

PRESIDENT'S REPORT

*to the Board of Trustees and the  
Alumni of Cornell University*

1956—1957

## COLLEGES AND SCHOOLS OF CORNELL UNIVERSITY

### DIVISIONS ADMITTING STUDENTS DIRECTLY FROM SECONDARY SCHOOLS

The New York State College of Agriculture  
The College of Architecture  
The College of Arts and Sciences  
The College of Engineering  
The New York State College of Home Economics  
The School of Hotel Administration  
The New York State School of Industrial and Labor Relations

### DIVISIONS ADMITTING STUDENTS ONLY AFTER PREVIOUS COLLEGE EDUCATION

The Cornell University-New York Hospital School of Nursing  
The School of Education  
The Graduate School  
The Graduate School of Business and Public Administration  
The Graduate School of Nutrition  
The Law School  
The Medical College  
The New York State Veterinary College

I HAVE the honor to present the annual report of Cornell University for the year 1956-1957, the eighty-eighth such report, being my sixth.

In my report last year, I summarized the accomplishments, direction, and growth of the University over the past five-year period, particularly its physical and financial growth. This was done with the thought that Cornell University, continuing through the years, is a member of a university organizational framework which has been known and has retained its vigor since the Middle Ages; and further, that the period of a single year, important and interesting in the individual incidents of the twelve months, could not portray the sway and rhythm of the University's continuing development.

With that same thought in mind, I should like this year to project some of my policies, my thoughts, and my directions into the next five years of the life stream of the University. Inasmuch as this report is directed to the trustees and to the alumni, it is implicit that I am speaking only as the chief administrative officer, and that my remarks are more a personal chart than the implemented and validated policy of the University. These policies have not been formally sanctioned either by the faculty or by the trustees.

## THE EDUCATIONAL PROGRAM

Cornell today is composed of fifteen schools and colleges, seven of which admit students directly from preparatory or high schools, while eight are either graduate schools or admit only at upper-class levels. No addition to this cluster of educational disciplines is presently contemplated.

But constant reappraisal must be the concern of the administrators and faculties of each of these divisions. Change does not come easily in an academic institution, yet change throughout our society is the order of the day. We shall cease to heed its mandates at our peril.

This, of course, is not to say that there should be change in curriculum or in academic emphasis merely for the sake of change. Far from it. Yet Cornell must constantly assure itself, first that it has a clear understanding of its educational mission, and second that it is continuing to meet its avowed objectives. This can be done primarily only within the several individual schools and colleges.

The College of Arts and Sciences is a distinguished division of Cornell. It is in reality the central core of the University; its courses make up a considerable portion of the work required or elected in the other schools and colleges. The demands, both to speak for itself and to serve the other faculties, result in considerable confusion of purpose and objective. I would hope that in the immediate

years ahead, we might gain, from further faculty deliberation and administrative leadership, added distinction in, and emphasis upon, the liberal arts and sciences, further to emphasize the primary task of fitting our students, as ably as we possibly can, to be useful and valuable citizens of their day and time.

Our students, all of them, need prolonged and well-ordered exposure to the great learning of the past, to the best thoughts and ideas and ideals in the great sweep of the humanities; they need to develop orderly minds forged by the scientific procedures of the social and physical and biological sciences, by the visions of great philosophies, and by the inspiration of great art and music. All of this is the very essence of education; the mastery of at least some of these disciplines, the earmark of an educated person.

All of the other undergraduate schools and colleges have more specific professional directions and implications. It is probably unfortunate that certain professional training typically begins immediately with the freshman year; other professional disciplines, with clear recognition of the value of a background of liberal arts, begin only after two, three, or four years of collegiate exposure in the arts and sciences.

The liberal studies represent such an important experience that professional schools must somehow be prepared to accept graduates of strong colleges of arts and sciences. Professional study must follow a foundation in the liberal arts if its practitioners are to give the leadership to society which their high callings require, without undue penalty of time.

Engineering, one of our great professional programs is, at Cornell as elsewhere, primarily undergraduate. A few years ago, however, the Cornell engineering faculty took the courageous step of going to a required five-year curriculum in all divisions of this college—ours was one of the few universities in the country to make this move. One of the impelling reasons for this change was to ensure to the students adequate opportunity for contact with important areas of the liberal arts, which would otherwise be closed to them because of the crowded sequences of approved engineering curricula.

But this action has imposed upon both faculty and students a dilemma of no small proportions. Engineering techniques and

knowledge are proliferating. Pressures for a more complete engineering education collide with the desire to browse in the great fields of the liberal arts. These pressures sometimes gain ascendancy both in the minds of faculty advisers and the students themselves. Further work needs to be done, in my opinion, to protect the broader values inherent in the five-year program in engineering, work which will require the cooperative and understanding thinking of the faculties both in Engineering and the Arts College.

The same problem is found in the College of Architecture, but a more consistent pattern has been achieved through the years, as a result of the more specific discipline and the fact that the five-year program is required in all schools of architecture everywhere.

The School of Hotel Administration has long been a leader in its field. It is known the world over. The faculty of this School must constantly guard its curriculum from the almost inevitable temptation to emphasize the techniques and standard practice, the vocational aspects, of a fascinating calling, and must constantly reappraise its program to assure for its students opportunity compatible with Cornell's desire to graduate broadly educated men and women.

The School of Industrial and Labor Relations, on the forefront of the vital problems so importantly affecting the American economy, has successfully maintained its position as a meeting point of both the industrialists' and the laborers' points of view. Its faculty has been both courageous and wise in the conduct of its affairs. I would again urge careful and constant consideration that its program become not too narrow, and that opportunity be extended for maximum choice of courses in the subjects of the liberal arts and sciences.

The College of Home Economics, charged almost exclusively with the task of women's education, both general and career-wise, has through all its years been a leader in its field. It is faced not only with the pulls and pressures of professionalism versus broad education, but the added dilemma of the extent to which women's education does, or should, differ from that provided for the male Cornell undergraduate. The resultant confusion has seemed at times to place this faculty a bit on the defensive, yet the

problems it faces are among the most challenging to be found in any of the colleges or schools of this University.

The College of Agriculture has exerted world-wide leadership since the very beginning. Its influence is evidenced by its interesting enrollment of foreign students from far corners of the world. As with all of the other divisions, aggressive reappraisal of its requirements and objectives is necessary, as a farming career becomes steadily less important among the professional objectives of our students, replaced by the urgent opportunities to be found in research foundations, in government, in the far-flung agricultural industries, and in the various openings for biologists, conservationists, agricultural engineers, and economists—all skills supporting directly and indirectly the basic economy of our natural resources.

With this changing role of agriculture in our society, this College may, in addition to maintaining its stature in its historical role, become identified in the next half century as a great center for the biological sciences. These two functions reinforce each other so strongly that this opportunity should not be neglected.

I shall not specifically discuss the upperclass and graduate schools where the educational pattern and sequences have long-established professional authority. These faculties, too, must, and I am confident will, constantly tune their programs to changing needs. I would mention only this one point: education today is less and less confined only to the years of late adolescence and early maturity. There is an increasing and insistent demand from industry and the professions for a wide variety of educational opportunity; both from degree candidates and from short-course and refresher participants for a share in the opportunities a university has to offer. Cornell must not be so bound to the traditions of the past that we do not heed this demand and do not participate with our sister institutions in the many imaginative programs being offered to meet the desires of mature minds—of those persons already established in industry and the professions—to further their educational advancement.

Cornell's already aggressive interest in this area is evidenced by the fact that during this past year more than 34,000 adults studied at Cornell in degree courses, refresher courses, institutes, seminars, and conferences in some 205 separate programs.



## NUMBERS AND "THE RISING TIDE"

I am frequently asked about enrollment at Cornell and the probable expansion in the University's size in the years immediately ahead. Everyone is aware that the country is facing a large increase in the numbers of those who will soon be of student age. As a fellow-educator recently remarked to me, you can see them following their mothers around in the supermarkets. There is also an increasing proportion of our young people seeking access to the opportunities of higher education. I shall not here quote the gargantuan estimates—varying widely—of the magnitude of the problem. The question is, does Cornell propose to participate in this increase?

I do not see how we can possibly do so, to any significant extent. We at Cornell are dedicated to quality, not to quantity. We do not have the resources on any front materially to expand—not the dormitories, the classrooms, the laboratories, the additional excellent teachers, or the money to pay for them. Our charges are among the highest, and so are our costs. Yet the tuition in the endowed divisions comes nowhere near to equaling the over-all cost of instruction. Additional students magnify our financial problem and endanger the quality of the educational task we are here to perform. Therefore, except in very limited areas and to a very modest extent, where we have excess capacity, I do not propose expansion of Cornell University's undergraduate enrollment as one of our future objectives. Some increase in graduate enrollment is almost inevitable, because of the distinction of our faculty, and because of our responsibilities to participate in furnishing specialized leadership in many segments of our society, including the teaching profession. But to expand proportionally to the nation's student population growth would jeopardize the value of a Cornell education and of the excellent service we now feel we can render. We have worn out many pencils on many yellow pads to bring us to this conclusion.

There is furthermore a great protection in this matter. The enrollment of Cornell is the composite of the enrollment of its



several schools and colleges, determined by their faculties and administered by their deans. In the pressures and problems of the future, enrollment determinations will continue to be the joint judgment of administrative officers and faculty groups, guided by the resources that are available, and guarded by Cornell's long-standing tradition of excellence.

## ADMISSIONS

A policy of control of future enrollment means mounting pressures for admission, and perforce places upon us the necessity for more and more careful selection of applicants. At present we lose too many students by attrition. For instance, of those matriculating in the autumn of 1952, only 64 per cent were graduated at the completion of their courses of study. We do not know all of the causes for this attrition; studies in this area are under way. Many students quit for personal reasons, but the academic guillotine severed too many from their university careers. This took place in spite of increased attention to academic counseling.

It is my hope that in the years ahead our faculty and administration may improve the selection devices. We cannot afford, either in terms of financial or human resources, the high attrition of the past. I should like also to explore possible further use of our alumni, and of the Cornell University Council, in the initial screening process, to implement the work of our alumni secondary school committees. Our student body is coming increasingly from all over the country, all over the world. The entire selection task cannot adequately be performed from Ithaca, nor in the brief sorties we can make to other places.

Then, once the students are selected and matriculated, our responsibility becomes one of the most expert guidance and counseling, in order to cut to the minimum academic failure, to stimulate the desire for study and growth, to develop and perpetuate intellectual curiosity, and to engender the determination to pay the price in the good, hard, consistent work so essential to academic success.

## THE TEACHER AT CORNELL

And now a word about the Cornell teacher, the most important element in the greatness of the University. During the years ahead, I propose to devote increasing emphasis of time and energy to the importance of the dedicated teacher, for teaching is the fundamental purpose of the institution. We are neither primarily a research institution, nor a haven for those who would pursue scholarship for its own reward. We are a teaching University. Scholarship sharpens the mind; research stimulates the imagination and rolls back the horizons of knowledge. Both are important in the vitality of the University, and it is the task of the administrator to fashion the environment and to create the facilities where scholarship and research may flourish, as adjuncts to excellent teaching.

But above all in importance is the teaching art, the desire to be with and among young people, the ability to inspire and stimulate them, to give something of one's self, to show them the world as the teacher views it, to transmit a bit of the character, and integrity, and idealism under which the teacher lives. Thus the inspired leader lives on in the lives of his students long after the material he has propounded is lost to memory or has been supplanted by later theories or new knowledge, in the changing world of which we are all a part.

This importance of the teacher must have been very much in the mind of Ezra Cornell when in the opening exercises of the University 89 years ago, he spoke these words which constitute a mandate still upon us today:

"I desire," he said, "that this shall prove to be the beginning of an institution which shall furnish better means for the culture of all men. . .; which shall make men more truthful, more honest, more virtuous, more noble, more manly; which shall give them higher purposes, and more lofty aims, qualifying them to serve their fellow men better, preparing them to serve society better, training them to be more useful in their relations to the State, and to better comprehend their higher and holier relation to their families and their God."

## THE 1956-1957 CORNELL KALEIDOSCOPE

The impressive loyalty and good will of Cornell's alumni and friends continued to be evident, as the University, for the fourth consecutive year, received a record-breaking amount in gifts from all sources. The total for 1956-1957 was \$17,836,629.49, including the Ford Foundation's generous endowment grants totaling \$7,742,000, for the endowed colleges at Ithaca and for the Medical College in New York. A very significant part of the total was the sum of \$707,587.58 from the Alumni Annual Giving Program, also a new record. Wholly unrestricted gifts for current operations totaled \$1,056,714.34 for the year.

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In 1956-1957, Cornell ranked fourth among American universities in total gift dollars received; sixth in total alumni dollars given; seventh in number of donors to the Alumni Annual Giving Program, and seventh in the number of dollars given to this Program.

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Cornell's total operating budget, the details of which will appear in the annual Report of the Treasurer, was \$65,762,255 for the year 1957-1958.

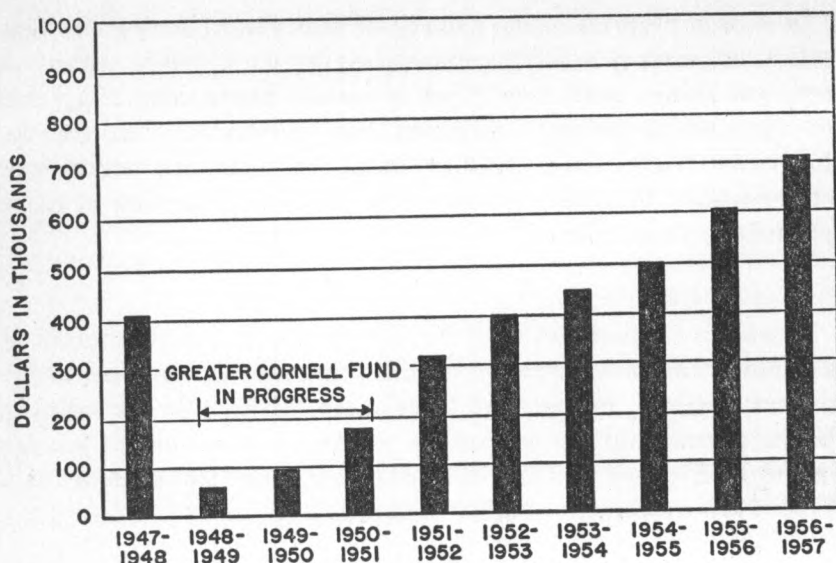


Chart 1. Gifts to Cornell University from alumni through the Alumni Annual Giving program (formerly the Alumni Fund) have increased substantially in the last ten years. The record-breaking total for 1956-1957 was \$707,587.58.

The Director of Admissions reports that more than 20,000 individuals requested application forms last year; approximately 2,300 persons were admitted.

As Cornell faces up to the problems of the future, we are reassured by the increasing strength and clarity of purpose characterizing the Cornell University Council. Any alumni activity of such scope requires time for leadership to be established and for the various committees to find the best methods of work. To those who have so patiently and cooperatively worked with the administration through the formative years, we owe great thanks. As the Council enters upon a new stage of operations, it will be a growing source of stability for the University. Serving as senior ambassadors and advisers, the members of the Council are second only to the Board of Trustees in potential value.

Research progress in the College of Agriculture during the year produced, among many fascinating experiments, a new variety of resistant kidney bean, new types of various beans more adaptable to mechanical pickers, improved hay productivity in the St. Lawrence Valley, and plastics instead of glass for greenhouse construction. Through radioisotopes, sanitary processing of dairy products is progressing.

Cornell's cooperation with the University of the Philippines at Los Banos continued through its fifth year and will continue, under a new contract, for at least three more years. The Cornell-Los Banos partnership has helped to produce a phenomenal growth in the Philippines' College of Agriculture, from 500 students to a 1956-1957 enrollment of 3,000 students.

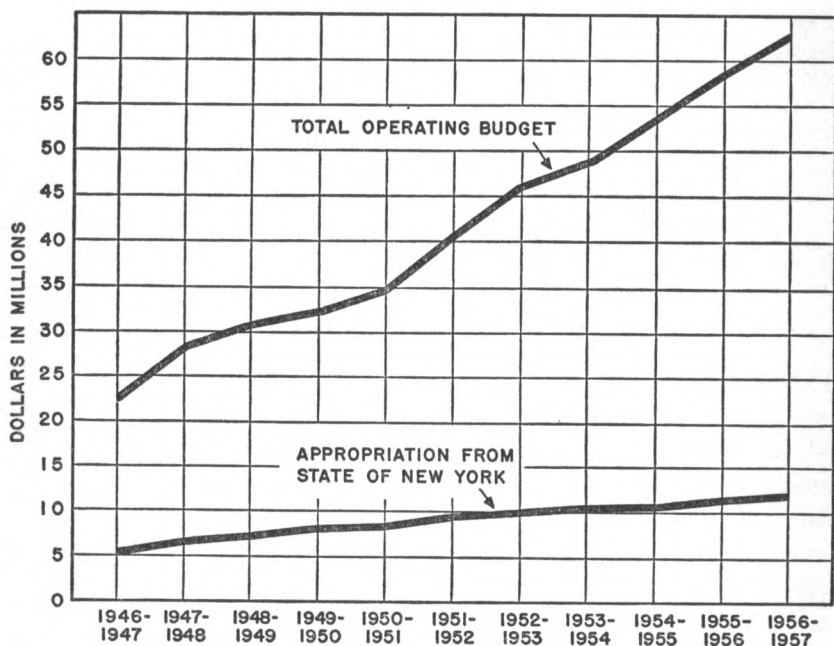


Chart 2. Since 1947, the total budget has been increased from \$22,615,465 to \$62,921,801 and the state appropriation from \$5,160,148 to \$11,903,382.

The generous gift of McDonald Farms, including prize Guernsey cattle, land, and equipment valued at \$731,131, for use by the College of Agriculture under terms of the will of the late James M. McDonald, will provide an opportunity for a long-time research project on breeding of dairy cattle. The farms are 23 miles from the campus, near Cortland.

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The Geneva Experiment Station, 75 years old on March 1, 1957, carried on 260 organized research projects during the year.

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In the College of Architecture regional planning students completed three major community development projects: plans for anticipating the physical growth of Owego, New York, following completion of a new IBM Airborne Computer Laboratory there; plans for a new town at the uranium boom center of Elliot Lake, Ontario; and a master plan for Endicott, New York.

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The late Mrs. Lillian Heller of Ithaca gave her home at 122 Eddy Street to the College of Architecture to be used as a residence for visiting critics and lecturers, and as a social center for the College. The house was built, as his own residence, by William H. Miller, first student in architecture at Cornell and later the architect for many University buildings including the University Library and the Andrew Dickson White Museum of Art.

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In the College of Arts and Sciences many an activity attested to its increasing vitality. After a twenty-five year lapse, a Professorship of Biblical and Hebrew Studies was re-established through the generosity of the Hebrew Culture Foundation. A graduate program of Medieval Studies was inaugurated. The Florence May Smith bequest of \$100,000 for income use in fellowships, particularly in the classics, is a welcome addition to our student aids. The newly established Humanities Council has given added impetus to discussions and lectures in this vital area.

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The College of Engineering engaged in a number of special teaching programs during the year for such organizations as the International Business Machines Corporation, the New York

Telephone Company, the General Electric Company, the Westinghouse Corporation, and the Atomic Energy Commission.

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The Graduate School, with far-flung programs in graduate education, has been badly in need of housing for married students. Completion of Pleasant Grove apartments provides accommodations for 138 graduate student couples; additional facilities were also provided in the rebuilt Cornell Quarters, providing 84 married-student apartments.

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Cornell is participating in the newly organized General Electric Honors Program, and seven students will attend the University in the fall under this program. They will spend part of their time on the campus and the other part as employees at one or another of the General Electric facilities.

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Faculty members of the Graduate School of Business and Public Administration provided consulting service for 21 companies, associations, and organizations during the year, and also served as directors or trustees of sixteen companies or organizations.

Some 350 persons, including high-ranking industrial officers, were enrolled at Cornell's Ninth Annual Management Conference, sponsored by the Graduate School of Business and Public Administration. The School's Executive Development Program brought 41 persons from five continents during the summer.

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The College of Home Economics held 22 annual conferences, short courses, and workshops. During the year 36 official visitors from seventeen foreign countries spent from several hours to several weeks observing and studying the College program and organization.

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The School of Hotel Administration watched its new wing, the Alice M. Statler Auditorium, take shape during the year. The Navy is trebling the group of officers sent to the School for two years' training, and the Air Force will send almost 200 mess officers for three weeks' training in 1957-1958.



The School of Industrial and Labor Relations consolidated eight areas of study into three in the School's Doctor of Philosophy and Master of Science programs.

The School of Education is continuing its program of teacher training for graduates of colleges of liberal arts and sciences. The National Science Foundation gave support to a summer Institute in the Earth Sciences, designed to improve the quality of high school science teaching and involving the close collaboration of the School with several science departments of the University.

Visiting teachers in that School included Miss Frances Perkins, former United States Secretary of Labor, and Arthur Stark, former Executive Secretary of the New York State Mediation Board. During the year the extension division conducted 326 programs in 75 communities, with an aggregate enrollment of more than 7,500. The School conducted its first program concerned exclusively with Latin America, a one-week seminar, "Human Problems of United States Enterprise in Latin America."

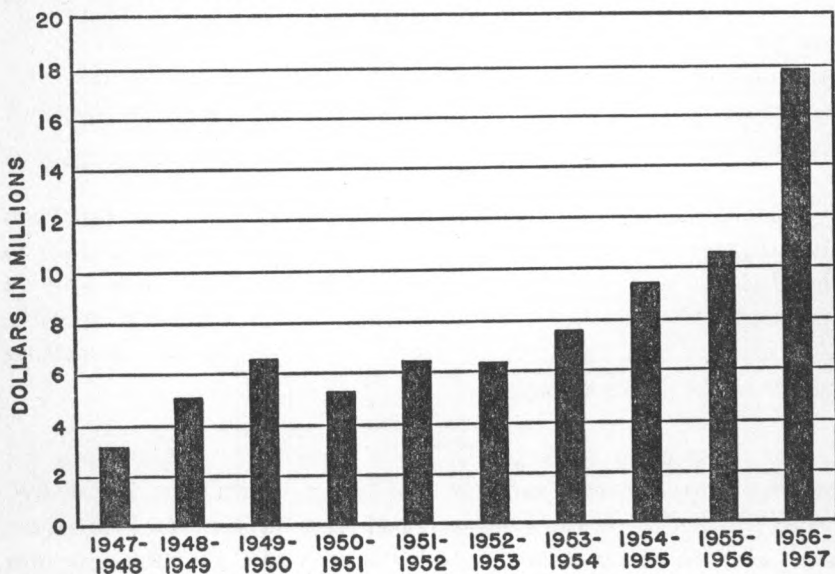


Chart 3. Total gifts and grants to Cornell have increased from \$3,110,212 in 1947-1948 to \$17,800,000 in 1956-1957. This year saw the largest increase.

Research projects at the Cornell Medical College in New York reached a cost of \$3,282,000, 40 per cent of which represented government sponsorship, 60 per cent was from private sources.

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Cornell was one of six medical schools to receive the maximum Ford Foundation gift of \$3,600,000, part of \$90,000,000 distributed among 45 private medical schools during the year.

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The School of Nursing admitted 93 students, largest class in its history. The Nursing faculty is undertaking a new study to determine factors involved in planning the future size of the School.

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The Summer Session was marked by an increasing number of special educational programs sponsored by foundations and government agencies. Among them were the Shell Merit Fellowship program in which a \$44,000 grant from the Shell Companies Foundation awarded scholarships to 30 teachers of chemistry, mathematics, and physics; a six-week, non-credit program for 50 teachers of botany from small colleges, sponsored by the National Science Foundation through a grant of \$31,400; a program for eighteen teachers of English from Italy; a ten-week course in the language of Indonesia; a program for teachers of agriculture; and a human development workshop sponsored by the Sears-Roebuck Foundation.

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Enrollment in the Division of Unclassified Students exceeded that of previous years, and evidence suggests that registration in the division will continue to increase so that more time will be required for interviewing, counseling, and processing records. The division has become, in many respects, another counseling center of the University.

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The Veterinary College staff was busy with preparations for moving into its new home on the upper campus, a \$6,500,000 project provided by the Legislature of New York State. Plans were afoot also for inaugurating a new research and teaching program in the field of radiation biology, supported in part by grants from the federal government.

In addition to the main group of Veterinary College buildings, there was also under construction at our Virus Disease Research Laboratory on Snyder Hill, a \$150,000 building for raising disease-free experimental animals; and at Eastport, Long Island, the Duck Breeders Association completed and turned over to Cornell a building for housing experimental breeder ducks.

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A substantial part of the research work at the Veterinary College is now supported by grants other than state appropriations. This includes most of the work on viruses, a large part of the work on digestion and indigestion in ruminants, and the work on bird taste studies.

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The Air Force ROTC received an L-17 aircraft and was able to give orientation flights to 115 cadets. The Department of Military Science and Tactics contracted with the University for an Army ROTC Flight Program, under which ten cadets successfully completed flight instruction. The Naval ROTC program was enhanced by the addition of new equipment, including a gunnery installation and a new anti-submarine attack teacher.

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Cornell's growing program of sponsored research, described in detail in the annual report of Dr. T. P. Wright, Vice President—Research, reached a dollar volume of just over \$26,500,000 for projects on all campuses of the University. Three fourths of the total support in the academic divisions came from the state and federal government, the remainder from foundations, corporations, individuals, and trade associations. About 90 per cent of the Cornell Aeronautical Laboratory projects are supported by government contracts.

There were more than 1,000 sponsored research projects in the University during the year.

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The John M. Olin gift of \$3,000,000 toward the cost of a new Graduate and Research Library was significant in the history of library development at Cornell, since it provides the basis for meeting one of the University's most long-standing academic needs—a new graduate and research library which will be con-

structed as soon as the additional funds—some \$1,750,000—are secured. A major collection of James Joyce papers was acquired by the University through the generosity of several alumni. Cornell has become a principal repository of original papers of James Joyce.

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The largest construction year in Cornell's history was recorded in 1956–1957. The cost of building projects completed and expenditures on work in progress totaled \$10,000,000. Eleven of the following projects have been made possible by generous friends of the University; the new Veterinary College was financed by the State of New York.

PROJECTS COMPLETED

Carpenter Hall: engineering administration and library  
Cornell Quarters: married students' housing  
von Cramm Scholarship Hall: residence for men students  
Gannett Medical Clinic: student health services  
James Lynah Hall: indoor skating rink  
Veterinary College: a cluster of nineteen buildings

PROJECTS UNDERWAY

Aeronautical Engineering  
Civil Engineering  
Collyer Boat House  
Disease-Free Animal Control Laboratory  
Noyes Lodge for student recreation  
Alice Statler Auditorium  
Upson Hall for Mechanical Engineering

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Total holdings in all Cornell libraries numbered 1,870,728 at the end of the year, as 34,963 new titles were catalogued. We rank ninth in size among university libraries of the country.

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The Eleventh Festival of Contemporary Arts attracted more than 12,400 persons, largely students, to its various offerings.

On June 30, 1957, Cornell's endowments and other invested funds, including \$9,000,000 of current monies, temporarily participating in the investment pool, had a market value of approximately \$108,000,000. For the fourth consecutive year the investment return on this pool was sufficient to allow payment of 5 per cent to the designated purposes of the University.

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During the year the administrative officers were actively engaged in appraising every one of the 184 recommendations resulting from the management survey of the University's administration made by the management consulting firm of Cresap, McCormick, and Paget. Without an unprofitable amount of staff work, an estimated dollar value of savings is impossible to ascertain. Some recommendations resulted in increased direct costs but more effective control; some recommendations were impracticable to adopt; some resulted in apparent savings far less than the consultants' estimate. It is clear that there were two results of the survey: significant savings, and a most careful reappraisal of the functions, procedures, and operations of the University by its officers and administrative staff.

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The year was the first of wide-scale athletic competition in the officially new Ivy League. Football, basketball, soccer, fencing, tennis, lacrosse, track, squash, swimming, wrestling, baseball, golf, hockey, and rowing became operative as league sports, while polo and sailing continue to hold the interest of many students.

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Lynah Hall, with its artificial ice rink, opened the way for resumption of varsity ice hockey competition in the future. The new Collyer Boat House, gift of Trustee Chairman and Mrs. John L. Collyer, was near completion as the year ended, and a generous benefactor made possible the building or renovation of twenty campus tennis courts.

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Most significant in our athletic year was the remarkable performance of the varsity crew, under Coach Harrison (Stork) Sanford. Its crowning achievement was winning the Grand Challenge Cup in the Henley Regatta in England with a semifinal

victory over Russia's best eight and a third consecutive win over Yale in the championship race. The crew, undefeated in 1957, also won the Carnegie Cup Regatta, the Eastern Sprint Championships, and the Intercollegiate Rowing Association championship.

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With more than 5,000 students using Teagle Hall facilities each week, with intercollegiate competition in twenty sports, and with a complete intramural program, Cornell's athletic and physical education program for men is unsurpassed. But the women have lost their temporary gymnasium, the Old Armory, which was torn down to make way for a new engineering building, and the need for a women's sports building is now acute.

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Fifty-two high school bands, comprising 3,600 musicians manning equipment valued at \$1,000,000, played together in mass formation between halves of the Cornell-Dartmouth game.

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During the year almost 40 per cent of the student body assisted in their own support by holding part-time jobs. The University was able to supply financial aids comprising 5,768 awards totaling \$3,060,609.14.

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During the year there were 11,069 undergraduate and graduate students in attendance in all divisions, including New York City. Included were students from every state and territory of the United States and 581 students from 74 foreign countries.

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The University granted 2,518 degrees to bring to 82,810 the number of degrees Cornell has awarded since its founding.

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Our Placement Service reports that Cornell graduates have never had a greater variety of opportunities to consider than in the year just completed. A record-breaking 445 employing firms conducted interviews on the campus last year, and the total number of individual interviews numbered in the thousands.

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Able student leadership during the year cooperated effectively with administrative officers and faculty in the successive crises



that mark every normal academic year. Cornell does, and must, keep constantly in mind that every decision, every development, every policy, has as its only objective the ultimate if not the immediate benefit of the students whom we are happy to serve.

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University administration is both a lonely and a restless occupation. To the devoted trustees, to the alumni, to the faculty, to the students, and to my fellow administrative officers and staff, I acknowledge a debt for support and counsel and loyalty, which cannot be expressed, but which has been a sustaining influence through each day of the academic year.

DEANE W. MALOTT  
PRESIDENT OF CORNELL UNIVERSITY

ITHACA, NEW YORK  
OCTOBER, 1957