; for one more than the predicted 20 did so. Nor was the shortage referable to an unusually large number of academic failures. The explanation lay rather in the failure to foresee that the proportion of losses due to miscellaneous causes from a student body made up of women and 4F men would be

greater than from one of more normal composition. Four students withdrew during the year because of ill health; four more for family reasons; and half of these withdrawals are expected to be permanent.

Applications and inquiries looking to the coming year indicate an average enrollment of from 30 to 35. If, contrary to present expectations, 4F men are drafted for war industry, a downward revision of these figures would be necessary. On the other hand, a more rapid demobilization than is now looked for would require their revision upward.

Seventeen students, or about one-third of the usual crop, were graduated with the LL.B. degree during the academic year. The number of candidates in 1944-45 will be in the neighborhood of ten.

LEGAL AID

Owing to the decrease in student enrollment and to the absence on leave of four members of the Faculty, the decision was reached in 1943-44 to suspend for the time being the legal aid activities which upperclassmen had been carrying on for a number of years with the assistance of the Faculty and under the auspices of the Tompkins County Bar Association. The gap left by the temporary withdrawal of the students from this field has thus far had no serious consequences. Because of the virtual disappearance of local unemployment, the number of civilians unable to pay for necessary legal services has greatly diminished; and the Tompkins County Bar Association's Committee on Service Men and Legal Aid of which Professor Keffe is a member, has been able to satisfy the needs of the members of the armed forces stationed in the vicinity.

THE LAW LIBRARY

The addition of 1,357 volumes to the Law Library during the year brought the total collection to 102,207. 500 books were given to the Library of which 200 constitute permanent accessions and 300 went into its trading stock. Substantial contributions were made by Judge Fitch H. Stephens of Ithaca, Professor Morse, '28, and Professor Laube.

The collection of annotated state statutes was strengthened by the acquisition of the California, Florida, Kansas, Missouri, and Wisconsin sets. The number of legal periodicals of which the Library has second and third sets was materially increased. In view of the heavy use to which the original sets have been subjected and of the increasing difficulty in securing additional copies of old issues, these extra sets will be of great value to the School.

One specially interesting gift was that made by Albert Church Blunt, Jr., M. E., Cornell '07, of a set of law notes taken down in 1806 by Samuel Church, the great great grandfather of the donor, while a law student under Tapping Reeve at Litchfield, Conn.

THE CORNELL LAW QUARTERLY

Despite numerous handicaps the Quarterly came through its third war year so successfully that the \$500. subsidy granted it by the Board of Trustees for each of the past two years will not be needed in 1944-45. This accomplishment was largely due to the loyal support of the School's alumni and to the willingness of the few available student editors to shoulder burdens far heavier than those ordinarily borne by Quarterly board members.

CORNELL LAWYERS IN SERVICE

By June 30, 1943 more than 300 former students and alumni of the School were in the various branches of the armed forces, and four had given their lives. During the past academic year the number in service rose to over 400, and First Lieutenant Dixon R. Knott of the law class of 1944 was killed in the Italian campaign. Lieutenant Knott had previously been wounded in Tunisia.

In the course of the year Lieutenant Colonel Henry E. Gardner was in action with the Army at Cassino and the Anzio beachhead, and received further decorations to add to those he earned in Tunisia. Colonel Gardiner was one of the first to lead troops into Rome at the time of its fall. Major William T. Campbell of the Marines and of the law class of 1941 was reported missing in the South Pacific Area. Sergeant Francis J. S. McCaffrey, '42 was taken prisoner in Germany after the bomber of which he was waist gunner was forced down by enemy action. George Ayrault III, '42, Lieutenant (j.g.) in the Coast Guard was reported missing in action. First Lieutenant William S. Fancher, '42, Army Air Force Navigator, was wounded on a mission over Germany. Captain Frank A. Celentano of the law class of 1943, having completed a large number of bombing missions over Germany and having been decorated for his services as navigator of a flying fortress, was returned to this country for a rest. Captain Clark C. Kimball of the same class, and a veteran of the African campaign, sustained serious injuries while on manoeuvres in England. Malcolm J. VanHise, also of the law class of 1943, and Lieutenant in the Army Air Force, was reported missing in action over Germany. Captain John J. Kelly, jr. of the law class of 1944 and who was awarded the Silver Star and the Distinguished Service Cross for gallantry in action in Africa and at Troina, was wounded in both legs during the fighting in Normandy.

THE NAVY IN MYRON TAYLOR HALL

For the second successive year the Naval Training School at Cornell made extensive use of the facilities of Myron Taylor Hall. In 1943-44 the Navy occupied considerable portions of two stack levels, three offices, the moot court room and all of the class rooms but two. Due to the excellent discipline maintained by the naval trainees, and to the unfailing cooperation of Captain Burton W. Chippendale and his staff, the wear and tear on the building has been relatively light, and the operation of the Law School has in no way been interfered with.

The use of the entire building under a continuous program has, however, added greatly to the burdens of the custodians, Mr. and Mrs. Knowles; and special thanks are due them for the faithful and cheerful way in which they have carried their heavier load. No members of the Law School family in residence have contributed more to the war effort.

THE CORNELL LAW ASSOCIATION

On January 21, 1944 the Law Association held a luncheon at the Cornell Club of New York. The attendance of 150, which included five members and former members of the bench, afforded encouraging evidence of the continued interest of the alumni in the School and in the University. Your principal address was followed by short talks by Dean Stevens, Professor Wilson, and me. The Honorable William F. Bleakley, LL.B. '04 officiated as toastmaster.

The Association elected Lawrence S. Hazard, LL.B. '22, as its representative on the Cornell Alumni Association Committee on Alumni Trustee nominations to succeed Allan H. Treman, '21, whose term expired during the year. The Association continues under the guidance of the officers elected in 1941 and listed in the last annual report of the Law School.

The comments and suggestions pertinent to the Faculty's curriculum revision project thus far received from the alumni have been so provocative and constructive that the Faculty is anxious to have the benefit of more. Each alumnus will therefore in the near future be requested to express his opinion on certain specific problems of curricular importance and to volunteer his views on any others which he deems significant.

WILLIAM H. FARNHAM,
Acting Dean of the Law School.

APPENDIX X

REPORT OF THE DEAN OF THE MEDICAL COLLEGE

To the President of the University:

SIR: I have the honor of presenting the following report for the Medical College for the academic year ended June 30, 1944.

For the second year, the College has been in session throughout the year under the accelerated program. One class was graduated on December 23, 1943, with appropriate exercises. A new class was admitted on January 3, 1944. A vacation for all classes was provided from June 11, through June 25, 1944. Another commencement will be held on September 26, 1944.

Despite the continuance and accentuation of the handicaps which were reviewed in my report for the previous year, along with the other medical colleges of the country, we have enjoyed a favored position in comparison with many other branches of educational activity. Our student enrollment has remained at nearly the maximum capacity, due mainly to our participation in the training program of the Army and Navy. We have continued to lose members of our staff to the military services, and the demands of our present heavy program upon our reduced staff introduce serious difficulties in many areas. The Procurement and Assignment Service, with Dr. Joe R. Clemmons as its State Chairman, has continued in charge of the medical man-power, and the administration of the national regulations has been eminently fair throughout the State of New York. While our undergraduate training has suffered greatly under the present program, it is in the field of graduate training of interns, assistant residents, and residents where the greatest damage was inflicted, due primarily to a lack of appreciation on the part of those entrusted with the formulation of the national program as to what constitutes adequate training at this level.

CHANGES IN STAFF

Dr. William Dock resigned as Professor of Pathology and head of the Department of Pathology, on January 1, 1944, in order to become the Professor of Medicine and head of the department, at the School of Medicine of the University of Southern California, in Los Angeles.

On February 1, 1944, Dr. John Graydon Kidd was appointed Professor of Pathology and Head of the department. Dr. Kidd came to us from the Rockefeller Institute of Medical Research where he was an Associate Member.

Dr. John R. Carty, Professor of Radiology, resigned as of October 1, 1943, because of ill health.

On July 1, 1944, Dr. G. Burroughs Mider resigned his position as Assistant Professor of Pathology in order that he might accept an appointment as Associate Professor in the Department of Pathology in the Medical College of the University of Virginia, at Charlottesville.

On July 1, 1944, Dr. Stephen Krop, who has been an Instructor in Pharmacology, left to take an appointment in the Pharmacology Department of Yale University School of Medicine.

Dr. Eugene F. Du Bois, Professor of Physiology, was on leave from June 28, 1943 to October 1, 1943; and from March 28, 1944 to June 22, 1944 in order that he might assume temporary active duty as a Captain in the Medical Corps, U. S. Naval Reserve.

STUDENT BODY

On July 1, 1943, our enrollment totalled 317 students of whom 302 were men and 15 women. On January 3, 1944, we had a student body of 317, with 302 men and 15 women. Of this group, 202 of the men were listed in the Army Specialized Training Program, and 89 in the V-12 program of the Navy. In addition to the women, 11 students were enrolled on a civilian basis. While up to now, we have had nearly a capacity student enrollment, the future enrollment is highly prob-

lematical as is illustrated by the difficulties already encountered with the class to enter on September 28, 1944. This class has been filled since late in 1943 and contains 21 Navy trainees, 22 Army trainees, 8 women, and the remainder is made up of civilian men with draft deferments, of which 25 had 2-A classifications and had planned to enter the Army training program prior to entrance to medical school. A ruling made in April, 1944 prevented their entrance to the Army Specialized Training Program. In order to make possible their entrance to the study of medicine late in September, 1944, it has been necessary for us to matriculate them in our medical college on July 1, 1944 and to provide an introductory medical program for them here. This program consists of courses in Genetics, Parasitology, General Physiology, Psycho-biology, and Physical Measurements. This has been done in accordance with a plan worked out with the National Selective Service officials.

Early in July of 1944, it became evident that the Army will probably not provide medical training for 22 trainees now enlisted in the Army premedical training program, but may permit them to enter our medical college as civilians under deferment from the draft. It has been a difficult matter to convince the General Staff of the Army of the future civilian needs for physicians. It is ironical that past experience has convinced the authorities in England, Canada, and Russia of the validity of such needs while we have had to operate under such uncertainties in the Army program as the possibility of ordering our first and second year medical students to the troops.

At the present we have no assurance as to whether there will be sufficient students with proper premedical training available for the class which will enter in October, 1945. It is expected that there will be a considerable number of returned veterans who will desire medical training. There are not now in training any considerable number of premedical students but suggestions have been made for deferments of students who have started their premedical program before reaching their eighteenth birthdays.

We have cooperated with both the Army and Navy in the selection of premedical students for the study of medicine. Dr. Edwards has been chairman of the Deans' Screening Committee for the Navy in this Naval District, and he and Dr. Hinsey have both served in this work for the Army Specialized Training Program in this corps area.

With few exceptions, the students now in our medical college have had three and four years of premedical work so that we cannot evaluate at this time the effect of the shortened premedical programs of the Army and Navy. Emphasis should be placed upon the fact that while we have accelerated our program, the content of our curriculum has not been shortened. By and large, the students have worked in a diligent manner and the demands of the military services for their time have been minimal.

STUDENT HEALTH

The Medical Student Health Service has continued as a division of the Personnel Health Service of which Dr. Carl Muschenheim has been the Director. Dr. Muschenheim reports that the health of the students during this year of the accelerated curriculum does not appear to have been seriously disturbed by the continuous program without any long vacation. There has, however, been a considerable increase in the number of hospitalizations, mostly for minor illnesses. This is thought to be related to the increased general prevalence of certain infectious diseases such as infectious mononucleosis, chickenpox, influenza, and non-specific respiratory infections, although a somewhat lowered resistance due to the more strenuous life of the student cannot be ruled out as a contributing factor. The cases have been sporadic and none of these diseases have been present in epidemic proportions affecting considerable numbers of the students simultaneously. The record with regard to pulmonary tuberculosis has been exceptionally good in that there have been no new cases found during the year. One student who had returned from a sanatorium relapsed and had to withdraw from school for a second time.

The organization of the Student Health Service has been the same as during the last half of the previous year. Dr. Henry A. Cromwell has carried the greater part of the load and has received assistance, especially in performing the routine physical examinations, from the physicians attached to the Personnel Health Service of the Hospital. Mrs. Gladys Seubert has continued as Nurse-Secretary to the service and has received assistance in maintaining special records for the Army-Navy students from Sgt. Lydell Stein and Pharmacist's Mate Peter B. Krassner respectively. The cooperation of the Army and Navy authorities in maintaining the Student Health Program essentially unchanged through the emergency has been most helpful. It has been possible to continue the former hospitalization plan for short term illnesses for service and non-service students alike.

Despite the absence of any new cases of pulmonary tuberculosis during the year, the schedule of routine tuberculin testing and x-ray examinations has and will be maintained as part of the inclusive Tuberculosis Case Finding Program for the hospital and college which will, as usual, be the subject of a separate report. Dr. Paul A. Bunn, of the Pulmonary Clinic Staff, has carried the major proportion of this work during the past year.

STUDENT FINANCES

Inasmuch as the vast majority of our students have been trainees in the Army and Navy programs with complete coverage of their expenses, we have been able to provide financial assistance from funds at our disposal for the few cases where it has been needed by our civilian students. During the past year, the Kellogg Foundation gave us an additional \$5,000, of which half was to be used for scholarships and the other half for student loans. Our Business Manager, Mr. Edward K. Taylor, has been diligently at work in attempting to collect loans which are past due. We are anxious to have available as much of our loan funds as possible for use in the transition back to a civilian status.

We are deeply indebted to Mr. and Mrs. Conrad J. Saphier, who have established a scholarship to be known as the "Dr. Jacques Conrad Saphier Scholarship Fund" in honor of their son, a graduate of our medical college in the Class of 1940, who lost his life in the service of his country at Guadalcanal on August 21, 1942. The endowment of this scholarship is \$5000 and the income from this fund shall be awarded annually to a meritorious student of the Cornell University Medical College who has completed at least one year of work, who needs its aid and who, in the opinion of the Faculty, merits the recognition for which this scholarship was established.

WORK OF THE DEPARTMENTS

ANATOMY

Instruction has been continued in each of the four quarters of the year without any significant changes from the methods used in the past two or three years. Anatomical material has been available in sufficient amounts to supply one cadaver to each group of two students. The students have carried out their work with an efficiency comparable to that of previous years. Members of the staff have continued to work in two contracts with the government (OSRD). It has been possible to continue the following fundamental lines of research: use of vaginal smears in the diagnosis of malignancy, problems related to the innervation of the heart, experimental embryology of the origin of the cranial ganglia, studied on tissue metabolism exemplified in bone marrow cells, work on the metabolism of spermatozoa, and polarographic studies on proteins and degradation products and oxygen tension in biological fluids. These investigations have been supported in part from grants from the Commonwealth Fund, the John and Mary R. Markle Foundation, the Committee on Maternal Health, and from private sources.

The demonstration of the use of vaginal smears in the diagnosis of malignancy in the female in which Drs. Papanicolaou, Marchetti, and Stromme participated

at the meeting of the American Medical Association in Chicago, in June, 1944, was given an award of merit. This work has received such recognition that it now seems desirable to establish training in this field as a joint enterprise of our Department of Anatomy and Obstetrics and Gynecology.

BACTERIOLOGY AND IMMUNOLOGY

The teaching in this department is now done in the last term of the First year and the first term of the Second year. Although the content of the course was fundamentally the same as last year, a number of new concepts and new laboratory methods were introduced in order to keep the course abreast with the most recent progress. Some increased attention was given to infectious agents involved in diseases particularly likely to be encountered in the armed forces.

A large part of the physical facilities of the department and the major part of Drs. Magill's and Sugg's time have been devoted to a study of influenza vaccination as a part of a program sponsored by the Office of the Surgeon General. They have investigated other aspects of influenza, particularly in regard to antigenic differences between strains of influenza virus encountered in localized outbreaks of the disease. The work of Drs. Neill and Hehre in the serological analysis of sugars has recently been supported by a grant from the Sugar Foundation. Dr. Hehre has continued his work on the bacterial enzymatic synthesis of polysaccharides.

BIOCHEMISTRY

As in several other preclinical departments where teaching is done throughout the academic year, the undergraduate teaching program in Biochemistry has been exceedingly heavy under the accelerated program. The department has been fortunate in being able to obtain assistance in teaching from individuals working on special research projects in the department and in other departments in the school. The training at the graduate level is continuing with eight students working for advanced degrees.

Previous to January 1, 1944, the research efforts of the department were directed mainly to work on two government contracts. At this time, the department was asked to take on another major government project which has subsequently largely superseded other previous research activities. This had proved to be a very challenging undertaking, the nature of which cannot be revealed.

In addition to the government work, some work on transmethylation and antibiotics has been continued along with studies on the nitrogen metabolism of the "butter yellow" liver tumor of the rat and the enzymatic properties of myosin. In addition to support from government sources, the research in the department has been supported from grants from the Rockefeller Foundation, the Nutrition Foundation, the National Cancer Institute, and the American Cyanamid Company. The American Cyanamid Company has made a liberal grant of seven years duration to support the research of this department on the same basis as the grant from the Rockefeller Foundation. It is most encouraging that an industrial organization is willing to contribute to an academic research program in such a manner. Dr. du Vigneaud's scientific contributions were recognized during the year by his election to the National Academy of Sciences and the American Philosophical Society.

THE LIBRARY

The Library is being used as much as formerly in spite of the fact that the circle of readers has changed so greatly within two years. Full schedules, sessions during the heat of summer, generous allotments of textbooks to students from the government, difficulty in keeping accurate record of attendance by our very small and changing staff, all have undoubtedly had considerable effect; but increased research by a few departments, intensive instruction in the use of the library given to new students, easy access and arrangement of material have

offset some of the disadvantages. Loans of textbooks to students have practically ceased.

From July, 1943, to the end of May, 1944, we count a total of over 23,000 readers: 15,275 during the day and 7,731 after five o'clock. Of these, 5,325 borrowed books for use outside the Library, a total of 7,657 items. There were about 2000 fewer readers than for a corresponding period in 1942-43, but 200 more readers took 700 more items home.

The Librarian has twice within the year given the Library Course to students; late in the fall to those who entered in April and again this spring to those who entered in January.

We have added about 666 volumes; 155 gifts, 139 purchases, and 372 bound periodicals. Among outside givers may be mentioned Mrs. J. N. Edgerton who gave us her husband's library, including some works of historic importance; Mrs. George Crile who added several volumes of her husband's works which we did not have; Miss Fedde who gave us an excellent file of Chinese Medical Journals after the return to China of her father, Dr. Nathanael Fedde.

The following are members of our staff who have regularly provided us with helpful journals: Doctors Adams, Andrus, Bernheim, Cattell, Child, Dock, Doty, Du Bois, Guion, Hinsey, Ladd, Levine, Olcott, Opie, Pasture, Shorr, Simon, Smillie, Stillman, and Wheeler. British journals come with fair regularity and since the Alien Property Custodian took over Axis publications, we have received reproductions of some of the most important titles of which we had previous complete sets. A fund is being set aside for post-war replacements of foreign periodicals.

MEDICINE

The teaching program of the department has not been significantly changed. Increased attention is being given to the intensive training of third year students in the wards of the New York Hospital in the techniques and general methods of case study. During the wartime and the accelerated curriculum it is thought to be of greatest importance that this course be thorough and exacting since it furnishes the basis for all clinical study.

Together with the Departments of Preventive Medicine, Bacteriology, and Pathology, the Department of Medicine has been responsible for the extension and development of a special course in Tropical Diseases which is required for all third year students and is open to other classes in the school.

The department is developing plans for post-war graduate instruction. Although only moderate progress can be made at present because of personnel shortage, an important step has been taken in the formation of a joint clinic with Surgery for the study of gastroenterological conditions. The clinic is conducted in close cooperation with the Department of Radiology. Some progress has also been made in strengthening the Medicine L Clinic for the teaching of syphilis. Another step is a closer integration of the research program with the clinical activities of the Allergy Clinic. It is hoped that as soon as the war is over funds may be made available for the establishment of residencies and fellowships in the various medical specialties.

During the year there have been relatively few changes in the teaching staff, although a few valuable additions have been made. The following men were called into military service: Lisgar B. Eckardt, Herbert K. Ensworth, Reid R. Heffner, Leon Lewis, Carleton C. Hunt, Richard R. McCormack, and John B. Pfeiffer.

The investigative program of the Department of Medicine has been expanded in spite of the greatly increased teaching and clinical burden of a smaller staff. Topics under investigation include: Methods for quick testing of selectees for the armed forces; pain; acetyl choline synthesis in myasthenia gravis; citric acid metabolism in relation to the pathogenesis and prevention of nephrolithiasis; secondary surgical shock; intermediary metabolism of synthetic and natural antigens; nature of action of thiouracil; prevention of toxic reactions from sulphonamide drugs; the use of penicillin in late syphilis; studies of the peripheral

circulation in hypertension, in heart failure, and in coarctation of the aorta; and the circulation in bronchial veins as a source of hemoptysis.

The Department of Medicine now has under way three separate research projects supported by the Office of Scientific Research and Development of the National Research Council. In addition there have been grants-in-aid during 1943 from the Carnegie Corporation, the Josiah Macy, Jr. Foundation, the Lederle Laboratories, Eli Lilly and Company, Schering Corporation; the Wallace Laboratories; Surdna Foundation; United Hospital Fund; John Wyeth and Brothers; and Ciba Pharmaceutical Products, Inc. There have also been generous gifts from various anonymous donors and from grateful patients who wished to contribute to the support of special research projects.

During the year Dr. David P. Barr was chosen President Elect of the American College of Physicians.

SPECIAL WAR TRAINING PROGRAMS

ARMY

The 3213 Service Command Service Unit, Cornell University Medical College, New York, is made up of 200 students of the college, one attached student from Duke University Medical College, one non-commissioned officer and one private first class, medical student, temporarily attached to the operating cadre, one non-commissioned officer, DEML, permanent operating cadre. Lieut. Colonel Philip B. Connolly, Medical Corps, United States Army, is Commandant, and 1st Lieutenant Nicholas O'Dawe, Infantry, Army of the United States, is Adjutant and Supply Officer.

The course of instruction is designed to acquaint the students with the organization and administration of the Army, military law, the Articles of War, court-martial procedure, military courtesy and the customs of the service, field hygiene and sanitation, late developments in the treatment of tropical diseases, burn and shock therapy, and property supply and administration. One hour a week is devoted to close order drill and inspection and one hour to didactic instruction. On completion of the courses, and on receipt of the degree of doctor of medicine, students are discharged from their enlistments and commissioned in the grade of 1st Lieutenant, Medical Corps, Army of the United States.

NAVY

The Navy V-12 Program has been set up to provide a continuing supply of officer candidates in the various special fields required by the United States Navy and the United States Marine Corps.

Under the Navy V-12 Program, college-level instruction is given to selected high school graduates, or others of satisfactory educational qualification, whose mental, physical, and potential officer-like qualifications are established by appropriate examinations. The educational training will be carried on while the men are on active duty, in uniform, receiving pay, and under general military discipline.

As apprentice seamen on active duty, our students will have certain responsibilities to the Navy; but it is not contemplated that Navy units will observe completely such purely military regulations as those in force at the Naval Academy, or at specialized training schools. Naval discipline will be enforced, but naval training will be definitely subordinated to academic work.

Captain John K. Richards, USN '12 is the Commanding Officer of the United States Naval Reserve Midshipmen's School which includes the V-12 students. Commander Dallas Grover is the Officer-in-Charge of the Navy V-12 Units. W. E. Bradbury, Comdr. (MC) USN., is the Senior Medical officer responsible for seeing that adequate medical service is provided all V-12 students by the college, with the assistance of such naval personnel and equipment as is supplied.

OBSTETRICS AND GYNECOLOGY

The first year of this war witnessed a sharp increase in the birth rate throughout the United States and this, in general, has been maintained during 1943. The census of patients in the Department of Obstetrics and Gynecology reflects the national figures, and as a result, more patients were treated in 1943 than in any previous year since the new building was opened in 1932. The total number of patients cared for by the Department of Obstetrics and Gynecology was 8563, including 3288 newborn babies.

In the past few years, the need for semi-private accommodations has become more acute with the result that in July, 1943, we transferred sixteen beds from the ward to the semi-private service. These have been occupied to capacity and undoubtedly will continue to be so. That the sacrifice of these teaching beds may not curtail the number of patients admitted to the wards, we have slightly decreased the period of hospitalization where this could be accomplished without untoward results to the patient.

The vaginal smear investigations are being continued by Dr. Papanicolaou, Dr. Traut, at the University of California, and Dr. A. A. Marchetti of the Department of Obstetrics and Gynecology. Of interest to embryologists and obstetricians is a very early (thirteen-day) ovum recently recovered by Dr. Marchetti and completely studied by him and the staff of the Carnegie Institute for Embryology at Baltimore.

Other investigations of the Department include biochemical studies in the cause of eclampsia, bacteriological studies on intrapartum infection, x-ray and clinical pelvimetry, and clinical aspects of obstetrics and gynecology. This work has been supported by grants from the Commonwealth Fund, the John and Mary R. Markle Foundation, and by private donors.

In 1942 an arrangement was concluded with the Maternity Center Association whereby this organization assumed the responsibility of conducting the work of the John E. Berwind Maternity Clinic and the Department of Obstetrics and Gynecology agreed to care for patients from this service who needed hospital delivery or care. This arrangement has continued to work in a most satisfactory manner for the patient as well as for the training program of both the Maternity Center Association and the Department.

PATHOLOGY

General and special pathology have been taught to second year students during all three trimesters of the academic year. In the current courses, each student has been required to assist with and report upon at least one autopsy, and to write an essay in pathology upon an approved subject, the information to be derived largely from original literature. The teaching of pathology has been extended to students of the third year class through an arrangement with the Department of Medicine, whereby the clinical clerks are required to assist with post-mortem examinations of their patients, and to submit to the Department of Medicine an abstract of the findings. A number of students in the third year class have undertaken elective work in pathology. The Clinical-Pathological conferences have been held as usual on Monday afternoons throughout the year, with the chief aim of providing interesting and instructive examples of disease processes to members of the fourth year class and to the staff of the New York Hospital.

An active research program continues. A study of the pathogenesis of atypical (non-bacterial) pneumonias is being made by Dr. Furth and Dr. de Gara under a contract with the Office of Scientific Research and Development and in connection with the Pneumonia Commission of the United States Army. A method of bio-assay for leukemic cells has been devised by means of which it has been found that occult leukemia is not infrequently present in various organs of mice of susceptible strains at an early age. A detailed report on chemotherapeutic agents effective against the cells of various mouse leukemias has recently appeared. Several histological studies have been reported before the New York Pathological Society, notably one on the deposition of silver in various tissues,

and one on arterial occlusions produced by emboli from ulcerated aortic atheromatous plaques. General support of the leukemia work has been provided by The Jane Coffin Childs Memorial Fund for Medical Research, the International Cancer Research Foundation, The Anna Fuller Fund, and the Lady Tata Memorial Trust.

Dr. Dock spent a part of September and October as the first resident consultant to the Army Institute of Pathology in Washington. A report of 80 cases of fatal coronary arteriosclerosis in young soldiers, studied by him there in collaboration with Major A. J. French, has been published. During December, Dr. Furth went by air to Costa Rica and Guatemala under the auspices of the Association of American Medical Colleges, to collect material for teaching and to gain practical knowledge of tropical diseases. On February first, Dr. Kidd succeeded Dr. Dock as Professor of Pathology and Head of the Department. Dr. Mider has accepted a post as Associate Professor of Pathology at the University of Virginia School of Medicine, to begin July 1, 1944.

PEDIATRICS

Modification of the curriculum in 1943 to provide full time clinical clerkships in pediatrics of one month's duration for senior students, with a corresponding reduction in bedside instruction to third year students has made for more effective teaching during the current academic year. It should be pointed out that the course could be further strengthened if the time assigned for clinical clerkships in this subject were lengthened from one to one and one-half months in the senior year. The increased time would permit students to spend one full month as clinical clerks on the hospital wards and would, in addition, provide sufficient hours for outpatient teaching in the pediatric clinics. The latter phase of pediatric instruction is especially valuable since the care and management of ambulatory patients form the basis for teaching the fundamentals of individual and community child health, an increasingly important feature of preventive pediatrics.

Both full time and part time members of the attending staff participate in undergraduate instruction and in the training of the house staff. Pavilion rounds are supplemented by frequent group and personal conferences. Despite the sharp curtailment in medical personnel and an accelerated teaching program, the whole-hearted support of the remaining members of the staff has served to maintain the standards of pediatric teaching without deterioration.

Of the 74 members listed in the 1941 report, 29 or 39 per cent have entered military service. With additions to the college and hospital staff since that time, the members of the Department, exclusive of the house staff, currently consist of 48, of whom 27 are men and 21 women. Of the men, 7 are under 40 years of age, and of these 2 are physically disqualified. Five men of the entire staff have been declared essential, only 2 being under 40 years of age. Thus far, these substantial encroachments have resulted only in some reduction in the magnitude of the investigative work carried on in the Department. The caliber of the work remains creditable.

Research activities continue to receive support from the following outside foundations and agencies: The Commonwealth Fund in connection with studies on rheumatic fever, and fellowships in psychiatry and community child health; The John and Mary R. Markle Foundation towards studies on allergy; the Lucius N. Littauer Foundation in contagious diseases; the Children's Bureau of the U. S. Department of Labor; the Mrs. Robert Boggs Fund and the Louis Livingston Seaman Fund in the program of study of premature infants and their care; several commercial laboratories toward work on tuberculosis and prophylaxis; and a few anonymous donors.

In connection with the good will policy toward our Latin American neighbors, we have accepted observers in the Department from Venezuela, Brazil, Chile, Uruguay, Bolivia, and Ecuador; as well as from the British West Indies and Puerto Rico.

PHARMACOLOGY

In addition to the regular course in Pharmacology given to second year students, lectures in applied Pharmacology, talks on the use of drug preparations and conferences on therapy have been continued for the third and fourth year students. The proceedings of many of the therapy conferences are published in the New York State Medical Journal.

About three-fourths of the research facilities of the department are now being utilized in a study for the Chemical Warfare Service under a grant from the OSRD. Advances have been made in the human assay of digitalis developed in this laboratory. It has been adopted for the assay of the digitalis of the New York Heart Association, and the referee for digitalis on the Council of Pharmacy and Chemistry of the American Medical Association has recommended the adoption of a method of labelling for digitalis materials of commerce, which will take account of the results of human assay. The demonstration on digitalis presented by this department at the meeting of the American Medical Association in Chicago in June, 1944 was given an award of merit. Other topics under investigation include the pharmacology of organic acids, diuretics, barbiturates, vasoconstrictor drugs, thiouracil, and substances used in relief of muscle pain.

As in past years substantial aid has been received from industrial organizations through grants of aid of various projects. Expansion of research is not feasible at this time because trained pharmacologists and technical assistants are no longer available. The department has been training some younger men but, after the war is over, opportunities should be made possible for the training of more pharmacologists to meet the many demands from both teaching institutions and industry.

PHYSIOLOGY

The order of presentation as well as the specific emphasis on the several phases of physiology has been revised to provide a maximum correlation for the student with other preclinical sciences. The attempt has been made in all teaching to link knowledge obtained in previous courses with the material presented in physiology and to extend that knowledge at least a step in the direction of practical clinical application. The latter end has been attained by using some of the conference hours for the presentation of well chosen clinical examples of disturbances of normal physiological function. In addition in the lecture hours the more obvious alterations of function in disease have been pointed out at the time of presentation of that function.

Laboratory work of a practical nature has been and still is in a state of revision. To as great a degree as possible the physiology of the human is emphasized (metabolism, kidney, respiration). In other fields more adequate experiments may be designed using mammalian animal material (circulation, gastrointestinal function, central nervous system, etc.). A minimum of work on cold blooded forms is introduced in the early part of the laboratory schedule chiefly to familiarize the student with recording methods. The staff as a whole has been pleased with the ability of the students to use with fair accuracy rather difficult techniques.

Graduate teaching has been greatly reduced by the war emergency and only one graduate student in physiology has been associated with the department.

Dr. Daniel T. Rolfe of the Meharry Medical College in Nashville, Tenn. spent four months in the department from September, 1943 to January, 1944, observing teaching methods in physiology. Dr. Victor M. Posada of San Salvador has been in the department for the past year in a similar capacity.

Work on problems related to increasing safety in aviation is continuing in this department and in the Department of Anatomy under contract with the Office of Scientific Research and Development. Work in renal physio-physiology and on the autonomic nervous system, especially related to cardiovascular control, is being continued. The work of the Russell Sage Institute of Pathology has been greatly curtailed by the absence of three members of its staff. Drs. Hardy, Herget, and Du Bois.

PSYCHIATRY

The interests of the Department of Psychiatry have included increasingly the problems of the community as they affect the health of the individual. During the past year, plans which can be executed in the near future have been formed. It is considered an important obligation of this department to work with the Department of Public Health and Preventive Medicine on those aspects of community life which affect the health of the individual's personality.

With the liberal support of the Commonwealth Fund, a rehabilitation clinic for discharged service men was started last summer. This clinic, under the direction of Dr. Thomas A. C. Rennie, offers treatment facilities to a limited number of men who suffer from various types of psychiatric disorders. The primary aim of the undertaking is to study the psychologic and psychopathologic factors which are involved in psychiatric rehabilitation and in restoration to civilian life. Many of the members of the senior staff have volunteered their services. New methods for a more economical use of psychotherapy were investigated and have resulted in changes in technique, such as the applicability of brief psychotherapeutic interviews and group psychotherapy. The results of the rehabilitation study will be of great importance for the development of a broad mental hygiene program which will be concerned with the individual as well as the general living conditions in a community and with all the factors affecting a person's well-being.

In the teaching of the medical college and in graduate education, these points are strongly emphasized. Of necessity, psychiatric teaching activities in the Out-patient departments of medicine, Pediatrics and Psychiatry had to be curtailed to what should be considered a minimum.

Clinical and laboratory research work has been active, the main emphasis being placed on the further elucidation of the role of specific emotions on various physiologic functions. Studies of partial starvation, which is so frequently found in undernourished psychiatric patients, are progressing to further our knowledge of food requirements. All these studies, as well as those on the effect of chemical and physical agents in various muscular disorders, are carried out jointly with the Department of Medicine and the Russell Sage Institute of Pathology in the Department of Physiology. In combined studies with the Department of Pharmacology, it was possible to determine that emotions of great intensity may affect the electrocardiogram.

Psychosomatic and psychologic studies in the neurological laboratory were continued under the direction of Dr. Harold G. Wolff. In psychologic and psychopathologic observations and experimental investigations, it has been established that the emotions of intense anxiety and resentment affect learning and retention adversely. In children between two and five years of age, studied at the Payne Whitney Nursery School, the influence of emotions on speech development and its relationship to stuttering has been investigated. The children's reactions to the war situation and to the resulting insecurity in their homes, with attending degrees of anxiety, were evaluated.

The psychiatric student health service has been carried out by Dr. Edwin J. Doty and Dr. Oskar Diethelm. Despite the present emotional strain of the war situation, no adverse influence on the health of the students has been observed and the number of consultations has not increased.

SURGERY

The difficulties outlined in my 1942 report regarding teaching undergraduate and graduate students and in prosecuting research of necessity continued through 1943. The experience of attempting to carry on the work of a department in a teaching center with an inadequate professional staff has been instructive for it has enabled us to determine, by a comparison of our situation before and since the war, the needs of a department in order to function properly.

The undergraduate teaching of medical students was carried on much as in the preceding year but with the further reduction in our senior teaching staff.

Courses in surgery have been increased rather than diminished in number; for in view of the limited internship of 9 months and the difficulties in acquiring experience beyond this period, it has appeared wise to give as much instruction as possible during the undergraduate period. Our program of advanced education in surgery has greatly suffered. The War Department permits us to advance only a limited number of men with 9 months intern training in our resident staff; permits only a fraction of these to remain with us beyond a 9 months period and does not permit any, excepting those physically disqualified for military service, to remain with us beyond an 18 months period. The total experience in surgery a limited number of physically qualified men can now get is 27 months including the internship. The rigid adherence to this program appears to us short-sighted for it fails to provide now and in the immediate post-war period a proper proportion of adequately trained physicians and surgeons. Even if the war is over this year, there will be a lag of several years before we can again produce properly trained surgeons. The medical experience gained in the War cannot be considered a substitute for the training received in educational institutions nor will the organization of post-war courses for ex-service doctors, even if successfully carried out, provide the training and experience for leadership in medicine which we now need and shall need in the post-war period. This situation could be far less serious if educational institutions were permitted to continue one of their most important functions—the advanced training of graduates of medicine.

Some ninety papers have been published from the Department during the year. Work in the experimental surgical laboratory has been curtailed because of shortage of personnel. However, investigations have been active in the treatment of wounds, in the repair of injured vessels, in burns and in peptic ulcers. Research has been supported by grants from the John and Mary R. Markle Foundation; Wallace and Tiernan Products Company; the Given Fund; the Rufus Cole Fund; the Bullitt Gift; the John Jacob Astor Pavilion Fund and other anonymous gifts.

PUBLIC HEALTH AND PREVENTIVE MEDICINE

The course in Parasitology is given to second year students. The Department has catalogued in detail its extensive collection of living and preserved material so as to make it more easily available to our staff and students.

The teaching in public health to second year students has been improved through carefully planned field trips which are utilized to illustrate the theoretical teaching. These include visits to a housing project, to the State Department of Industrial Hygiene, and to the New York City diagnostic laboratories, together with a special field trip to observe activities of the City Health Department in the Division of Records, the Division of Sanitation, and the Division of Venereal Disease Control.

Third year teaching in Preventive Medicine has also been improved. The section work is better coordinated, and the home visits with the Henry Street nurses and the City nurses are more profitable. The cooperation of all members of the City Health Department staff in aiding with the student instruction is most gratifying.

The Saturday morning clinical exercises in Preventive Medicine are improving each year, but are more appropriate exercises for the fourth year students.

The special Wednesday afternoon exercises in Tropical Medicine are given in the third year. This is a special course of about 20 hours which is conducted under the joint auspices of the Departments of Medicine, Public Health, Pathology and Bacteriology. The course will be improved greatly during the coming year, through more emphasis on the clinical aspects of the teaching.

Mr. Gillen, a sociologist, is working in the Kips Bay Yorkville Health District under the joint auspices of the District Health Committee and the Department of Public Health. He has conducted an interesting study under a "block plan." It is his purpose to obtain information relating to the people's knowledge of the District concerning availability of medical facilities in the area. He is also trying to determine why people fail to use these facilities to greatest advantage.

Dr. O'Malley has been working in Julia Richman and in Yorkville High of Women's Service, Trades (the latter in cooperation with Kips Bay Yorkville Health Center and the Bureau of Child Hygiene of the New York City Health Department) in order to determine how a medical service can be of most help to the teachers and to the students of adolescent age in meeting their present day needs. A 30-hour in-service training course, "Health Counseling of Adolescents" was given to teachers. It was accredited by the State Education Department as an alertness course, and was under the auspices of the Department of Public Health and Preventive Medicine, Kips Bay Yorkville Health Center of the Department of Health, and the Bureau of Child Guidance of the Board of Education.

Analysis of the joint study with Dr. Furth of the Department of Pathology concerning the respiratory flora encountered at the autopsy table is in progress, and a few cases have been added. Studies upon sensitization in tuberculosis are being continued under a special grant from the Macy Foundation.

In addition to his work as Consultant to the Secretary of the War and to the United States Office of Strategic Service, Dr. Kahn has studied malaria in its various aspects, using as one his methods of approach, the single cell method. The effect of immunization in animals upon susceptibility to infection with filariae is being studied.

RADIOLOGY

Since the last report, Dr. John R. Carty, Professor of Radiology, found it necessary to present his resignation due to prolonged ill health. Dr. Harold L. Temple has been appointed the acting head of the department.

Dr. Carty's absence plus the absence of several members of the Department with the New York Hospital Unit has, of course, affected the teaching activities of this department. The pressure of routine work has made it necessary that a portion of the teaching be given after the regular hours, viz; five to six-thirty p. m. We are making an effort to advance at least part of these later teaching hours to the earlier hours in the afternoon. This applies to the elective course given to third year students, which consists of twenty-sessions of one and a half hours each. During the present term about 85% of the third year class will receive instruction in this course.

The X-ray Library and Teaching Museum has been expanded as cross-indexing of all abnormal radiographs has been continued. These activities continue to add to the quality of the teaching material available in the department. In addition, over two hundred new lantern slides have been prepared for the teaching of the second year class during the time they receive the initial didactic lectures in Radiology.

Since the last report, the pressure has been eased considerably on the availability of radiographic supplies, particularly on x-ray films. We have also placed orders for additional modern radiographic equipment since the War Production Board has been able to release a certain amount of equipment to civilian usage.

The aspects of radiology which pertain to wartime medicine, viz; traumatic surgery, localization of foreign bodies, and interpretation of various pulmonary conditions have been emphasized. Research activities have necessarily continued at a minimum due to the reduced number of medical staff, the majority of whom spend only a portion of the day at this institution. In x-ray therapy, clinical research in the form of the accurate follow-up system has been continued and has increased our knowledge regarding the results to be expected in both neoplastic and inflammatory conditions.

CURRICULUM

We have now completed two years in which we have operated on the accelerated schedule. We shall admit another class on September 28, 1944. In keeping

with the policy recently adopted by the Association of American Medical Colleges, we shall then return to our former practice of admitting one class a year instead of every nine months.

In the transition back to our normal program, it will be necessary to carry the classes we have already admitted through on the accelerated schedule inasmuch as they contain Army and Navy trainees. This will mean some acceleration will continue until the fall of 1947 at which time all classes will be in the normal four-year schedule.

During the past year, there have been no major changes in the curriculum which was put into operation in 1942. We anticipate no such changes during the coming year.

THE WAR EFFORT IN RELATION TO THE MEDICAL COLLEGE

Since July 1, 1943, we have been participating in the Army and Navy training programs which were described in my report of last year. We have enjoyed excellent cooperation from both services and there has been a minimum of interference with the educational program. Our students have been permitted to select their own living quarters and have been free to carry out their responsibilities in our various hospitals. Our Personnel Health Service has had supervision of their medical care and we have been able to carry on our hospitalization insurance program for all of our students. We have been permitted to choose the students now in attendance.

Indications are that the Navy will continue to provide students according to the quota established for them. However, it seems likely that the Army does not plan to continue their program for the class to be admitted this fall.

The service roll of our college staff contains 167 names. It has been necessary to continue to make adjustments for replacements for those who have left for the military service during the past year. This has been particularly difficult in the cases of many members of the house staffs in our graduate program.

Members of our staff have been active in the committee work for the National Research Council and in consulting capacities for various governmental agencies. Ten of our departments have been doing governmental research, much of it of a confidential nature. The Office of Scientific Research and Development allocated \$146,000 for work done here during the past year. In the light of the fact that the teaching load has been increased by one-third and that the teaching staff has been reduced, it can be appreciated how these various governmental responsibilities have taxed our institution.

GENERAL HOSPITAL NUMBER 9

This unit originally contained 55 doctors of whom 47 were from the staff of our medical college and the New York Hospital. It was activated July 15, 1942. During the past year, it has served in the Pacific area. Several of its members have been detached for assignments with other hospital units and for other staff responsibilities. The Ninth General Hospital suffered a great loss in the passing of Major Albert Whitfield Hawkes, who died of bush typhus on December 17, 1943 in the Southwest Pacific. Dr. Hawkes was graduated from Columbia University in 1935 and at the time he joined the Unit, he was an Assistant Physician to Out Patients at the New York Hospital.

COLLEGE MAINTENANCE

Total funds available for all purposes again increased by \$38,558 for a new high of \$1,401,014. The increase represents a general advance in practically all divisions.

Comparative Figures for 1942-43 and 1943-44

| | 1942-43 | 1943-44 |
|--|-------------------|-------------------|
| Academic Budgets..... | \$ 813,021 | \$ 818,609 |
| Restricted Gifts Received..... | 191,389* | 208,823* |
| Special Fund for Research Received..... | 48,487* | 54,288* |
| Administration and Service Accounts..... | 128,854 | 150,586 |
| Administration Restricted Funds..... | 50,725 | 22,708 |
| O.S.R.D. Reimbursements..... | 130,000 | 146,000 |
| | <hr/> \$1,362,476 | <hr/> \$1,401,014 |

*Figures for 11 months only.

| | | |
|------------------------------------|--------|--------|
| Total number of orders placed..... | 11,450 | 10,235 |
| Total number of checks issued..... | 11,163 | 12,085 |

GENERAL MAINTENANCE

The general maintenance of the college building has been slightly below standard during the past year, due primarily to the lack of personnel. However, a painting schedule has been continued, and in general the building and equipment maintained in a good state of repair. No major breakdowns occurred.

Heat, light, and power services decreased in volume with the exception of low pressure steam. However, due to increased costs of production, the net cost was approximately \$4,000 higher than the previous year.

The following services were supplied by the Engineering Department of The New York Hospital.

| | 1942-43* | 1943-44* |
|--------------------------|-----------------|-----------------|
| High Pressure Steam..... | 27,691,250 lbs. | 24,674,400 lbs. |
| Low Pressure Steam..... | 24,906,500 lbs. | 27,053,860 lbs. |
| Electric Current..... | 737,542 kw. | 716,926 kw. |
| Brine Refrigeration..... | 4,786 tons | 4,457 tons |

*One month estimated.

SUPPORT ACTIVITIES

During the past year, the college has received substantial funds for the endowment of two named professorships which will be announced at a later date. Restricted gifts were increased substantially above the previous year as was the support for work on government contracts. Special mention should be made here of the grant made by the American Cyanamid Company for support of fundamental research in the Department of Biochemistry over a period of seven years. The continued support by the various foundations for fundamental research has been gratifying because it is evidence of their realization of the importance of maintaining such activity during wartime.

We look forward to the time when it will be possible for Captain Arthur S. Adams to assume his work as Provost of the University so that we can integrate our fund-raising activity with that of the University as a whole. I wish to reiterate my recommendation made in last year's report that we put our fund-raising activities on a sound basis just as soon as qualified personnel is available.

ALUMNI ACTIVITIES

During the past year, Dr. Mary Crawford has served as the President of the Cornell University Medical College Alumni Association. The other officers were: William R. Delzell, Vice-President; Anne S. Belcher, Secretary; and Paul Reznikoff, Treasurer. Dr. Lucius A. Wing was appointed to the Medical College Council as the Alumni representative. Miss Mary E. Gleason has continued as full time Secretary in the office of the association in the College. Every effort has been made

to keep the Alumni records up to date and the Alumni Fund raising activities have been continued. A sum of \$3884.50 was made available to the College during this year. We have been particularly pleased with the contribution made by the work of Dr. David N. Barrows and his associates in the publication of the Alumni Quarterly. Many letters received from alumni both in and out of the service have expressed appreciation for what the Quarterly has done to keep them in touch with fellow alumni and the work of the college. A perusal of the news items in the Quarterly gives testimony to the contribution which our alumni are making to the problem of medical care in the military services and the civilian population.

The Annual Alumni Banquet was held on March 16th with an attendance of 425. Dr. Mary Crawford presided. A luncheon was given by the college in the students' dining room and the annual meeting and program was held in the College Auditorium that afternoon. The large attendance and the enthusiastic response of our Alumni evidence their real interest in and loyalty to the tradition and work of our college.

The New York Hospital has continued to meet its many problems in a satisfactory manner. The study of possible economies made during last year has resulted in changes that have improved the financial position in spite of the rising level of costs. Plans have been adopted for a reallocation of space in the F building to provide for 120 more private and semi-private and 50 more pavilion beds. Structural changes will be made as soon as it is possible. These changes will increase the income of the hospital and will provide hospital facilities to accommodate the needs of our staff returning from the military service. The Departments of Medicine and Surgery are mainly involved.

During the past year, the Joint Administrative Board appointed a committee to study medical training in the post-war period. This committee has been at work and is placing emphasis on training at the graduate and postgraduate level. The greatest need will be to make possible the completion of training of those physicians who have been limited to a nine-month internship before entering the service. Definite plans must await a knowledge of the plans and time of demobilization.

While undergraduate education has suffered in many directions during the war period, one of the greatest deficiencies has been that we have lost many of our younger men in training to carry on the future teaching and research responsibilities in the medical sciences as well as in clinical medicine. It is expedient that as many of them as possible be brought back into our institution and that additional able young men be mobilized for the opportunities that are now open and will exist in the future. The Rockefeller Foundation has recognized this need and has provided funds to help in selected fields in certain of our medical colleges. At Cornell, \$8000 will be made available to each of the Departments of Obstetrics and Gynecology and of Public Health and Preventive Medicine for such training. It is to be hoped that other foundations will provide additional support of this kind.

We trust that it will not be long until many of our staff members will be back with us. Their return together with the resumption of a normal teaching schedule will be a great stimulus to our program. For a time, possibly starting in 1945, we may operate with a reduced student body until an adequate supply of properly trained premedical students is again available. There are indications that certain changes in medical practice are imminent in this area, such as the plan introduced by Mayor La Guardia recently. Such changes will affect not only medical care, but will also have an impact upon medical education, and our participation in them will be guided by what seems to be in the best interests of both.

The extension of the University retirement annuity plan to the full-time members of our staff by the Board of Trustees is sincerely appreciated.

It is a pleasure for me to acknowledge to you and to the members of the Medical College Council, the Joint Administrative Board, our Alumni and staff my keen appreciation for the help and cooperation I have received during this past year.

JOSEPH C. HINSEY,
Dean of the Medical College.

APPENDIX XI

REPORT OF THE ACTING DEAN OF THE NEW YORK STATE
VETERINARY COLLEGE*To the President of the University:*

SIR: I have the honor to report herewith on the work of the New York State Veterinary College for the academic year 1943-44.

The year has been strenuous and unusual since it was the second consecutive year of continuous instruction under the accelerated program. All students were required to be in attendance for three full semesters. A class graduated in October 1943 and another finished in June 1944. The acute shortage of veterinarians for civilian activities has necessitated the continuance of the accelerated program, although the requirements of the Army have been met.

The normal student enrollment was maintained throughout the year. The majority of the men entered the veterinary A.S.T. Program in June 1943 and they remained in uniform until one year later when the program was rather suddenly terminated. The military life favored physical development, and a good scholastic average was maintained. Commissions as First Lieutenants in the Veterinary Corps were awarded 27 of the 67 men that were graduated under the A.S.T. Program during the year. The majority of the other graduates promptly entered civilian practice with food producing animals. The A.S.T. Program furnished the necessary incentive to keep a normal number of highly qualified men in college to supply an adequate number of graduates to meet the military and civilian requirements.

THE FACULTY

This faculty has made a contribution to the war effort, largely through constant work in training men for military and civilian life and through an expanded clinical and laboratory service. Dean W. A. Hagan directed work of a highly confidential nature during the early part of the year. He was honored by an appointment as special assistant to Dr. A. W. Miller, Chief of the Bureau of Animal Industry, U. S. Department of Agriculture, Washington, D. C. This new assignment, effective December 15, 1943, caused the termination of the special investigational work.

Several temporary changes in the faculty were made to adjust to the absence of Dean Hagan. Dr. M. G. Fincher was appointed Acting Dean and Dr. Peter Olafson was appointed Acting Head of the Department of Pathology. Dr. Adrian M. Mills, practitioner at Earlville, N. Y., was made Acting Professor of Medicine. Dr. Alexander Zeissig assumed the teaching responsibilities in Bacteriology.

Dr. P. P. Levine was advanced to Associate Professor of Poultry Diseases. Dr. W. S. Stone, Instructor in the Experiment Station, resigned in August to become Assistant Director of Livestock Disease Control of the Department of Agriculture of Massachusetts.

The faculty continued to revise and publish books. The fifth edition of "Veterinary Pharmacology, Materia Medica, and Therapeutics" by H. J. Milks, and the fourth revised edition of "The Practice of Veterinary Medicine" by D. H. Udall appeared early in the year. Professor Emeritus W. L. Williams completed two revised texts, "Veterinary Obstetrics," fourth edition, and "Diseases of the Genital Organs of Animals," third edition. It was significant that he accomplished this in his eighty-seventh year, and twenty-two years after his retirement from active duty on this faculty.

The active members of the faculty have felt the impact of continuous teaching for six semesters. Some have shown obvious signs of damage from fatigue. Short vacations have been suggested but long vacations are badly needed in the near future to restore the usual keenness for teaching and research.

ADMISSIONS

The deferment of full-time professional students in veterinary colleges was provided through a ruling which originated with National Selective Service

Headquarters, provided the students were enrolled in college before July 1, 1944.

It was possible to select students for the new class that started in June 1944, since there were over four times as many applicants as the College could wisely accept. The total enrollment was somewhat low due to failure of some accepted students to become eligible and due to enlistment of several students who were returned from the A.S.T.P. to civilian status. The source of students for the next class has not been determined. No deferment has been provided after July 1, 1944. Five men listed as veterans of the present war were admitted in the entering class in June and a few other veterans have requested information about courses in veterinary medicine.

LABORATORY AND CLINICAL SERVICES

The general diagnostic laboratory showed a slight increase in work over last year, which was an unusually active year. The diagnosis of rabies required a large amount of painstaking labor. Positive diagnoses were made in 85 animals, the largest number since 1910. The diagnosis of the disease in a raccoon and in 8 foxes examined in the general diagnostic laboratory has increased the complexity of the problem of rabies in New York State. The total number of diagnoses made in the four laboratories was nearly two hundred fifty thousand. This has meant a greatly expanded service to livestock owners and veterinarians.

The number of cases increased greatly last year in the Ambulatory and Surgical Clinics and has been slightly reduced this year. The total number of accessions in the Small Animal Clinic has not decreased markedly in spite of the shortage of food and transportation for pet animals.

RESEARCH WORK

The men who regularly conduct research projects have in several instances been burdened with teaching and other activities. This has reduced the amount of research work but several important research projects have been successfully pursued or completed. These will be reported in considerable detail in the annual report to the State where they will be made available to those who request them.

In the routine investigational work with tuberculosis and tuberculin reactors in cattle, evidence was established that a farmer was infected with the bovine strain of tubercle bacillus and thus acted as a spreader to his own herd. Mastitis treatments were given detailed study. Reports were made on the success with the treatment of large numbers of infected udders in all types of herds. Progress, although it is admitted to be slow, has been made with this important cattle disease. The present knowledge of the prevention of the disease has not been fully utilized by dairymen. Vaccination against Bang's disease, chemotherapy in coccidiosis in poultry, tumors in poultry and other animals, parasitisms in sheep and cattle, and other important diseases of farm animals have assumed importance in the research program.

ALUMNI

The veterinarians who have graduated from this college and have entered private practice have been overworked during the last year. This has not been an entirely desirable situation. It has often meant that the health of the practitioner has been endangered, and too often it may have meant that important veterinary work could not be done for the owners of livestock. In general, good cooperation has existed between the clients and their veterinarians in an effort to increase the health of farm animals.

The loyalty of the alumni to the College and University was shown at the annual meeting of the New York State Veterinary College Alumni Association at the time of the Conference for Veterinarians in January 1944. They voted to attack the rather difficult task of collecting funds for four more faculty portraits of faculty members due for retirement during the next few years. In addition to this, contributions were increased for a special fund mentioned in this report of last year. A permanent committee was appointed to study the utilization of all

gifts to this fund. Dr. D. W. Baker (Chairman), Dr. Earl Sunderville, and the president of the New York State Veterinary College Alumni Association constituted the committee. They were advised to consult freely with W. C. Heasley, the Executive Secretary of the University Alumni Fund, regarding the whole problem of gifts.

A few hundred of our graduates from 1902 to the present time are in military service. They are in the Veterinary Corps as officers with few exceptions. Some enlisted as privates or in other branches of the service. They have escaped loss of life, with a single exception, according to existing reports.

Robert Irving Ashman, Jr., class of 1940, was reported missing at sea on February 15, 1944 while serving as an enlisted Lieutenant (j.g.) in the Naval Airforce. Other graduates have accompanied the Armed Forces in all areas of military activity.

This group of men should and must receive special treatment upon their return to civil life. They have requested refresher courses and plans for such courses have been nearly completed. The American Veterinary Medical Association has undertaken a study of the relocation of these men in civil life. It is hoped that the study of this important problem will provide our men who return from the Armed Forces with places of usefulness and importance in the postwar period.

PHYSICAL FACILITIES

Three building projects requested last year received favorable action. Preliminary drawings have been prepared for the principal item, the reconstruction of the western or main portion of James Law Hall. This has been approved as a building project by the New York State Postwar Public Works Planning Commission at an estimated cost of \$360,000. The other two minor items were placed in the current budget and plans are in the hands of a representative of the office of the State Architect. They include an effort to make the kennels in the Small Animal Clinic soundproof.

At the suggestion of members of the State Education Department and the State Architect a request was made in April 1944 for a more inclusive postwar building project on the Veterinary College campus. This request called for the removal of the two existing wings of James Law Hall, the groom's cottage, and the surgical buildings. They were to be replaced by a group of buildings extending along Tower Road and south to form a large court to the rear of James Law Hall and Moore Laboratory. This group of buildings has been needed in order to place our clinical and other teaching facilities on a par with those of other modern veterinary colleges. It is hoped that these proposed buildings referred to as the Anatomy-Library-Surgery group may be added to the list of postwar projects on the campus. Their construction at approximately the same time that James Law Hall is reconstructed has seemed logical in the interest of economy and efficiency.

APPROPRIATIONS

Favorable treatment was given us by the Legislature of 1943. A portion of the requests for moderate increases in basic salary for several faculty members was obtained. Those who were required to teach three terms each were given due consideration and this was greatly appreciated.

A special appropriation of \$10,000 was granted by the Legislature for the study of parasites in domestic animals. An assistant professor and an instructor-technician have been added to the staff under this appropriation. Additional equipment and release of a person for more extension work have been made possible through this special appropriation. It is hoped that the added personnel will become permanent staff members. It must be emphasized that the generous treatment was duly appreciated but that provision should be made to compensate for the inevitable salary reductions that will occur when the accelerated program ends.

M. G. FINCHER,
Acting Dean of the Veterinary College.

APPENDIX XII

REPORT OF THE NEW YORK STATE COLLEGE OF AGRICULTURE AND THE CORNELL UNIVERSITY AGRICULTURAL EXPERIMENT STATION

To the President of the University:

SIR: I have the honor to submit the report of the New York State College of Agriculture and of the Cornell University Agricultural Experiment Station for the fiscal year 1943-44.

The continued impact of the war on New York agriculture has been reflected in the teaching, research, and extension programs of the College during the past year. Our farmers have maintained food production in spite of unfavorable weather and shortages of labor, machinery, feed, transportation, seed supplies, and other items. Many of the emergency problems arising from these deficiencies have been brought to the College for solution. With a student enrollment higher than expected, with a shortage of personnel in the younger age group, with certain items of equipment rationed or impossible to obtain, with increased demands on the time of the staff, and with the handicap of inadequate transportation to the agricultural areas of the State, it is gratifying to note that the staff has met the challenge on all major fronts. These results have been achieved by close cooperation between the several departments of the College, by shifting personnel from one problem to another, and by changing the emphasis of individual programs as the occasion required.

Not only have the present-day emergency problems of agriculture been largely met, but some attention has been given to the postwar problems of farm people. Some persons believe that agriculture, in the postwar period, may be faced with problems more serious and complex than those confronting it today. The College does not propose to lose sight of these problems, and is devoting such of its facilities and personnel to their study as can be spared under present circumstances.

RESEARCH

The far-sighted policy of the State in supporting agricultural research has been fully justified during the present emergency. The tremendous quantities of food and fiber produced by New York farm people are due in no small part to research information and improved practices developed in the Experiment Station and made available to all farmers by the Extension Service.

The present research program of the Station is quite different from that conducted in a normal year. Today, the Station must establish priorities and work largely on emergency problems. Fundamental research has suffered as a result. Applied research, to be successful, must be based upon a firm foundation of constant searching for new truths in the basic sciences. It is hoped that many of the basic problems may receive more adequate attention after the war.

The following examples illustrate how the research program of the Experiment Station is meeting the wartime agricultural problems of the State. A more complete statement setting forth the research program in relation to food production, nutrition, and related fields is contained in the annual reports of the State Colleges of Agriculture and Home Economics to the Governor and the Legislature of the State.

Research on feed supplies and consumption and on trends of livestock production made it possible to forecast a prospective shortage of feed many months before it occurred. This information guided farm cooperatives and private feed dealers in bringing in grain from Canada and in encouraging farmers to accumulate a reserve supply of feed. There is ample evidence to indicate that this research saved New York State farmers many thousands of dollars, and enabled them to maintain their production of dairy and poultry products at a time when such protective foods were urgently needed.

Research in poultry nutrition has demonstrated that a fixed standard ration is not necessary. Vegetable proteins can be substituted to a large extent for animal proteins, which are scarce at present, without affecting hatchability, production, and growth of the birds. Thus, the content of the ration can be shifted depending upon price and availability of supplies. Such information has been of tremendous value during the past year when, because of the war, adequate supplies of animal proteins have not been available. Similar studies in the nutrition of dairy cows have proved equally valuable.

Research has been of material benefit in connection with the farm labor problem. Studies on simplification of farm labor have demonstrated methods of saving time in connection with various harvesting operations and with chores around farm buildings. The operation of farm labor camps has received attention. Based upon the results of this work, suggestions have been made to farmers for improving the camps and, as a result, the efficiency of the workers. In connection with apple production, labor for hand-thinning of the fruit is practically nonexistent, and the need for annual production of good-quality fruit is exceptionally great. Chemical sprays are showing great promise for thinning at bloom time. These treatments are not only eliminating much of the laborious work of hand-thinning but are giving encouraging results in inducing annual bearing of biennial varieties. A new control for the onion smut disease, involving seed treatment with a dust fungicide as a replacement for the more laborious liquid-formaldehyde drip method, is saving many man-hours in onion production. Approximately 4500 pounds of onion seed was treated with the new dust on a custom basis during the spring of 1944. It is estimated that in 1945 at least three or four times the tonnage of seed will be so treated.

The shortage of livestock feed concentrates has emphasized the need for the production of more feed and forage on New York State farms. The emphasis in the corn-breeding program has been shifted from corn for silage to corn for grain. Several of the departments in the College are cooperating in a coordinated program of research on hay production and preservation. New types of pasture and forage plants and improved methods of harvesting and storing are being studied. Results already obtained indicate that many forage crops contain appreciably more carbohydrates when cut in the late afternoon rather than in the morning.

Dehydrated potatoes are one of the important sources of food for our armed forces and for our Allies. Commercial dehydrators of potatoes have experienced great difficulty in obtaining potatoes of the 1943 crop that would not blacken during dehydration. An inexpensive and practical method has been developed for preventing the darkening of such potatoes. The method involves the slight acidification of the tubers at one of several stages during the dehydration process.

Because of the urgent need for conserving all supplies of food, emphasis has been given to many problems involved in food preservation. A "rubber" flavor has been imparted to many home-canned fruits and vegetables as a result of the use of reclaimed rubber in connection with the manufacture of jar-rings. In cooperation with the College of Home Economics, a simple method for determining whether jar-rings will impart flavor to canned goods has been developed. As a result of this work, methods have been devised also for removing the substance that imparts the flavor. The method involves boiling the rings in one of several chemicals such as acetic acid, or chlorox.

Further studies on the controlled-atmosphere storage of fruits have indicated that certain gases given off by the fruits are responsible for the apple-scald disease. The large losses occasioned by apple scald can be controlled by air-conditioning the atmosphere in the storage with activated carbon to which has been added a small amount of bromine. The cost of air-conditioning apples with this procedure is only about three cents a bushel for the storage season.

A new and efficient method for preserving table eggs has been developed. The method involves the flash heat treatment of eggs at temperatures above the coagulation point of albumen. A five-second exposure of fresh eggs to boiling water forms a thin protective film of coagulated albumen; this adheres to the shell membrane and consequently is not visible when the egg is opened. Eggs

treated in this manner and held at 40° Fahrenheit or at 70° Fahrenheit for twelve months were superior to untreated eggs held under similar conditions.

EXTENSION SERVICE

The Extension Service has continued, during the past year, to give all possible assistance to farm families in their determined effort to produce all the food possible with the facilities and resources at their command.

The Extension Service program has stressed time- and labor-saving methods, overhauling and repair of machinery, maintenance of adequate inventories of feedstuffs, fertilizers, spray materials and containers, avoidance of speculation and overexpansion, and use of increased income to reduce debt and build reserves to repair farm buildings and replace worn-out tools and equipment.

In carrying forward the regular programs in farm business management, full advantage has been taken of the opportunities to emphasize well-known principles through intensive programs of instruction on the preparation of income-tax returns and through various forms of aid given to the sale of war bonds in farming areas.

In the fall of 1943 and the winter of 1943-44, the Northeast was on the verge of a serious feed shortage. Livestock numbers had outrun supplies of feed grains. Government policies inhibited the normal flow of these essential products from Midwest producing areas to the deficit areas of the Northeast. To assist farmers in meeting this situation, without unwise and costly liquidation of dairy cattle and poultry, the Extension Service took the lead in cooperation with the New York State Emergency Food Commission and with large wholesalers in bringing about voluntary feed rationing by feeders and feed handlers, in working for priorities in getting supplies to dairy and poultry farms, and in encouraging imports from Canada. At the same time, the Extension Service used all available channels to keep farmers fully informed of changes in the feed situation, and make recommendations for current practices to ease the situation as much as possible through modified feed formulas, increased use of forage, pastures, and home-grown grains, and by other means.

Victory gardens have continued as a major concern. Building on experience of 1941 and 1942, the teaching methods used were improved and emphasis was shifted to capitalize on the knowledge gained by amateur gardeners. Evidence of the effectiveness of the Victory Garden program is obvious. Thousands of persons who had never previously grown a plant of any kind got satisfying results by carefully following written and oral instructions. An impressive total added to the food supply was perhaps secondary to the values in terms of improved diet and improved morale.

The necessities of war conditions have imposed on county agents the handling of many services outside the normal functions of an educational agency. But these services were necessary, and the county agent was best qualified to handle them. The educational program might have suffered greater curtailment had not farm men and women long associated with the Service been able and willing to take on numerous neighborhood responsibilities for disseminating useful information and in fostering such helpful arrangements as custom, or cooperative, spraying and similar efficient utilization of limited facilities.

The Federal Government provided much-needed financial aid for the employment of "emergency war food assistants" to the county agents and for supplementary clerical help in county offices. This has been the only help agents have had in dealing with a constantly increasing load of responsibilities and with additional time-consuming chores.

The Extension Service assumed practically full responsibility for handling the farm labor program. It has been difficult and expensive and outside the realm of normal activities. Yet it has seemed necessary. Farmers demanded that the agency on which they placed chief reliance, and in which they had full confidence, help them with this major wartime problem. In dealing with the many ramifications of finding, receiving, distributing, housing, and feeding migratory labor, relationships with the Federal Extension Service War Food Administration, while

somewhat difficult and time-consuming, have been constantly improving, and during the first half of 1944 were operating smoothly.

Early this summer (1944), 63 labor camps had been set up and were in operation. They are placed in areas where harvesting needs are greatest, and will function from three weeks to four or five months, according to need.

As one means of decentralizing responsibilities and of giving farmers more voice in managing the program, and to simplify the making of labor contracts, 26 associations were organized under the membership corporation law or the cooperative law, to handle local employment and camp management.

For the 1944 harvest of New York crops, about 6000 experienced farm workers from Jamaica and the Bahamas, 5000 prisoners of war, several hundred Newfoundlanders, and around 140,000 vacationists and part-time workers recruited in cities and villages about the State will be placed on vegetable, fruit, and dairy farms.

Other approaches to a solution of the farm labor problem have been made along several lines. The farm-machinery program is one. Though operating with reduced manpower, the original plan has continued with little change. Repair clinics, machinery-adjustment demonstrations, aid in obtaining spare parts, direct service to operators of custom spray rings, and similar work, have enabled farmers to prolong the life and make efficient use of overage and well-worn machines and to devise such labor-saving equipment as buck rakes and other emergency tools. Special emphasis was placed on the care and repair of electric motors and other almost irreplaceable equipment.

A marked change has been brought about in efficiency of use of milking machines, with incidental but equally important results in reduction of udder injury. Labor-efficiency studies made of such farm operations as picking apples and beans and handling hay, milking, and other chores, have opened a field that has been of great value during the present emergency, and that will lead to further progress in future years. While labor efficiency has long been recognized as a primary factor for success in farming, as in any business, not much has been done to isolate and correct the varied and numerous minor losses of time which, in the aggregate, are important.

Available April first, a State appropriation of \$56,000 the first year, and an expected continuing annual appropriation of \$40,000, has permitted expansion of the artificial-insemination program including additional research and increased personnel and maintenance for servicing the associations and for keeping more detailed records. Since 1938, when the first artificial-insemination association was launched in this State, growth has been at an average rate of 7 new associations each year. There have been some regroupings, but none have been discontinued. There are now 42 organizations, 38 of which are affiliated in one state association. Results of this pioneer work have been highly satisfactory. Of 15 proved sires, to date not one has caused decreased production. More than 25,000 dairy cows will be bred artificially during the present calendar year.

Through the 4-H organization, rural areas have been assisted in doing their full share in all of the war-emergency programs of salvage and civilian defense, such as collection of scrap metal, paper, fats, and so forth, in aircraft warning, bond sales, fire prevention, child care, and similar services. These wartime civilian duties performed by 4-H club boys and girls have been in addition to the usual programs of milk, egg, meat, and vegetable production.

Leading farmers have already begun to give thought to both the early and longer-term postwar problems of agriculture and rural life. A state committee of farm men and women have had at least one conference to consider these matters, and rural policy committees are being set up in most rural counties. In some instances, background data are available from earlier studies made by county land-use-planning committees. One of the first tasks for these groups will be to help war veterans and industrial workers returning to the land. Many agencies of government already concerned themselves with this problem make it doubly important that returning service men get advice from those best qualified to give it. To this end, the Extension Service is seeking the cooperation of farm-credit and other government agencies, real-estate agencies, bankers, the American Legion, and others.

The Extension Service itself is facing postwar problems and adjustments of far-reaching consequence. Some of the social reforms of the past decade have not yet deeply penetrated rural areas. Sizable segments of the rural population have not been effectively reached. Numerous governmental agencies have become established in fields that overlap the traditional educational functions of the Extension Service. Many of these programs or the methods of dealing with them are controversial and subject to political influences. The Extension Service must choose wisely in mapping a future course, and with full recognition of the extent and significance of social and political movements that arose from the economic depression of the late thirties and of others of different character that will inevitably follow this war.

APPROPRIATIONS

The State appropriations for the fiscal year 1943-44, as compared with those for 1942-43, showed a net decrease of \$79,756 in the personal-service items and a net decrease of \$15,566 in the funds for maintenance and operation. These reductions were made by the Legislature on the basis of a reduced student registration. The State allowed an emergency wartime bonus for one year of 10 per cent on salaries not exceeding \$1999 per year, and a bonus of 7½ per cent on salaries from \$2000 to \$3975 per year. In the absence of a special State appropriation to cover the bonus, the necessary funds were taken from lapsing salaries within the regular College appropriations.

The Legislature of 1943 approved the allocation of \$10,000 for extension work on beef cattle, sheep, swine, and horses.

The Federal appropriations for teaching, research, and extension were similar in amount to those for the year 1942-43.

COUNCIL FOR THE NEW YORK STATE COLLEGE OF AGRICULTURE AND THE AGRICULTURAL EXPERIMENT STATION

Upon nomination of the New York State Conference Board of Farm Organizations, the following were elected by the Board of Trustees to serve as members of the Council for the New York State College of Agriculture and the Agricultural Experiment Station for three-year terms ending June 30, 1947: H. J. Evans to succeed Henry Marquart, John Hall to succeed Wessell Ten Broeck, Ernest C. Strobeck to succeed Leon A. Chapin, Mrs. Frances Todd to succeed Mrs. H. M. Wagenblass, and Don Wickham to succeed Herbert P. King.

Upon nomination of the President and the Dean of the College of Agriculture, John S. Wickham was elected by the Board of Trustees as a member-at-large on the Council for one year ending June 30, 1945.

The Faculty of the College of Agriculture elected F. F. Hill to succeed Lewis Knudson, and Harry H. Love to succeed himself on the Council for one year ending June 30, 1945.

THE COLLEGE STAFF

It is with regret and sadness that we record the death of Dean Carl Edwin Ladd, on July 23, 1943. His passing was a great loss to the College where he had served successively as professor, director, and dean since 1920, and to the agriculture of the State and Nation, where he has been a recognized leader.

Other deaths that we report with sorrow are: Robert Byron Hinman, professor of animal husbandry; John Hall Barron, extension professor of field crops; Earl Alvah Flansburgh, professor in extension service and state leader of county agricultural agents; and Elmer Seth Savage, professor of animal husbandry.

On August 1, 1943, William Irving Myers, professor of farm finance, was appointed acting dean of the College. On October 16, 1943, he became dean. The following additional changes, involving retirements and promotions were made during the year; Dwight Sanderson, head of the Department of Rural Sociology, retired on October 15, 1943, and was appointed professor of rural sociology, emeritus, on October 16, 1943. Walfred Albin Anderson, professor of

rural sociology, was appointed acting head of the Department of Rural Sociology on October 16, 1943. Clyde Hadley Myers, professor of plant breeding, retired because of ill health on March 7, 1944. He was appointed professor of plant breeding, emeritus, on March 7, 1944. James Adrian Bizzell, professor of soil technology, retired on June 30, 1944, and effective July 1, 1944, he will become professor of soil technology, emeritus. Theodore Hildreth Eaton, professor of rural education, retired on June 30, 1944. He has been appointed professor of rural education, emeritus, effective July 1, 1944. On August 1, 1943, Frank Forrest Hill, professor of land economics became acting head, and on January 1, 1944, head of the Department of Agricultural Economics. Cedric Hay Guise, professor in personnel administration, resigned from his position in charge of admissions in the Office of Resident Instruction on December 31, 1943. On January 1, 1944, he was appointed professor of forestry and head of the Department of Forestry. Harry Houser Love, professor of plant breeding and acting head of the Department of Plant Breeding will become head of that department on July 1, 1944. On October 16, 1943, Fred Bishop Morris was appointed professor in extension service and state leader of county agricultural agents. Howard Wait Riley resigned as head of the Department of Agricultural Engineering on June 30, 1944, but will continue to serve as professor of agricultural engineering. Professor Byron Burnett Robb has been made acting head of the department, effective July 1, 1944. Frederick Bruce Hutt, who served a five-year term, ending June 30, 1944, as head of the Department of Zoology will be succeeded in that office, on July 1, 1944, by Howard Bernhardt Adelman, professor of histology. Professor Hutt will return to the Department of Poultry Husbandry on July 1, 1944. Julian Edward Butterworth resigned as head of the Department of Rural Education on June 30, 1944, and will be succeeded as head of the department on July 1, 1944, by Rolland Maclaren Stewart, Professor of Rural Education. Professor Butterworth will continue to teach and do research in the department. Associate Professor Kenneth Post was appointed acting head of the Department of Floriculture and Ornamental Horticulture on November 15, 1943. The head of the department, Professor Laurence Howland MacDaniels, is on leave for service in the Near East. On July 1, 1944, Melvin Butler Hoffman, extension professor of pomology, will become associate head of the Department of Pomology.

New appointments during the year or effective July 1, 1944, include: Kenneth Leroy Turk, professor of animal husbandry and animal husbandman in the Experiment Station; Philip Alexander Munz, professor of botany and horticulture in the Bailey Hortorium; William Henry Adolph, acting professor of nutrition and biochemistry and nutritionist in the Experiment Station; Wayne William Umbreit, acting associate professor of bacteriology (effective July 1 to September 30, 1944); Robert Leavitt Cushing, assistant professor of plant breeding; Sanford Soverhill Atwood, assistant professor of plant breeding and assistant geneticist in the Experiment Station; Benjamin George Leighton, acting extension assistant professor of rural sociology; Lorin E. Harris, acting assistant professor of animal nutrition and assistant animal nutritionist in the Experiment Station (October 1, 1943 to March 31, 1944) and research associate in animal nutrition, effective April 1, 1944; Thomas Eldredge LaMont, acting extension assistant professor of farm management (effective December 1, 1943 to March 31, 1944); John Alfred Lennox, assistant state 4-H club leader; Hugh Monroe Wilson, extension soil conservationist; John McCune Lawrence, research associate in biochemistry; James McGinnis, research associate in poultry husbandry; and Milton Leonard Scott, investigator in nutrition.

From all units in the College, 28 staff members and employees left for military service during the year 1943-44.

The following resignations took place during the year: Arthur B. Recknagel, professor of forest management and utilization and head of the Department of Forestry; Edwin S. Harrison, professor of animal husbandry; Welford F. Lamoreux, associate professor of poultry husbandry; Donald L. Collins, assistant professor of economic entomology; Joseph A. Evans, extension assistant professor of economic entomology; Vernon L. Frampton, assistant professor of plant pathology; and Earl M. Hildebrand, assistant professor of plant pathology.

THE STUDENT BODY

The enrollment of 1050 students in the various courses of the College during the year was only a little more than one-half of the number for 1942-43. The total of 593 students in undergraduate courses either as regular or special students, is remarkably high under the circumstances. This number included 197 women, 45 former advanced ROTC students of this College sent here by the Army for further instruction, and 91 students of agriculture, from here or other colleges of agriculture, sent here to study under the V-12 program of the Navy and Marine Corps. All of these military students took work that could be credited toward the degree. The civilian men students were mainly under the draft age or physically unfit for military service, since except for a few seniors there was no provision for the deferment of students of agriculture who were of draft age. The graduate-student enrollment kept up well, but many of the men left during the year. The number, 258, was more than one-half as large as the peak registration of 510 in 1938-39 and higher than in any year previous to 1926-27 except for 1915-16.

| Four-year students: | 1942-43 | 1943-44 |
|--|---------|---------|
| Freshmen..... | 344 | 211 |
| Sophomores..... | 244 | 101 |
| Juniors..... | 240 | 104 |
| Seniors..... | 230 | 137 |
| Total..... | 1,058 | 553 |
| Less duplicates due to summer-term registrations*..... | 0 | 6 |
| Net total..... | 1,058 | 547 |
| Special students..... | 29 | 21 |
| Two-year students: | | |
| Dairy farming..... | 44 | 3 |
| General farming..... | 53 | 10 |
| General livestock farming..... | 9 | 3 |
| Fruit-growing..... | 4 | 0 |
| Poultry farming..... | 10 | 4 |
| Vegetable-growing..... | 2 | 1 |
| Commercial floriculture..... | 4 | 4 |
| Marketing fruits and vegetables..... | 2 | 0 |
| Total..... | 128 | 25 |
| Graduate students..... | 276 | 258 |
| Summer-session students..... | 640 | 217 |
| Total..... | 2,131 | 1,068 |
| Less number counted twice..... | 99 | 18 |
| | 2,032 | 1,050 |

*Three were both sophomores and juniors and three were both juniors and seniors.

WILLIAM I. MYERS,
Dean of the New York State College of Agriculture.

APPENDIX XIII

REPORT OF THE NEW YORK STATE AGRICULTURAL
EXPERIMENT STATION AT GENEVA

To the President of the University:

SIR: We have the honor to submit to you the report of the New York State Agricultural Experiment Station for the academic year ended June 30, 1944.

The continuing demand for practical solutions of the immediate problems involved in the maintenance of an adequate food supply during the war has again set the pattern for the research activities of the staff during 1943-44. The knowledge gradually developed by Experiment Station workers during many years of investigation concerning various phases of production, handling, and utilization of crops has been tested and put into practical use to an unusually large extent during the war emergency. This has been one of the important factors that enabled the relatively small proportion of the population engaged directly in agriculture to provide the large quantities of food required by our military forces and by civilian workers in this country and in many other parts of the world. Thus there can be little doubt that the work of the Experiment Station is an important contribution to the war effort.

During an emergency the best use must be made of the practical results of agricultural research, even though some may appear to be immature or imperfectly developed. However, this research must be continued, and as time goes on, it becomes more and more apparent that we should take advantage of every opportunity to explore new and promising ideas and to develop a broader basis of fundamental knowledge, which in its early stages may seem to have but little immediate economic value. Experience indicates that this scientific approach leads in the long run to the most direct and reliable solution of our problems.

A substantial beginning has been made during the past year in developing the Experiment Station at Geneva as an institution emphasizing horticultural and food-processing research along the broad lines laid down by the President and the Board of Trustees of Cornell University. Additional funds have been appropriated by the State legislature, and have received the Governor's approval. The facilities previously used for dairy-products research have been made available for special investigations of problems in food preservation, including quick-freezing and dehydration, as well as other methods of processing fruit and vegetable products. These studies are designed primarily to enhance the nutritional values of essential foods that are produced in New York State. Improvements in the technic of food processing must be based fundamentally on: (1), the development, propagation, and refinements of production of new varieties of fruits and vegetables that have an especially high nutritive value, along with other desirable characteristics; and, (2), on the intimate knowledge of the chemical and biological changes involved in the various stages of preservation and storage. Work along these lines has been expanded with the aid of new personnel in the Divisions of Chemistry, Pomology, and Vegetable Crops, and by emphasizing the phases of bacteriology that are closely related to the preservation of fruit and vegetable production.

Further improvements have been made in the spray and dust programs for the control of diseases and insects affecting orchard fruits and canning crops. The greater market value of these products has stimulated many growers to give their crops better than normal care in spite of the scarcity of some of the standard spray materials and the shortage of labor. Many of the newer materials and labor-saving schedules have therefore received widespread tests under practical conditions.

The new synthetic organic insecticide, dichloro-diphenyl-trichloroethane, which has received widespread attention in connection with military activities, has been the subject of preliminary studies for the control of numerous insects on many crops grown in New York State. The preliminary results with this material,

commonly known as "DDT", indicate that many of the important pests of our crops, though by no means all of them, are extremely susceptible to this insecticide.

It is clear that "DDT" will be a valuable addition to the list of insecticides, even though it has its limitations and is in no sense a cure-all for all insect troubles. Many technical details as to the tolerance of plants, dosages, and the like, must be investigated further.

There is considerable indication that the distribution of the "milky disease" spore dust has helped to check the ravages of the Japanese beetle where the material has been applied in the experimental areas. Control measures for the European corn borer are still inadequate, although a tentative schedule has been worked out that gives a measure of relief. A new material, "Fermate", has given good control of apple scab on varieties such as the Golden Delicious and Red Delicious, without causing the severe rusting that is likely to accompany the use of lime sulfur or even flotation sulfur.

Further work has been done on the fertilizer-ratio experiments with cannery tomatoes, and other similar crops. These experiments again emphasize the importance of a clearer understanding of the different responses on the various important soil types that are used in many parts of the State for the production of these intensive crops.

The importance of the analysis of feeds and fertilizers, the testing of seeds for germination and purity, and the control of inoculants for legumes—activities carried on in cooperation with the State Department of Agriculture and Markets—have proved especially valuable during the period when there has been a shortage of such basic agricultural supplies. This work has undoubtedly helped to maintain standards at reasonably high levels in spite of the shifting ingredients and reliance on new or untried sources.

APPROPRIATIONS

State appropriations for the work of the Experiment Station for the fiscal year ended March 31, 1944, amounted to \$399,870. For the year beginning April 1, 1944, \$455,140 has been made available. This includes an item of \$15,000 for research in connection with the breeding of new fruit varieties and propagation of more vigorous rootstocks, and one of \$26,000 for research work in connection with freezing, dehydration, and other methods of food preservation.

Special appropriations for fruit diversification and oriental fruit moth studies, Japanese beetle and corn-ear worm control were continued. The usual allotments of Federal funds, including \$1500 Adams, \$1500 Hatch, \$6000 Purnell, and \$9447.84 Bankhead-Jones, were received. A number of cooperative projects involving financial support from the Research Administration of the United States Department of Agriculture were in force. Grants in aid, investigatorships, and fellowships supported by industrial concerns number 25, and amounted to \$36,150.

STAFF

Appointments during the year included those of James A. Adams, assistant professor of entomology, July 1, 1943; Elmer H. Stotz, professor of chemistry and head of the department, August 1, 1943; Wilbur T. Schroeder, assistant professor of plant pathology, December 1, 1943; Nelson J. Shaulis, assistant professor of pomology, March 1, 1944; and Charles L. Hamner, assistant professor of pomology, July 1, 1944. Leaves of absence were granted to Assistant Professors J. C. Henning and George W. Pearce.

Resignations include those of Morris W. Yale, assistant professor of bacteriology; George L. McNew, associate professor of plant pathology; and Julius C. Marquart, assistant professor of chemistry.

Numerous changes occurred in the investigatorship and assistant group, owing to our inability to hold trained workers at the relatively low salary ranges. The vacancies caused by the resignations in these categories have, in many cases, been filled temporarily by inexperienced laboratory technicians and helpers until

properly trained personnel is again available. Six employees of the staff have entered military service since July 1, 1943.

The staff as a whole has adjusted itself philosophically to the inconveniences of a rapidly changing group of assistants and field helpers, and has carried on its research as efficiently as possible in spite of the many real handicaps that are inevitable under wartime conditions. Cooperative relationships with the various groups of workers on the Ithaca campus have been strengthened by frequent conferences for the purpose of exchanging ideas and closely coordinating the work. Many members of the staff have taken a very active part in the extension activities of the College.

The interest of the administrative authorities of Cornell University and their wholehearted support of the work undertaken at the State Experiment Station are deeply appreciated.

WILLIAM I. MYERS,
Dean of the New York State College of Agriculture.

ARTHUR J. HEINICKE,
Director of the New York State Agricultural Experiment Station.

APPENDIX XIV

REPORT OF THE DEAN OF THE NEW YORK STATE COLLEGE OF HOME ECONOMICS

To the President of the University:

SIR: I have the honor to present the report of the New York State College of Home Economics for the year 1943-44.

RESIDENT TEACHING

To the College of Home Economics in each of its divisions of work—resident teaching, research, and extension work—the war has brought many difficult and involved problems as well as unlimited opportunities to serve the country at a time of unprecedented crisis.

Among the opportunities were those of preparing in less time more students to assume positions connected with the war effort, engaging in research primarily connected with war needs, and supervising an extensive program evolved by the Nutrition Division of the New York State Emergency Food Commission after its appointment by the Governor in March, 1943. In addition, the war has caused attention to be focused on the home economics curriculum. Subject matter dealing with health, the home, the family, and community life has more significance in these days than ever before for the students who come for a while under the influence of the college. To prepare them adequately to meet and be intelligently alert to some of the problems by which the American way of life can be strengthened offers a challenge to improve the teaching in those subject areas.

In making headway with the innumerable opportunities that presented themselves to the college, the difficulties in meeting them cannot be minimized. For example, before the accelerated program could go into effect, parents and students had to be convinced that it was eminently desirable. The health of the staff had to be considered, additional financial support had to be secured, and the summer school program had to be adjusted to the full teaching schedule of the staff. The difficulties encountered in the research program were chiefly those of space and personnel; in the extension division they were those that always accompany increased responsibility, organization, allocation of supervisory duties, and the securing of adequately trained personnel.

Too much cannot be said about the way in which both students and staff responded to the additional work put upon them. Either to teach or go to college for twelve months a year with only a break of a few days between semesters imposes a burden calling for perseverance and strength of character. So far as

is observable, there has been no lessening of effort or of standards, no slackening of pace, but an ever conscious recognition that what they were doing had meaning and significance in helping to win the war.

A special word of commendation should go to the service staffs of both the college and the cafeteria. Not only was the building used the year around for normal class-room work but with the virtual elimination of Willard Straight Hall for meetings and social activities, the rooms in Martha Van Rensselaer were in constant demand. This put additional work on an already over-burdened service staff. The long lines into the cafeteria attest to the increased patronage there, which in addition to the problems of procuring food, maintaining equipment, and keeping high the standards of service, multiplied the problems for the cafeteria staff. Both groups of employees worked hard in the face of difficulties that at times seemed insurmountable. They remained cheerful and devoted to that part of the college work for which they are responsible.

In April 1942, the faculty rewrote the objectives of the college. While stated in fairly general terms, they throw light on some of the curriculum changes and on developments. Most of the work on curriculum, in the light of the objectives, has taken place during the past year. For that reason they are included in this report.

Objectives

It is our belief that education cannot be effectively planned without consideration of the world situation as it is today. To the generation now in the schools and colleges will fall the business of fighting for, planning for, and building a better world. Education must do its utmost to help them in this task. We should be aware of the lacks in world organization, both political and economic, and equally aware of world-wide interdependence of all individuals and groups. We should be aware of fundamental conflicts in ideologies that are now struggling for world domination. These conflicts have to do with all our values—moral, ethical, religious, social, political, and economic. The democratic way of life is threatened.

We believe in the democratic way of life. We believe that homes and families may determine the development of attitudes, beliefs, convictions and capacities which are essential to the democratic way of life. Families profoundly influence individual development and individuals in turn shape the development of society. The world situation is and always will be reflected in homes and families.

The College of Home Economics must take all this into account in planning its curriculum both for the present and the future. Equally important in this planning is a recognition of the close interrelation of the resident and extension teaching, the graduate and the research program.

The aim of the College of Home Economics in its resident undergraduate program is to guide each student in the use of educational opportunities made available by the College, the University, and the community toward effective functioning in her individual living and as a member of society as a whole, in homemaking, and in the case of a majority of students, in a vocation other than that of homemaking to which home economics has a major contribution to make. It is recognized that in certain of the vocations preparation may not be complete but may be of pre-vocational nature only.

There are certain qualities of feeling, thought, and action which should permeate all of living and which should, therefore, be included in the aims of education. Students should become increasingly able to think clearly and constructively, to express themselves clearly, concisely, and accurately, to weigh values, and to attack and solve problems. They should be able to make and to be responsible for their own decisions, to take initiative, to assume leadership, and to carry responsibility. With these qualities must be the disposition to use them with social sensitiveness and refinement of feeling to sustain and develop the democratic way of life in its largest sense. This should enable students to meet changing conditions and situations in such a way that they will continue to grow into living that is increasingly intelligent and humane.

For effective functioning in all phases of living a girl should be able to understand herself and to cultivate wholesome relationships with other people; to

accept herself and others, to think with and live cooperatively with others for common ends; to maintain her own physical and mental health at a high level; to assume responsibilities of citizenship in a democracy and to take an intelligent and active part in community life and in the solution of our social and economic problems; to acquire a stimulating and functioning philosophy of life and to keep a balance of interests and activities that is satisfying and constructive; to cultivate religious living that is meaningful and effective; to develop a capacity for enriching her own life and the lives of others; to develop an appreciation of our social heritage and of the significant thought and social forces of our time; to sense and to add to beauty in every phase of daily living. In homemaking she should be able, in addition, to deal successfully with those experiences which make up family life, and to use all the resources at her command for the welfare of the family and of its individual members. In a vocation she should be able to find and to give satisfaction; to understand the technical aspects of her work and to assume responsibility for it; to understand the demands of the job, the conditions of work, and the place of the job in its social and economic setting.

Selection of Students

As a result of the accelerated program, one class of entering students was admitted in July, 1943 and a second in March, 1944. A third class has been accepted for admission in November, 1944. The counseling staff and the administrative officers continued to be responsible for the selection of these students. As usual, more girls applied for admission than could be accepted.

An additional appropriation made it possible to accept for entrance in November, 1944 approximately sixty more undergraduate students than have entered at any previous time. In an attempt to balance the size of the classes and thus stabilize the annual demands on staff and equipment, it was necessary to accept a larger number of transfer students than usual for this entering group.

Orientation

Orientation of freshmen students occurred twice during the year, once for each entering class. The program began with a series of letters sent from the class counselor to the entering students before their registration.

For the class entering in July, 1943, a Freshman Week-end program was planned to give parents and students some acquaintance with the program of the college and with the faculty. In addition, the students were helped with their academic program for the first semester. It was not possible to hold a similar program for the class entering in March, 1944.

The orientation course was changed from one group-lecture each week followed by two discussion periods, to two lecture-discussion periods each week. As heretofore the aim was to acquaint the student with the college and university community; to help her in bridging the gap between high school and college, in developing good study habits, and in determining what she wants to gain from her education; to give her information about the vocations open to persons trained in home economics; and to assist her in formulating a sound basis on which to make a vocational choice. The content of the course was modified to meet war conditions and the changing needs of the entering students.

Class Counseling

The responsibility of the class counselors to give educational and vocational guidance as well as to do personal counseling remained unchanged. Student problems varied somewhat as a result of the accelerated program and the war. More married students are in residence and more are on temporary leave from the campus to be with their husbands than was the case a year ago. Fewer students need to earn than at any previous time in recent years, but because of the increased demand for student help on the campus a larger proportion of the student body held jobs during the academic year than previously. In addition, a large number of students gave volunteer service to campus and community activities. Student programs were affected by these conditions.

Enrollment

The total undergraduate enrollment in the college representing three sixteen-weeks terms, 1943-44, was by far the largest the college has ever had. Enrollment by terms was as follows:

| | | |
|--|-----|--|
| Summer term (July 1-October 23) | | |
| Seniors..... | 115 | |
| Juniors..... | 122 | |
| Sophomores..... | 129 | |
| Freshmen..... | 125 | |
| Special students..... | 3 | |
| Total..... | 494 | |
| Fall term (November 1-February 29) | | |
| Seniors..... | 109 | |
| Juniors..... | 127 | |
| Sophomores..... | 151 | |
| Freshmen..... | 123 | |
| Special students..... | 7 | |
| Total..... | 517 | |
| Spring term (March 3-June 24) | | |
| Seniors..... | 148 | |
| Juniors..... | 152 | |
| Sophomores..... | 124 | |
| Freshmen..... | 62 | |
| Special students..... | 5 | |
| Total..... | 491 | |
| The total enrollment for the year..... | 632 | |
| Graduate students..... | 52 | |
| Summer School students, six-weeks session..... | 43 | |
| | 727 | |
| Less number counted twice..... | 4 | |
| Total..... | 723 | |

Graduate Students

Graduate students according to their fields of study may be grouped as follows:

| Department | Regular Session | | Summer Session | |
|---|-----------------|--------|----------------|--------|
| | Majors | Minors | Majors | Minors |
| Economics of the Household and Household Management..... | 2 | — | — | — |
| Family Life..... | 4 | 5 | 2 | 5 |
| Food and Nutrition..... | 17 | 2 | — | — |
| Institution Management..... | 1 | — | — | — |
| Textiles and Clothing..... | 1 | — | — | — |
| General Home Economics (under Plan B) | 11 | — | 12 | — |
| General Home Economics (not candidates for a degree)..... | 8 | — | — | — |
| Counseling Service..... | — | 1 | — | 2 |
| Total..... | 44 | 8 | 14 | 7 |

The total number of graduate students in the college was 73. This comprised 52 in the regular session and 21 in the summer session, with 4 duplications.

Degrees awarded

| | 1942-43 | 1943-44 |
|------------------------------------|---------|---------|
| Baccalaureate degrees awarded..... | 99 | 128 |
| Advanced degrees awarded..... | 30 | 19 |
| Total..... | 129 | 147 |

Undergraduate loans and scholarships

This year only 12 students applied for the nine available scholarships as compared with applications from 43 students for ten scholarships in 1942-43. Loans from the Emma Rose Curtis fund were made to two students, and five cash awards were granted from the Alumnae Fund.

Placement

Wartime has brought no spectacular changes in the placement demands. Except for an increase in openings in Nursery Schools, the introduction of four jobs for dietitians in Navy cafeterias, and opportunities in the armed services, the openings for graduating seniors were much like those of other years. Of the 20.3 per cent of the class who married, the majority are not employed, preferring to be free to move with their husbands as long as possible. Openings for graduates with experience followed trends similar to those of 1942-43. The number of openings for graduates continues to be much larger than the number of graduates seeking positions.

Alumnae Placement

The Secretary's Office continued to offer a placement service for alumnae. Of the 253 alumnae in the active file, few were unemployed during the year, hence the number using the service was small. This and the small number of changes reported through the alumnae questionnaires seem to imply that graduates are finding challenge in their present jobs rather than seeking change.

Summer Work

Because the majority of undergraduates were attending college during the summer of 1943, the number who desired summer jobs was small. Only 22 requested leave of absence to accept summer work.

Occupational information and guidance for undergraduates and alumnae

The vocational guidance of undergraduates this year included a series of group meetings about occupations in home economics and allied fields, at which well-known speakers were invited to speak. The subjects discussed at the eleven meetings were: Teaching home economics; house planning and home furnishing; food testing and research; extension work; nursery school work; hospital dietetics; textile testing; nutrition and public health work; radio work; social work; ways of finding a job.

In addition to the vocational discussions, bulletin board exhibits about home economics vocations were displayed, and the Secretary's Office continued to contribute to the library of vocational information in the Counseling Office. An occupational bulletin showing positions available each month was posted for the use of the students. Guidance was given by personal interview to each member of the senior class interested in obtaining a position.

Monthly letters about the work of the college were sent to active members of the alumnae association.

Department of Economics of the Household and Household Management

Wartime limitations on commercial services and supplies have given added emphasis to household production in many moderate-income homes, reversing in part the long-time trend toward turning over household tasks to industry. For this reason, the new course, Household Processes, for freshmen and sopho-

mores, organized for the first time last year, is particularly fitting and timely in a home economics curriculum. At best, in present-day households innumerable tasks must still be carried on to provide the kind of home living that most families desire. Today many college students, who have been spared experience with these tasks by well-wishing parents, lack both experience and skill, not only in performing the work but in making decisions regarding methods and materials. Whether the students will in the future be performing such tasks themselves, supervising the work of others, or using commercial services, some appreciation of the problems involved will be essential for good managing.

In two courses dealing with economic problems of families, the interest of students was sharpened by the current economic problems of the nation, such as limitations on the output of civilian goods in a period of high incomes and high employment, a change in the general price level, necessary changes in quality and variety of consumers' goods, and additional difficulties in labeling goods at the very time that consumer buyers are in most need of information regarding materials.

In two courses dealing with management problems of families, more emphasis than usual was placed on ways of simplifying housework, and on the need for flexibility in handling financial affairs because of the unpredictable future. Through their conferences with families and in their own experience, students sensed the changes in the general economic situation, and in personal conditions as they made decisions connected with earning, spending, borrowing, saving, investing, and lending.

Subscribing whole-heartedly to the belief that the curriculum should offer opportunity for practically all students in the college to have basic training in all the branches of home economics, the department again examined its course offerings in this light. It was decided during the coming year to combine parts of three courses into a basic course for three hours of credit. The aim of the course is to help students toward some comprehension of the complex economic environment in which they live and manage, and some appreciation of factors that have contributed to the level of living enjoyed in this country. This understanding is needed in attempts to solve so-called consumer problems.

Graduate teaching was shared by four staff members. Graduate students majoring in this field during the year included two candidates for the doctor's degree, two candidates for the master's degree, and two non-candidates. No theses have been completed during the year.

Department of Food and Nutrition

Because of the war, attention continued to be focused on problems of food and nutrition and this influenced the teaching program of this department.

A new course, Food Preservation, offered during the summer term, was established because of its timeliness and because, on the accelerated program, college was in session during the height of the food preservation season. Emphasis in the course was on principles, techniques, and problems involved in storing, canning, freezing, dehydrating, brining, and pickling food. A cooperative arrangement with the cafeteria gave students experience in preserving relatively large quantities of food and supplied the cafeteria with home-canned and pickled produce that would not otherwise have been available.

The facilities of the department, especially the pressure cookers, were made available to townspeople by organizing a canning center, open during August and part of September, at which produce from Victory gardens could be preserved. Twenty-seven students and one instructor cooperated in this undertaking. The students acquired first-hand knowledge of the problems involved in home canning and had the experience of cooperating in a community enterprise.

In order better to meet the nutrition needs of all students in the college, the elementary nutrition course was made a prerequisite for all other nutrition courses. It is intended that all students will take this basic work early in their college course so that they may have a background for intelligently choosing their own food, and those who need help on their own nutrition problems will have it early in their college careers. Also, students need an understanding of the

fundamentals of nutrition before they study related work in foods and institution management.

Seventeen students were registered in the department for graduate degrees in the fall of 1943. This was four less than the number registered the previous fall but almost half again as great as the number of graduate students in 1942. During the year one student completed the work for the degree of Doctor of Philosophy and six completed work for the degree of Master of Science. One student working for the degree of Master of Science, Plan B, had a problem in the department.

Department of Family Life

The resident teaching in family life continued this year as modified and extended last year to meet war needs. Within the local community the department made adjustments to meet war conditions, lengthening even more the hours for nursery school and assisting parents of the senior nursery school group to assume responsibility for the afternoon hours. In the workshop, parents were given the opportunity to make toys and equipment for their children.

All courses in the department were adapted to focus attention on major concerns of families today, especially upon the needs of children and youth, with the hope that the students may become interested in community undertakings and may assume some responsibility and leadership. Under the accelerated program, an increasing number of students qualified as Home Nursing Aides and Child Care Aides after completing the prerequisite courses. Several had practice in local child-care centers and upon graduation took positions in child-care centers. The courses in Family Relationships and Marriage encouraged students to deal realistically with the influences that make and break family life during wartime. In the course, Play Materials, special consideration was given to war toys and the problems of finding good toys in wartime.

Graduate students working under the direction of the family life staff were encouraged in research beyond the minimum required for degrees. One doctoral study with a minor in family life and six master's theses and problems were completed. Two research studies by faculty members were completed and have been accepted for publication.

Special curricular undertakings by the staff of the department during the year were a ten-day intensive conference to try to determine what should be included in a curriculum for a family life department in this college; and the drawing up of a tentative plan for the training of nursery school teachers in the family life department as a joint undertaking with the School of Education.

Department of Household Art

During the past year the demand increased for courses in color and design that would include practical applications of principles as well as theory. Special emphasis was placed upon helping students to meet war conditions by teaching them how to make use of inexpensive, old, or scrap material and still create useful and beautiful things.

The 1943 summer class in Home Furnishing took part in furnishing Apartment B in collaboration with the Homemaking Apartment staff and students.

The art gallery program continued to function under difficulties of transportation and labor. A spring exhibit was opened with a preview and reception at which members of the University community, townspeople, and the college faculty were guests. Started as a department activity, the gallery has now become a college-wide activity in support and service. The demand for pictures from the lending library exceeds the supply.

Since March, the staff of the department has met several times with secondary home-economics teachers, members of the teacher-training group in the Education Department, and several homemakers, to obtain new ideas on ways in which the department may function best for its students.

Two new courses were introduced, a three-hours credit course, Home Furnishing, for the summer term, and a two-hours credit course, History of Furniture and Interiors, for the 1944 fall term.

Department of Institution Management

The resident teaching program followed the same pattern as that described in the 1943 report. Emphasis was placed on increasing the variety and scope of practical experiences for students majoring in the department since, under acceleration, it is no longer possible to provide these experiences through summer jobs. The Navy Mess Hall, the Tompkins County Memorial Hospital, and the Home Economics Cafeteria cooperated in this program. At the hospital, students carried major responsibility in the dietary department and helped tide over a serious labor shortage. In the college cafeteria they replaced regular employees when it became necessary to serve noontime meals each Sunday. In each situation they gained experience and gave invaluable service.

The effect of the war on the operation of food service establishments was stressed throughout the course offerings. Students experimented with new food alternates, such as soy products, and learned ways of adjusting quantity recipes to extend foods that are scarce. Every effort was made to stimulate awareness of ways in which conservation could be accomplished. Innovations to meet wartime shortages of labor and equipment were emphasized.

The revisions in the curriculum as presented in the 1943 report accomplished their objectives. The expansion of the beginning course, Institution Food Service, made it possible better to orient students preparing to major in Institution Management to the similarities and differences between the various types of food service establishments, the opportunities, the personal and professional requirements, and the obligations of food service administrators under present conditions. Students and instructors alike felt that more satisfying results were obtained by combining the laboratory work and the theoretical study and discussion.

The course Institution Practice was highly successful. The enrollment was limited because of the nature of the course, but 21 students were able to gain work experience and, at the same time, to earn money and contribute needed service. It is anticipated that more of the food service units on the campus will participate as the course expands; the University Commissary and the Infirmary have expressed their willingness to cooperate during the coming year.

The Summer Session and graduate programs were curtailed somewhat because of the pressure of undergraduate teaching. Only one course was offered in the Summer Session, a two-weeks concentrated unit on school lunch problems. One graduate student began her research problem but it will not be completed for another year; no master's theses were completed during the year.

No changes in the undergraduate or graduate program are planned for the coming year. It is hoped that class trips can be resumed since they are such a necessary supplement to class-room teaching. The continuation of the accelerated program makes it impossible to provide any offerings for the Summer Session or to add more courses at the graduate level.

The need for hospital dietitians in civilian and army hospitals was so extreme that the department was prompted to urge more of its students to consider this profession. During the college year 11 students accepted appointments in hospital dietitian training courses; two others were employed as assistant dietitians.

During the Spring Semester, one staff member assisted with the organization and taught the Red Cross Dietitian Aide's Course. Fifteen home economics students who completed the course became volunteer workers in the hospital and infirmary dietary departments. Each one gave 15 hours of service as a part of the course requirement. A number of the group will continue their work this summer, and a second group will be trained during the summer if there is need for them.

The cafeteria operated almost continuously during the year, serving 504,909 patrons, as against 331,115 persons served last year. The request from the President that a noonday Sunday meal be served was met through the participation of students. Problems of food, labor, and equipment became increasingly difficult and since a disproportionate amount of staff time was needed to carry the day-by-day routine food service, it was difficult to maintain a high quality of teaching and to do creative work.

Department of Textiles and Clothing

An appreciation of the impressive contribution to the war made by the textile and clothing industries has been slowly developing. Since the war began, the United States has clothed a great army of its own and has helped to clothe the rest of the world. Such gigantic changes in the textile and clothing industries, which affect every person many times a day, could not help but influence the work of this department.

The changes that naturally developed in 1943-44 were not sensed in day-by-day work, but over a period of months. The first clothes rationing was that of shoes on February 8, 1943, and while no other clothing and fabrics have been rationed, the market, particularly in the price range in which most students bought, became more and more restricted. Textile and clothing prices continued to rise and quality deterioration, except in the upper brackets, was only partially indicated by prices.

The world situation with its accompanying emotional implications for many families and for individual students brought about a thoughtful and appreciative attitude on the part of the students. It caused the staff to ask themselves whether the experiences provided in courses would really help the student to adjust to new conditions; whether they would develop her judgment in buying in a restricted market, in appraising changing attitudes toward clothes, in understanding the problems in Lend-Lease and similar government activities as they affect individuals, and in taking over community responsibilities regarding textiles and clothing.

With these questions in mind, the staff made a comprehensive study of the opportunities for experience open to students in the textiles and clothing curriculum. The interesting results of the study were first, that few changes were found necessary in fundamental experiences offered in the various courses; and second, that with little apparent effort, the students and staff showed a magnificent spirit of acceptance and adaptation toward drastic changes in the field.

For example, enthusiasm was shown for remodeling and caring for clothes to extend their usefulness even though some girls had more money than usual. Several classes willingly altered several hundred pairs of trousers belonging to Navy students. One textile course was changed to meet the needs of a group of men looking toward assignment in the quartermaster division of the armed forces.

One of the complicating problems faced by the department was the increasingly limited supplies for such items as sewing machine parts, needles, and pins; and the servicing of sewing machines, electric irons, steam irons, scissors, and technical instruments such as microscopes, tensile-strength machines, instruments for abrasion testing, and a number of others. The department was able to obtain fabrics even though for several months the market was extremely low.

The staff also worked to produce a core curriculum that could be integrated with those of the other departments in the college. They finally agreed upon a group of courses that would promote reflective and critical thinking and would develop a small amount of fundamental subject mastery. Since there was agreement on the core curriculum but not complete satisfaction, the study will be continued for several years.

Homemaking Apartments

Two homemaking apartments were operated this year under the direction of a full-time instructor and a part-time assistant. As in previous years, students were helped to bring together into an integrated and functioning whole, the knowledge and experience gained through separate courses in the different areas of the college program.

During the year, fifty-two students lived in the apartments, each for a period of eight weeks, in groups of four, five, six, or seven. This course was blocked with other courses in the college so that the students could carry a light load while living in the apartments.

Emphasis in teaching was placed on operating a family house in wartime, with problems relating to food costs, laundry, infrequency of deliveries, the care and repair of household equipment, linens, and furnishings, and difficulty in secur-

ing outside help, all a part of daily living. A baby in the apartment gave the girls experience in the care of a small child. Four garden plots averaging twenty-four by fifteen feet were cultivated by the girls to produce flowers and vegetables for consumption in the apartments. Emphasis was placed on good management and on ingenuity in solving individual and group problems.

Responsibility for taking part in the community life was not neglected, and time saved through good management was spent in community work in the hospital, churches, USO, day nurseries, Girl Scouts, Red Cross, and Reconstruction Home.

All departments cooperated: In some, one person was designated to work with the instructor in charge of the homemaking apartments; in others, she worked with several staff members. The problems encountered were related to the care, feeding, and clothing of the baby; family relationships; management; the care and use of household equipment; and the furnishings of the apartments.

The instructor in charge of the apartments visited the teaching centers where graduates who had lived in the apartments were living and teaching. She also visited the courses in the college that are usually taken by the students before entering the apartments.

School of Hotel Administration

With more and more men students going into the armed services, enrollment in Hotel Administration continued to fall in 1943-44. For the fall semester, 54 civilian students were registered; assignment by the Army of 13 prospective quartermasters, and by the Navy of 55 sailors and marines raised the total to 122. So far as possible, the teaching program for the civilians students was kept up to pre-war standards, and some special work was developed for the service trainees.

As men heretofore in training reach the active fronts, the number of hotel alumni participating in the war is increasing as are recognitions, promotions, honors, and medals won. The list of the wounded, the imprisoned, the missing, and the battle dead is likewise increasing. On July 1, 690 former students were in uniform, 422 as officers. Five have died in uniform.

RESEARCH

At no time since the establishment of home economics as a college subject has the importance of its research been so well recognized. Persons have been known to scoff at research that originated at the kitchen sink, but today it and similar research have proved their value. With household help reduced to the vanishing point, time saved through the application of principles deduced from the results of home economics research have lightened many homemakers' loads and have freed them for useful war work.

A complete report of the research conducted by the college during the year 1943-44 will be included in the report to the Governor and the Legislature. The following partial list of projects serves to indicate some of the ways in which home economics research is contributing to the war effort.

1. A study of household tasks in relation to the worker and the equipment. Elaine Knowles, under the direction of Helen Canon and Ella M. Cushman.

Equipment and techniques used in this study had to be developed or adapted to measure physiological changes in subjects as they engaged in tasks carried on in most homes. Since ironing is commonly considered one of the most tiring household tasks and the worker is fairly stationary during the process, this task served the purposes of the initial research. One of the objectives was to develop means of measuring certain body changes.

2. Development of unified kitchens through analysis of tasks and equipment in relation to workers. Mary Koll Heiner and Helen E. McCullough.

A lack of detailed and coordinated planning of work areas and equipment in kitchens results in waste of time and motion with an accompanying sense of confusion and irritation on the part of the workers. This study was undertaken to provide fundamental principles and specifications for designing kitchens and

kitchen equipment as a help to families, architects, and builders, and to manufacturers of kitchen equipment. Attention was centered on the development of equipment for experimental purposes, and to storage facilities at the sink area.

3. The adjustment of a group of children on a refugee boat. Elizabeth Olesen, under the direction of Ethel B. Waring.

4. Problems facing families: A basis for planning a study program in home and family living with and for out-of-school youth and adults. Marietta Henderson, under the direction of Ethel B. Waring.

5. Vitamin values of vegetables prepared in the Navy Mess Hall at Cornell University and losses during preparation, cooking, and holding. Faith Fenton, Alice Briant, and Victoria MacKenzie.

The percentage of retention of the vitamins in cooked vegetables as they were taken to the steam table to be served and when held for some time in steam-jacketed kettles, was as follows: in green beans, ascorbic acid 24 to 46, thiamine 45 to 80 and riboflavin 34 to 83; in peas, ascorbic acid 34 to 91, thiamine 45 to 95, and riboflavin 64 to 100; in lima beans, ascorbic acid 36 to 94, thiamine 45 to 86, and riboflavin 48 to 94; in yams, ascorbic acid 50 to 100, thiamine 60 to 97, and riboflavin 71 to 100.

6. Losses of ascorbic acid, carotene, thiamine, riboflavin, and niacin during quantity cooking and holding of certain commercially-dehydrated vegetables. Faith Fenton, Ella Gleim, and assistants.

7. Experimentation with soy beans and dried brewers' yeast to develop satisfactory quantity recipes that will yield palatable and nutritious products. The prepared foods containing brewers' yeast are being analyzed for their thiamine content. Marion Neidert and the department staff in cooperation with Dr. Hamner.

Brewers' yeast was added to prepared foods which were then sampled by approximately 60 judges. The opinions were tabulated, and the products acceptable to the majority were prepared again and then analyzed together with a control, for thiamine retention; these determinations have not been completed. The study seems to indicate that brewers' yeast, if properly debittered, may be added to a variety of prepared foods without making them unpalatable. The amount of thiamine and other valuable food nutrients may be materially increased by so doing.

8. Analysis of housing data for rural farm areas in New York State contained in the 1940 Census. Svend Riemer.

9. Experimentation with problems of space layout, and sound, economical construction of farm houses. Grace Morin.

EXTENSION SERVICE

Throughout the year covered by this report the normal extension services were expanded to reach from the Cornell campus to every county and large city in the state by means of increased local support and through emergency state and federal appropriations. Extension teaching was directed towards helping families to adjust their living to the shifting conditions produced by the war.

The current membership in Home Bureaus is the largest in the history of adult extension work; the year's attendance at meetings was 539,223 persons. Thousands of other homes were reached through the press, letters, radio, and college publications, and through the neighbors of local leaders.

Despite financial burdens of the war, gratifying public support continued from federal, state, and county governments. Regular home demonstration work was supported by \$515,866.60; the largest total in its history: \$290,184 from county and community sources; \$143,142.60 from federal appropriations; and \$82,540 from the State.

Food Preservation

Food preservation played a large part in the program, as was evinced by the volume of food conserved in 1943. Results of their efforts as reported by the Extension Service are as follows:

Foods Canned

1. Number glass jars of food canned (quarts) in the home, 81,073,798; in community food preservation centers, 1,165,205; total, 82,239,003.
2. Number tin containers of food canned in the home, 26,087; in community food preservation centers, 351,700; total, 377,787.
3. Number containers fruit butter, jams, jellies, marmalades, total 23,080,059.

Food stored in other ways

1. Number pounds food preserved by freezing in farm freezers, 850,632; in community storage lockers, 3,651,988; total, 4,502,620.
2. Number pounds dehydrated vegetables, 56,177; fruit, 34,485; total, 90,662.
3. Number pounds or bushels food (potatoes, root crops, apples, etc.) stored in bulk, total, 10,259,738.
4. Number pounds or gallons vegetables preserved by brining and salting, total, 417,156.

4-H Club members also have been active in food preservation all during the war. In 1943, 30 counties reported that 4,700 girls canned 154,000 jars of food without assistance, and helped to can about 400,000 jars. The families of these club members canned 861,000 jars. The figures indicate that the club members either did or helped with more than half of the family canning.

Household Management

The increased work load that many people have assumed has emphasized the need for preventing over-fatigue, a serious health hazard at any time. More than ever it has been essential that people keep in good health, not only because their productive power is needed, but because medical and nursing services for the sick are short. Therefore in all parts of the home management program relating to the use of time and energy, emphasis was placed upon performing household tasks in such a way as to keep fatigue to a minimum. Frequently application of this teaching was made by families to gardening and farm tasks as well.

The shortage of fuel, certain household supplies, and equipment and repair parts was felt with increased intensity during the year. Numerous problems arose because of substitute materials in household equipment and supplies. The specialists pointed their teaching toward the best use of new materials, appreciation of the necessity for consumer adjustments to critical war needs, and the conservation of materials and equipment through intelligent care and repair. Local leaders were trained in the general care of household motors; in use, care, and repair of vacuum cleaners, refrigerators, washing machines, and stoves; in the repair of electric cords and leaking faucets; in the care of utensils and the cleaning of metals; in the sharpening and care of knives and scissors; and in the efficient use and conservation of fuel. Homemakers were helped to adjust to changes in household soaps and to the newer detergents. Attention was given to the care of floors and floor coverings to conserve them.

Family Life

In family life extension work the immediate goals were to increase an awareness of family problems created or intensified by wartime conditions and to strengthen attitudes of friendship and cooperation in community life. In some remote rural sections, reports showed a growing awareness of community responsibility and of the tasks confronting a nation at war. Such interest was carried further when groups raised such far-reaching questions as: "What is our responsibility in feeding Europe's millions?" and "What should be our attitude toward strangers in the community, and especially foreign strangers?" In spite of extra work for women on farms and other conditions affecting programs, there were 741 unit leaders in family life as against 555 last year, and intensity of interest and a sense of immediacy characterized discussions in leader-training meetings.

Household Art

Requests for home furnishing projects equalled or exceeded those of former years, in spite of the urgent demands on women's time for extra work on farms,

in factories, and in other wartime activities. Homemakers this year have become keenly aware that their furnishings are wearing out and that replacements are difficult or impossible to procure. They have found new merchandise high in price and of inferior quality. Skilled labor for needed repairs has not been available. Faced with these problems, a great many women have attempted many new kinds of work.

Institution Management

From May through November, the specialist in institution management gave most of her time and attention to the feeding of several thousand farm laborers living in camps operated by the Extension Service. Camp menus and ration point calculations were issued bi-monthly for the guidance of county agricultural agents at the request of the State Supervisor of Farm Labor. Two cover letters were written at the same intervals, one to accompany the menus calling pertinent facts to the attention of the camp manager and cook, the other to accompany the ration checks and to suggest their best use.

Field work consisted of camp kitchen planning, equipment selection, food purchasing and helping to open and close camps when other trained supervision was not available. The specialist worked for a week with the concessionaire at Silver Creek Camp who had contracted to feed a group of boys working on farms in Chautauqua County. She gave attention also to the feeding of Jamaican and Bahamian workers in Monroe, Orleans, and Niagara Counties.

Textiles and Clothing

Early in the year, specialists in textiles and clothing assisted agents and club members to analyze the clothing situation in each county and to anticipate adjustments that might become necessary. New leaders had to be recruited and trained quickly to replace women who went into defense plants to replace manpower. Through scare-buying, reserve stores of civilian clothing were depleted more rapidly than industry could replace them under a wartime production schedule. Transportation systems were sorely taxed; deliveries of goods to remote communities became uncertain; and attendance at local unit meetings and leader-training schools was unpredictable. Emotional strains developed in families and in communities, which resulted in new needs and new values, and in quick adjustments within the group. Thinking through these problems and possible solutions hinging on the progress of the war helped each individual to become alert to the total wartime situation.

4-H Club Work

In 4-H Club work the state program was directed toward encouraging rural boys and girls to "serve, save, and sacrifice for Victory." Popular state-wide and district events were cancelled; club members are staying at home to raise more gardens, poultry, and livestock; to can, store, dry, and freeze more vegetables, fruits, and meats; to relieve the serious farm-and-home labor shortage; to buy and sell War Bonds and Stamps; to collect scrap metal, rubber, paper, and milkweed floss; to salvage and remodel clothes for war relief agencies, and to carry forward countless other war jobs.

The total current membership of 71,908 is the largest in the history of 4-H Club work in New York State, and more than double that of two years ago, as shown by the following table:

| | Number | | Increase | |
|------------|--------|--------|----------|----------|
| | 1942 | 1944 | Number | Per cent |
| Boys..... | 17,004 | 36,962 | 19,958 | 117.3 |
| Girls..... | 18,465 | 34,946 | 16,481 | 89.3 |
| Total..... | 35,469 | 71,908 | 36,439 | 102.7 |

For the calendar year, 1944, boards of supervisors in 50 counties appropriated a total of \$234,552.88 toward the support of the 4-H Club program. Amounts

ranged from \$2,750 in Schuylar County to \$13,877.88 in Nassau County, the average appropriation being \$4,691.05.

APPROPRIATIONS

A total State appropriation of \$374,335.30 was made for the year 1943-44. This amount involves an increase from the previous year's budget in Personal Service to the amount of \$3,230.00; an increase of \$30,650.00 in items of Maintenance and Operation; and an increased Deficiency item of \$16,205.30 for Accessory Instruction. The appropriation therefore shows a total increase of \$50,085.30.

The increase of \$30,650.00 in items of Maintenance and Operation is made up primarily of three major items. The appropriation for Home Bureau Agents was increased \$3,600.00; the appropriation for Summer School was increased \$1,750.00. In addition to these increased appropriations there was a new appropriation of \$25,000 to be used to meet salaries and maintenance items under the Accelerated Instructional Program.

The change in the State fiscal year and the summer term program resulted in a deficiency in the accessory instruction and it was necessary for the State to appropriate an additional \$16,205.30 to meet this increased charge.

The federal appropriations for teaching, research, and extension for 1943-44 amounted to \$197,012.08, the same as those for 1942-43.

STAFF OF THE COLLEGE

The following appointments and changes were made subsequent to those previously reported as going into effect on July 1, 1943: Catherine Behnke, part-time assistant; Mrs. Mollie Parker Butler, part-time research assistant; Helen Diehl, nutritionist; Mrs. Lola Dudgeon, extension assistant professor; Evelyn Fowler, instructor; Lucille E. Frech, part-time assistant; Mrs. Karen Moyer French, research assistant; Norma J. Hotaling, research associate; Mrs. Mary Koll Heiner, research associate; John D. Leisure, part-time instructor; Helen E. McCullough, part-time research associate; Sarah Miner, part-time assistant; Dortha Nagler, part-time assistant; Doris Neeley, part-time research assistant; Arlene Nuttall, research associate; Svend Henry Riemer, part-time research assistant professor; Mrs. Lucille Reynolds, part-time research assistant; Mrs. Charlotte Runey, acting assistant state leader of home demonstration agents; Richard J. Selby, instructor; John Sherry, lecturer; Marcia D. Tittle, research assistant; Allan Treman, instructor; William W. Ward, assistant; Vivien N. Warters, librarian; Alga Dorothy Weaver, part-time assistant; Mary R. Wright, instructor; Mabel Wilkerson, assistant professor.

SARAH GIBSON BLANDING,
Dean, New York State College of Home Economics.

APPENDIX XV

REPORT OF THE DIRECTOR OF THE
SCHOOL OF EDUCATION

To the President of the University:

SIR: I have the honor to present the report of the Director of the School of Education for the year 1943-44.

ENROLLMENT

Four hundred and sixty-eight undergraduates were registered in one or more courses in Education or Rural Education during the academic year. Of these, 181 were seniors; 173, juniors; 92, sophomores; 22, freshmen and special students. Thirty-three were men; 435 were women. The State colleges enrolled 302; the endowed colleges, 166.

Fifty-three graduate students having either a major or a minor in Education were enrolled. Of these, 22 were candidates for the Doctorate; 25, for a Master's degree; 6 were non-candidates. Thirty-two had majors in Education while 21 had minors. These graduate students represented fourteen states and two foreign countries.

CONTRIBUTIONS TO THE WAR EFFORT AND
TO POST-WAR PLANNING

Members of the faculty, in some cases, have continued special projects relating to the war effort that were reported last year. Professor Emerson, acting as secretary of the Consulting Committee of the United States Office of Education for the study of Vocational-Technical Training has issued a voluminous report for this Committee. The National Defense Curriculum Laboratory in Industrial Education has completed six additional monographs for various types of workers in war training programs. This makes a total of twenty-five monographs that have been issued by the Laboratory. Professor Olney has continued his work with the Rural War Training Program. Professor Butterworth is chairman of a committee that is completing, for the National Education Association, a Year-book on problems in rural education after the war. Professor Palmer again offered a course in Outdoor Living and Professor Winsor, one in Military Personnel Administration.

A number of men have rendered teaching assistance in fields other than their own: Professor Anderson, in History; Professor Bayne, in Statistics and Mathematics; Professor Hulse, in Social Studies and Mathematics; Professor Johnson, in Physics; Professor Palmer, in Geography. Professor Eldred has been on leave from the School of Education since July 1, 1943, for the purpose of supervising mathematics in the United States Military Academy Preparatory Program. His leave is to be continued next year, during which time he will become assistant director of the Program.

Professor Kruse gave instruction in Human Relations in Industry to a group of employees of the Curtiss-Wright Corporation in Buffalo; Professor Winsor, one in Personnel Management to industrial and business managers in Binghamton. Professors Binzel and Hutchins have planned and made effective a program of apprentice teaching in Home Economics to meet the special conditions imposed by the accelerated program. Professor Stewart has acted as consultant to the Food War Production Training program. Professor Smith spent the year in giving special instruction to teachers of agriculture in several counties of the State with special emphasis on problems created by the war.

During the summer of 1943, Professor Johnson was special science consultant in the Civilian Pre-Induction Training Branch of the War Department and was also science consultant in biology for the United States Armed Forces Institute. Professor Hoskins has carried on an extensive study of 800 service men in northern Tompkins and southern Cayuga Counties, looking to the determination of the needs for long-time programs of continuation and rehabilitation education. Professor Moore has been chairman of a Regents Committee on Problems Confronting Boards of Education after the War.

OTHER ACTIVITIES

Thirteen members of the faculty gave eighty addresses to approximately 9,200 persons in New York State.

Mr. Harold Palmer, acting for Dr. Lewis Eldred, reports that 245 placements were made during the year. Of these, 33 were seniors; 17, graduate students in residence; 3, graduates in residence; 113, graduate students in the field; 79, graduates in the field. Demand for teachers and other officers, naturally, greatly exceeds the supply.

The Eighteenth Annual Parent-Teacher Institute was held at the University, April 18-20, 1944. Because of lack of adequate transportation and housing facilities, attendance at the Institute was limited to approximately one hundred selected delegates from the New York State Congress of Parents and Teachers. Among these delegates were State officers, district officers, district program chairmen, and county directors. The National Congress of Parents and Teachers was represented by one of its officers, and the State Education Department, by two members of the staff in Child Development and Parent Education. A very useful program was held on the theme, "Facing Some Problems of Educational Reconstruction." The chairman of the committee in charge of the Institute was Dr. Margaret Hutchins.

Two hundred and five thousand copies of the Rural School Leaflet were distributed during the year.

A significant development looking to the promotion of a better rural life for New York State was made when the Council on Rural Education was organized in the fall of 1943. The stimulus for the organization of this Council came from committees appointed by the New York State Association of District Superintendents and the New York State Association of Secondary School Principals. In seeking a means of bringing about improvement in the educational program for rural people, these committees cooperated with the Farm Conference Board in organizing the Council. The Council is composed of two representatives from each of eight farm and home organizations and six educational organizations. One of the educational organizations is the Department of Rural Education. Dean Myers appointed Professors Moore and Butterworth to represent the Department on the Council.

Members of the faculty have been active, as usual, in various forms of professional service outside the University. There is not space here to present details, but during the year 15 members held 52 positions of leadership, besides those described above, in state and national organizations. These include: membership on important committees; editorial duties; officer responsibilities for professional associations; and the like.

After twenty-five years of teaching at Cornell, Professor T. H. Eaton retired on July 1, 1944. In the early days of his service, Professor Eaton worked largely in vocational education; in recent years he has had responsibility for Philosophy of Education. During his years here he has done much writing, including the following books: *Vocational Education in Rural New York*; *Education and Vocations*; *College Teaching*; and *An Approach to a Philosophy of Education*. Cornell has lost a man of scholarly attainments.

For several years, many members of the faculty have believed that changes should be made in our offerings, especially those on the graduate level. As the culmination of various efforts along this line, a special committee was appointed in the fall of 1943 with Professor Howard R. Anderson as chairman. The committee has been active throughout the year.

DIVERSE APPROACHES TO COMMON ENDS
IN TEACHER EDUCATION

Last year I requested of you, Mr. President, that I be relieved of administrative duties. When this change becomes effective on July 1, 1944, and I return to my teaching and research in educational administration, I shall have served in an administrative capacity at Cornell for seventeen years. Four of these were as chairman of the Division of Education and thirteen as director of the School of Education. Alumni and other friends of the University may feel it useful if in this, my final report, I restate the conceptions that underlie the program of the School of Education and review briefly the major developments that have taken place since the organization of the School in 1931.

Some historical backgrounds. Two departments of Education have long existed at Cornell. The Department of Education in the College of Arts and Sciences, developed in the late 1890's, has devoted itself primarily to the preparation of secondary school teachers of academic subjects. The Department of Rural Education in the College of Agriculture was formally organized in 1914, but its beginnings antedate this by at least twenty years. As early as 1894 Dean Liberty Hyde Bailey had seen the importance of nature study in the educational program, and at about this time Mrs. Anna B. Comstock was beginning the work that was to give her such wide recognition in that field. In 1914, agricultural education and home economics education were added. In 1919, work was begun in "general" rural education. The latter program was intended not only to provide a background for the preparation of leaders in the field of agricultural education but to emphasize those special educational problems characteristic of the rural areas.

The major purposes and procedures of an educational program for rural people are the same as for others. In many cases the specific problems are similar; in other cases they are markedly different. For example, the scattered population of the rural areas creates problems in providing, economically, facilities for transporting pupils, and for providing adequate opportunities in vocational education, music, art, and similar subjects. The rural areas have, generally, a less satisfactory situation than do the cities as regards medical service, library facilities, and recreational opportunities. The problems of delinquency may or may not be more serious than in the cities but they are certainly different; so also are those of counseling for young people and similar social needs that affect the work of the school. On the whole, the rural areas have less wealth and, for this reason, economic questions loom large to the worker in rural schools. With its outstanding departments of Agricultural Economics and Rural Sociology, as well as its specialists in Rural Education, Cornell need not yield to any institution the leadership in a broadly-conceived program of rural education that has the goal of assisting rural people to develop a better type of living.

At the same time one must not lose sight of the fact that most educational problems are common to city and country, and that they may be treated together. Not only will this result in economy but, since rural and urban people alike are American citizens, common classroom and other experiences can hardly fail to influence those understandings that may result in more complete unity between these two large social groups.

It was reasoning along this line that led the two Education departments to create a Division of Education. This was done in 1926. However, by 1931, it had become clear that an effective coordination and a reasonable degree of utilization of all the resources of the University could not be secured until the organization was further strengthened. Accordingly, the Graduate School of Education was established in April of that year.

The new organization provided that the director of the School should be head also of each of the constituent departments. For the budget of the Graduate School of Education, the director was to be responsible to the President of the University; for the budget of the Department of Rural Education, to the Dean of the College of Agriculture; for the budget of the Department of Education to the Dean of the College of Arts and Sciences. In 1940 the name was changed to the School of Education and some simplification in organization was secured by transferring the budget of the Department of Education from the College of

Arts and Sciences to the School of Education. This is the situation as of 1944.

A new type of secondary school is evolving. Developments of particular significance have been taking place in American education during the last twenty-five years. On the high school level, approximately 65 per cent of all youth 14-17 years of age have been brought into the school. While this percentage has undoubtedly declined during the war, there is every reason to expect that the upward trend will continue soon after the war is over. Ninety per cent of all youth of secondary-school age seems not too large a figure to plan for in the high school of the near future. In addition, a sizable number of young people will demand an opportunity beyond the twelfth grade in terminal schools, such as institutes, junior colleges, and the like. This trend means that the secondary school is becoming and must become a different kind of institution than one that devotes itself primarily to the preparation of young people for college. The teachers in such a school must have broad sympathies. They must understand the major problems in American life and must possess a better understanding of what needs to be done on the secondary level to prepare young people for the varied life opportunities and responsibilities that lie ahead of them.

Vocational education is one very important area of study in this new type of school. This subject—or, rather, group of subjects—has had to fight its way into the school system. It has now won the battle. No longer is it a question of whether vocational facilities shall be made available. In part, the problem now before us is to make these opportunities available as needed to all youth whether they live in a city, in a village, or on a farm. In part, it is a problem of making certain that, in the provisions made, the pupils shall not be contented with the mere acquisition of vocational skills, important as these are, but that they shall develop such knowledge and understanding as will enable them to utilize to the utmost the abilities they possess. In this connection, it should be noted that the traditional conflict between the vocational and the cultural in education is becoming less acrimonious, a rather good sign that a sensible compromise is being reached. In educational practice we are recognizing that both vocational and cultural elements must be included in any acceptable program of secondary education in America. Each and every youth needs something of both, the emphasis on each depending upon such factors as the interests of the pupil, his capacities, his determination to make the most of his abilities, and his financial background.

Cornell's resources in teacher education. Toward the achievement of these ends in the preparation of educational workers, Cornell can marshal resources matched by few American universities. It has, among others, Colleges of Agriculture, Architecture, Arts and Sciences, Engineering, and Home Economics, together with departments of Fine Arts, Music, Physical Education, Health Education, and the like. The problem is to coordinate and to make available to any prospective teacher the resources of these several colleges and departments. This should be done with the objective of seeing that the educational officer prepared at Cornell shall have such understanding of the new opportunities in secondary education, whether he be from Agriculture or from Home Economics, from Engineering or from Arts and Sciences, that he will have a balanced view of the entire public school program and, because of that understanding, will be better able to contribute to a new and more vital type of secondary school. It is a duty of the School of Education to provide this coordination.

The first thirteen years in the life of the School of Education. The most important step taken to create better understanding among young people preparing for different types of service in the public schools was the development of the Five-Year Program. In this program, effort is made to include prospective teachers of all subjects in such courses as Educational Psychology, Social Foundations of Education, and the like. Especially significant is a course called The Art of Teaching which is offered in the fourth year. This course integrates observation, general method, special method and practice teaching. The staff members involved in this course have for several years been holding meetings periodically for the purpose of discussing ways and means of helping the prospective teacher to see the place of his subject in the secondary school and to understand the contributions of all other subjects. Since a description of this program appeared in the October,

1943, issue of *Educational Administration and Supervision* and in the reports of the Director for 1940-41 and 1941-42, we shall do nothing further here than to call attention to four other characteristics of the program: (1) the importance of two pre-professional courses, Social Science and Human Growth and Development, offered in the first two years; (2) the apprentice teaching experience in the fifth year; (3) the opportunity offered for extensive preparation in the teacher's subject field and related areas; and (4) the plan of cooperation that has been worked out with the schools of Ithaca and nearby communities. This Five-Year Program was adopted in 1938 but was not completely implemented until 1941-42.

Policies of cooperation with other University units have been initiated. On the one hand, the School of Education has invited representatives from ten academic areas to become members of its faculty. By limiting terms to three years, opportunity has been afforded for a considerable number of persons to become informed about the work in this School. Since this policy was established in 1936, twenty-five persons have served in this capacity. On the other hand, the School has moved in the direction of securing membership in appropriate colleges or departments for certain members of this faculty. Naturally, our staff members have from the beginning been members also of the faculty of the College of Arts and Sciences or that of the College of Agriculture. Down to the present time similar privileges have been extended by Engineering, Home Economics, and History. In the College of Arts and Sciences a committee on teacher education, with a member of this faculty as chairman, has been studying the needs of prospective teachers with the result that the cooperation between that College and this School is particularly effective. The creation of an Educational Policy Committee in 1938 provided a means for discussing in a preliminary manner questions of concern to all groups in Education.

Gradually, as the two departments have worked together, overlapping and duplication in offerings have been reduced, with the effect of enabling us to accomplish more with our resources.

In 1931 a Bureau of Educational Service was organized for the purpose of providing a unified service for teacher placement, for school visitation, and for similar purposes. In 1935 the offerings in nature study were supplemented by a program in science education for teachers in secondary schools. In the same year the work in industrial arts education was begun and in 1939 this developed into a fifth year curriculum. To date it has been possible to make these offerings in industrial arts education available in the summer session only. In 1936 a specialist in social studies education was added. In 1938 a program in industrial education was initiated in cooperation with the New York State Education Department. In 1941 a curriculum in guidance that met the requirements of the New York State Education Department for the preparation of public school counselors was organized, and a guidance laboratory was established. In the same year a five-year curriculum for the preparation of teachers of art was adopted in cooperation with the College of Architecture. In addition to the extensions in size of staff noted in preceding sentences of this paragraph, the staff in agricultural education has been increased from two to four since 1931; the staff in home economics education has been increased from two to four persons during the same period (one being a transfer from the College of Home Economics, at the request of that College). A major factor in this situation has been an increase in Federal funds for vocational education.

With the cooperation of the President and the Dean of the College of Agriculture, there has been a considerable increase in the cash honoraria available for scholarships, assistantships, and fellowships. In 1931, \$2370 was allotted for this purpose; by 1941-42 this amount had increased to \$11,470. Because of the war there has been a slight decrease in these funds since 1942. In 1941 a Tuition Income Fund was established into which is placed the tuition paid by graduate students whose major field is Education. This fund, after it has had time to accumulate to a reasonable figure, will permit the prosecution of significant research studies, the development of service to the schools, the publication of important professional bulletins, and similar desirable projects.

If one were to attempt a general appraisal of these years, he might describe

them as a period of laying the foundation for a unified organization, of making the beginnings toward integration of effort, and of opening up to prospective teachers many of the resources of the entire University. These steps are fundamental to an effective program in teacher education; in so far as they have been achieved, many persons throughout the University should receive credit.

Among the needs we now see that have not been dealt with at all or only very inadequately are these: a long-time program in research; a comprehensive plan for making available to the public schools the services that our faculty can render; the provision of a building planned to meet the new demands that are being made upon a university School of Education; the erection of a campus school for demonstration and experimental purposes.

JULIAN E. BUTTERWORTH,
Director of the School of Education.

APPENDIX XVI

REPORT OF THE DIRECTOR OF THE SCHOOL OF NUTRITION

To the President of the University:

SIR: I have the honor to present the report of the School of Nutrition for the year 1943-44.

FACULTY

The following appointments have been made to the faculty of the School of Nutrition since July 1, 1942. William M. Curtiss, Associate Professor of Marketing, Frederick S. Erdman, Associate Professor of Mechanical Engineering, Frank F. Hill, Professor of Land Economics, and John I. Miller, Professor of Animal Husbandry, were added to the Faculty by dual appointment. The following have been appointed as Research Associates: Lorin E. Harris, Norma Hotaling, John F. Lingenfelter, James C. Moyer, Walter L. Nelson, Irene Nuttall, and Mircea R. Sfat. John I. Miller was promoted from Associate Professor to Professor. William M. Curtiss, Milicent L. Hathaway, Frederick S. Erdman, and Faith Fenton were promoted from Assistant to Associate Professor.

Professor Paul F. Sharp's leave of absence was continued for the year beginning July 1, 1944; Professor C. M. McCay was granted leave of absence in order to accept a commission in the U. S. Navy; Assistant Professor G. F. Somers resigned under date of June 30 to accept a position with the U. S. Plant, Soil, and Nutrition Laboratory. The following Research Associates have completed their assignments in the course of the year: P. C. Hsu, Norma Hotaling, and James C. Moyer.

With deep regret the death of E. S. Savage, Professor of Animal Husbandry, is recorded.

STUDENTS

During the year, 27 graduate students majored in nutrition and 5 in food preparation under the direction of members of the School Faculty. Of these, 16 were registered for the M.S. degree and 16 for the Ph.D. degree.

Owing to the war the number of undergraduates preparing in nutrition has decreased greatly. At the beginning of the academic year, 14 students indicated an interest in nutrition and were assisted in outlining suitable programs of work by Faculty members of the School. A further decrease in the number of undergraduate students majoring in nutrition occurred at the end of the fall semester.

GRANTS

The following grants have been received by the School of Nutrition during the fiscal year 1943-44:

\$3,500.00 from the Nutrition Foundation, Inc., to continue studies initiated during the previous year on the nutrients of cow's milk. Dr. John M. Lawrence continues as Research Associate in carrying on this research.

\$1,850.00 from the Nutrition Foundation Inc., to extend the current studies on factors influencing the nutritive value of dehydrated vegetables. Dr. Walter L. Nelson, Research Associate in the School, is carrying on this investigation.

\$30,000.00 from the Consolidated Edison Company of New York, Inc., to continue the program of studies on the processing and distribution of protective foods for improvement of nutrition and health. A group of 14 people is now employed to carry on research under this grant.

\$10,000.00 from the Pan-American Airways System for studies on the use and transportation of frozen foods in the aviation industry.

\$2,100.00 from Swift and Company to continue studies on the determination of the vitamin content of foodstuffs and of the effect of manufacturing process and cooking upon riboflavin content. This study is being carried on by Louise Daniel.

\$1,600.00 from the Faculty-Trustee Research Committee to study the functions of certain new factors required in bone formation. Mary Ochsenhirt is in direct charge of this study.

RESEARCH WORK

The nutrient intakes and the eating habits of groups of Cornell women living under five different circumstances have been studied: in a University dormitory, in different University controlled cottages but eating in a central dormitory, in a graduate house but free to choose their own eating places, in a sorority house, and in private homes working for room and board. This study is being continued with eight other groups, including three sororities where student-planned, cook-planned, and chaperon-planned food services are under comparison.

Under a grant from the Nutrition Foundation, research has been directed toward a study of factors influencing the nutritive value of dehydrated vegetables. In collaboration with workers at Columbia University, changes in various nutrients in dehydrated foods during processing and storage are being studied along with the presence of possible enzymic and mineral catalysts that might lead to destruction of the nutritive factors. Preliminary results indicate that factors other than enzymes will result in deterioration in nutrient value and palatability.

The School has cooperated with the New York State Food Commission in studies which have led to the development of special foods for civilian use in in the war emergency, including some special products from soy beans and some new spreads for bread.

With the support of grants received from the Faculty-Trustee Research Committee of the University, further evidence has been obtained that a deficiency of manganese in the diet results in the formation of weak bones.

Various methods of determining riboflavin, niacin, and thiamine in food products have been critically compared and improved procedures have been developed with the support of a grant from Swift and Company.

Studies supported by the Pineapple Products Incorporated have shown that this fruit contains some substance or property which promotes appetite, food consumption, and growth when this fruit is incorporated either in the average American diet or in a synthetic diet designed to be complete in all known nutritive factors. The identity of this substance or property is being sought.

Under a grant from the Nutrition Foundation studies are being made of cow's milk, paralleling studies with human milk in the laboratories of the Children's Fund in Michigan, to obtain data as to how cow's milk might be improved for infant feeding. Attention is being given especially to the more recently discovered vitamins, specifically niacin, pantothenic acid, and biotin.

RESEARCH UNDER THE CONSOLIDATED EDISON GRANT

The research activities under the Consolidated Edison Nutrition Research Grant, described in the report for the year 1942-43, have been continued and

extended. The cooperative studies have been carried out in laboratories in the Colleges of Home Economics and of Agriculture, the University Clinic and Infirmary, the School of Chemical Engineering, the U. S. Nutrition Laboratory, and the Geneva Experiment Station. These studies have dealt primarily with the processing and nutritive value of frozen foods.

An extensive survey of owners of home freezing equipment has been completed, the results of which are now being prepared in bulletin-form. This survey has provided valuable data of interest to the equipment manufacturer, the economist, the engineer, and the specialist in foods and nutrition. A second survey now completed covers the experiences of patrons of frozen food locker plants. A third study now in progress is designed to give information on home refrigeration as it concerns frozen foods, particularly with respect to urban families. These studies are providing a unique picture of the reactions of all classes of consumers to frozen foods and food freezing facilities and equipment. The results of these surveys may have a definite influence on future trends in the field of frozen foods.

A study has been made of record keeping for the frozen food locker plant. A proposed bookkeeping system to cover all phases of transactions in the complete plant has been prepared for issuance as an extension bulletin. In addition to the problem of locker plant operation, considerable attention has been devoted to engineering design. General recommendations for the construction of a frozen food locker plant have been issued and have been received with unusual interest and enthusiasm. Recommendations were also drawn up for the design of an experimental locker plant to be constructed in Ithaca. This plant, which will incorporate experimental features for continued research, is being built by the Cooperative G. L. F. Exchange, Incorporated. Its facilities will be made available to the School of Nutrition for further experimentation.

Studies of factors influencing the design of the home freezer and storage cabinet have been continued. Data on the effect of various engineering factors on freezing rates for meat have been obtained. These studies have been extended to include tests on the mechanical efficiency and other characteristics of an experimental dual-temperature refrigerator having space for frozen food storage. Further research is being devoted to a study of freezing rates in vegetables, particular emphasis being devoted to the effect on food quality from a nutritive standpoint.

A project on the effect of potable waters of varying degrees and types of "hardness", when used for blanching prior to freezing of vegetables, had been completed. This research indicates that the home-maker in New York State is unlikely to encounter water supplies unsuitable for the preparation of foods for freezing. Work on the suitability of different varieties of soy beans and soybean sprouts for freezing preservation has also received attention.

Research on the incorporation of vegetable protein products with meats is now nearing completion. The processing, packing, and storage studies on these products have uncovered a number of interesting features of significance in connection with the stability and nutritive value of foodstuffs.

The bulletin entitled, "The Home Freezing of Farm Products", issued in June, 1943, continues to be in great demand. In December, 1943, a companion publication was issued on the subject, "The Cooking of Frozen Foods; Their Nutritive Value." That these bulletins are meeting a real need is attested by the fact that more than 40,000 copies of the former, and over 20,000 of the latter have already been distributed.

NUTRITION COUNSELING SERVICE AND DIET TABLE

The nutrition counseling service at the Clinic has been continued. The nutritionist now attends the physical examinations of entering women students to contact students evidencing nutritional or weight problems. The service thus becomes one of prevention as well as correction, since the tendency toward dietary problems in students may in this way be counteracted before more serious manifestations appear.

The Special Diet Table for students has operated at excess of a normal capacity throughout the school year, and has again proved its value in the correction of dietary problems of students appearing at the Clinic. That the physical and

mental well-being of the students of the Table have been improved, often in striking fashion, is attested by an imposing and growing list of case-histories of students having both physiological and psychological diet problems. While in the past the Diet Table has been operated on a two-term basis, it will be continued throughout the summer term in 1944, in response to a very evident need.

WAR ACTIVITIES

By request of the United States government, the Director has served on two missions in England during the past year. The first one was concerned with the relative food supplies and needs of the United States and the United Kingdom; the second, with the food supplies and needs of the occupied countries of Europe.

Dr. Norris has been serving as adviser to the Feed Industries Council, an organization which has been concerned with feed supplies in the war emergency.

Several members of the Faculty are assisting in the program of the New York State Emergency Food Commission of which Director Maynard is the Commissioner in charge of nutrition. Certain Faculty members are also serving on committees of the National Research Council which are dealing with war food problems.

Dr. C. M. McCay is serving as Lieutenant Commander in the Navy in charge of nutrition research at the Naval Research Center, Bethesda, Maryland. Some fifteen recent graduate students in the School are serving as officers in the Food and Nutrition Section of the Sanitary Corps of the Army.

Two O. S. R. D. projects dealing with nutrition problems of the armed forces are being carried out under the direction of members of the Faculty of the School.

L. A. MAYNARD,
Director of the School of Nutrition.

APPENDIX XVII

REPORT OF THE DIRECTOR OF THE SUMMER SESSION

To the President of the University:

SIR: I have the honor to submit on behalf of the Administrative Board of the Summer Session the following report for the Session of 1943.

The following appointments to the Administrative Board of the Summer Session have been made:

Professor G. W. Cunningham, to succeed himself, for the term November 1, 1943 to February 1, 1944, and ex-officio as Dean of the Graduate School, from that date.

Professor Ernest J. Simmons, to fill the vacancy created by the transfer of Professor Cunningham to ex-officio membership, for the term February 1, 1944 to November 1, 1947.

On March 1, 1943, Associate Professor M. L. Hulse was appointed Assistant Director of the Summer Session for the period March 1-August 31, 1944.

Because of various uncertainties, all publications were issued later than usual. A Preliminary Announcement was published in April, 1943, and 2,000 copies were distributed. The Complete Announcement of 49 pages was issued about May 15, and 12,000 copies were distributed. In addition, a Supplementary Announcement, listing the schedule of rooms and changes in courses and instructors was issued at the end of June.

A Workshop in Latin America, the British Commonwealth of Nations, and the Far East, sponsored and supported by a grant from the Rockefeller Foundation was again offered as part of the Summer Session. The Board cooperated with Professor Ernest J. Simmons in announcing two intensive courses in Russian which as in 1942 were offered under the sponsorship of the American Council of Learned Societies. A new seven-week tuition-free Teachers' Course in Physics and Mathematics was similarly announced in cooperation with Professor W. L.

Conwell. This course was under the direction of the Engineering, Science, and Management War Training Programs. Registrants in these two courses are not included in the following data of Summer Session enrollment.

Because of war conditions the Geology Field School usually held at Spruce Creek, Pennsylvania was not in operation. It was also necessary to suspend the offering of Summer Session courses in the departments of Chemistry, Economics, Government, and Physics.

The plan of admission of undergraduates in other institutions remained unchanged. Students entering college for the first time in the fall or transferring to a new institution were required to furnish evidence of acceptance and a statement that the institution interposed no objection to their attendance in Summer Session. They were not, however, required to file a program of studies approved for credit at the new institution. This change met approval from various institutions who did not wish to submit such a statement regarding credit for students not yet enrolled. The admissions committee consisted of Professor M. L. Hulse, of the School of Education and the Director. Applications for admission to special groups of courses were referred to the persons in charge of those courses as follows:

Admissions Officer

| | |
|-------------------------------------|--------------------------|
| School of Hotel Administration..... | Professor H. B. Meek |
| Workshop on Latin America..... | Professor H. R. Anderson |

Registration for the Summer Session was held on June 28. Data on attendance are given below:

ATTENDANCE

| | 1942 | 1943 |
|------------|------|------|
| Men..... | 962 | 64 |
| Women..... | 769 | 384 |
| Total..... | 1731 | 448 |

ATTENDANCE BY SCHOOLS

| | 1942 | 1943 |
|--|------|------|
| University Summer School..... | 1353 | 318 |
| State Summer School of Agriculture..... | 534 | 205 |
| State Summer School of Home Economics..... | 199 | 40 |
| Summer School of Hotel Administration..... | 91 | 30 |
| Total..... | 2177 | 593 |
| Less double registrants..... | 446 | 145 |
| Total..... | 1731 | 448 |

ATTENDANCE OF UNDERGRADUATES

| | 1940 | 1941 | 1942 | 1943 |
|-------------------------|------|------|------|------|
| Cornell..... | 390 | 381 | 816 | 43 |
| Other Institutions..... | 249 | 249 | 215 | 111 |

CLASSIFICATION OF TEACHERS IN ATTENDANCE

| | 1942 | 1943 |
|---|------|------|
| Colleges and Universities..... | 36 | 18 |
| Junior and Senior High Schools..... | 181 | 119 |
| Principals, Superintendents, Supervisors..... | 25 | 15 |
| Grade School..... | 43 | 26 |
| Others (Normal Schools, Junior Colleges, etc.)..... | 65 | 28 |
| Total..... | 350 | 206 |

CLASSIFICATION OF STUDENTS BY GEOGRAPHICAL DISTRIBUTION

| | 1942 | 1943 |
|---|------|------|
| New England..... | 137 | 39 |
| Middle Atlantic States, excluding New York..... | 300 | 67 |
| New York..... | 1003 | 280 |
| South..... | 80 | 21 |
| Southwest..... | 12 | 5 |
| Rocky Mountain States..... | 3 | 0 |
| Middle West..... | 147 | 28 |
| Pacific Coast..... | 13 | 2 |
| Foreign Countries and Canada..... | 35 | 6 |

LOREN C. PETRY,
Director of the Summer Session.

APPENDIX XVIII

REPORT OF THE DIRECTOR OF EXTRAMURAL COURSES

To the President of the University:

SIR: I have the honor to submit a report of the Extramural Courses for the year 1943-44.

The conditions, growing out of the war emergency, which reduced the number of persons finding it possible to take off-campus courses for credit, still persist to a high degree. Travel continues to be difficult. Teachers, nurses, and ambitious members of industrial and commercial organizations who normally seek to improve their qualifications for promotion are working longer hours in their regular positions and in many cases have assumed added responsibilities directly related to their regular work. Others have accepted responsibility for war work or have engaged in part-time work in industrial plants. There is no time left for Extramural Courses under such conditions. Furthermore, at the moment there is little or no economic pressure on workers to seek additional training in preparation for the work in which they are now engaged. Anyone can get a job! Most of the potential students for Extramural Courses can hold their present positions for a time without taking additional university work for credit. At the same time we are not unmindful of the large number of courses which have been offered, principally in engineering, in Buffalo, Rochester, Corning, Binghamton, Elmira, and in other industrial centers as a part of the war effort. These, however, have not been given for credit and they have been financed by the government. But the tide is turning. New demands for work on a different basis lie in the immediate future.

Last year (1942-43) only one Extramural Course was given. It was an all-time low for registration in the Extramural Courses. For the year 1943-44, four Extramural Courses have been maintained with approximately four times the enrollment of a year ago. At this point it seems appropriate to point out that the Extramural Courses are the one regular agency through which university credit is given for off-campus work. It may be added that during the emergency there has been relatively little interest in university credit for such work. Through federal subsidies large numbers of persons have been given off-campus university instruction geared to their immediate needs in keeping production at the highest possible level. Furthermore, the instruction has been carried to them, often it has actually been maintained in the plants in which they work and in many instances they have been "paid while they learn." It seems unlikely, however, that this laudable program for the emergency will be continued along such generous lines after hostilities cease. The emergency education program has already declined in many quarters although the production program continues unabated. Thousands of workers are now realizing the return on their in-service

education. All of this should have a significant effect upon a considerable proportion of potential students who should avail themselves of opportunities for further study—both those who have been in industry, and who have profited by the special free instruction, and also by those who would struggle to improve their abilities if they were not so hard pressed by their regular work and added burdens resulting from their emergency.

Both management and labor have a stake in educational service which can be brought to bear directly upon their immediate problems. At the moment government support is available because the educational benefits go so directly to the government, but as industry turns to civilian markets the support for worthy courses will come from management, labor, or both and in numerous cases university credit will be demanded.

With the passing of the immediate war effort a new emphasis will be placed upon educational achievements as represented by recorded university credits and resulting classifications. Some of this will be found in industry as competent men and women are up-graded to more responsible positions, but recognition on a credit basis will be more pronounced in those services which are recognized, classified, and certified by the State. The largest segment of this group, which will be ready for off-campus courses for credit, will be members of the teaching profession, public health nurses, and related public service groups. Since their certification and promotion depend, to a considerable degree, upon the taking of university work, the motive is strong enough for them to invest their own money for instruction. And it is appropriate to suggest that these people will have a genuine interest in receiving credit for both achievement and residence.

The development of State Technical Institutes and Junior Colleges suggests educational needs which can be met, at least in part, through Extramural Courses. Extramural Courses constitute an established university agency through which any instructional unit in the University may extend its instruction, for credit, beyond the campus. The policies, standards, and academic control in such cases remain with the instructional unit. The promotion and extension of such programs will depend upon the general policies of such units.

In the light of the foregoing discussion attention is called to a consideration of the following propositions.

1. There has long been a tendency for many types of advanced university work to be done, at least in part, off the campus. Indeed much effective work must be done where the materials and conditions permit it. This is readily noted in the field work in geology, plant sciences, and ornithology; examination of records of literary, historical, and philosophical value in museums and libraries; and the critical study of education as pupils pass through school systems or of medicine through the study of patients in hospitals and sanatoria.

2. Teachers and others in public services will be required by changing circumstances to become re-educated along certain lines and to extend their professional knowledge and skills in the light of postwar developments. The immediate need for their services, however, will make it difficult for them to secure leaves of absence for the purpose of study, with the result that in-service training through such agencies as Extramural Courses will be imperative.

3. All costs of instruction and travel expenses of instructors in the maintenance of Extramural Courses have been met through student fees with the result that since 1935 over seven hundred fifty students scattered over the state have had the benefits of university instruction brought to them without additional financial burden to the University.

4. The Extramural Courses have served merely as a means or agency through which any department may offer their established courses by regular staff members. During the emergency many courses have been offered by other agencies of the University, but not for regular University credit. As the offerings of the University undergo a transition and off-campus courses for credit are demanded, it is believed that the nature, purpose, and organization of Extramural Courses should be re-examined in the light of general university policy. Among the questions that might be raised are the following:

To what extent should the present provisions be changed or adapted to meet

the interests and needs of larger numbers of potential students in the field? Should there be an all-university organization, offering courses for credit, which would enter upon an elaborate program of promotion and expansion of such services? Is the present policy of permitting only regular members of the faculty to present such courses sound or should consideration be given to the appointment of special part-time instructors in or near centers which might be established? Often highly competent technical experts are available in the community. If an all-university organization of considerable magnitude is not found to be desirable should such off-campus work be administered independently by such schools and colleges as may be interested in maintaining such work for credit? This is a possibility, but so long as the policy making power remains with the unit there is much to be said for a common agency to arrange for the courses and file appropriate records of grades and work done. Should a special effort be made to cooperate with the State Education Department in establishing centers in which new courses and special services may be provided in the light of new needs? Should the Extramural Courses provide for non-credit courses such as might be called for in industrial organizations, groups identified with commercial enterprises, and other groups interested in brief lectures on literary, historical, and other cultural topics. Such services, it is assumed, would not involve university credit, but it seems provisions for such work would be to the credit of the University. How should such offerings be related to the Extension Services now maintained by State and Federal subsidy primarily for technical education in agriculture and home economics?

5. The demands for off-campus study for credit will undoubtedly increase rapidly after the cessation of hostilities and large numbers of persons will seek credit through such work for the attainment of certificates and degrees upon which their vocational ratings will be based. The present provisions for Extramural Courses are conservative and limited in scope. Is it to the advantage of the University to consider their expansion at this time?

CLYDE B. MOORE,
Director of Extramural Courses.

APPENDIX XIX

REPORT OF THE DIRECTOR OF MILITARY TRAINING

To the President of Cornell University:

SIR: I have the honor to submit the report of the Department of Military Science and Tactics for the academic year 1943-44.

GENERAL

This report represents the second full year in which this department has functioned under the war conditions of the present War. Its operation has been continued with intensified instruction and stimulated student interest. Its courses were designed to produce in men the best possible preparation for immediate war service.

Because of the exigencies of war which dictated the call to active duty of first year advanced course ROTC students, this department, as was the case with all similar ROTC colleges and universities, discontinued instruction in the Advanced courses. Upon the return of these students to the University, the Advanced Courses were reinaugurated but were not opened to civilian students. War conditions also dictated a change in Basic instruction and the instruction formerly given by this department to prepare men for advanced study in Field Artillery, Signal Corps, Ordnance and Quartermaster was changed to instruction in Branch Immaterial which was designed to instruct in the military fundamentals common to all branches of the service.

Cornell's contribution of men to the Armed Services was discussed in last

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year's report. That such a remarkable contribution could not continue during the present year was evident. Yet Cornell men have continuously left the University for the Services when, as, and if they become eligible. The Army Specialized Training Program has brought Service men to the campus for instruction, and in some degree offset the loss of civilian students.

BASIC ROTC COURSES

The Basic ROTC courses are arranged to follow the University system of instruction with two hours of classroom instruction and one hour of practical or laboratory work. Academic credit of one hour a term is authorized to students who successfully pursued the course.

The Basic Course has two fundamental objectives: physical development and military training. Physical development is primarily confined to promoting correct carriage and perfect muscular coordination. Military training has the following objectives: appreciation of duties of citizenship, a knowledge of and respect for discipline, the development of potential abilities of "leadership and command" so that the student will become prospective non-commissioned officer material and will possess the basic knowledge of the duties of a non-commissioned officer. The theoretical and practical subjects of the Basic Courses involve not only drills which are common to the Arms and Services but also include subjects which will add to the student's general education, such as Personal and Sex Hygiene, Courtesy and Discipline, Organization, safeguarding information, First Aid, Sanitation, Marksmanship, Map and Photograph Reading, Concealment and Camouflage, Scouting, Military Law, Safety, Administration and Motors.

Enrollment of Basic students was as follows:

| | <i>Opening</i> | <i>Closing</i> |
|--------------------------|----------------|----------------|
| Summer Term 1943-44..... | 534 | 478 |
| Fall Term 1943-44..... | 706 | 580 |
| Spring Term 1943-44..... | 465 | 397 |

ARMY SPECIALIZED TRAINING PROGRAM

The Army Specialized Training Program was designed to provide specialized educational and technical training for which the Army's technical staff and equipment are not sufficient. Concern in the early stages was chiefly with enlisted men on active duty, but as the Army changed from preparation to action, the program shifted chiefly to the training of men below service age. There have been at Cornell during the year, the following groups of trainees under the A.S.T.P.: Basic Reserves, Basic Enlisted, Preprofessionals, Area and Language, United States Military Academy Preparatory, Personnel Psychology, Veterinary, and 1st Year Advanced ROTC.

The Basic Reserves consisted of Enlisted Reservists who at the time of arrival at this University were less than 18 years of age. The courses pursued were basic courses at the college level following graduation from High School. Such subjects as Mathematics, Physics, Chemistry, English, Geography, and History were covered. Men in this group were called to active duty at the end of the term during which they became eighteen. Such men had status of inactive reservists while at the University, and were provided with food, quarters, and tuition at Government expense, but received no pay. They were uniformed, disciplined, and treated like soldiers. They acted like soldiers and have won the general respect of the University.

The Enlisted Basics consisted of enlisted men on active duty detailed to the program for instruction on the basic courses. The courses were the same as those listed for Basic Reserves.

The Preprofessionals consisted of enlisted men on active duty detailed to the program for instruction to fulfill academic requirements for entrance in professional schools. All of these men held acceptance to medical, dental, or veterinary professional schools prior to arrival.

The Area and Languages consisted of enlisted men on active duty detailed to the program for instruction in language and area studies. The following languages have been taught: Chinese, Czechoslovakian, German, Italian, and Russian.

The Personnel Psychology consisted of enlisted men on active duty detailed to the program for instruction on Personnel Psychology.

The United States Military Academy Preparatory consisted of enlisted men on active duty detailed to the program to pursue courses designed to prepare the trainees for the entrance examinations to the Military Academy, and following the examinations to prepare them for successful study in the Academy.

The Veterinary consisted of enlisted men on active duty detailed to the New York State College of Veterinary Medicine, this University, to pursue the course in Veterinary Medicine.

The 1st Year Advanced Course ROTC students were enlisted men on active duty. A large percentage of the 246 1st year Advanced Course ROTC students who were ordered to active duty from Cornell in May 1943 were, following basic training in the Army, returned to the University for further instruction. These men continued in the various departments of the University studies which were discontinued on call to active duty. This department reinaugurated the usual advanced courses in Field Artillery, Signal Corps, Ordnance, and Quartermaster. During the year, all of this group were ordered to Officer Candidate Schools except a small number who preferred transfer to the Air Forces or were discharged from the Army.

PHYSICAL AND MILITARY TRAINING OF A.S.T.P.

In addition to the academic program, all A.S.T.P. trainees are required to pursue Physical Training which requires three two-hour periods and Military Training which requires each week three one-hour periods and one two-hour period each Saturday afternoon for inspection, salvage of clothing and equipment, and general housekeeping requirements. The Physical Training program conducted by the University is designed to promote the physical well-being of the trainee. The Military Training program conducted by this department is designed to keep the trainees in the best state of preparation for military duty.

A.S.T.P. ENROLLMENT

Figures as to the number of A.S.T.P. trainees are classified as Restricted military information and therefore are not to be published, and are not therefore included herein. This department has furnished University officials these figures from time to time, and persons of known integrity, who require such figures in connection with their cooperation in this phase of the war effort, may procure them upon application to this department.

FACULTY AND STAFF

Changes in the Army commissioned personnel during the year were as follows:

Relieved:

Capt. Durand B. Blatz, F.A., 12 August 1943
 Major Robert I. Dodge, S.C., 18 August 1943
 2nd Lt. Bernard Wenig, AUS., 24 January 1944
 2nd Lt. Lawrence B. Clark, F.A., 28 January 1944
 2nd Lt. William V. N. Carroll, II, Inf., 1 February 1944
 Capt. Raymond L. V. Perason, F.A., 1 February 1944
 1st Lt. Thomas S. Carnes, S.C., 18 February 1944
 2nd Lt. John C. Rafferty, F.A., 17 March 1944
 Capt. Frederick B. Brown, Inf., 17 March 1944
 2nd Lt. Edmund G. Miller, F.A., 18 March 1944
 Capt. Ralph J. Ford, Cav., 30 March 1944
 Capt. Francis Strapp, Inf., 30 March 1944
 1st Lt. Robert M. O'Donnell, F.A., 31 March 1944
 1st Lt. Thomas H. Webster, III, Inf., 1 April 1944

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Capt. Richard S. Cowen, F.A., 7 April 1944
 1st Lt. Ernest J. Cole, F.A., 18 April 1944
 1st Lt. William H. McClanahan, S.C., 20 April 1944
 Capt. Henry H. Deane, S.C., 20 April 1944
 Capt. John P. Downing, F.A., 4 May 1944
 Capt. Carl B. Sturm, F.A., 7 June 1944
 2nd Lt. Edward M. Stack, F.A., 14 June 1944
 Capt. Donald F. Smith, F.A., 20 June 1944
 Capt. John E. Wurst, F.A., 21 June 1944
 Major William A. Mansfield, Inf., 26 June 1944

Assigned:

2nd Lt. Rubin Junger, AUS., 19 August 1943
 2nd Lt. Clarence E. Peterson, AUS., 21 August 1943
 Capt. Alfred F. Bolger, F.A., 26 August 1943
 2nd Lt. Herbert Goldhamer, AGD., 18 September 1943
 1st Lt. Allen R. Clark, Inf., 18 November 1943
 2nd Lt. Edward P. Partland, Inf., 20 November 1943
 1st Lt. Everett P. Lull, Inf., 22 November 1943
 2nd Lt. Albert B. Eisberg, AUS., 7 February 1944
 1st Lt. John C. Lawrence, F.A., 3 April 1944
 1st Lt. Robert C. Foster, Inf., 10 April 1944
 2nd Lt. Joseph Spector, AUS., 10 April 1944
 2nd Lt. Lewis E. Trotter, Jr., Inf., 10 April 1944
 Capt. Kenneth C. Miner, Cav., 11 April 1944
 1st Lt. Sam R. Fertitta, Inf., 11 April 1944
 1st Lt. James P. Thompson, Inf., 11 April 1944
 Lt. Col. Ralph Alspaugh, Inf., 27 May 1944
 1st Lt. Joseph L. Vajcovec, D.C., 5 June 1944
 Capt. Robert S. Hopkins, Inf., 15 July 1944

EXTRACURRICULA ACTIVITIES

The customary extracurricular activities of the department which promote war training have been intensified; those, that did not, have been curtailed or eliminated. The following indicate those participated in: Band, riding classes, rifle and pistol practice, and horse show, all of which are self-supporting. This department has sponsored and furnished adviser for the Pershing Rifles.

BARTON HALL

Barton Hall, which was formerly used by the R.O.T.C., has become the center of Army, Navy, Marine Corps, and physical training activities. Its use has been coordinated to the needs of all groups, and it is of great service in the combined war effort.

MORALE AND COOPERATION

The morale of the department has improved all the way down the line. Instructors willingly teach all required subjects and assist students in outside work. The students in the R.O.T.C. and the trainees in A.S.T.P. show a willingness to study and to learn. The trainees are exceptionally well disciplined, look well in uniform, are meticulous in courtesy, and, with few exceptions, are exercising the maximum of cooperation. This department has had the excellent cooperation of all departments of the University.

E. R. VAN DEUSEN,
 Colonel, Field Artillery, and Professor of Military Science.

APPENDIX XX

REPORT OF THE DIRECTOR OF PHYSICAL EDUCATION AND ATHLETICS

To the President of the University:

SIR: The Department of Physical Education and Athletics has completed a year of service to the Army, Navy, and Marine units on the campus. It has been a full and interesting year, and in many respects, a gratifying one.

Due to the excellent cooperation of everyone on our staff we were able to conduct a physical training program for 4000 service men and 1200 male civilians with very satisfactory results. The large numbers using the facilities daily created a space problem during the indoor months, but through the ingenuity of George K. James, supervisor of the program, employing a "swing-shift" formula, the classes were conducted in Barton Hall and the old Armory with admirable dispatch.

The women's division circumvented a similar space problem for the indoor months by renting the Eddy Street bowling alleys for its exclusive use from November 1, 1943 until April 1, 1944. Bowling not only did much to replace such activities as badminton and volley ball usually held at Barton Hall and the Old Armory—spheres of action reserved for use of the men this past year—but it proved by enrollment figures to be the most popular extracurricular activity.

The athletic division succeeded in retiring its indebtedness to the University with a payment of \$46,183.57 and establishing a balance of \$22,485.12.

The athletic teams fared well. All teams played representative schedules and were manned for the most part by Navy and Marine trainees. The swimming team under Coach G. S. Little had an undefeated season and Coach Ray Van Orman's lacrosse team lost but one game in five and that to the intercollegiate champions, U. S. Military Academy, 9-7, for outstanding records.

On July 1, 1944 Mr. James Lynah resigned as director of the department after an eight-year term in which time he succeeded in wiping out an indebtedness of \$246,178.01 and building the physical plant to its present state of excellent repair.

Robert J. Kane,
Director of Athletics.

APPENDIX XXI

REPORT OF THE DIRECTOR OF THE INFIRMARY AND CLINIC

To the President of the University:

SIR: I have the honor to present the report of the Department of Clinical and Preventive Medicine for the year 1943-44.

The year just completed was most active for the Medical Department of the University. Creation of the Department of Clinical and Preventive Medicine by the Trustees in 1943 permitted operation of all medical services from one administrative office. This enabled the department, operating with a reduced staff, to make quick shifts of personnel to meet pressing clinical problems. It is true that the volume of clinical work forced the department to curtail its teaching and research, but interruptions of these programs were kept to a minimum and the staff continued its discussions and plans for future development of both programs.

It seems appropriate to discuss the work of the department under the subdivisions of Instruction, Clinical Work, and Research.

INSTRUCTION

Formal courses in hygiene, with the exception of mental hygiene, were abandoned this year. Formerly all students in the University were required to complete two

terms of hygiene before graduation. The faculty, during the spring of 1943, agreed to discontinue this compulsory feature. This department had planned to substitute elective courses in health problems for the compulsory course but was unable to initiate such courses during the year because of vast clinical demands.

Marked interest in Mental Hygiene was noted a year ago. A course in this subject was continued throughout the year. Increasing concern over one's individual adjustment problems brought about by the war seems to account for the increased interest in Mental Hygiene among undergraduates. It is predicted that the increased demand will continue and that provision for more sections of the course will be necessary in the future.

The training of Red Cross Nurses' Aides for college credit was undertaken during the year. Two courses, one prerequisite to the other, were provided and maximum registration for the facilities available resulted. The instruction was of high grade and student response was equally good. Inestimable aid was given the local hospitals and the stimulating experience of the students resulted in several making application to study nursing after receiving their college degree.

CLINICAL WORK

Medical Clinic

The expansion of the Clinic to accomodate the increased number of patients was completed early in the Summer of 1943. More spacious accommodations were provided for the Navy record offices. Army records required a room for the first time. A new department of physio-therapy was instituted. Larger accommodations for the Orthopedic Clinic were made available. More efficient care of injuries was made possible by moving the small x-ray apparatus to an adjoining room. Time was saved civilian and military undergraduates, student officers and midshipmen by taking x-rays of extremities at the Clinic, instead of the Infirmary, as was the practice previously. More Clinic rooms were provided in 7 Central Avenue; a dental office was completely equipped in that building.

The volume of patients at the Clinic was the greatest in its history. At times during the winter, military patients alone exceeded three hundred daily. It is gratifying to report that this large number of patients was handled daily by the medical staff with dispatch and diligence.

Innovations at the Medical Clinic relating to the care of sub-clinical cases are worthy of mention. The large number of patients seeking relief symptoms of the common cold imposes a heavy burden on the medical staff. This year a graduate nurse with special training in social and administrative nursing was employed to assist in the treatments at the upper respiratory clinic. Only those patients presenting fever, severe cough, or other symptoms of illness were referred to physicians; however, in every instance where indications were evident, a physician examined the patient. Likewise, a diet counselling service was started at the Clinic. Overweight and underweight students, after medical examination, were referred by the physician to the trained nutritionist. The diet table again proved valuable for diet treatment of various abnormal conditions and also provided supervised reduction and high calorie diets.

The Athletic Clinic, formerly restricted to men registered for sports, this year was merged with the Orthopedic Clinic. The athletic physician spent two hours daily at Schoellkopf Field during the football season, but he spent a majority of his time at the Clinic where most of the treatments for athletic injuries were carried out. This change in policy was made because of the large number of injuries which occurred in the compulsory physical training program of both the military and civilian groups not participating in inter-collegiate athletics. As one can see in the statistical analysis, the physio-therapy department gave a large number of treatments. For the most part, that department was occupied with the rehabilitation of patients who had received soft tissue or bony injury in the compulsory physical training program. Indeed, the number of fractures requiring reduction at both the Clinic and Infirmary was more than double that of the previous year. It must be stated, however, that a corresponding increase in hours of physical training occurred this year because of the shift from civilian to military status among the campus population.

The Mental Hygiene Clinic continues to be most active. New cases requiring the supervision of the psychiatrist this year were: civilian students 87; Navy 41; Army 37, Curtiss-Wright 4—a total of 169. Eight of these patients suffered from psychosis to a degree that detachment from the University was required. Detachments were advised for 34 other persons on psychiatric grounds. Of this number, 8 were civilian students—3 being in the Graduate School. The latter illustrates a problem which has been under observation for some time—namely, that the ratio of emotionally disturbed to undisturbed students has been rising in the Graduate School. The time may have come when candidates for admission to the Graduate School should be required to qualify on a medical, as well as academic, basis. Perhaps the same type of scrutiny employed for candidates for undergraduate schools should now be applied, with suitable modifications, to those applying for admission to the Graduate School.

Suicide is a constant problem on every campus. Cornell University is no exception. In February a graduate student in chemistry was a victim. While he had, the previous year, consulted the psychiatrist, this year he had not done so.

Infirmary

The Infirmary experienced an active service, both medical and surgical. No change in policy of operation was made. Departments reported upon in former years have been strengthened by both personnel and facilities. It is gratifying to report that the fine esprit de corps of the medical staff continues. One index of staff cooperation and interest in the welfare of patients is the number of consultations held per year in a hospital. This year 168 medical and 316 surgical consultations were made. Staff meetings were well attended; clinical discussions of cases in the Infirmary continued regularly, and more staff members participated than formerly. Indeed, semi-monthly clinical symposiums grew from these discussions. Going over material for reports has led to a firm conviction on the part of the staff that clear, complete records are an essential part of the hospital. Likewise, interest in the library has taken on a new meaning. It is used regularly and many requests for new volumes are being made.

One death from embolism occurred at the Infirmary during the year. A young woman student, seriously injured in a bicycle accident, developed multiple fat emboli from a fracture of the femur. At the present time there is no successful method of treatment known to medicine for this unusual and fatal complication.

The nursing service, under the direction of Miss Margaret Russell, was taxed to the limit of ordinary human effort. The regular staff nurses worked overtime for long periods of time. Red Cross Nurses' Aides, hospital corpsmen, and volunteers gave valuable assistance and prevented a serious nursing crisis. At no time were the wards deficient in nursing care for patients critically ill. It was necessary, however, to restrict surgical operations during the month of March to those of an emergency nature. Elective surgery during that month was done at Memorial Hospital, the patients being transferred to the Infirmary, when eligible to be moved, for post-operative convalescence.

The laboratory staff also was taxed to keep pace with the volume of work necessary for the efficient operation of the out-patient and hospital services. Some research was curtailed in order to release technicians for clinical laboratory work.

The X-ray Department, as indicated by the statistical data, made the largest number of clinical x-ray examinations in the history of that department. The small portable apparatus at the Clinic was most useful. Time is saved for both the physician and the patient, as noted elsewhere in this report, when the Clinic facilities are used for the examination of extremities. The policy of using x-rays liberally as an aid in diagnosis of orthopedic injuries has resulted in considerable enlightenment and, at times, surprise at the number of injuries involving bones, as determined by x-ray, when the clinical impressions were those of soft tissue damage only. This experience, together with that of chest findings by x-ray when physical signs are absent, is a startling revelation to those individuals who contend that a well trained physician, by perception and expert judgment, can eliminate x-ray costs in the practice of medicine.

Physical examinations of entering students were carried out promptly after matriculation. A recently inaugurated system of checking delinquents and listing indications for reexamination made the data of the examinations available and more complete at an earlier date than ever before. Tetanus toxoid was administered at the time of the examination. A second immunizing dose was given two months later to most of the entering students. It will be some time before the student body will realize the importance of keeping constantly immune to tetanus in case of accident. For this reason complete cooperation was neither expected nor received at the time of the "booster" injections. The first year of this program is considered satisfactory, for it is felt that much progress has been made along educational lines and that eventually the wisdom of the University rule requiring compulsory immunization will be acknowledged.

Two years' experience in conducting the line type of physical examination has, in fact, given the equivalent of six years opportunity to study this system; for, with the accelerated program, the procedure has been repeated three times each year. When this type of examination is thorough and retains educational value through student interest, coordination of all individuals conducting the examination is a fundamental requirement. The department now feels it has demonstrated that a physical examination, when done by this method, can be thorough and, at the same time, retain the interest of the individual student. While it is true that the accelerated program which requires the setting up of personnel for three line examinations per year is expensive, nevertheless, evidence has been gathered that the cost per year is less than for the type of examination formally conducted and little evidence has been obtained that depreciation in educational value has occurred.

RESEARCH

It was recognized at the time of the re-organization of the medical services at Cornell that a research program was prerequisite to a strong clinical department. Throughout the first year priority was given to organization of the clinical services, but it became evident even during the first year that if the interest of the medical staff was to be held and use made of the vast amount of clinical material available, investigations should begin as soon as possible. During the first and subsequent year little more than planning for the future was accomplished. A beginning was made the third year, however, when a grant to the School of Nutrition provided funds for a joint study of pathological criteria of nutritional defects by physical and chemical methods. A report of this study was made at the graduate seminar in the School of Nutrition. Reception by the faculty and graduate students of that School pointed clearly to the opportunity for collaboration in research of the medical department with the School of Nutrition.

It is pleasing to report that during the past year progress in the development of research in this department has been greatly augmented. A gift to the University, the income of which is to be used exclusively by the Department of Clinical and Preventive Medicine for research, was received. Further impetus was received when the director of the School of Nutrition and the head of this department were authorized as responsible investigators by the Office of Scientific Research and Development to direct important metabolic research. This investigation required the cooperation of the College of Engineering, for that college has administrative control of the facilities necessary for the study. This joint effort on the part of departments under separate administration presents a strong combination for research when the necessary facilities of each department are pooled for a common purpose.

This year the department published two clinical papers on Primary Atypical Pneumonia. We have had a rather wide experience in dealing with this disease and now have published our observations covering a period of years.

STATISTICS

Medical Clinic

| | |
|---------------------|---------|
| Student visits..... | 17,904* |
| Navy visits..... | 35,044 |
| Army visits..... | 16,467* |
| | <hr/> |
| | 69,415 |

Infirmary

| | |
|--|--------|
| Medical Service (Patients discharged) | |
| Communicable disease..... | 175 |
| Other than communicable disease..... | 2,911 |
| Consultations..... | 168 |
| Deaths..... | 0 |
| Surgical Service (Patients discharged)..... | 627 |
| Major Operations..... | 56 |
| Minor Operations..... | 230 |
| Fractures..... | 87† |
| Consultations..... | 316 |
| Deaths..... | 1 |
| Laboratory | |
| Clinical pathology—examinations made..... | 23,948 |
| X-ray | |
| Examinations of chest..... | 3,024 |
| Examinations other than chests..... | 1,172 |
| Examinations made at Clinic (Extremities)..... | 837 |
| Examinations made at Clinic (Dental)..... | 362 |
| Physio-therapy, treatments given (Clinic and Infirmary)..... | 9,425 |

*It is of interest to add that 1,934 of the Clinic visits were for emergency and diagnostic dental appointments. This year this service was made available for the first time to civilian and Army patients. Ten hundred and thirty-nine individual patients consulted the dental clinic: a majority of these were Army, in fact the ratio of Army to civilian patients was three to two.

†In addition, 100 minor fractures were treated at the Clinic.

SUMMARY

The year just closed was an eventful one for the Department of Clinical and Preventive Medicine. Clinical responsibilities were greater than ever before which required, because of reduced staff, curtailment of the teaching program. Progress in research was made, however, although this, too, suffered from lack of manpower. Cordial relationships with the administrative and medical officers of the Army and the Navy continued. The clinical director, by virtue of his office, acted as contract surgeon to the Army at this station. Required inspections of employees and Army mess hall were made regularly and monthly reports submitted to the surgeon general. The entire medical staff participated frequently throughout the year in the vast immunization programs of both the Army and Navy. While the work of this department has expanded during the war, necessitating the adoption of new policies of operation, it becomes evident that many of these changes, by virtue of their expediency, should be continued in peace time. The two houses on Central Avenue, attached to each other and used as a clinic building, are old structures. Alterations are restricted to those permitted by the structural design of the buildings. At best, repair can be little more than patch work. The maintenance of these buildings is expensive. The protection of the successful operation of the medical department depends on adequate housing on campus. It is recommended that careful consideration be given to the urgent need for a new clinic building.

NORMAN S. MOORE,
Chairman, Department of Clinical and Preventive Medicine.

APPENDIX XXII

REPORT OF THE DIRECTOR OF ADMISSIONS

To the President of the University:

In former years my reports have recorded the number of applications and admissions for the Fall Term only—that is, for the Term which began, by long tradition, in September of each year. In the year 1943–1944, however, the University adopted completely a war-time accelerated program of full twelve-months operation with three terms of instruction, each of sixteen weeks in length. The University calendar for civilian students, men and women, was made to coincide in general with that of the Navy College Training Program (see Table I in the Report of the Registrar). The three sixteen-week terms were designated as the Summer, Fall, and Spring Terms and began on July 1 and November 1, 1943, and March 3, 1944. Most of the colleges of the University admitted new students at the beginning of each of these three terms, and therefore under Table I, following, the figures for each term are given with the total for the year.

TABLE I

This table shows the number of applicants and the number admitted to each of the undergraduate colleges. In counting applicants, only those have been included who actually filed formal application on the University's regular blank as candidates for admission to the degree course; those who merely expressed intention to apply, or those who actually applied for admission as special students (including two-year special students in Agriculture), have not been counted in the total. As applicants for the Graduate School, the Medical College, the Law School, the six-week Summer Session, and certain "special" courses, like those in Contemporary Russian Civilization, do not pass through this office they have likewise not been included. (For data on the population of these divisions here omitted, see Table II and III in the Report of the Registrar.)

Under "Admitted" are included those who met all University requirements and the requirements of the particular college concerned and were notified that they were entitled to matriculation as regular students (whether they finally "registered" or not).

A. Applications and admissions from secondary schools:

| | Summer 1943 | | Fall 1943 | | Spring 1944 | | Total | |
|------------------------|--------------|---------------|-----------------|---------------|--------------|---------------|--------------|---------------|
| | Ap- plied | Ad- mitted | Ap- plied | Ad- mitted | Ap- plied | Ad- mitted | Ap- plied | Ad- mitted |
| Agriculture | 1 | 1 | 353 | 172 | 55 | 24 | 409* | 197* |
| Architecture..... | 10 | 6 | 20 | 9 | 3 | 0 | 33 | 15 |
| Arts and Sciences..... | 418 | 133 | 761 | 271 | 212 | 41 | 1391 | 445 |
| Engineering..... | 600 | 208 | 240 | 101 | 114 | 55 | 954 | 364 |
| Home Economics..... | 306 | 125 | (no admissions) | | 176 | 58 | 482 | 183 |
| Hotel Administration.. | 11 | 5 | 27 | 12 | 5 | 5 | 43 | 22 |
| | 1346 | 478 | 1401 | 565 | 565 | 183 | 3312* | 1226* |

*These do not include 46 applicants for admission to the 2-year special courses in the College of Agriculture of whom 18 were admitted.

B. Applications and admissions from other higher institutions (not including transfers from one college to another within Cornell University):

| | <i>Summer 1943</i> | | <i>Fall 1943</i> | | <i>Spring 1944</i> | | <i>Total</i> | |
|------------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|-----------------------|
| | <i>Ap- plied</i> | <i>Ad- mitted</i> | <i>Ap- plied</i> | <i>Ad- mitted</i> | <i>Ap- plied</i> | <i>Ad- mitted</i> | <i>Ap- plied</i> | <i>Ad- mitted</i> |
| Agriculture..... | 1 | 1 | 52 | 19 | 10 | 5 | 63 | 25 |
| Architecture..... | 2 | 0 | 4 | 1 | 4 | 3 | 10 | 4 |
| Arts and Sciences..... | 54 | 15 | 182 | 57 | 64 | 18 | 300 | 90 |
| Engineering..... | 27 | 13 | 32 | 12 | 28 | 16 | 87 | 41 |
| Home Economics..... | 64 | 29 | (no admissions) | | 58 | 17 | 122 | 46 |
| Hotel Administration.. | 1 | 0 | 3 | 1 | 2 | 2 | 6 | 3 |
| Veterinary..... | (no admissions) | | 116 | 13 | (no admissions) | | 116 | 13 |
| | 149 | 58 | 389 | 103 | 166 | 61 | 704 | 222 |

It is of interest to compare the total admitted in the year 1943-1944 with the totals admitted in the three years immediately preceding and in the three years which most noticeably reflected the depression:

| | <i>From Second- ary Schools</i> | <i>From Higher Institutions</i> |
|----------------|-------------------------------------|-------------------------------------|
| 1943-1944..... | 1226 | 222 |
| 1942..... | 1562 | 218 |
| 1941..... | 1672 | 228 |
| 1940..... | 1603 | 201 |
| | | |
| 1935..... | 1189 | 201 |
| 1934..... | 1107 | 197 |
| 1933..... | 1203 | 200 |

The decrease for 1943-1944 as compared with 1942 was almost entirely in applications from men; this decrease was offset, in part, by a slight increase in women admitted. (For statistics of enrollment of men and women, see Tables II, III, IV, and V in the Report of the Registrar.)

TABLE II

The students admitted in all three terms (Summer, Fall, and Spring 1943-1944) direct from secondary schools (see Table I A) divided as follows according to the method by which each one offered the greater part of his entrance credit:

| | |
|------------------------------|------|
| Certificate from school..... | 448 |
| Regents examinations..... | 767 |
| College Board tests..... | 11 |
| | 1226 |

Many of the students offered credit by more than one of the three methods. The following shows the number offering credit by any of the three.

| | |
|--|------|
| Students presenting some credit by certificate..... | 1221 |
| Students presenting some credit by Regents examinations..... | 810 |
| Students presenting some credit by College Board tests..... | 628* |

*These do not include the 501 applicants who took the Board's Scholastic Aptitude Test only.

The number of schools using the Certificate Privilege in the Summer, Fall, and Spring Terms of the year 1943-1944 was 353.

TABLE III

Freshmen admitted from private schools in the United States:

| | |
|--|----|
| From Schools in New York State..... | 78 |
| From Schools in other Middle States..... | 50 |
| From Schools in New England States..... | 64 |
| From Schools in other states..... | 28 |

220

CONCLUSION

In conclusion, to say again what I have so often said before in these reports about the contribution of the Alumni to the selection of new students is not mere perfunctory repetition. In these days of unusually heavy demands on the time and energy of all Americans, the Alumni, under the leadership of their Committee on Relations with Secondary Schools and its Chairman, Clarence J. Pope '11, have still had time and energy to devote to this important work for the University. It is with great regret that we record the departure for other fields of Dr. J. C. Adams of the Department of English, whose contribution to this work in the past year has been so valuable.

E. F. BRADFORD,
Director of Admissions.

APPENDIX XXIII

REPORT OF THE COUNSELOR OF WOMEN STUDENTS

To the President of the University:

SIR: I have the honor to present the report of the Counselor of Students for the year 1943-44.

Through the three years of the existence of the Office of the Counselor of Students, several concepts have served as guides in determining how the work of the Office should proceed. The first of these is that action to establish new policy regarding a particular service to students should be based upon a thorough knowledge of the campus point of view toward such a service. The second is that the relationship between the Office and the student should be placed on a co-operative plane, with emphasis on three aspects of student life: accurate information concerning University offices with which students come in contact; persistent training of student officers on matters of organization and procedure appropriate for the type of activity involved, with a view to producing greater efficiency on the part of individuals and perpetuation of organizations students deem vital to the Cornell tradition; marked increase in student representation in discussions and in decisions involving student life. The third concept is that of seeing that the Office of the Counselor of Students meets its responsibilities to the campus in interpreting students to administration and vice versa, and in establishing routine vital to student development and curtailing routine or functions no longer productive of student growth.

The succeeding paragraphs pertain to information relative to the current year.

OFFICE STAFF

With the resignation of two assistants, Miss Elizabeth Thulin in February, and Mrs. Lucille Turquette in June, the Office of the Counselor of Students began the year with two vacancies; appointments were made in July. Mrs. Jean Stromberg, M.S., University of Minnesota, was appointed as Assistant to the Counselor of Students and assumed her duties September 1. Miss Betty Rollins, M. A., Columbia University, assumed her duties as Secretarial Assistant August 14.

HEAD RESIDENTS AND CHAPERONS

Of the forty-two regularly appointed chaperons, eight served as head residents of the dormitories; sixteen, as cottage chaperons; thirteen, as sorority chaperons; and five, as graduate residents. An additional chaperon was employed from November 1 through December 19 for freshmen temporarily housed in Willard Straight dormitory pending the graduation of Curtiss-Wright Cadettes, then occupying Comstock.

Seventeen new appointments in the chaperon group were made at the beginning of the November term, one in Balch IV, thirteen in University cottages, and three in sororities. In the University cottage group, four new appointments were graduate residents.

Three head residents resigned, one because of illness and two because of having reached the retirement age. Three cottage chaperons resigned in order to accept better positions. Mrs. Mabel Conger on October 30 retired from the position of Head Resident of Balch IV. Miss Mary Cornell completed her fifteenth year of service as Head Resident of Balch, Unit I, on June 30, 1944. Miss Helen Armor was appointed to the position of Head Resident of Balch IV at the beginning of the fall term. Mrs. Rosa Frederick on December 19, 1943, retired from the position of Head Resident of Comstock A, after serving in that unit for three years. This position was filled by the appointment of Miss Edith Aber. Mrs. Helen Halsey on March 30, 1944, resigned, because of illness, from the position of Head Resident of Comstock B, having served in this position since September 1942. The position in Comstock B was handled by substitutes for the remainder of the term.

ENROLLMENT OF WOMEN STUDENTS

Table I shows the enrollment of women students by terms and by colleges:

TABLE I
DISTRIBUTION OF WOMEN STUDENTS BY COLLEGES
1943-1944

| <i>College</i> | <i>Summer Term</i> | <i>Fall Term</i> | <i>Spring Term</i> |
|-----------------------|--------------------|------------------|--------------------|
| Home Economics..... | 492 | 503 | 485 |
| Agriculture..... | 14 | 166 | 169 |
| Arts & Sciences..... | 267 | 777 | 737 |
| Architecture..... | 14 | 23 | 31 |
| Law..... | 7 | 13 | 9 |
| Hotel..... | 2 | 29 | 32 |
| Veterinary..... | 5 | 6 | 6 |
| Engineering..... | 8 | 18 | 19 |
| Graduate School..... | 62 | 137 | 125 |
| Special Students..... | 22 | 31 | 27 |
| Totals..... | 893 | 1703 | 1640 |

HOUSING

Women were housed in forty-two living units. Eleven houses previously used were assigned to the Armed Services. Ten houses were required to replace them. Among these were houses previously occupied by fraternities. Three cottages on Dryden Road, accommodating a total of forty girls, were operated without food service.

PRESIDENT'S REPORT

TABLE II
DISTRIBUTION OF WOMEN STUDENTS BY RESIDENCE
SUMMER TERM 1943

| Year of Graduation: TERMS: | 1944 7 & 8 | 1945 5 & 6 | 1946 3 & 4 | 1947 1 & 2 | Total Under- Grads | Spec. | Grads. | Total |
|-------------------------------|---------------|---------------|---------------|---------------|--------------------------|-------|--------|-------|
| Balch..... | 92 | 39 | 119 | 65 | 315 | 3 | .. | 318 |
| Risley..... | 6 | 66 | 4 | 104 | 180 | 1 | .. | 181 |
| Comstocks..... | 1 | .. | 1 | .. | 2 | .. | .. | 2 |
| 5 Reservoir..... | .. | .. | .. | .. | .. | .. | 1 | 1 |
| 302 Wait..... | 1 | 1 | 4 | .. | 6 | 1 | 1 | 8 |
| 308 Wait..... | 2 | 1 | 1 | .. | 4 | 1 | .. | 5 |
| 410 Dryden Road..... | 4 | .. | .. | .. | 4 | 1 | 5 | 10 |
| Sorority..... | 78 | 54 | 74 | .. | 206 | 1 | 1 | 208 |
| Room and Board..... | 7 | 2 | 5 | 1 | 15 | .. | .. | 15 |
| Home..... | 11 | 17 | 22 | 12 | 62 | 4 | 6 | 72 |
| Special Permission..... | 3 | 4 | .. | 1 | 8 | .. | 1 | 9 |
| Relatives..... | 2 | .. | 2 | .. | 4 | .. | .. | 4 |
| Approved Rooms..... | 1 | .. | .. | .. | 1 | 5 | 39 | 45 |
| Approved Apartments..... | 2 | .. | .. | .. | 2 | 4 | 8 | 14 |
| Commuting..... | .. | .. | .. | .. | .. | 1 | .. | 1 |
| Total..... | 210 | 184 | 232 | 183 | 809 | 22 | 62 | 893 |

TABLE III
DISTRIBUTION OF WOMEN STUDENTS BY RESIDENCE
SPRING TERM 1944

| Terms: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total Under- Grads | Spec. | Grads. | Total |
|------------------|----|-----|-----|-----|-----|-----|-----|-----|--------------------------|-------|--------|-------|
| Balch..... | 16 | 154 | 63 | 25 | 50 | 18 | 22 | 8 | 355 | .. | 1 | 356 |
| Comstock A.... | 1 | 35 | 3 | 1 | 5 | .. | .. | 1 | 44 | .. | .. | 44 |
| Comstock B.... | 1 | 31 | 1 | 1 | 3 | 1 | 1 | 1 | 40 | 1 | .. | 41 |
| 1 The Circle.... | .. | 1 | 1 | 6 | 7 | 2 | .. | 4 | 21 | .. | 1 | 22 |
| 2 The Circle.... | .. | .. | 1 | 4 | 4 | .. | 2 | 1 | 12 | .. | .. | 12 |
| 3 The Circle.... | .. | .. | 3 | 1 | 5 | 1 | 2 | 4 | 16 | 1 | 1 | 18 |
| 4 The Circle.... | 2 | 2 | .. | 4 | 5 | 1 | 1 | 3 | 18 | .. | 1 | 19 |
| 5 Reservoir.... | 1 | .. | 4 | 2 | 3 | 4 | 1 | 3 | 18 | .. | 1 | 19 |
| Risley..... | 48 | 59 | 44 | 7 | 5 | 20 | 15 | 5 | 203 | 1 | .. | 204 |
| 207-11 Fall Ck. | 1 | 1 | 2 | 6 | 5 | 8 | 8 | 5 | 36 | .. | .. | 36 |
| 225 Fall Ck.... | .. | .. | 1 | 8 | 1 | 2 | .. | 1 | 13 | .. | 1 | 14 |
| 301 Wyckoff.... | 1 | .. | 6 | 3 | 3 | .. | 1 | .. | 14 | .. | .. | 14 |
| 303-05 Wyckoff | .. | .. | 2 | 7 | 3 | 3 | 1 | 1 | 17 | .. | .. | 17 |
| 305 Thurston.. | .. | .. | 4 | 7 | 5 | 6 | 2 | 1 | 25 | .. | .. | 25 |
| 312 Thurston.. | .. | .. | 1 | 8 | 4 | 3 | 4 | .. | 20 | .. | .. | 20 |
| 410 Thurston.. | 1 | .. | 1 | 5 | 4 | 2 | .. | 6 | 19 | .. | .. | 19 |
| 534 Thurston.. | .. | 2 | 4 | 7 | 1 | 7 | 3 | 8 | 32 | .. | .. | 32 |
| 105 Westbourne | 2 | 1 | .. | 3 | 6 | 2 | 1 | 3 | 18 | .. | 1 | 19 |
| 203 Highland.. | 1 | .. | 1 | 1 | 2 | 7 | 2 | 1 | 15 | .. | .. | 15 |
| 306 Highland.. | 3 | 3 | 3 | 2 | 2 | 9 | .. | .. | 21 | .. | .. | 21 |
| 613 Thurston.. | 3 | .. | 2 | .. | 1 | 4 | 2 | 1 | 13 | .. | 1 | 14 |
| 302 Wait..... | .. | .. | 1 | 4 | 1 | 3 | 1 | 8 | 18 | .. | .. | 18 |
| 308 Wait..... | 4 | .. | .. | 5 | 4 | .. | 3 | .. | 16 | .. | .. | 16 |
| 410 Dryden.... | .. | 1 | .. | 4 | .. | .. | 3 | .. | 7 | 1 | .. | 8 |
| 413 Dryden.... | .. | .. | 1 | 7 | 4 | .. | 1 | .. | 13 | .. | .. | 13 |
| 401 Dryden.... | .. | 1 | .. | 6 | 6 | .. | .. | .. | 13 | .. | .. | 13 |
| Sororities..... | .. | 1 | 19 | 61 | 54 | 40 | 56 | 42 | 271 | .. | 1 | 272 |
| Room and Board | 2 | 4 | 2 | .. | 5 | 3 | 1 | .. | 17 | .. | .. | 17 |
| Home..... | 9 | 19 | 12 | 11 | 17 | 14 | 10 | 15 | 107 | 8 | 20 | 135 |
| Spec. Permission | 1 | 3 | 1 | 2 | 1 | 2 | 4 | 9 | 23 | 7 | .. | 30 |
| Relatives..... | .. | 4 | 1 | 4 | 1 | 2 | .. | .. | 12 | 4 | 5 | 21 |
| Approved Room | .. | .. | .. | .. | .. | .. | .. | .. | .. | 2 | 61 | 63 |
| Home Ec. Apts. | .. | .. | .. | .. | .. | .. | 12 | .. | 12 | .. | 1 | 13 |
| Approved Apts. | .. | .. | .. | .. | .. | .. | 1 | 2 | 3 | 2 | 26 | 31 |
| Commuting..... | .. | .. | 1 | .. | 2 | .. | 2 | 1 | 6 | .. | 3 | 9 |
| Non-Resident.. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Totals..... | 97 | 322 | 185 | 212 | 219 | 164 | 162 | 134 | 1488 | 27 | 125 | 1640 |

The preceding tables showing enrollment of women students and distribution by residence do not include the 114 Curtiss-Wright Cadettes who were housed in Anna Comstock Halls from February 15, 1943, to December 14, 1943. Of this group eighteen dropped the course before its completion.

GRADUATE HOUSING

Housing for graduate women has been affected by three changes in recent years: increase in number of graduate women; loss of a University house for graduate women; and employment of seven graduate students as graduate residents in small units. Figures on housing of all graduate women for the last three years are contained in Table IV.

TABLE IV
GRADUATE HOUSING

| | 1941-42 | | 1942-43 | | Summer | 1943-44 | |
|-------------------------------------|---------|--------|---------|--------|--------|---------|--------|
| | Fall | Spring | Fall | Spring | | Fall | Spring |
| Graduate House—2 South Ave. | 5 | 7 | 6 | 7 | .. | .. | .. |
| 410 Dryden Rd. | .. | .. | .. | .. | 5 | .. | .. |
| Graduate Residents | .. | .. | 3 | 3 | 1 | 7 | 7 |
| Dormitory | 2 | 4 | 1 | 1 | 1 | .. | 2 |
| Sororities | .. | 2 | .. | 1 | 1 | 1 | 1 |
| Home | 16 | 17 | 16 | 13 | 6 | 26 | 20 |
| Commuting | 5 | 3 | 5 | 3 | .. | 3 | 3 |
| Relatives | .. | .. | .. | 1 | .. | .. | 5 |
| Approved Rooms | 71 | 62 | 54 | 59 | 40 | 80 | 61 |
| Approved Apartments | 16 | 16 | 27 | 21 | 8 | 20 | 26 |
| Room and Board | .. | .. | 3 | .. | .. | .. | .. |
| Total | 115 | 111 | 115 | 109 | 62 | 137 | 125 |

PART-TIME EMPLOYMENT

The year 1943-44 witnessed a number of changes in part-time employment for women students. The N.Y.A. program of federal aid to students was discontinued in June, 1943. The first summer of compulsory acceleration for many women students prevented them from taking full-time jobs during the summer vacation.

Students have been urged to take jobs even though they had no financial need, in order to help relieve the labor shortage. Some of these students who did not have to earn money became careless of their obligations to their employers, particularly in the food services. There were instances of quitting a job without notice, and of wanting to change in mid-term to a different job. Thus were brought into sharp focus problems of educating students to their work responsibilities, of insuring the best interests of the student workers in regard to health and academic standards, while still maintaining adequate food service to the public.

In a meeting arranged by this office, the managers of the three campus food services discussed these problems. There resulted a uniform agreement on work requirements, number of hours, length of service, method of release, and types of situations in which it is necessary to refer the student to the Counselor's office for counseling or arbitration.

Figures on employment handled through this office the three terms of 1943-44 are listed in Table V. Table VI shows the results of a questionnaire to women students on how many had had gainful employment in the period July 1, 1943 to March 11, 1944.

TABLE V

WOMEN STUDENTS WORKING IN POSITIONS CLEARING THROUGH THE OFFICE
OF THE COUNSELOR OF STUDENTS

1943-1944

| | Summer '43 | | Fall '43 | | Spring '44 | |
|---|------------|--------|----------|--------|------------|--------|
| | Calls | Placed | Calls | Placed | Calls | Placed |
| <i>Earning:</i> | | | | | | |
| Room and board in homes and dormitories.. | 23 | 23 | 60 | 24 | 39 | 27 |
| Room only..... | 0 | 0 | 10 | 1 | 2 | 2 |
| Board in dormitories, Home Ec. Cafeteria, Willard Straight, Mess Hall..... | ? | 126 | ? | 249 | ? | 253* |
| Total..... | | 149 | | 274 | | 282 |
| <i>Cash employment:</i> | | | | | | |
| Child care..... | 22 | 12 | 40 | 31 | 37 | 33 |
| Housework..... | 10 | 5 | 23 | 4 | 12 | 9 |
| Office work..... | 0 | 0 | 10 | 10 | 34 | 18 |
| Departmental..... | 5 | 4 | 16 | 14 | 12 | 6 |
| Miscellaneous..... | 3 | 3 | 4 | 2 | 8 | 6 |
| Total..... | 40 | 24 | 93 | 61 | 103 | 72 |

*Includes 28 women students earning their board in sorority houses as waitresses and house managers.

TABLE VI

STUDENT EMPLOYMENT IN RELATION TO ENROLLMENT BY COLLEGE AND
BY CLASS

| <i>College</i> | <i>Number Working</i> | <i>Per cent of Enrollment (Approx.)</i> |
|---------------------|---------------------------|---|
| Arts..... | 348 | 45 |
| Home Economics..... | 311 | 64 |
| Agriculture..... | 107 | 62 |
| Architecture..... | 14 | 60 |
| Engineering..... | 7 | 39 |
| Veterinary..... | 6 | 100 |
| Hotel..... | 18 | 62 |
| Total..... | 811 | |
| <i>Class</i> | | |
| Freshman..... | 221 | 39 |
| Sophomore..... | 261 | 57 |
| Junior..... | 200 | 68 |
| Senior..... | 129 | 58 |
| Total..... | 811 | |

LOANS TO WOMEN STUDENTS

The information contained in Table VII is a record of loans and grants made to women students.

TABLE VII

LOANS AND GRANTS TO WOMEN STUDENTS—COMPARATIVE FIGURES
1941-1944

| | 1941-42 | | 1942-43 | | 1943-44 | |
|--------------------|---------|------------|---------|------------|---------|------------|
| | No. | Amount | No. | Amount | No. | Amount |
| Student Loans..... | 49 | \$6,748.98 | 35 | \$5,517.85 | 29 | \$3,727.25 |
| Alumnae Fund..... | 19 | 290.00 | 7 | 75.00 | 3 | 60.00 |
| Grants-in-aid..... | 13 | 783.25 | 4 | 425.00 | 2 | 140.00 |
| Totals..... | 81 | \$7,822.23 | 46 | \$6,017.85 | 34 | \$3,927.25 |

VOCATIONAL GUIDANCE

This office has continued to make available to women students information on all women's branches of the various armed services, as well as on industrial and service fields open to women. Pursuing a national policy, the WAVES enlisted the aid of this office to establish a Cornell faculty committee which should pass on the application of every woman student for Class V-9.

A student committee was appointed in the fall of 1943 to determine whether or not student demand was sufficient to justify asking the Federation of Cornell Women's Clubs to put on the vocation conference, Fields of Work for Women. The committee reported that students did not wish to have this type of program concentrated in a weekend conference. Opinion was studied through personal interview, corridor meetings, and a questionnaire. The report of the committee, presented to the Dean of the Faculty in May, 1944, concluded that the women students desire vocational information and guidance, and a full time vocational counselor who can arrange for occasional lectures by outstanding people, and who will be responsible for a library of vocational information.

TRENDS IN SOCIAL LIFE

There has been an increase in the number of social events for service-men. The Counselor's Office established, in cooperation with the Armed Services, a procedure by which groups of women students in dormitories, cottages and sororities could invite servicemen to parties. Panhellenic Council sponsored a series of open houses for servicemen. The Servicemen's Committee of Cornell for Victory, composed of women students and servicemen working together, sponsored an average of three events a week.

Informal affairs have increased approximately sixteen percent in comparison with the previous year. There has been a marked decrease in the opportunity for formal social experience which is ordinarily provided through formal dinners, class banquets, balls and receptions. War conditions have increased the need for spontaneous parties and have decreased the number of chaperons who were ordinarily available for student events. Some students would be willing to dispense with chaperons, especially for small informal gatherings. The majority, however, consider adult couples essential not only as conventional chaperons but as mature guests with whom they share responsibility and from whom they may learn what older people have to contribute to a social affair. This is particularly true since there is an increase in the number of men's boarding and rooming houses which are acting as social units and sponsoring social events attended by women. (Table VIII).

TABLE VIII

SUMMARY OF SOCIAL AFFAIRS REGISTERED JULY 1, 1943-JUNE 30, 1944

| | <i>Informal</i> | <i>Formal</i> | <i>House- Parties</i> | <i>Misc.</i> | <i>Total</i> |
|---|-----------------|---------------|---------------------------|--------------|--------------|
| <i>Organizations having houses (50)</i> | | | | | |
| Summer '43..... | 127 | 12 | 12 | 6 | 157 |
| Fall '43-'44..... | 139 | 15 | 21 | 1 | 176 |
| Spring '44..... | 158 | 16 | 22 | 26 | 222 |
| | 424 | 43 | 55 | 33 | 555 |
| <i>Organizations not having houses</i> | | | | | |
| Summer '43..... | 9 | 5 | 0 | 9 | 23 |
| Fall '43-'44..... | 9 | 5 | 2 | 19 | 35 |
| Spring '44..... | 39 | 10 | 2 | 37 | 88 |
| | 57 | 20 | 4 | 65 | 146 |
| Totals..... | 481 | 63 | 59 | 98 | 701 |

WOMEN'S SELF-GOVERNMENT ASSOCIATION

The accelerated program brought the attendance of undergraduate women to 809 during the summer of 1943. The Women's Self-Government Association found it necessary to maintain a full set of officers throughout the three terms. Miss Katherine Snell, Home Economics '44, completed her term of office in February, 1944, upon graduation and was succeeded by Miss Eleanor Dickie, Home Economics '45, who was the first president of WSGA to be elected *in absentia*. Under the leadership of these two presidents, WSGA has made exceptional progress, in spite of the yet unsolved problem of continuity from one administration to the next under an accelerated program.

The constitution of the Association was revised. The outstanding feature of the new constitution is the creation of a House of Representatives numbering thirty-two undergraduate women elected from the same number of districts, based on the population in the housing units. The House of Representatives took over the legislative function which had previously been performed by the Activities Council. This council was retained with its twenty-one members appointed by the activities they represented and is responsible for coordinating student activities in which undergraduate women participate.

It is to the credit of WSGA that it is cooperating with the Student Council to establish campus-wide student government. Although the women understand that the WSGA may lose its identity, they realize that self-government of women is little more than a partial answer to the problem of self-government of students in a university. The women are convinced, through their own experience, that this should be accomplished by a gradual increase in duties and in scope of responsibility.

INCREASED RESPONSIBILITY OF WOMEN STUDENTS

Many positions in student activity traditionally held by men students were filled by women students as men were called to the armed services. It is to be noted that among these, women were chosen for the first time to fill the positions of Editor of the Cornell Daily Sun, Editor of the Cornelian, Editor of the Widow, Editor of the Cornell Countryman, Chairman of Willard Straight Board of Managers, Chairman of Cornell for Victory, Chairman of the Campus Chest. Although service men participated in student activities, the major responsibilities fell upon women students because the men had a negligible amount of time to devote to extra-curricular affairs. This condition has brought many more women students in contact with faculty members and officers of the University than had previously been the case, and has greatly increased the efficiency of women in campus-wide activities.

Throughout the year there was ample evidence of the ability of students to maintain their equilibrium while adjusting to frequent changes in their personal circumstances and in group life. There was no marked increase in major problems of student conduct or student health. There was more than the ordinary degree of tension and fatigue among women students in accelerated courses.

Finally, the current year has offered opportunities for bringing the staff of the Office of the Counselor of Students into closer relationship with the student body. It will be the duty of the office in the coming months to expand and deepen this relationship, and at the same time to maintain its usual routine services to the campus.

THELMA L. BRUMMETT,
Counselor of Students.

APPENDIX XXIV

REPORT OF THE COMMITTEE ON STUDENT WAR SERVICE

To the President of the University:

SIR: I should like to present the report of the Committee on Student War Service for 1943-44.

The Committee on Student War Service continued to function during the year, although on a greatly reduced scale. The possible avenues of approach to war service had been considerably simplified since the first chaotic months of the war and there were not as many civilian students to seek counsel. It was necessary, however, to keep fully informed on the possibilities for service on the part of our students and the procedures to be followed in their dealing with Selective Service and the various military units. As changes took place in regulations and particularly at the beginning of terms a good many students came to the office for information.

Arrangements were made to give the Army-Navy College Qualifying Test on the campus in November and March. Admission and identification forms were issued from the Committee office with 203 students taking the test in November and 165 taking it in March. In April the Naval Recruiting Office in Buffalo sent a representative to the campus to give the Eddy Test to pick out men for radio technician's training. Arrangements and publicity were handled by the Committee with the result that 183 men took the test. The recruiting office reported that all but 18 (over 90%) of them passed, while they had found in other colleges, on the average, that less than 50 per cent were successful.

A. W. GIBSON,
Chairman.

APPENDIX XXV

REPORT OF THE DIRECTOR OF THE UNIVERSITY
PLACEMENT SERVICE

To the President of the University:

SIR: I have the honor to present the report of the University Placement Service for the year 1943-44.

GENERAL

The volume of placement work during the year 1943-44 has probably been as small as it ever will be. The efforts of the Army and Navy to bring their forces to full strength has eliminated a great many men, and some women, from the employment market. At the same time war industries in general have passed their period of greatest employment in building up to full war production. Nevertheless, there has been a steady demand for men and women with technical or administrative experience. There has of course been no difficulty in finding excellent positions for the few graduating men who, because of their physical condition, have not been eligible for general military service, and the demand for senior women has been as great, though somewhat different in nature, as a year ago.

Toward the end of the year calls for placement assistance began to come from released service personnel. The promise of limited reconversion, the start of cut-backs in certain war industries, and the hope of some decisive action in Europe

in the not too distant future, all indicate an increasing shift of persons from service to civilian activity and from one civilian job to another, an increase which may well become a mad scramble in time.

The main effort of the Placement Service has been to keep informed as to the rapidly changing conditions, and to keep alive its industrial and business connections. It is interesting and even surprising perhaps, to learn from the summaries below that interviewers have come to the campus in search of employees, that registrants have found need of placement help, and that placements have been made in such a year. The business of counseling with those able to take jobs, or those forced to change jobs, has continued to be an important service in which the information and contacts available to the Placement Service have proven most helpful to many.

ALUMNI PLACEMENT

The tables below indicate the extent of the alumni placement activity. For the first time the New York City office, with Mr. Paul O. Reyneau '13 as manager, has been operating as an integral part of the University's Placement Service. The work in New York, formerly confined to men, has been opened to women graduates as well. Mr. Reyneau has spent an afternoon each week at the Cornell Women's Club quarters and has registered and interviewed a considerable number of alumnae. As a result the figures for registration and placement of the New York City office include women for the first time and cannot be strictly compared with those of previous years.

TABLE I

ALUMNI PLACEMENT STATISTICS

| <i>Ithaca Office</i> | 1944 | 1943 | 1942 |
|---|------|------|------|
| Number of Placements..... | 9 | 25 | 32 |
| Number of Positions Listed..... | 592 | 585 | 620 |
| Number of Active Registrants..... | 142 | 232 | 356 |
| *Number of Inactive Registrants..... | 2222 | 2062 | 1614 |
| <i>New York City Office</i> | | | |
| Number of Placements..... | 27 | 19 | 29 |
| Number of Positions Listed..... | 490 | 520 | 630 |
| Number of Active Registrants..... | 209 | 230 | 360 |
| Number of Inactive Registrants..... | 2258 | 2130 | 2030 |
| <i>Registrants Available Bulletin Results</i> | | | |
| Number of candidates listed..... | 78 | 82 | 214 |
| Number of individual candidates of interest to employers..... | 70 | 78 | 172 |
| Total number of inquiries concerning individual candidates..... | 487 | 380 | 1018 |
| Number of companies on mailing list..... | 889 | 895 | 757 |
| Number of companies making use of service..... | 202 | 157 | 316 |

*In addition, there were 2,230 registrations of former seniors on file.

SENIOR PLACEMENT

The figures on senior placement are somewhat difficult of interpretation. There have been three graduating classes this past year, with a fairly even distribution of graduates among the three periods. The table includes figures for the whole year. Many of the men who took jobs at graduation and are so reported have since gone into the services. Almost all of those reported as unemployed are to be inducted shortly and hence have not sought employment. It has not been possible to follow each graduating man closely enough to give a report on the actual number of the class now in service. This figure would undoubtedly be very high as occupational deferment in that age group is rare indeed.

TABLE II

EMPLOYMENT OF 1943-44 GRADUATES

*Placements Reported to the Service and the Several Colleges and Departments
as of June 30, 1944**

| College | Positions Reported | Armed Forces | Con- tinuing Studies | Total Class | Percent Unemployed or not Reporting | | |
|----------------------------|-----------------------|-----------------|----------------------------|----------------|--|------|------|
| | | | | | 1944 | 1943 | 1942 |
| <i>Agriculture</i> | | | | | | | |
| Men..... | 18 | 37 | 3 | 63 | 8% | 9% | 16% |
| Women... | 14 | — | 1 | 23 | 35% | 41% | 32% |
| <i>Architecture</i> | 4 | 6 | — | 10 | 0% | 0% | 20% |
| <i>Arts & Sciences</i> | | | | | | | |
| Men..... | 15 | 30 | 14 | 76 | 22% | 16% | 11% |
| Women... | 55 | 2 | 26 | 165 | 50% | 31% | 39% |
| <i>Engineering</i> | | | | | | | |
| A. E..... | 9 | 24 | — | 38 | 13% | 4% | 5% |
| C. E..... | 8 | 24 | 1 | 33 | 0% | 6% | 9% |
| E. E..... | 11 | 31 | 3 | 46 | 2% | 0% | 3% |
| M. E..... | 19 | 57 | 1 | 88 | 12% | 4% | 5% |
| Chem. Eng. | 34 | 33 | 3 | 70 | 0% | 4% | 0% |
| <i>Home Economics</i> | 100 | 2 | 3 | 128 | 18% | 9% | 33% |
| <i>Hotel.....</i> | 5 | 11 | 1 | 18 | 6% | 0% | 6% |
| <i>Veterinary...</i> | 42 | 29 | 2 | 79 | 8% | 8% | 47% |
| <i>Total.....</i> | 334 | 286 | 58 | 837 | 19% | 12% | 19% |

*This date is only five days after the June commencement rather than the normal two weeks

A total of ninety organizations sent interviewers to the campus, many of them interested in women graduates exclusively. Several companies made more than one visit, to cover the successive graduating groups. At least another one hundred companies wrote concerning graduates, but found it unprofitable to visit because of the scarcity of available men.

UNDERGRADUATE PLACEMENT

Summer Placement: With the University on an accelerated program, summer work has been impossible for most undergraduates normally anxious for such work and experience. Some of the undergraduate women have sought jobs, and several are proving valuable aids in one or another war industry.

TABLE III

SUMMER PLACEMENT DATA

| | 1944 | 1943 | 1942 |
|---------------------------------|------|------|------|
| <i>Placements Reported.....</i> | 12 | 11 | 58 |
| <i>Calls</i> | | | |
| For Camp Work..... | 24 | 68 | 72 |
| Other Work..... | 17 | 23 | 77 |
| <i>Registrations</i> | | | |
| For Camp Work..... | 17 | 21 | 70 |
| For Other Work..... | 43 | 85 | 227 |

Term-Time Placement: Actual need for student help both on the campus and in the community has been greatly increased because of the shortage of labor,

yet potential employers have been discouraged from listing their jobs due to the impossibility of filling them. With the male student population at a minimum and the increased strain of studies due to the continuous three-term operation, only the more essential and more attractive jobs have been filled. It has been extremely difficult to obtain accurate data on the situation for several reasons, so that the figures reported are merely indicative of the trend.

TABLE IV
PART TIME WORK STATISTICS

| | 1943-1944 | 1942-1943 |
|--|--------------|-------------|
| Registrations for part time work | 177 | 577 |
| Calls for part time workers | | |
| From University Departments..... | 120 | 169 |
| From private homes..... | 225 | 593 |
| From business organizations..... | 44 | 65 |
| From fraternities & sororities..... | 41 | 242 |
| Total..... | 430 | 1,069 |
| | Earnings for | |
| | 1943-44 | 1942-43 |
| Student earnings through the above calls | | |
| 26 students earned 7760 meals, value..... | \$ 3,591.00 | \$11,465.10 |
| 13 students earned 89.5 months room rent..... | 1,430.00 | 732.00 |
| 2 students earned 12.7 months room and board.... | 561.00 | 1,344.00 |
| 110 students earned through cash jobs..... | 2,024.75 | 4,005.00 |
| Total..... | \$7,606.75 | \$17,546.10 |

Miscellaneous Placement: In the past the Placement Service has attempted to assist the University departments in the procurement of secretarial and clerical help, and a summary of that activity has been included in this report. Such work is now the function of the University's Employment Office.

CONCLUSION

The Placement Service has been able to operate during the past year with reduced staff. As the volume of work increases with the cessation of the war, additional personnel must be added. Perhaps the greatest placement service which the University can ever render lies in the period just ahead and every effort is being made to make that service effective. An important step in the preparation for this challenging job has been the creation by the Alumni Association of an Alumni Advisory Placement Committee. This committee will work closely with the director of the Placement Service, studying the extent and nature of the alumni placement work and advising as to changes which may increase its usefulness to all alumni and employers. The committee has as its membership Mr. George N. Brown '08, Miss Ruth Irish '22, Mr. John F. P. Farrar '25, Mr. Gordon O. Andrews '26, Mr. G. P. Brockway '12, and Mr. William E. Kleitz '15, as Chairman.

HERBERT H. WILLIAMS,
Director of the Cornell University Placement Service.

APPENDIX XXVI

REPORT OF THE ACTING DEAN OF THE SCHOOL
OF NURSING*To the President of the University:*

SIR: I have the honor to submit the report of the School of Nursing for the year 1943-44.

It is unusually difficult today to discuss a School of Nursing apart from a nursing service since a good educational program presupposes a certain adequate staffing of the hospital by graduate nurses. Not only should the students be exposed to the example of good techniques and thoughtful interpretation of the patients' needs as practiced by the graduate staff but a reasonably good ratio of graduates to students is necessary if instructors are to take students from the floors for group discussions so essential to a thorough understanding of clinical assignments.

Military needs, directly or indirectly, have made deep inroads on our bedside staff. A reduction in quality and quantity of supplementary workers is reflected in increased responsibilities for nurses. Real commendation is therefore due all who have so successfully used their initiative in meeting the educational problems inherent in this staff shortage. They have displayed a full appreciation of the need for maintenance of good teaching and even greater supervision. Students have comprehended through such direction that the answer to our nursing problems and to their education is not a reduction in standards of care but a constant re-evaluation and readjustment of plans to meet the exigencies of the situation.

ENROLLMENT

The national consciousness of the need for more nurses has shown itself in the unusual number of applications we have received this year. There is ever increasing evidence that our University affiliation is attracting college students who are interested in nursing. We anticipate that about 80% of the next class to register will have had the required two years of college as compared with approximately 60% in the past year and 44% in the previous year. A much wider geographic distribution is also gratifying. A total registration of 140 freshmen during the year was considerably in excess of previous freshmen registrations.

Student enrollment as of June 30, 1944

| | | |
|---------------------------|-----|-------|
| First year students..... | 121 | |
| Second year students..... | 65 | |
| Third year students..... | 46 | 232 |
| | | <hr/> |
| Affiliating students..... | 43 | |
| Graduate students..... | 16 | |
| | | <hr/> |
| | | 291 |

Commencement exercises in September, at which 45 students received a diploma in nursing from the Society of the New York Hospital and twelve were granted the degree of Bachelor of Science in Nursing, held special meaning as the first at which the Baccalaureate degree was conferred on graduates of this school. Six other members of this class were recommended for a degree at the end of the Winter term.

UNITED STATES CADET NURSE CORPS

The United States Cadet Nurse Corps was established July 1, 1943, and superseded plans for federal scholarships which were quite evidently not bringing the desired nationwide increase in student enrollment. The new plan, like the old, functions under the United States Public Health Service, through federal ap-

propriation, and in our school the cost is approximately \$1500 per student. This sum covers fees and other necessary expenses, maintenance for a period of nine months at a prescribed monthly rate, an attractive outdoor uniform with distinctive insignia, and a small monthly stipend for thirty months. The hospital is obligated to pay a stipend of \$30.00 per month for the remaining six months of the course. In return for this federal aid, the student pledges herself to remain in essential nursing for the duration of hostilities provided she successfully completes the course. Withdrawal for personal reasons is permitted and such student returns only the text books and uniforms which have been supplied to her.

It has been stipulated by the United States Public Health Service that Cadets who wish to transfer to Army or Navy hospitals or to one of the federal services after the thirtieth month be permitted to make such application. Proposed plans of supervision in these hospitals are being completed and approved by State Boards of Nurse Examiners and we must anticipate that some of our Senior Cadets will wish to take advantage of these experiences next year. It is to be noted that a stipend twice as large as that paid by the hospitals is being offered to senior students who go into federal service.

Approximately 81% of our students have joined the Corps. Many of them were not in actual need of financial assistance, but they considered it a patriotic duty to pledge themselves to nursing through Cadet membership.

CURRICULUM

Acceleration as generally interpreted is not possible in nursing which has always conducted a year-round program. We have accelerated however in another sense by completing all formal instruction in thirty months. This was a requirement for schools participating in the United States Cadet Nurse Corps project. The supervised practice period which follows to the end of the third year is enriched significantly by a planned program of clinics and group conferences directly correlated with the practice assignments.

The first and second year programs were not altered but the speeding up of formal teaching was accomplished by a rearrangement of the third year schedule. Changes in content were minimal. It will therefore be quite easy, after the war, to resume the original plan which we believe has greater educational value. No doubt current experiences will make their contribution to the curricular pattern of the future.

Greatly increased demands on the teaching facilities of the visiting Nurse Service of New York have made it necessary for them to reduce our students' field experience to one week for the coming year. Other possibilities in Community Nursing are being pursued in an effort to supplement this limited assignment and maintain the public health content of the curriculum.

FACULTY

A minimum of changes in the staff has contributed to continued high morale. The increased enrollment has almost doubled the responsibility of every faculty member but it has been accepted in excellent spirit and with no noticeable impairment of service.

We would like to acknowledge the outstanding cooperation of our faculty members from the Medical College without whose support it would not have been possible for us to admit a second large class during the year and assure them a good teaching program.

In addition to the ten Medical College Faculty members originally included on our nursing school faculty it was recommended and approved that six other members of that staff who actively participate in our teaching program be given appointments for the period during which they give instruction to our students.

It is with real regret that the resignation of Miss Harriet Frost, Professor of Public Health Nursing, was accepted. She was appointed to the faculty upon the reorganization of the school in 1932. Believing that a knowledge of Public Health should be a part of the undergraduate student's preparation, she has, through her leadership, incorporated this aspect of nursing into the entire three-year program.

This has long since proven its worth in our own school and has attracted the active interest of many other widely scattered schools of nursing. Not the least of her contribution is the wisdom, kindness, and understanding that has permeated her daily contacts with students and staff.

Mrs. Margery Overholser, who was granted leave of absence at the beginning of the year for graduate study at Columbia University, will replace Miss Frost as Associate Professor of Public Health Nursing.

Miss Verda Hickcox, Associate Professor of Obstetric and Gynecological Nursing, has been granted a leave of absence for the coming year to accept an administrative assignment overseas under the American Red Cross Nursing Service.

CONCLUSION

In conclusion, may I express my appreciation of the time, the personal interest, and the sound advice you have given us in the two years of our membership in your University group. Our problems are never too small for your thoughtful consideration. Your regular attendance at our executive meetings has brought encouragement to our administrative staff who have been working under extraordinary pressure for many months and has strengthened our purpose to continue to build a collegiate program worthy of your trust.

BESSIE A. R. PARKER,
Acting Dean of the School of Nursing
and Acting Director of the Nursing Service.