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MINUTES OF THE MEETINGS  
of the  
UNIVERSITY FACULTY  
from  
Oct. 11, 1912, to June 13, 1917.

12039-09



555. Room C, Boardman Hall,  
October 11, 1912.

The regular meeting of the University Faculty was called to order at 4:00 P.M. by Acting President Crane. The minutes of the last meeting were read and approved.

The following committees for the current academic year were appointed by the chair:

Committee on Admission by Certificate.- Secretary of the University Faculty; Professors G. P. Bristol (1916), chairman; W. W. Comfort (1916); H. L. Jones (1915); V. Snyder (1915); A. W. Browne (1914); H. C. Elmer (1914); H. A. Sill (1913); W. Strunk (1913); Registrar D. F. Hoy.

Committee on Student Affairs.- Secretary of the University Faculty; Professors D. S. Kimball (1916), chairman; W. E. Gilmore (1916); H. Ries (1915); F. A. Barnes (1915); M. W. Sampson (1914); J. S. Shearer (1914); H. H. Wing (1913); H. Diederichs (1913); Registrar D. F. Hoy.

Committee on University Undergraduate Scholarships.- Secretary of the University Faculty, chairman; H. N. Ogden, (1916); A. C. Gill (1916); J. I. Hutchinson (1915); C. L. Durham (1915); E. L. Nichols (1914); A. B. Faust (1914); W. W. Comfort (1913); M. W. Sampson (1913).

Committee on University Policy.-The President, Secretary of the University Faculty, the Dean of the Graduate School, Deans Smith, Hull, Irvine, Moore, Haskell, Bailey, Martin, and Professor Kerr.

Committee on Official Publications.- The President, Secretary of the University Faculty, the Dean of the Graduate School, the Deans of the Special Faculties, Professor<sup>55</sup> Kerr, The Registrar, and the Secretary of the University.



Committee on Relations to Secondary Schools.- Secretary of the University Faculty; Professors G. P. Bristol, chairman; A. R. Mann; D. S. Kimball; M. W. Sampson; H. D. Reed; J. P. Bretz; J. H. Tanner, the Registrar.

Committee on Excuses from Physical Training.- Secretary of the University Faculty, chairman; the Commandant; the Professor of Physical Culture; Professors W. N. Barnard, and W. A. Riley; Miss Canfield.

To fill the vacancies caused by leaves of absence in the Committee on Admission by Certificate the chair appointed Professor J. H. Tanner in place of Professor Snyder, for the first term, and Professor F. C. Prescott in the place of Professor Strunk for the second term; in the Committee on University Undergraduate Scholarships, Professor P. R. Pope in place of Professor Faust for the second term.

The following communication was received from the Board of Trustees:

" On the recommendation of the University Faculty, the degree of 'Master in Landscape Design' in the College of Agriculture was established."

The Faculty of the College of Civil Engineering recommended (for 1911-12) as candidate for the Fuertes medal for graduates Mr. Daniel W. Mead, of the Class of 1884, for his paper on "The Flow of Streams and the Factors that Modify It, with Special Reference to Wisconsin Conditions." , and the recommendation was approved.

The following appointments to the Cadet Corps, recommended by the Commandant, were confirmed:

To be Majors, J. D. Corrington  
F. H. Burton  
C. W. Decker  
To be Captains,



F. E. Burton  
 E. C. M. Stahl  
 C. L. Slocum  
 L. R. Longfield  
 J. A. V. Corpus  
 H. M. Sherwin  
 Frank Short  
 K. G. Kaffenberger  
 A. G. Pounsford

To be First Lieutenants,

I. J. Elkind  
 C. W. Davis  
 L. G. Meads  
 H. G. Matthews  
 R. E. J. Summers  
 R. S. B. Hartz  
 R. J. Gingrich  
 E. V. Howell  
 H. W. Hill  
 W. D. Taylor  
 R. B. Rodriguez

To be Second Lieutenants,

Henry Cape, jr.  
 David Oettinger  
 J. H. Morgan  
 H. W. Arnold  
 S. M. Ford  
 Lawrence Spalding  
 W. F. Clayton  
 S. G. Hess

To be First Lieutenants,

W. C. Harrington  
 F. W. Cady  
 R. W. Nix

To be Captain and Regimental Adjutant and Quarter-Master, J. A. V. Corpus.

To be First Lieutenant and Signal Corps Officer, G. E. Brower.

To be Principal Musician of the Band, F. S. Rogers.

To be Chief Musician of the Band, C. L. Turner.

A letter addressed to President Schurman by a prominent 7  
 journalist in regard to fraternities using Sundays for secular  
 meetings, was read to the Faculty. It was thereupon moved by  
 the Professor of Latin, Professor Durham, that the letter be  
 placed upon file. As an amendment the Professor of Ancient History,  
 Professor Sill, moved that the letter be referred to the Committee  
 on Student Affairs. The Professor of <sup>Mediaeval</sup> History, Professor



Burr, moved the substance of the letter be communicated to the Interfraternity Association by the Acting President. It was thereupon moved by the Professor of English, Professor Sampson, that all of the motions in regard to the letter pending before the house be tabled, and the motion to table was carried.

A petition from Mr. Walter M. Peacock, requesting transfer from the College of Agriculture to the College of Arts and Sciences, and a petition from Miss Irene J. Brooks, requesting transfer to the College of Agriculture from the College of Arts and Sciences, both petitions involving the question of receiving two degrees in the same year, were upon motion referred to a committee of five to be appointed by the chair for consideration and regard.

On motion, the Faculty approved the transfer of Mr. Arthur C. Gloger from the College of Agriculture to the College of Arts, in accordance with a report which was submitted by the Committee on Academic Records of the Faculty of Arts and Sciences.

The following congratulatory addresses to Mount Holyoke College and to the Rice Institution<sup>e</sup> were approved for record:

"Cornell University sends cordial greetings to Mount Holyoke College and congratulates her upon the seventy-fifth anniversary of her foundation, an event memorable in the educational history of America and of the world. Called into being by the zeal and far-seeing wisdom of Mary Lyon in 1837, Mount Holyoke College, the oldest institution for the higher education of women in this country, has not only within her own halls trained to the highest usefulness many young women of this land, but through her example and influence has done priceless service to woman's education in many institutions founded in ensuing years. May the



notable achievements of Mount Holyoke College in her first three-quarters of a century be continued through the centuries to come.

These wishes and greetings Cornell University sends by the hand of her Acting President, Thomas Frederick Crane, Doctor of Philosophy and Letters.

Professors W. Strunk,  
W.A. Hammond,  
W.W. Comfort."

"To the Rice Institute, on the occasion of the opening of its doors to students, Cornell sends greetings and hearty congratulations.

The broad, humanitarian ideals upon which the Rice Institute is founded are so like those which, about fifty years ago, actuated Ezra Cornell and Andrew D. White, leading to the foundation of Cornell University, that there should always be a strong bond of sympathy joining the two institutions; and the hope is here expressed that the Rice Institute may develop in the future beyond the fondest dreams of its founder, even as Cornell has in the past.

Deans Smith,  
Haskell,  
Hull."

Voted- to request Mr. Herbert D. Mason to act as the representative of the Faculty at the inauguration of Doctor Stratton D. Brooks, on October 21st, as President of Oklahoma University.

Voted, that a committee be appointed by the President, of which he shall be a member and the chairman, and the number of which shall be left to his discretion, to prepare a congratulatory address for presentation to ex-president Andrew D. White on the eightieth anniversary of his birth. To this committee was referred with power the question of the suspension of University exercises in honor of Mr. White's anniversary.

Upon motion of the Professor of Law, Professor Woodruff, it was voted to request the Acting President to represent the



Faculty at the approaching meeting of the alumni at the Waldorf Astoria and to authorize him, in case he deems it advisable, to appoint a further representative.

The following committee was appointed to prepare resolutions on the death of Professor John Craig: Professors Bailey, Bancroft, Kimball.

The following committee was appointed to prepare resolutions on the retirement of Professor H. S. Williams: Professors Ries, Comstock, A. W. Smith.

The Secretary, on behalf of the Committee on University Undergraduate Scholarships, reported that the Committee had awarded eighteen Undergraduate Scholarships to the members of the Class of 1916 who in competitive examination had taken the highest rank, as follows:

#### The Cornell Scholarships

53-Harry Caplan, Course in Arts

Albany High School, F. A. Gallup, A.B., A.M., Prin.

22-Herbert August Wichelns, Course in Arts

Boys' High School, Brooklyn, James Sullivan, Ph.D.

#### The H. B. Lord Scholarships

51-Clarence Paul Hotson, Course in Agriculture

Manual Training High School, Brooklyn, Chas. D. Larkin  
Ph.D., Prin.

60-Leighton Payson Rand, Course in Arts

Manual Training High School, Brooklyn, Chas. D. Larkin,  
Ph.D., Prin.



The McGraw Scholarships

18-Theodore Chittenden Rogers, Course in Civil Engineer-  
Binghamton High School, F. M. Garver, Prin.

81-Lila Virginia Stevenson, Course in Arts

Girls' High School, Brooklyn, Wm. Felter, Ph.D., Prin.

The Sage Scholarships

12-Charles Levine, Course in Arts

63 Boys' High School, Brooklyn, James Sullivan, Ph.D., Prin.

63-David Warshaw, Course in Arts

Albany High School, F.H. Gallup, A.B., A.M., Prin.

The Sibley Scholarships

28-Charles Howard Landon, Course in Mechanical Engineering  
Lafayette High School, Buffalo, C. K. Mellen, Prin.

77-Darius McMaster Marcenus, Course in Mechanical Engineer-  
East High School, Rochester, A. Wilcox, A.B., A.M., Prin.

The President White Scholarships

5- Max Bernstein, Course in Civil Engineering

Boys' High School, Brooklyn, James Sullivan, Ph.D., Prin.

41-Samuel Newman, Course in Arts

Boys' High School, Brooklyn, James Sullivan, Ph.D., Prin.

The Horace Greeley Scholarships

40-Moses Aaron Leavitt, Course in Arts

Boys' High School, Brooklyn, James Sullivan, Ph.D., Prin.

30-Signe Kirtline Toksvig, Course in Arts

Troy High School, M. H. Walrath, M.A., Prin.



The John Stanton Gould Scholarships

17-Edith Amelia Bernhoft, Course in Arts

Masten Park High School, Buffalo, F.S. Fosdick, M.A., Prin.

44-Frances Cleveland Rosenthal, Course in Arts

Girls' High School, Brooklyn, Wm. Felter, Ph.D., Prin.

The Stewart L. Woodford Scholarships

56-Solomon Lewis Goldsmith, Course in Arts

Boys' High School, Brooklyn, James Sullivan, Ph.D., Prin.

33-Irma Elizabeth Reeve, Course in Arts

Riverhead High School.

By action of the Faculty taken May 31st, 1912, the following resolution introduced by the Professor of Law, Professor Woodruff, was made a special order for this session:

"Whereas, at this University, the degree of Bachelor of Science has not heretofore been conferred upon the completion of technical or professional courses, but was for more than thirty years, conferred upon the completion of a general course, the principal characteristic of which was the inclusion of modern languages in place of Latin and Greek, and

Whereas, during that period about 800 candidates were granted the degree of Bachelor of Science upon the completion of such general course,

Therefore, in view of the long period during which the degree with its distinct connotation was granted and the large number upon whom it was conferred,

BE IT RESOLVED, that the University Faculty hereby rescinds its approval, heretofore granted, of the action of the



Faculty of the College of Agriculture, in recommending that the degree of Bachelor of Science be conferred as a baccalaureate degree in the College of Agriculture."

The following resolution on the subject of the Bachelor of Science degree was presented from the Faculty of Arts and Sciences:

"Resolved, that this Faculty respectfully request the University Faculty to take no action regarding the degree of Bachelor of Science(B.S.) until after discussion of the question by this Faculty in conference with the University Faculty."

On motion of the Professor of Philosophy, Professor Creighton, it was voted to refer the question presented in Professor Woodruff's resolution to the Faculty of Arts and Sciences for consideration and report.

The following communication was received from the Faculty of Sibley College:

"At a meeting of the Sibley College Faculty held June 12th, 1912, it was voted to recommend to the University Faculty that the Commencement be returned to the time it formerly occupied in the University Calendar."

It was thereupon voted to refer the recommendation of Sibley College to the Calendar Committee for consideration and report.

The following resolution, introduced by the Committee on University Undergraduate Scholarships, was adopted:

"Resolved , that the rule (General Circular of Information,



p. 29) debarring students who have registered in the University in a previous year from competing for an Undergraduate Scholarship, be applied to the Summer Session."

The Director of the College of Architecture, Professor Martin, moved:

"That the Registrar of the University be directed to discontinue entrance examinations in Drawing and Manual Training in New York City, and that hereafter such examinations be held only at the University in Ithaca."

On motion of the Professor of History, Professor Hull, it was voted to refer the resolution of the Director of the College of Architecture, together with the entire question of entrance examinations and Regents Credentials to a committee of seven to be appointed by the chair, for consideration and report.

It was moved and carried, on the recommendation of the Committee on Student Affairs, that the date of Spring Day be changed, so as to fall on the second Saturday preceding Block Week.

The Professor of English, Professor Sampson, moved that a committee of five be appointed to consider and report upon the question of English requirements for foreign students, and <sup>the motion</sup> it was carried.

The Faculty was requested on adjournment, to divide into two sections of Science and Letters, for the purpose of electing two members of the Library Council for a term of two years, to fill the vacancies caused by the expiration of the terms of Professor I.P. Church (Science Group) and Professor W. W.



565.

Comfort (Letters Group).))

On motion the Faculty adjourned - 6 P.M.

*W. A. Hammond*

Secretary.



Room C, Boardman Hall,

November 8, 1912.

The regular meeting of the Faculty was called to order at 4 P.M. by the Acting President. The minutes of the last meeting were read and approved.

A petition was forwarded to the Faculty by the Board of Trustees signed by upwards of fifteen hundred students, asking that Monday, December 23rd be declared a University holiday, and on motion the petition was granted.

On behalf of the committee appointed under action of October 11th to consider and report upon the celebration of the eightieth anniversary of Ex-president White's birth, Acting President Crane made a report and communicated to the Faculty for its records the following congratulatory address:

"First in time and foremost in distinction among the members of the Faculty of Cornell University - we, your colleagues, extend affectionate and reverent greeting upon the occasion of your eightieth birthday.

On this anniversary there is borne to you the full measure of filial devotion from the host of Cornellians who are taking an honorable part in the interplay of thought and action throughout the world. Today there come to you also the felicitations of your fellow-townsmen, mindful of your generous interest in the daily life of this community. And to thoughtful men everywhere there will recur today the grateful memory of your ennobling influence upon momentous affairs of state and nation.

But to us, your co-workers as teachers and investigators, your life has meant something more precious than friendship, more vital than citizenship. At the very inception of this University you ensured your intellectual liberty by providing in its charter that our fitness should never be tested by creed or absence of creed. At its organization you guarded our dignity by committing to our sole care the shaping of instruction; and as its first president you made that responsibility real by the unwavering courtesy with which you shared, but never dominated, our labors. And above all, from the beginning you have stood as you still stand among us - teacher, scholar, and man - the exemplar of the worth of our vocation.

Long may your benignant presence be spared to us and to Cornell, that you may see yet more fully the realization of the visions of your young manhood, - the ever increasing fruition of your life's chief endeavor."



Professor Comstock, who was appointed by the Faculty as its representative on the occasion of the two hundred and fiftieth anniversary of the foundation of the Royal Society of London, reported on his mission. Professor Nichols, as the Faculty's representative on the occasion of the opening of the Rice Institute, submitted his report.

Professor Burr, on behalf of the Committee (Professors Burr, Wilcox and Schmidt) charged with the consideration of the prize offered the University by the Japan Society of New York through the generosity of Mr. Jacob H. Schiff, "for the best essay or article on Japan, Japanese-American relations or some similar topic", submitted the following report, which was adopted:

- " (1) That the prize be accepted, with thanks.
- (2) That the one hundred dollars be divided (in accordance with a suggestion made by the Secretary of the Japan Society) into a first and second prize; that the first be of seventy-five dollars, the second of twenty-five dollars, but that the entire amount be awarded to the winner of the first prize in case there be no second paper deemed worthy of a prize.
- (3) That the date for the submission of the essays be May first.
- (4) That a committee of award be appointed by the President and not necessarily from the members of this Faculty.
- (5) That the Secretary of the Faculty be requested to give such publicity as is possible, and throughout the University, to the offer of the prize.

Modeling our announcement in other respects on that of Columbia University, mutatis mutandis, we submit the following as its form:

#### Japan Society Prize.

'Through the generosity of Mr. Jacob H. Schiff the Japan Society of New York is enabled to offer two prizes of \$75.00 and \$25.00 respectively for the best essays or articles on Japan, Japanese-American relations, or similar topics, submitted by any student of Cornell University. Essays and articles submitted in competition should be filed with the Registrar of the University not later than May 1st of the year of award. They should be not less than two thousand or more than five thousand words in length, typewritten or written clearly on one side of paper eight by ten and a half inches. They should be signed with an assumed name, the name and address of the author being enclosed in a sealed envelope attached to the manuscript. The award of the prizes



will be made at Commencement. Should no second essay be deemed worthy of a prize, the amount of the second prize will be added to that of the first and the ~~entire~~ sum awarded to the winner of the first prize. The Japan Society reserves to itself the disposition of the winning essays for the purpose of their publication, but will return to their authors any manuscripts not published. Copies of the prize essays shall be deposited in the University Library by the Secretary of the University Faculty."

The committee appointed on October 11th to consider the question of Regent's Credentials and entrance examinations (of which Professor Bristol was chairman) submitted through the Professor of ~~Modern~~ <sup>American</sup> History, Professor Hull, the following report, which was adopted:

" (1) That the University continue the present arrangement by which the credentials earned in the State academic examinations are accepted, for the further period of five years.

(2) That the University Faculty create an Entrance Examination Board. This shall consist of eight members, to be appointed by the President of the University, in four groups of two each, which groups shall serve for one, two, three and four years respectively. The President shall appoint each year two members to fill the vacancies caused by the expiration of terms of service. This Board shall have entire charge of all matters pertaining to entrance examinations."

The committee (Professor Hull, chairman, Comstock, Creighton, Irvine, Mann) to which, by action of October 11th, 1912, were referred the petitions of Walter M. Peacock and Irene J. Brooks, addressed to the Faculties of the College of Agriculture and of the College of Arts and Sciences, and involving the question of receiving two degrees in the same year, reported the following:

First, that the present policy of the University with regard to the taking of two or more degrees by the same person be continued, and that it be formulated in a rule as follows:

In case a person has satisfied the requirements for any baccalaureate degree, he shall not be recommended for any other baccalaureate degree until he shall have completed at least one year of further residence and of work acceptable to the Faculty on whose recommendation the second baccalaureate degree is to be conferred.



"Second, that the Secretary return the petitions of Walter M. Peacock and Irene J. Brooks to the Faculty of Agriculture, and communicate this action to the faculties of all colleges which recommend candidates for baccalaureate degrees,"

and the recommendations above recited were adopted.

The Faculty adopted the following resolutions on the retirement of Professor Henry S. Williams, prepared by a committee appointed under action of October 11th:

"On the retirement of Professor Henry Shaler Williams from the chair of Paleontology, we, the members of the University Faculty, desire to place on record our high appreciation of the service which he has rendered not only to the University, but also to the advancement of geologic science.

Professor Williams held the chair of Paleontology in Cornell from 1879 until 1892, when he accepted a similar position at Yale. He returned to Cornell in 1904, and until his retirement continued to take a keen interest in the work of instruction and the development of research.

He took up Paleontology as a life work in 1879, at a time when fossils were regarded as little more than curiosities or as a means of identifying formations. Realizing, however, that they had a much greater significance as an aid toward unravelling geologic problems, he began a detailed study of their life history, conditions of environment, historical and evolutionary relationships, and geographical distribution.

These studies which attracted the attention of eminent scientists both in this country and Europe were first applied to the formations around Ithaca, but subsequently were extended to the central and southern states.

Later, the methods of research thus developed were taken up by other Paleontologists and led to the development of Palaeogeography or the study of ancient shore lines.

As an investigator and teacher the work of Professor Williams has always been marked by a keen enthusiasm, as well as a desire to reach the truth, and his many publications bear witness not only to his ability as an investigator, but also his powers of philosophical treatment. His enthusiasm for scientific research also led him to take an active part in the founding of the Sigma Xi fraternity.

With earnestness of purpose and his love for the truth, Professor Williams combines a kindly manner and a charming disposition so that he is not only an eminent scientist, but a much loved and respected man.

While we regret that his work as a teacher has terminated, we hope that he may long continue his labors in a field that has already profited to such an extent by his research."

Heinrich Ries  
J. H. Comstock  
A. W. Smith



The Calendar Committee to which was referred the question of the date of Commencement recommended that June 18 be made Commencement Day for the current academic year, and that thereafter Commencement Day fall upon the Wednesday nearest the 19th of June, and the recommendation of the Committee was adopted. The Committee recommended further that two days be added to the Easter vacation so that for the current year that vacation shall extend from Thursday April 3 to Thursday April 10 and that Block Week shall be moved toward Commencement two days so that the Block period shall extend from Wednesday, June 4, to Thursday evening, June 12. It was so voted.

The Professor of American History, Professor Hull, moved that the University Faculty repeal the regulation adopted about the first of May, 1894, to the effect that no athletic contests be permitted to take place in the Quadrangle, and the motion was lost.

On motion, the Faculty then adjourned - 6 P.M.

*W. A. Hamner*

Secretary.



Room C, Boardman Hall,

Dec. 13, 1912.

The regular meeting of the University Faculty was called to order by Acting President Crane at 4 P. M. Minutes of the last meeting were read and approved.

Communications from the Groups of Science and Letters which assembled at the close of the last session reported their election of the following members of the Library Council: Professor J. McMahon from the Science Group to succeed Professor I. P. Church, and Professor J. Q. Adams from the Letters Group to succeed Professor W. W. Comfort.

The Acting President announced his appointment of the following committee to select debaters for the '94 Memorial Debate to be held in January, 1913: Professor Winans, chairman, and Professors Bauer, Bogert, Burr, Schoder and instructor Drummond.

The following resolution adopted by the Board of Trustees on November 7 was communicated to the Faculty:

"The special committee on Commencement and Reunion Plans presented a report through its chairman Trustee Mason, and it was resolved, that Commencement Day shall for a period of five years, beginning with the Commencement of June 1913, be the Wednesday immediately preceding the Thursday nearest the twentieth day of June, and that the Alumni Reunion days be the Friday and Saturday immediately preceding the Commencement Day."

The Committee on University Undergraduate Scholarships notified the Faculty that on the recommendation of the Faculty



of Sibley College, it had awarded the Padgham Scholarship to Mr. W. H. G. Murray, a freshman in the College of Mechanical Engineering.)

In accordance with the resolutions of the Faculty passed November 8, 1912, creating an Entrance Examination Board the Acting President made the following appointments:

1st Group, to serve for 4 years:

Professor G. P. Bristol, Chairman,  
W. J. Dugan, Secretary

2nd Group, to serve for 3 years:

Professor W. B. Carver  
Professor C. S. Northrup

3rd Group, to serve for 2 years:

Professor E. W. Olmsted  
Professor A. W. Browne

4th Group, to serve for 1 year:

Professor G. C. Embody  
Professor J. P. Bretz

The Professor of English, Professor Sampson, on behalf of the committee (consisting of Professors Sampson, Comfort, Faust, Hoy, Mann) appointed at the meeting of October 11th, 1912 "to consider and report upon the question of the English requirements for foreign students" made the following recommendations:

1. That a foreign student who is unable to satisfy the Entrance English requirement may offer his native language and literature in complete or partial satisfaction of the English requirement, provided

a. That the foreign language in question have a recognized literature;



b. That no substitution be allowed for English Literature unless the student offers foreign literature as well as foreign language.

c. That the foreign languages acceptable as substitutes for English be determined by the Entrance Examination Board, which shall be in charge of the administration of the English requirements for foreign students.

d. That the foreign languages substituted for English be not counted twice in entrance units.

2. That the Trustees be requested to consider the advisability of appointing an instructor or tutor nominated by the Entrance Examination Board, who shall offer a course in English for foreign students, : such course to carry no university credit, but to serve as an equivalent of the entrance units left unprovided for by the substitution of a foreign language for Entrance English.

On the request of the Professor of Law, Professor Woodruff, and with the consent of the house, the question was divided and it was thereupon moved that Section 1 of the recommendations be adopted and it was so voted. It was thereupon moved that Section 2 be adopted and the motion was carried.

It was voted to change the title of the Committee on Excuses from Physical Training to read: the Committee on Excuses from Physical Training and Military Science.

It was voted to request the Acting President to appoint a committee to prepare resolutions on the retirement of Lieutenant Gilmore from the office of Commandant.



On motion, the Faculty then adjourned.

W. A. Hammond

Secretary.



Room C, Boardman Hall,

January 17, 1913.

The regular meeting of the Faculty was called to order at 4 P. M. The Professor of English, Professor Sampson, was made chairman of the session.

The minutes of the last meeting were read and approved.

Acting President Crane communicated to the Faculty an invitation from the University of Illinois asking that Cornell send a delegate to represent this university at the dedication of Lincoln Hall on February 12, 1913.

The Acting President (further) communicated to the Faculty his appointment of the Dean of the College of Agriculture, Professor Bailey, as the University's representative at the inauguration of Clyde Augustus Duniway as President of the University of Wyoming.

The Professor of Oratory, Professor Winans, as chairman of the committee appointed by the Acting President to select the Speakers for the '94 Memorial Prize Debate, reported (in a communication dated December 21, 1912) that the committee had chosen the following:

R. Rogers, a junior in the College of Law

M. A. Munoz, a senior in the College of Law

R. T. Kidde, a senior in the College of Civil Engineering

H. J. Riegelman, a junior in the College of Arts and Sciences

P. R. Goldstein, a senior in the College of Law

A. H. Henderson, a junior in the College of Law

As alternate, W. B. Conrad, a junior in the College of Arts and Sciences.



In a further communication dated January 13, 1913, the Professor of Oratory, Professor Winans, reported that at the annual contest for the '94 Memorial Prize Debate, held on the evening of January 10, the prize was awarded to Harold J. Riegelman, a junior in the College of Arts and Sciences.

The Committee, consisting of Professors Rowlee, Kimball and Young, appointed by the Acting President under the Faculty's action of December 13, to prepare a minute on the retirement of Lieutenant Gillmore, made the following report, which was adopted by rising vote:

"The Faculty of Cornell University records its high appreciation of the service of Lieutenant W. E. Gillmore during his period of service as Commandant of the Cadet Corps and his administration of the Department of Military Science and Tactics. The University has been very fortunate in the assignment of officers from the War Department, but under none of them has a higher standard of efficiency been attained. It was unfortunate both for Lieutenant Gillmore and for the University that the exigencies of his service in the War Department necessitated his retirement before the period of his detail had expired. Nevertheless, in his term of service, shortened though it was, he has imbued the men in his department with a spirit of loyalty and enthusiasm which has contributed greatly to the efficiency of the work of the Department and to the esteem in which it is held by the student body. This Faculty, therefore, expresses to Lieutenant Gillmore its high appreciation of his service to the University, with the hope and belief that his career will be attended by the success which he so well deserves."



On behalf of the Committee on Student Affairs, its chairman, Professor Kimball, moved the following amendments to the Rules Regulating Student Organizations:

Section IV: to insert a new paragraph to be designated c which shall read: "If he has received a college degree"; to amend the paragraph heretofore designated c by striking out the words "or another"; to ~~amend~~ the note appended to Section IV so <sup>that</sup> it shall read: "Note:- In applying Rule IV b, c and d, only those degrees and years are to be counted which are regarded as an equivalent of the degrees and the college years in this university."

The entire Rule IV as thus amended shall then read:


"IV. 'Varsity Rowing, Baseball, Football, and Track Teams.-

No student shall represent the university on a 'varsity athletic team in rowing, baseball, football, or track athletics:


- a. If he does not conform to the above rules;
- b. For more than three years, including therein the years in which he has represented another college or university in any of those four sports;
- c. If he has received a college degree;
- d. After the class in which he entered this institution has graduated, unless he has been out of residence for one or more terms for reasons other than failure in work or breach of discipline.

Note: In applying Rules IV b, c, and d, only those degrees and years are to be counted which are regarded as an equivalent of the degrees and the college years in this university."



and the amendments, as above recited were adopted. 

On motion the Faculty then adjourned.

*W. A. Hammond* 

Secretary.



Room C, Boardman Hall,

February 21, 1913.

The regular meeting of the University Faculty was called to order at 4 P.M. The Professor of Philosophy, Professor Thilly, was elected chairman of the session. *The minutes of the last meeting were read and approved.*

The following resolutions adopted by the Board of Trustees on January 18, were communicated to the Faculty by Acting President Crane:

"WHEREAS President Schurman has recommended in his annual report that the Faculty be given a larger and more direct voice in the government of the University, and

"WHEREAS the Board of Trustees not only recognize the desirability of closer relations and greater co-operation between the Faculty and the Board of Trustees in matters pertaining to the administration of its affairs, but also feel that the matter is of such vital importance that changes should be adopted only after most careful consideration; therefore

"Resolved, that this matter be referred to a Committee of Five to be appointed by the chairman, to consider and report recommendations to this Board at a later meeting. Final action to be deferred until President Schurman returns."

The Commandant recommended the appointment of Edward DuBois Stryker, Jr., to be Chief Trumpeter for the Trumpeter Corps and the recommendation was approved.

The following communication was received from a committee, consisting of Professors Crandall, Karapetoff and Young, regarding the establishment of and rules governing the Fuertes Memorial Prize in Public Speaking:

"Through the generosity of Mr. C. H. Baker, a graduate of the College of Civil Engineering of the class of 1886, a fund has been created, the income of which is to be used to offer prizes in public speaking for students in the Colleges of Engineering and Architecture. By the terms of the gift the



first prize will consist of \$100 and the second prize of \$20.

"The following rules have been adopted by a committee representing the Colleges concerned, subject to the approval of the University Faculty:

RULES GOVERNING THE COMPETITION.

1. The competition is open to Seniors and Juniors in the Colleges of Engineering and Architecture.
2. The competition will be held on the evening of the third Friday in April.
3. Candidates are required to submit and read, before a duly appointed Committee, a letter of not more than 400 words giving an outline of their proposed argument and purpose of their address on Monday of the same week as the competition. Not more than eight competitors will then be selected for the final competition, the choice being based on the character and force of the letters submitted.
4. The speeches delivered in the competition shall be original in character. Any subject may be chosen by the individual competitor that may seem to him best suited to furnish an opportunity for persuasive argument. Questions relating to his profession that would naturally come before semi-technical or non-technical commissions, boards of directors, and conventions, are of peculiar fitness. In making the award, both the character of the argument and the manner of presentation will be considered.
5. The delivery shall be without notes but may be fortified by suitable illustrations such as diagrams, plans, models or lantern slides. Each speech shall be limited to 15 minutes.



6. The prizes shall be awarded by a Committee consisting of five members, one selected by each college concerned, one selected by the Department of Oratory and one selected by the President of the University from the Board of Public Works, bankers, or other men prominent in business in the city of Ithaca.

7. Any student who has already received the first prize shall not be eligible for subsequent competition."

and the regulations above recited were approved.

The Secretary, as chairman of the Committee on University <sup>in</sup> Undergraduate Scholarships gave notice that, accordance with the statute, the Committee would recommend at the next session of the Faculty the cancellation of the scholarships now held by Mr. Leo Blog and Miss Ruth Darville of the class of 1915 and by Mr. Solomon Goldsmith of the Class of 1916.

The Professor of Latin, Professor Durham, moved, that the power of vacating University Undergraduate Scholarships after the holder has been given the opportunity to explain his unsatisfactory record, be delegated to the Committee on University Undergraduate Scholarships, and the motion was carried.

The Professor of Philosophy, Professor Creighton, introduced the following resolution:

"Whereas Professor Willard C. Fisher, a distinguished alumnus and former Fellow of this University has been dismissed from the chair of Economics and Social Science at Wesleyan University on grounds which involved a serious infringement of that principle of freedom which is essential to the life of a university, therefore resolved, that the Faculty of Cornell University extend to Professor Fisher greetings and assurance of regard, with the message that his alma mater still seeks to maintain and extend the spirit of liberality, toleration and loyalty to truth rather than to forms, illustrated by the principles and lives of its founders, Ezra Cornell and Andrew D. White."



The Professor of History, Professor Burr, moved that the resolution introduced by the Professor of Philosophy be referred to a committee for consideration and report. The Professor of Law, Professor Irvine, raised a point of order, holding that the content of the resolution before the house was not germane to the functions of this Faculty. The chair ruled that the resolution was in order and the Professor of Law thereupon appealed from the decision of the chair. On vote the decision of the chair was sustained. The resolution of the Professor of History, Professor Burr, to refer the resolution to a committee for consideration and report, was put to the house and carried.

On motion the Faculty adjourned.

*W. R. Harrison*

Secretary.



Room C, Boardman Hall,

March 14, 1913.

The regular meeting of the University Faculty was called to order at 4 P.M. by Acting President Crane. The minutes of the last meeting were read and approved.

The Executive Committee of the Board of Trustees forwarded to the Faculty a communication from the Secretary of the Navy in regard to a plan for giving students a limited course of technical training on board naval vessels during the summer vacation. The Board of Trustees approved the general plan and referred the matter to the University Faculty. On motion it was voted to refer the communication to a Committee of three to be appointed by the President, one member of which to be the Commandant and the other two members to be selected as representatives of the engineering colleges, this Committee to consider the communication and report.

A communication from the Executive Committee of the Board of Trustees notified the Faculty of the Trustees' approval of the rules adopted by the Faculty governing the award of the Fuertes Memorial Prize in Public Speaking.

The action of the University Faculty in delegating to the Committee on University Undergraduate Scholarships the power to cancel scholarships after the holder has been given an opportunity to explain his unsatisfactory record was approved by the Board of Trustees on February 25.

The following communication, dated March 12, 1913, was received from the Faculty of the College of Arts and Sciences:



"By vote of the University Faculty on the 11th of October, 1912, the question of the degree of Bachelor of Science was referred to the Faculty of Arts and Sciences for consideration and report.

I now beg to inform you that the Faculty of Arts and Sciences, at a meeting on 7th March, 1913, received from its committee the following report:

Resolved, that the Committee recommend that the degree of Bachelor of Science, without predicate, be conferred only by the College of Arts and Sciences.

A motion to adopt this report was lost by a vote of 26 to 29.

Yours very truly,

B. S. Monroe,

Secretary. "

On motion it was ordered that the report of the College of Arts and Sciences be received and placed upon the minutes.

The following promotions in the Corps of Cadets recommended by the Commandant were approved:

Arthur Carl Ehrlich to be Second Lieutenant

Lawrence Cooper Hough to be Second Lieutenant

Isadore Jacob Elkind to be Cadet Captain, vice

Charles Leslie Slocum withdrawn.

On the recommendation of the Committee on University Undergraduate Scholarships the scholarships of Miss Ruth Darville, '15, Mr. Leo Blog, '15, and Mr. Solomon Goldsmith, '16, were canceled. The Committee on University Undergraduate Scholarships reported to the Faculty its election of Chester Arthur Thompson, C.E. '16, to the scholarship vacated by Mr. Solomon Goldsmith.

Professor Creighton, on behalf of the Committee appointed on February 21 to consider and report upon the resolution intro-



duced by the Professor of Philosophy, Professor Creighton (the Committee consisting of Professors Creighton, chairman, Brown, Kimball, Stocking and Woodruff) submitted the following majority report:

"The Committee appointed to consider the resolution submitted to the Faculty in regard to the resignation of Professor Willard C. Fisher from Wesleyan University report that after considering carefully the reported facts they recommend that it is inexpedient for the Faculty to take any action on the resolution as submitted, but see no reason why members of the Faculty as individuals should not, if they so desire, express to Professor Fisher the sentiments of the resolution."

Professor Creighton then presented the following minority report:

"Since action on the part of the Faculty as a body on a matter such as that involved in the resolution regarding the dismissal of Professor Willard C. Fisher from the chair of political and social science in Wesleyan University should be taken only when there exists practical unanimity of opinion regarding its desirability, and since it appears from the discussion in the faculty and from the report of the committee that such unanimity does not at present exist, it is recommended that the resolution be laid on the table."

On motion it was voted to table the Committee's majority and minority reports.

The Professor of Greek, Professor Bristol, thereupon moved that the reports be taken from the table and the motion was lost by a vote of 22 to 24.

The Professor of Semitic Languages, Professor Schmidt, introduced the following resolution:

"Resolved, that this Faculty express through the President of the University <sup>teaching</sup> ~~and~~ the Board of Trustees ~~of~~ the Carnegie Foundation for the Advancement of Learning its hope that in the admission of Universities and Colleges to the benefits of the Foundation the rule of eligibility requiring an unsectarian character be so construed as to imply the absence of all religious tests."

The Professor of Statistics, Professor Willcox, moved that the



motion of Professor Schmidt be tabled, and the motion was lost by a vote of 26 to 27.

The Professor of English, Professor Sampson, moved to substitute for the resolution of the Professor of Semitic Languages the resolution introduced by Professor Creighton on February 21, and the motion to substitute was carried by a vote of 28 to 22.

The Professor of American History, Professor Hull, moved to amend by striking from the resolution the following words: "which involve a serious infringement of that principle of freedom which is essential to the life of a university" and substitute therefor "stated in the letters of January 27, 1913, exchanged between the President of Wesleyan University and Professor Fisher", and the motion to amend was carried.

The Professor of Statistics, Professor Willcox, moved to amend further by striking out the words "rather than to forms" and the motion was carried.

The resolution as amended reads:

"Whereas Professor Willard C. Fisher, a distinguished alumnus and former Fellow of this University has been dismissed from the chair of Economics and Social Science at Wesleyan University on grounds stated in the letters of January 27, 1913, exchanged between the President of Wesleyan University and Professor Fisher, therefore resolved, that the Faculty of Cornell University extend to Professor Fisher greetings and assurance of regard, with the message that his alma mater still seeks to maintain and extend the spirit of liberality, toleration and loyalty to truth, illustrated by the principles and lives of its founders, Ezra Cornell and Andrew D. White."

The Professor of Law, Professor Woodruff, moved that the Faculty roll be called and aye and nay votes be so taken, and the motion was lost. The resolution in its amended form was then put to the house and carried by a vote of 49 to 13.



The Professor of Semitic Languages, Professor Schmidt, then re-introduced his resolution , which on motion was referred to a Committee of three to be appointed by the chair for consideration and report.

The question of calling a special meeting of the Faculty was left to the President with power.

On motion the Faculty then adjourned.

*W. A. Hammond*

Secretary,



Room C, Boardman Hall,

April 18, 1913.

The regular meeting of the University Faculty was called to order at 4 P.M. and the Professor of Law, Professor Hayes, was elected chairman of the session. The minutes of the last meeting were read and approved.

The Faculty was notified that Acting President Crane was absent in order to attend the regular monthly meeting of the Medical Faculty in New York City.

A communication from Professor Willard C. Fisher acknowledging with appreciation the Faculty's resolution of March 14 was ordered to be filed.

The faculty of the College of Civil Engineering recommended as recipient of the Fuertes Medal for undergraduates Mr. Roger Williams Parkhurst of the Class of 1913, and the recommendation was approved.

The following promotion in the Cadet Corps recommended by the Commandant was confirmed: Captain Floyd Elbert Burton to be major vice Corrington promoted to Colonel.

The Professor of English, Professor Sampson, as chairman of the committee (Professors Sampson, Comfort, Hammond) appointed to award the Guilford Prize reported that the Committee had awarded the prize to Mr. Francis Harper, Arts '14, and the report was ordered to be filed.

The committee, consisting of Professors Adams, Mr. Kirk and Doctor Pumpelly appointed to award the J. T. Morrison Prize reported its award of the same to Mr. Morris G. Bishop, of the Class of 1913 in the College of Arts and Sciences, and



the report was ordered to be filed.]

A committee consisting of Professors Drew, Kimball, Burr (chairman) appointed to select speakers for the Woodford Prize in Oratory reported that it had chosen the following:

Laura Ellsworth Cook  
 Albert Francis Coutant  
 Leslie Herbert Croser  
 Adney Lowell Hallock  
 William Walzer  
 Cass Ward Whitney

The committee pointed out that Mr. Coutant under the strict interpretation of the present Woodford rules is ineligible to compete on the ground that he received his baccalaureate degree last February. The Professor of Oratory, Professor Winans, thereupon moved the following resolution:

Resolved, that the following be substituted for Rule 1 of the present Woodford statute,: "the competition is open to any student not holding a baccalaureate degree from this institution or from any other of like rank, who is to receive a degree at the coming Commencement or in the following February, or to any student who has received his baccalaureate degree in the preceding February and <sup>is</sup> ~~has~~ registered in the Graduate School, provided that no student may compete more than once."

It was thereupon moved to substitute for the pending resolution that the report of the Committee be approved, including the selection of Mr. Albert Francis Coutant, and that the question of revising the Woodford statute to meet the



contingencies arising from the various times at which degrees are now conferred be referred to a committee of three to be appointed by the President, for consideration and report, and the substitute motion was carried.

The chairman of the Committee on Student Affairs, Professor Kimball, on behalf of that committee recommended the adoption of the following freshman eligibility rules:

"No person shall represent the freshman class on any athletic organization either at home or abroad

a. If he is not a regular registered student of the University as a freshman.

d. If he has previously registered and taken work in any other college or university.

g. If otherwise eligible, a person who enters at mid-year may represent the freshman class during the first term of his next year provided he is then a member of the freshman class."

The Committee recommended further that the rules be so changed (Rule II d ) as to allow undergraduate student assistants (except in Physical Culture) to compete in University athletics subject to the regular three year limitation (see Rule IV b). The Committee further recommended that the words "for one or more terms" be stricken out of the present eligibility Rule I b and the recommendations of the Committee, as above recited, were adopted.



The Professor of Physics, Professor Shearer, gave notice that the report of the Special Committee on Procedure was now being printed and that the Acting President had signified his intention of calling a meeting of the Faculty next week for the consideration of the same.

On motion the Faculty adjourned.

*W. R. Harwood*

Secretary.



Room C, Boardman Hall,

April 23, 1913.

Pursuant to the call of the Acting President the Faculty met in special session at 4 P.M. The minutes of the last meeting were read and approved.

Acting President Crane presented to the Faculty a communication from the Chief of Staff of the War Department, Major General Leonard Wood, explaining the plans for the establishment of military camps of instruction for students of educational institutions during this coming summer vacation period. This plan had already been approved in principle by the Board of Trustees of the University, and it was voted to refer the communication to a committee of three to be appointed by the President, one member of which shall be the Commandant. This committee, when appointed, is to be instructed to consider the communication of the War Department and report.

The Special Committee on University Procedure presented to the Faculty for its consideration the following report:



## Report of the Special Committee on University Procedure.

[The recommendations here presented were adopted by unanimous vote of the committee.]

### 1. DIRECTORY.

It is recommended that the present plan of including all salaried employees in the directory be continued, on account of its great convenience in the transaction of University business. The names of members of the instructing staff may, however, be printed in distinctive type if desired.

[*Note.* This does not apply to the catalogue number or to a register, if one is issued.]

### 2. STUDENT IDENTIFICATION CARD.

It is recommended that a suitable card be issued to each student on *registering* the first term of each year (and to those entering in February) stating the date of registration, the course in the University, with blanks, for the student's home and local address; and with a notice to the effect that any University officer may require this card to be shown on request, and that it serves as a ticket for admission to Sage Chapel and to such lectures, etc., as require restriction of attendance to the University community.

### 3. REGISTRATION BY PROXY.

It is recommended that registration by proxy, as now allowed for the second term, be abolished.

### 4. FACULTY HANDBOOK.

It is recommended that a joint Committee of the University Faculty and the Board of Trustees be appointed by the President to prepare a handbook for the use of members of the Faculty and administrative officers, defining the power and duties of University officers, stating such rules as have been made by the Trustees and Faculty relative to Faculty and students, giving full information as to organization of the various faculties with as clear instruction as possible on University procedure, and other business.

### 5. HANDBOOK FOR STUDENTS.

It is recommended that a handbook for the information of students be issued, the first part of the publication to include material of interest to all University students, irrespective of college, and the second part to consist of information pertinent and peculiar to the individual colleges. A single handbook will save expense and confusion. (The Graduate School handbook will be a separate publication, as at present.) A committee of three should be appointed by the President to consult the faculties of all colleges in the preparation of such a book.

### 6. PURCHASE OF GENERAL SUPPLIES.

It is recommended that the Trustees consider the advisability of establishing some central purchasing agency to purchase and distribute all *general supplies* where the saving by purchase in quantity will more than offset the cost of such a system; this to include furniture



of all kinds, stationery, envelopes, mimeographs, typewriters, and all office supplies.

#### 7. UNIVERSITY PRINTING.

It is recommended that printing, mimeographing, or multigraph work for colleges and departments be handled through a central office and so systematized as to reduce cost materially.

#### 8. MEDICAL EXCUSES.

It is recommended that the medical adviser be authorized to discontinue the issuance of sick excuses for illness of less than two consecutive days duration; and that medical excuses be forwarded by the examiner to the Dean of the College responsible for the student and to the Secretary by messenger service, and not given to the student.

Any student wilfully failing to report as soon as possible to the medical adviser any contagious or infectious disease is to be regarded as guilty of a serious breach of discipline.

#### 9. REPORTING OF STUDENTS DOING UNSATISFACTORY WORK.

In order to carry out the plan approved in principle by a previous vote of this Faculty, it is recommended that all officers of instruction report twice during each term to the Secretary's office the names of all students whose work is not satisfactory, with such comment as may be deemed proper. Such reports are to be made on or before Nov. 5 and Dec. 20 for the first term, and March 31 and May 10 for the second term.

The Secretary is to be authorized to give out such information to the Deans and Secretaries of the various colleges as soon as it is collected. Requests from athletic organizations, fraternities, etc., for information of this kind to be given by the Secretary under such safeguards and restrictions as may seem expedient. Further no officer of instruction is under obligation to answer any such request for information regarding any student's standing except as here provided through the central office.

It is further recommended that all faculties notify the Secretary when students are placed on or removed from probation.

A uniform blank for making such reports will be prepared, designed to reduce to a minimum the clerical work of officers of instruction.

#### 10. LECTURE ROOM SCHEDULE.

It is recommended that the Secretary issue in distributive form a circular giving a schedule of all the larger rooms in the University suitable and available for lectures, public meetings, etc. This schedule to include:

- (1) Seating capacity and location.
- (2) Hours when usually not available for such purposes.
- (3) Equipment as to boards, lantern, table space, etc.
- (4) Office or department in general charge of room.

Rooms may be assigned for such meetings by the Secretary only. Notice is to be given to those in charge of the building in question, and full notice as to janitor and lantern service will be given to the applicant.

Cards giving such permission should contain the following statement:

"Please note whether the day and hour are correct. If not, notify the office of the Secretary at once. Also send notice promptly if any change in hour is desired later."



Should those for whom the room is primarily maintained require it for their own use at the time assigned, they are to return the notice with statement of reason to the Secretary's office.

A list of persons capable of operating a lantern will be furnished on application to the Secretary.

Full statement of any special requirement as to janitor service must be given, and where no night janitor is regularly employed to attend to the room after its use, a special fee of \$1 is to be paid for such service.

#### 11. GENERAL ROOM SCHEDULE.

It is recommended that the Secretary's office maintain a complete catalogue of all rooms in University buildings, with number, seating capacity, lighting, blackboard space, and other permanent equipment.

Further all officers or departments for whose use these rooms are primarily intended, are to furnish the Secretary with a schedule of the hours during which they are to be reserved for their work.

The Secretary is to be authorized to assign vacant rooms for such other courses as need space, on notice to those in charge of rooms.

#### 12. UNIFORMITY OF BLANKS.

It is recommended that uniformity in printed blanks for administrative purposes be secured :

- (1) To simplify procedure.
- (2) To secure prompt action.
- (3) To reduce cost of printing.

This will apply to all petitions, permits for registration, changes in registration, leaves of absence and other inter-college and inter-departmental matters.

As far as possible the face of these cards should show in distinctive type :

- (1) The purpose.
- (2) The college issuing same.
- (3) The date, preferably by stamp.

The space for student's name to be ample, and any extracts from rules to be in fine print, not interfering with the above, and preferably to be on the back of card.

All blanks for such administrative purposes will be forwarded by the officer authorizing them to the department concerned, by messenger service, not by the individual student.

All such blanks (except petitions) to be of standard size (3x5).

A committee of three to be appointed to assist the Secretary and Registrar in this matter after consulting with all colleges.

#### 13. DESIGNATION OF COURSES.

It is recommended that some change be made in the designation of courses of instruction so as to indicate the college in which the course is given.

#### 14. CENTRAL MAILING OFFICE.

The Committee recommends the general use of the central mailing office for the Official Publications of the University wherever and whenever practical. The cost of sending these publications by ordinary postal rate is eight times as great as that under the second class privilege. The office of the Secretary distributes all requests for publications made to the Registrar and other administrative officers. The system can be extended by use of the messenger service, providing sufficient indication either on a printed slip or on the flap of the envelope be given—that is, the name of the publication and the address of person requesting same.



## 15. EMPLOYMENT BUREAU.

It is recommended that the Secretary keep a file of the names of students desiring employment in University offices, such as clerical work, operating lantern, temporary stenographic work, etc., with a scale of compensation expected.

## 16. CLERICAL ASSISTANCE.

It is evident that the amount of detail work in connection with the registration of students, organization of classes, issuance of lesson sheets, instructions regarding laboratory and class work, reports to deans, to the Registrar, and in courses where large amounts of apparatus and supplies are needed, their distribution and the supervision of such property, is an ever increasing drain on the time of men who are employed on the instructing staff because of special attainments in teaching and research and not because of clerical proficiency. Such work is often intermittent and requires so much time and attention at certain periods as seriously to interfere with the regular work of officers of instruction.

It is recommended that the trustees consider some plan for providing needed clerical assistance without increasing the teaching staff for clerical purposes, possibly by a central clerical office from which aid could be secured for periods of special need. The question is raised, whether the number of *competent* regular clerical employees might be increased with a saving in money.

It is further suggested that the overhead work of special reports, lists, etc., be reduced to the lowest possible limit, consistent with the proper conduct of University business.

## 17. SUPERVISION OF JANITOR WORK.

It is recommended that the executive committee of the Board of Trustees appoint a competent supervising janitor at an initial salary of \$50 per month who shall be responsible for the proper cleaning of halls, lecture rooms, recitation rooms and toilet rooms.

## 18. PUBLICITY COMMITTEE.

It is recommended that a publicity committee be appointed to establish and maintain a central news bureau where official information may be secured by the press.

## 19. FACULTY MEETINGS.

It is recommended that the University Faculty meet regularly but twice each term; also that an outline of the business to be transacted be sent to all members at least two days before stated meetings. Matters not included in such programme to be taken up only by consent of two-thirds of those present, or at a special meeting.

It is further recommended that a committee be appointed to examine the minutes of the past three years and to report to the Faculty whether there are not some items brought before it which might well be disposed of otherwise, and to make recommendations accordingly.

[*Note.* Several matters are under consideration and will be reported at the May meeting. Any suggestions from members of the Faculty regarding matters which might properly be considered by this committee would be appreciated.]

Respectfully submitted,

L. M. DENNIS,	FRANK IRVINE,	C. A. MARTIN,
W. J. DUGAN,	M. W. SAMPSON,	A. R. MANN,
E. E. HASKELL,	A. T. KERR,	V. A. MOORE,
D. F. HOY,	D. S. KIMBALL,	J. S. SHEARER,
		<i>Chairman.</i>



The Professor of Physics, Professor Shearer, thereupon moved that Section 1 on the Directory be adopted. The Professor of Ancient History, Professor Sill, moved that it be amended by striking out the second sentence of the first paragraph, and the motion was carried, and the section 1 as thus amended was adopted.

On motion of the Professor of Physics, Professor Shearer, the Faculty then adopted in principle the following sections; the same being voted upon seriatim: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18,

It was thereupon moved that Section 19 (Faculty meetings) be adopted. It was moved as a substitute that this section be laid upon the table, and the motion was lost. It was thereupon moved by the Professor of Physics, Professor Shearer, that paragraph 1 of Section 19, (Faculty meetings) be referred back to the Committee for further consideration and report, and the motion was carried.

On motion the Faculty then adjourned.

*Wm. H. Shearer*

Secretary.



Room C, Boardman Hall,

May 9, 1913.

The regular meeting of the Faculty was called to order at 4 P.M., and the Professor of Semitic Languages, Professor Schmidt, was elected chairman of the session.

The Acting President, absent on account of the annual inspection of the Cadet Corps, communicated to the Faculty his appointment of the following Committees:

On the preparation of a handbook for the use of the Faculty and administrative officers, :Professors Bristol, Irvine, Ogden, and W. A. Riley; this committee to co-operate with a committee of the Board of Trustees consisting of Mr. C. H. Blood and Mr. E. L. Williams;

To adjudge the Luana L. Messenger Memorial Prize:  
Professor Burr (chairman), Professors Johnson and Albee;

To prepare a general handbook for the use of students:  
Professors Nichols, Kimball, and Mann;

To prepare an address for presentation at the celebration of the twentyfifth anniversary of the founding of the College for Women of Western Reserve University: Professors Schmidt, Creighton, and Hayes.

The Committee consisting of Professors Crandall, Karapetoff, and Young, appointed to conduct the competition for the Fuertes Memorial Prize in Public Speaking held on April 18th, reported its award of the first prize to Mr. R. E. Pierce , M.E. '13, and the second prize to Mr. H. V. Welles, M.E. '13, and the award was



approved.

On the recommendation of the Faculty of Agriculture the subjects of Solid Geometry and Plane Trigonometry were removed from the list of required entrance subjects for students entering the University in the Departments of Forestry or Landscape Art.

The recommendations of the Commandant that the hour for Drill be made fifteen minutes earlier than at the present time, and that the Armory floor be made available for the Military Department during the indoor season for five hours a week, were referred to the Committee on University Policy, the Committee for this purpose to include Lieutenant Bull, for consideration and report.

The Committee appointed by the President (Professors Winans, Sampson, Sill) to consider and report upon the revision of the Woodford Prize statute, recommended that the following be substituted for Rule 1 of the present statute:

"The competition is open to any student in good standing who is to fulfil the requirements for graduation before the beginning of the second term of the following year, and who does not already hold a baccalaureate degree from this institution or from any other of like rank. No student may compete more than once."

The Committee recommended further that Rule 7 be stricken out, and the recommendations of the Committee as above recited were adopted.

On motion the Faculty adjourned.

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Secretary.



Room C, Boardman Hall,

June 13, 1913.

The regular meeting of the University Faculty was called to order at 4 P. M., and the Professor of Physics, Professor Shearer, was elected chairman of the session. The minutes of the last meeting were read and approved.

Acting President Crane, who was obliged to attend the meeting of the Medical Faculty in New York City, communicated through the Secretary his action in making provision for the holding of term examinations in Poughkeepsie on the regular examination dates. This provision, it was understood, was not to constitute a precedent, but was made on account of the difficulties and dangers to crew practice in the present condition of the Inlet.

The Faculty of the College of Arts and Sciences recommended that the University Faculty legislation passed on November 8th, 1912, to the effect that "in case a person has satisfied the requirements for any baccalaureate degree, he shall not be recommended for any other baccalaureate degree until he shall have completed at least one year of further residence and of work acceptable to the Faculty on whose recommendation the second baccalaureate degree is to be conferred," be declared inapplicable to the case of Mr. Frank Halifax Crassweller, and the recommendation was approved.

The Faculty of the College of Civil Engineering recommended that the Fuertes Medal for Graduates be awarded to Mr.



Harry Thomas Cory, M.C.E. 1893, for his paper on "Irrigation and River Control in the Colorado River Delta" , and the recommendation was approved.

The Committee (Professors Schmidt, Creighton, Hayes) appointed to draft a congratulatory address for presentation to the Trustees and Faculty of the Western Reserve University reported as follows:

"The Faculty of Cornell University sends greetings and felicitations to the Trustees and Faculty of Western Reserve University on the occasion of the twentyfifth anniversary of the establishment of a department in that institution for the higher education of women. As one of the pioneers in the movement to secure for men and women equal educational opportunities, Cornell<sup>University</sup> rejoices in the work done by its sister university for the education of women as well as men.

"The University has appointed Mrs. Gertrude S. Martin, Doctor of Philosophy, Adviser of Women in Sage College, as its representative and as the bearer of its congratulations and wishes for continued usefulness and distinguished success in this noble service to humanity."  
and the report was approved.

The Committee (Professors Hammond, Sampson, and Brauner) appointed to award the Frances Sampson Fine Arts Prize reported its award of the prize to Mr. H. S. Kirchberger, a member of the Class of 1915 in the College of Architecture. The Committee awarded a second prize to Mr. M. J. Hubert, a member of the Class of 1914 in the College of Arts and Sciences.



The chairman of the Committee on University Undergraduate Scholarships recommended that the tenure of the scholarship now held by Miss Lila V. Stevenson be not prejudiced by the leave of absence for the second term of 1912-13 granted her by the College of Arts and Sciences, and the recommendation was adopted.

The Acting President, as chairman of the Committee on University Policy submitted through the Secretary the following report:

"A meeting of the Committee on University Policy was held on May 15th to consider the action of the University Faculty of May 9th, namely the recommendations of the Commandant that the hour for Drill be made fifteen minutes earlier than at the present time, and that the Armory floor be made available for the Military Department during the indoor season for five hours a week, which were referred to the Committee on University Policy, the Committee for this purpose to include Lieutenant Bull, for consideration and report.

"After a careful consideration of the first of the recommendations of the Commandant, it was unanimously voted that it was inexpedient to place the hour for Drill fifteen minutes earlier than at the present time.

"In regard to the second part of the recommendation, that the Armory floor be made available for the Military Department during the indoor season for five hours a week, the Committee felt that it had no jurisdiction in this matter and asked the chairman to bring that part of the Commandant's recommendations to the attention of the Executive Committee."



and the Committee's report was approved.

The Professor of Oratory, Professor Winans, reported to the Faculty that the Woodford Prize in Oratory had been awarded to Mr. L. H. Groser of the College of Law, and honorable mention to Mr. C. W. Whitney of the College of Agriculture. The Professor of Oratory further reported that at the contest for the '86 Memorial Prize in declamation held May 16th, the prize was awarded to Mr. R. T. Kidde, a Senior in the College of Civil Engineering, and honorable mention to Mr. L. H. Groser, a Senior in the College of Law.

It was moved and carried that in the statutes governing the various prizes the words "No handwriting shall appear anywhere in the essay or on the cover. All corrections, must, therefore be typewritten," be stricken out and for these words the following substituted: "Only minor corrections may be made in writing; corrections involving five or more words must be typewritten."

It was voted to amend the following sentence in the statute governing the Frances Sampson Fine Arts Prize which reads: "to <sup>that</sup> ~~any~~ student in the University who shows the most intelligent appreciation of the graphic arts and architecture" by inserting the words "and plastic" after the word "graphic".

It was voted to amend paragraph 5 of the statute governing the Fuertes Memorial Prize in Public Speaking so that the first sentence shall read as follows: "The delivery shall be without notes, but illustrative material, such as diagrams, plans, models, or lantern slides may be used".



The committee (Professors Burr, Johnson and Albee) appointed to adjudge the Luana L. Messenger Memorial Prize reported that the essays submitted in the competition were not of sufficient excellence to merit the prize, and the prize was not awarded.

On motion the Faculty then adjourned.

*W. A. Hammond*

Secretary.



Room C, Boardman Hall,  
October 15, 1913.

The regular meeting of the University Faculty , postponed from October 10, was called to order by the President at 4 P.M. The minutes of the last meeting were approved.

The President announced his appointments of the following standing Committees:

Committee on Admission by Certificate- Professor G. P. Bristol (1916) chairman; Secretary of the University Faculty; W. E. Lunt (1917); B. S. Monroe (1917); W. W. Comfort (1916); H. L. Jones (1915); V. Snyder (1915); A. W. Browne (1914); H. C. Elmer (1914); Registrar D. F. Hoy.

Committee on Student Affairs- Professor D. S. Kimball (1916), chairman; Secretary of the University Faculty; A. R. Mann (1917); E. H. Woodruff (1917); H. T. Bull (1916); H. Ries (1915); F. A. Barnes (1915); M. W. Sampson (1914); J. S. Shearer (1914); Registrar D. F. Hoy;

Committee on University Undergraduate Scholarships- Secretary of the University Faculty, chairman; Professors E. W. Olmsted (1917); F. C. Prescott (1917); H. N. Ogden (1916); A. C. Gill (1916); J. McMahon (substitute for J. I. Hutchinson, during leave of absence, 1915); C. L. Durham (1915); E. L. Nichols (1914); A. B. Faust (1914).

Entrance Examination Board- Professor G. P. Bristol (1916), chairman; G. C. Embury (1917); J. P. Bretz (1917); W. J. Dugan, Secretary (1916); W. B. Carver (1915); C. S. Northrup (1915); H. Davidsen (1914); A. W. Browne (1914).



Committee on University Policy- The President, Secretary of the University Faculty, the Dean of the Graduate School, Deans Smith, Nichols, Irvine, Moore, Haskell, Stocking, Martin, and Professor Kerr.

Committee on Relations to Secondary Schools- Professors G. P. Bristol, chairman; Secretary of the University Faculty, A. R. Mann, D. S. Kimball, M. W. Sampson, H. D. Reed, J. P. Bretz, V. Snyder (substitute for J. H. Tanner on leave of absence 1913-14), the Registrar.

Committee on Official Publications- The President, Secretary of the University Faculty, the Dean of the Graduate School, the Deans of the Special Faculties, Professor Kerr, the Registrar, and the Secretary of the University.

Committee on Excuses from Physical Training- Secretary of the University Faculty, chairman; the Commandant, the Professor of Physical Culture, Professors W. N. Barnard and W. A. Riley, Miss Canfield.

Promotions in the Corps of Cadets recommended by the Commandant were approved as follows:

L. G. Meads to be Major vice F. H. Burton, honorably discharged.  
C. L. Slocum to be Major vice C. W. Decker, honorably discharged.  
Major R. J. Gingrich to be Major vice F. E. Burton honorably discharged.  
R. E. J. Summers to be Captain vice Stahl honorably discharged.  
D. Oettinger to be Captain vice Longfiedl honorably discharged.  
S. M. Ford to be Captain vice Corpus honorably discharged.  
W. F. Clayton, Jr., to be Captain vice Sherwin honorably discharged.  
G. E. Brower to be Captain vice Short honorably discharged.  
R. W. Nix, Jr., to be Captain vice Kaffenberger honorably discharged.  
R. B. Rodriguez to be Captain vice Pounsford honorably discharged.  
S. G. Hess to be Captain vice Elkind honorably discharged.  
F. W. Cady, Jr., to be Captain vice Davis honorably discharged.  
A. C. Ehrlich to be 1st Lieutenant vice Harris honorably discharged.  
W. A. Taylor to be 1st Lieutenant vice Hill honorably discharged.



L. R. Lohr to be 1st Lieut. and Adjutant vice Howell honorably discharged.  
F. N. Insinger to be 1st Lieut. vice Harrington honorably discharged,  
L. C. Hough to be 1st Lieut. vice W. D. Taylor honorably discharged.  
W. W. Cowan to be 1st Lieut. vice Cape honorably discharged.  
F. C. Farnsworth to be 1st Lieut. vice Meads promoted.  
T. L. McMurray to be 1st Lieut. vice Summers promoted.  
J. L. Laycock to be 1st Lieut. vice Gingrich promoted.  
F. Martinell to be 1st Lieut. vice Brower promoted.  
Jesse Sherwood Smith to be 2nd Lieut. vice Morgan honorably discharged  
A. E. Krieger to be 2nd Lieut. vice Arnold honorably discharged.  
D. T. Stanton to be 2nd Lieut. vice Spalding honorably discharged.  
F. W. Koenig to be 2nd Lieut. vice Oettinger promoted.  
R. C. Candee to be 2nd Lieut. vice Ford promoted.  
G. R. Phipps to be 2nd Lieut. vice Clayton promoted.  
C. M. Harrington to be 2nd Lieut. vice Hess promoted.  
A. L. Obre to be 2nd Lieut. vice Ehrlich promoted.  
J. B. Howell to be 2nd Lieut. vice Hough promoted.  
Stanley Dewsnap to be 2nd Lieut. to fill original vacancy.  
K. A. Tapscott to be 2nd Lieut. to fill original vacancy.  
H. R. Pouch to be 2nd Lieut. to fill original vacancy.  
C. B. Starr to be Chief Musician vice Turner honorably discharged.  
R. R. Dince to be Principal Musician vice Rogers honorably discharged.

The following communication regarding Entrance Requirements was received from the College of Civil Engineering and approved:

"The College Entrance Diploma issued by the Education Department of the State of New York will be accepted as full entrance, provided the candidate satisfies the four Cornell units now required in Mathematics."

The following memorial minutes were adopted by rising vote:

PROFESSOR CHARLES BABCOCK.

"On August 27th, a month before our reassembling, there passed from this life, in his eighty-fifth year, our oldest colleague, Professor Charles Babcock, for a quarter-century the head of our school of architecture.

"He was not a member of the original Faculty of Cornell; but it was only because his department had first to be called into existence. With its establishment, in 1871, he became its head;



and from that day of poverty, when for long he was its sole instructor and with his own hands created much of its equipment, to that other in 1896, when he surrendered it, a full college of the university, to his successor, he was not only its guiding intellect but its soul. His devotion to his art and to his students, the broad humanity of his interests, his sane and quiet judgment, that masculine gruffness in his deep voice which veiled his kindly heart and lent a piquancy to his playful humor, the sound culture and sturdy manhood that breathed in all he said or did, made him beloved by his pupils and by his fellow teachers. His influence was not confined to the work of instruction. As architect he gave us noble buildings which still adorn our Campus-Sage College, Sage Chapel with its memorial annex and apse, Lincoln and Franklin Halls - and as administrator he had a weighty, though always modest, voice in the shaping of the university as a whole.

"Nor can his colleagues forget his long career as rector to that little group which, in the days of our isolation, met weekly in the transept of Sage Chapel, or that frequent service at the Chapel's lectern when any accident deprived us of a preacher, or yet that kindly thought for others' needs, which, even more than these perhaps, made him in those days almost a college pastor.

"Since his retirement he has dwelt among us still, a thoughtful, genial friend and neighbor, lending to our Campus the quiet dignity of his presence and to our social life the ripe charm of his reposeful character. They have been to us a benediction which we shall sadly miss, and of which we here record our grateful memory."

C. A. Martin	}	Committee.
I. P. Church		
G. L. Burr		



PROFESSOR JOHN CRAIG.

"The University Faculty of Cornell University desire to give expression to their deep sorrow at the loss of their colleague, Professor John Craig, and their appreciation of his personal qualities and of his work as a teacher and investigator.

"Professor Craig came to us first as a graduate student and received the degree of Master of Science in Agriculture in 1898. In the year 1900 he was called back to this University to take charge of the extension teaching in agriculture; and in 1903 he was made Professor of Horticulture, which position he held till his death on August 10th, 1912.

"Professor Craig was a man of great earnestness and unusual personal charm. He met the world with a cheerful face even when enduring intense physical pain. The fortitude and perseverance with which he carried on his work almost to the end of his life in spite of great suffering were an inspiration to all who witnessed it.

"In his going from among us we feel that the University Faculty has lost an efficient and loyal member; and that each of us has lost a friend.

"We extend to his family, whose grief we share, our heartfelt sympathy in their bereavement.

J.H. Comstock  
W. D. Bancroft  
D. S. Kimball."

PROFESSOR LUCIEN AUGUSTUS WAIT.

"We, the members of the University Faculty, desire to place on record an expression of appreciation of the life and services of Lucien Augustus Wait, a detailed report of which was placed on our record on the occasion of his retirement in 1910 (President's Report,



1909-10, Appendix II, pages VIII and IX.)

"Upon his return from a two years' journey around the world he renewed his keen interest in the affairs of the University, in particular of the Department of Mathematics, in the progress it was making in research, and in the welfare of its members. We shall all miss his kindly sympathy and helpful encouragement. We express our sorrow and extend our sympathy to the bereaved family of our late associate and friend.

E. L. Nichols	} Committee.
G. P. Bristol	
V. Snyder. "	

The Secretary introduced the following motion: "Resolved, that the rule adopted by the Faculty on October 11, 1912, debarring students previously registered in Summer Sessions from competing for University Undergraduate Scholarships, be construed as applying only to Summer Sessions subsequent to the passage of the legislation", and it was so voted.

The Registrar requested that the University Faculty take under consideration the following propositions:

- "1) That there be added to the list of entrance subjects as now arranged, - "No. 19. Electives. Any high school subject not already used.  $\frac{1}{2}$  - 1.
  - 2 ) That Physical Geography be given a value of  $\frac{1}{2}$  - 1 units instead of 1 unit as at present.
  - 3 ) That a minimum value of two units be allowed in Greek, Latin, German, French, Spanish, and Italian,"
- and it was thereupon voted to refer these suggestions to the Committee on Relations to Secondary Schools with power.



As Special Order of the meeting the Secretary presented a communication from the Committee on Student Affairs to the President , which set forth the Committee's action in disapproving of the resumption of athletic relations with Syracuse University. It was thereupon moved that the Committee's action be approved. As an amendment it was moved that the communication be referred back to the Committee, and the amendment was lost by a vote of 43 to 45. The following motion was thereupon introduced: Resolved, that this Faculty has no desire at this time to review and revise the action of its Committee on Student Affairs. ~~The~~ motion to lay upon the table the resolutions now pending before the house was then presented, and the motion to lay upon the table was carried.

On motion the Faculty then adjourned, at 6:30 P.M.

*W. H. Hammond*

Secretary.



Room C, Boardman Hall,

November 14, 1913.

The regular meeting of the University Faculty was called to order at 4:00 P.M. The President being in New York to attend the meeting of the Medical Faculty, the Professor of History, Professor Burr, was elected chairman of the session. The minutes of the last meeting were read and approved.

The Secretary announced the President's appointment of Professor V. A. Moore to serve on the Committee on Student Affairs until 1917 in place of Professor E. H. Woodruff, who declined the appointment.

The following promotions in the Cadet Corps were confirmed:  
Major Lawrence Granville to be Colonel vice Corrington, honorably discharged.  
Captain Richard Elvin Jewell Summers to be Major vice Meads promoted.  
First Lieutenant Arthur Carl Ehrlich to be Captain vice Summers promoted.  
Second Lieutenant Jesse Sherwood Smith to be First Lieutenant vice Ehrlich promoted.  
Sergeant David Henry Finley to be Second Lieutenant vice Smith promoted.

The Professor of German, Professor Faust, gave the Faculty a report upon the International Historical Congress held in London in April, 1913, on which occasion he represented the Faculty as its delegate.

The Secretary on behalf of the Committee on University Undergraduate Scholarships announced the Committee's award of an undergraduate scholarship to Mr. R. V. Cautley, Arts '17, and the award of the Padgham Scholarship on the recommendation



of the Faculty of Sibley College to Mr. C. G. Baldwin, Jr.,  
M.E. '17.

The Groups of Letters and Science into which the Faculty divided at the close of the session of October 15th reported their election of the following members of the Library Council:

Professor J. P. Bretz, Group of Letters, to succeed himself.

Professor W. A. Riley, Group of Science, to succeed Professor  
I. P. Church.

The following communication was received from the Faculty of Sibley College:

"At a meeting of the Faculty of Sibley College held October 23, 1913, it was moved and carried that the Arts College Entrance Diploma and the Science College Entrance Diploma used by the Education Department of the State of New York for the passing of the Regents Examinations will be accepted by Sibley College as satisfying the entrance requirements to that College provided the four Cornell units in Mathematics now required, are satisfied."

The Committee on Relations to Secondary Schools to which on October 15th was referred with power certain proposed changes in the entrance requirements reported as follows:

"For admission to the University it was voted that:

1. In Physical Geography either 1/2 unit or 1 unit, as at present, may be offered;
2. A new number (19) be added to our present list. Under this head credit of either 1/2 unit or 1 unit (not more) may be allowed for any high school subject, or subjects, not already used.

"The Committee postponed final action on the resolution abolishing a single unit of credit in foreign language."



The following communication was received from the  
Cornell Daily Sun:

"To the Secretary of the Cornell University Faculty.

Dear Sir:-

The Cornell Daily Sun begs to call to the attention of the Faculty of Cornell University the question of the suspension of University work on Saturday morning the 29th of November 1913.

It is our belief that as this date comes between two holidays- Thursday and Friday on one side and Sunday on the other- and as the work accomplished on this day is very little, the day should be included in the Thanksgiving Recess.

It is further our belief that in appreciation of the Faculty's action there would be less cutting of classes on the Wednesday before and the Monday after the proposed holiday.

Respectfully submitted,

The Cornell Daily Sun,

H. H. Micou.

November 14th, 1913."

The Professor of Law, Professor Hayes, moved that the Faculty suspend University exercises on the Saturday following Thanksgiving. The Professor of Statistics, Professor Willcox, moved that the communication from the Cornell Daily Sun, together with the resolution of the Professor of Law, Professor Hayes, be referred to the Committee on University Policy with power, and it was so voted. The Professor of <sup>Ancient</sup> History, Professor Sill, intro-



duced the following motion:

"Resolved, that the Committee on University Procedure be instructed to consider the whole question of the existence and length of the Thanksgiving Recess and the possible modification of the statute relating thereto, and to report upon the same to this Faculty."

The chair having ruled that the motion was out of order, an appeal was taken from the chair by the mover, and on vote the chair was not sustained. The resolution was then put to the house and was adopted.

The Professor of Botany, Professor Rowlee, on behalf of the Committee in charge of the ceremony of laying the <sup>cornerstone</sup> of the Schoellkopf Memorial requested the Faculty to suspend University work from eleven to one o'clock on Saturday the fifteenth instant. On motion the Faculty declined to suspend University work as requested. The Professor of Law, Professor Woodruff, thereupon moved that a committee of three be instructed to formulate a communication to the Committee on the Schoellkopf Memorial, expressing the Faculty's regrets at its inability to grant the request, and explaining to the Committee the Faculty's reasons for its action, and the motion was carried. The committee named consisted of Professors Burr, Hammond, and Woodruff.

The Dean of the College of Architecture, Professor Martin, introduced the following resolutions:

1st: That leaves of absence as at present issued by the executive officers of the several colleges of the University for temporary absence from classes be abolished, and that no formal leaves of absence be issued except as a temporary



withdrawal from the University or as recommended by the Committee on Student Affairs for students leaving the city to represent the University on student organizations.

2nd: That the Medical Adviser continue to report cases of illness covering not less than two consecutive days, but that such reports be considered only for record and not as leaves of absence.

It was thereupon voted to refer the resolutions above recited to the Committee on University Procedure for consideration and report.

On motion the Faculty then adjourned, at 6:00 P.M.

*W. A. Harrison*

Secretary.



Room C, Boardman Hall,

December 12, 1913.

The regular meeting of the University Faculty was called to order by the President. The minutes of the last meeting were approved as read..

The Secretary notified the Faculty that the President had appointed the following committee for the preliminary test for the '94 debate orations: Professors Bauer, Bogert, Burr, Everett, and Winans.

The following recommendation from the Faculty of the College of Civil Engineering was approved:

"The Faculty of the College of Civil Engineering recommends to the University Faculty to adopt for entrance to the College of Civil Engineering without advanced mathematics, the entrance requirements in effect in other colleges of the University, namely, English 3 units; Foreign Language 3; History 1; Plane Geometry 1; Elementary Algebra 1; together with 6 units of electives."

The Secretary submitted a communication from the Registrar containing details concerning modification of Entrance requirements recently adopted by the faculties of the Colleges of Arts, Architecture, Law, Agriculture, Civil Engineering, and Mechanical Engineering, and the communication was ordered to be filed.

On November 14th the Faculty referred to the Committee on University Policy with power the question of the suspension of University work on Saturday, November 26th (the Saturday following



Thanksgiving). In reply to that reference the Committee on University Policy presented the following report:

"WHEREAS the Calendar of the University has been fixed by concurrent action of the Board of Trustees and University Faculty, and

"WHEREAS at its last meeting the University Faculty voted 'that the Committee on University Procedure be instructed to consider the whole question of the existence and length of the Thanksgiving Recess and the possible modification of the statute relating thereto, and to report the same to this Faculty'; therefore

"Resolved, that in the view of this Committee on University Policy, to which the matter <sup>had been</sup> referred by the Faculty, it is unwise that any change be made in the Thanksgiving Recess this year".

In reply to an inquiry from the floor regarding the desirability of taking measures to prevent absenteeism from classes immediately preceding and following vacation periods, the President reminded the Faculty that no professor has authority to grant leaves of absence, the Calendar being fixed by the concurrent action of the Board of Trustees and the University Faculty, and he requested the Deans of the several colleges to bring this matter to the attention of the members of the special faculties.

On motion the Faculty then adjourned.

Secretary.

*W. H. Hammond*



Room C, Boardman Hall,  
January 16, 1914.

The regular meeting of the Faculty was called to order and in the absence of the President, who was in New York to attend the meeting of the Medical Faculty, the Professor of Semitics, Professor Schmidt, was elected chairman of the session. The minutes of the last meeting were read and approved.

The Secretary presented a communication from the Kahn Foundation for the Foreign Travel of American Teachers, requesting that applications be sent from Cornell professors.

An invitation was received from the University of Groningen to send a delegate from the Cornell faculty on the occasion of the tercentenary of the foundation of the Groningen University, on June 29 - 30 and July 1, 1914. The members of the Faculty were requested to bring suggestions regarding possible delegates to the attention of the President.

The Professor of Oratory, Professor Winans, reported that the '94 Memorial Prize in Debate had been awarded to William D. Smith, a junior in the College of Arts and Sciences in the annual contest held January 10th.

On the request of the Commandant, Professor Bull, it was voted that commissioned officers in the Cadet Corps be allowed to register in advance at the beginning of the second term.

The Professor of Physical Culture, Professor Young, introduced the following resolution: Resolved that Cornell University accept the invitation of the National Collegiate Athletic Association to become a member of that organization, and that



this Faculty send a delegate. Upon vote, the resolution was referred to the Committee on Student Affairs for consideration and report.

The Professor of Physical Culture, Professor Young, moved further : THAT the policy of permitting only two out-of-town<sup>football</sup> games in one season and the requirement that these games be played on college grounds, be continued. It was thereupon moved to lay the resolution on the table, and the motion was carried.

On motion the Faculty then adjourned.

*Wm. R. Hume as Secy*

Secretary.



Room C, Boardman Hall,  
February 20, 1914.

The regular meeting of the University Faculty was called to order at 4 P.M., and in the absence of the President the Professor of Applied Mechanics, Professor Church, was elected chairman of the session. The minutes of the last meeting were read and approved.

The following recommendations of the Commandant were confirmed:  
Captain Dave Oettinger to be Major vice Slocum honorably discharged.  
First Lieutenant William Arnold Taylor to be Captain vice Oettinger promoted.  
Second Lieutenant Andrew Edward Krieger to be First Lieutenant vice Taylor promoted.  
Seymour Isaac Hess to be Second Lieutenant vice Krieger promoted.

On motion of the Professor of Philosophy, Professor Creighton, it was voted to refer to the Committee on University Policy for consideration and report the question of the desirability of changing the time of the Faculty's meeting from Friday to some other day of the week.

It was voted to request the President to call a special meeting of the Faculty to consider the report of the Committee on Procedure, the date of meeting to be left to the discretion of the President.

On motion of the Professor of Law, Professor Hayes, it was voted to request the Committee on Procedure to print the substance of its report and to send the same to the members of the Faculty before the special session provided for as above.

On motion the Faculty then adjourned.

*W. H. H. H. H. H.*

Secretary.



Room C, Boardman Hall,  
March 13, 1914.

The regular meeting of the University Faculty was called to order at 4:00 P.M. by the President. The minutes of the last meeting were read and approved.

The following promotions in the Cadet Corps recommended by the Commandant were confirmed:

Second Lieutenant Donald Tennyson Stanton to be First  
Lieutenant vice Martindell granted leave of absence.  
Sergeant Edmund Leonard Judson, Jr., to be Second  
Lieutenant vice Stanton promoted.

The Committee on Student Affairs submitted a report on the question referred to it on January 16th, namely, the question of Cornell University's acceptance of the invitation of the National Collegiate Athletic Association to become a member of that organization. The Committee unanimously recommended that Cornell University do not become a member of the organization, and submitted in its report a detailed statement of the grounds on which the recommendation was based. In view of the absence of the mover of the reference of January 16th, it was voted, 34 to 10, that the report of the Committee be laid on the table.

The Professor of History, Professor Burr, moved that the whole question of the attitude of the University toward athletics raised in the discussion during this session be referred to the Committee on Student Affairs for consideration and for report at its discretion.

It was thereupon moved that the Faculty adjourn, and the



motion was lost by a vote of 13 to 35.

The resolution of the Professor of History was then put to the house and adopted.

The Professor of Physics, Professor Shearer, moved that the Registrar be authorized to arrange, at his discretion, for the registration by proxy of students in the employ of the University, and the motion was carried.

On motion, the Faculty then adjourned.

Secretary.

*W. Q. Hammond*



Room C, Boardman Hall,  
March 25, 1914.

The Faculty met at 7:30 P.M. in Special Session at the call of the President to consider the final report of the Committee on University Procedure, and the Professor of Greek, Professor Bristol, was elected chairman of the session.

On motion, the Faculty went into the Committee of the Whole for the consideration of the report of the Committee on Procedure. The report was considered and the Committee of the Whole rose and reported progress to the Faculty.

The Professor of Chemistry, Professor Dennis, then introduced the following motion: Resolved that the Faculty create an Administrative Board, constituted essentially as outlined in the report of the Committee on University Procedure. The Professor of Ancient History, Professor Sill, thereupon moved that the resolution of the Professor of Chemistry be laid on the table and the motion to table was carried.

The Secretary requested the privilege of presenting to the Faculty a petition bearing the signatures of some fifty students, asking that the hour from 12:00 to 1:00 every other Friday be set aside for a general assembly of Faculty and students. It was thereupon voted to refer the petition to the Committee on University Policy for consideration and report, the report to be made within the current academic year.

On motion, the Faculty then adjourned, at 10:20 P.M.

*W. A. Hammond*

Secretary.



## Report of Special Committee on Procedure.

### ADMINISTRATIVE BOARD.

The committee recommends that all standing committees of the University faculty, except the one on student affairs, be replaced by an Administrative Board to be constituted as follows :

The President of the University, Chairman  
The Secretary of the University Faculty, Secretary  
The Secretary of the University  
The Registrar.

The Deans of the several Faculties at Ithaca, including the Dean of the Graduate School, the Director of the Summer Session, and the Secretary of the Ithaca Division of the Medical College.

Members elected by each College Faculty in Ithaca on the basis of one representative for the first twenty votes of that Faculty in the University Faculty, and one additional representative for each additional twenty votes or major fraction thereof.

The University Faculty may change this apportionment at any meeting, provided one month's notice of the proposed change has been given, but the basis of representation must not be such as to give any college a majority in the Board.

The term of office of elective members of the board shall be three years, and retiring members shall not be eligible for immediate re-election.

At the first meeting of the Board the elective members are to be divided by lot into three groups as nearly equal as possible, one group to serve one year, a second to serve two years and the third to serve three years.

In case of a vacancy in the membership of any college, the Dean of that College may make a temporary appointment, the vacancy to be filled by election at the next regular meeting of the Faculty of that College.

#### *Duties.*

All the duties now performed by the regular committees of this Faculty, except those of the Committee on Student Affairs, are to be performed by this Board. The Board shall have power to appoint executive sub-committees. The action of all sub-committees shall be reported to the Board, and the minutes of their meetings shall be filed with the minutes of the Board.

The Administrative Board shall have full power to carry out legislation of the University Faculty and to make such recommendations to the University Trustees as may from time to time seem necessary to make such legislation effective.

#### *Minutes.*

For the purpose of inspection by members of the Faculties, a copy of the minutes of the Board shall be kept on file at the office of the Secretary of the University, and a copy shall be sent to the Deans of the several Faculties.

#### *Faculty Meetings.*

The University Faculty shall have one regular meeting each term. The President may call special meetings of the Faculty at his discretion. Special meetings shall also be called by the President :

- (a) At the request of the Administrative Board.
- (b) At the written request of five members of the University Faculty.

All calls for special meetings shall include a statement of the matters to be considered.

Motions offered in the University Faculty involving changes of policy shall be referred to the Administrative Board for consideration and report



to the Faculty at the next regular meeting, or at an adjourned meeting, as the Faculty may direct.

*Note.*

#### CONSTITUTION OF THE PROPOSED BOARD BASIS OF 1912-13.

Faculty	Votes	Elective members	Dean
Arts and Science .....	81	4	1
Law .....	7	1	1
Medical .....	5	1	1
Architecture .....	7	1	1
Civil Engineering .....	17	1	1
Mechanical Engineering .....	23	1	1
Veterinary .....	7	1	1
Agriculture .....	53	3	1
		13	8
Total representing Faculties .....			21
Other members .....			6
Total Membership .....			27

#### COMMITTEES TO BE REPLACED :

Committee on Admission by Certificate  
 Committee on University Undergraduate Scholarships  
 Committee on University Policy  
 Committee on Official Publications  
 Committee on Relations to Secondary Schools  
 Committee on Excuses from Physical Training.

#### THANKSGIVING RECESS.

After considering the various proposals submitted regarding the Thanksgiving Recess the committee believes that only two plans are workable. These are :

- (a) Recess from Wednesday at 4:30 P.M. to Monday at 8:00 A.M.
- (b) Recess on Thursday only.

A majority of the committee favors a trial of the Wednesday to Monday plan, with annual notice that the one day recess will be instituted and enforced, whenever in the judgment of the Faculty attendance either on Wednesday or on Monday is not satisfactory.

If (a) is adopted it is recommended that one day be added in September or January to make one hundred session days for the first term.

If (b) is chosen it is recommended that a day be subtracted for the above purpose.

#### ABSENCES BEFORE AND AFTER HOLIDAYS.

Your committee has considered several proposals for the enforcement of attendance at these periods. Some of these suggestions might be satisfactory in small colleges in which all students are taking the same courses. In general however, it is the committee's opinion that none of the plans would secure the desired results without a greater expenditure of money and time than would be warranted by any possible increase in attendance ; and further that the matter is properly one for the special Faculties.

L. M. DENNIS	A. T. KERR	V. A. MOORE
D. F. HOY	D. S. KIMBALL	MARTIN SAMPSON
E. E. HASKELL	A. R. MANN	J. S. SHEARER
FRANK IRVINE	C. A. MARTIN	<i>Chairman.</i>



Room C, Boardman Hall,

April 17, 1914.

The regular meeting of the Faculty was called to order at 4 P.M., and the Professor of Machine Design, Professor Kimball, was elected chairman of the session. The minutes of the regular meeting of March 13 and of the special session of March 25 were read and approved.

The Secretary, on behalf of the President, who was absent in attendance upon the meeting of the Medical Faculty in New York, presented invitations from the University of Missouri and Brown University, requesting the Faculty to send a delegate on the occasions of the seventyfifth and onehundred and fiftieth anniversaries of the foundations of these universities, respectively.

The Secretary presented a communication from the Council of the Chi Phi Fraternity in which the recommendation was made by the fraternity at large that its several chapters should adopt means for keeping "in touch with the college work and standing of the members of the chapter, particularly the underclassmen", and approved "the idea of intimate official relations between the Chapter and Faculty whereby the former can be used, as a definite aid in raising the standard of college organization in all its various developments." The Faculty thereupon voted to instruct the Secretary to communicate to the President of the local chapter of the Chi Phi Fraternity the Faculty's approval of the Council's suggestions.

The Committee (Professors Burr, chairman, Mulford and George) appointed by the President to select the speakers for the Woodford



Prize in Oratory, reported its selection of the following:

Harry Zelig Harris, Law, of Olean  
 Harold Riegelman, Arts, of New York City  
 Francis Elton Rogers, Agriculture, of Canandaigua  
 Remington Rogers, Law, of Brooklyn  
 Carl Luther Zinnsmeister, Agriculture, of New York City.

The Professor of English, Professor Strunk, in behalf of the Committee appointed to award the Morrison Prize (Professors Strunk, Northrup and Thilly) reported its award of the prize to Paul B. Schumm, of the Class of 1915 of the College of Agriculture.

On behalf of the Committee (Professors Strunk, Hayes and Johnson) the Professor of English, Professor Strunk, reported its award of the Guilford Prize to E. A. de Lima, of the Class of 1914 in the College of Arts and Sciences.

The Committee on Student Affairs recommended that leaves of absence for athletic purposes be strictly limited in the case of freshmen to two days during the period from the opening of the University to April first, and two days during the period from April first to the opening of the following academic year, and the recommendation of the Committee was adopted.

The following report of the Committee on University Policy was presented to the Faculty:

"The request of the students asking that one hour a month be set aside to be used as a student convocation hour has been referred from the Faculty to this Committee.

"Moved and seconded that the hour of from 4:30 to 5:30 on one Thursday a month be set aside for this purpose.

"Substitute motion that this question be laid on the table until further information be gathered from other universities



and different sources. Carried.

"Moved and seconded that a committee of three be appointed to gather such information. The President appointed Deans Merritt and Smith, and Professor Hammond.

"Moved and seconded that the question of determining whether University work between the hours of 12:00 and 1:00 each day could be otherwise arranged be referred to above Committee for report. Carried.

"A letter was read from Professor Dann in regard to absence of students from classes to attend musical festival rehearsals.

"Moved and seconded that the leaves of absences be granted as in former years, and that such leaves be referred to the Deans of the various colleges with power. Carried.

"A letter was read from Professor Kimball, Chairman of the Faculty Committee on Student Affairs, in regard to moving picture machines on the campus, and in regard to Cornell Daily Sun editorials.

"Moved and seconded that this Committee recommend that the Executive Committee of the Board of Trustees invest the Committee on Student Affairs with jurisdiction over moving picture machines on the campus, playgrounds, and athletic fields of the University.

"A communication was read from the University Faculty referring the question of the desirability of changing the Faculty meeting from Friday to some other day.

"Moved and seconded that beginning with the next University year, the second Wednesday of each University month at 4:00 P.M. be set aside for the University Faculty meeting. Carried.

"Moved and seconded that recommendation #16 in the report of the Faculty Committee on University Procedure be referred back to



that Committee for more definite details. Carried.

"The recommendations of the Faculty Committee on University Procedure, as adopted by the Faculty on April 23, 1913, were referred to the Secretary of the University to be taken up with <sup>the</sup> officers concerned in order to expedite their enforcement."

The Professor of Law, Professor Hayes, thereupon moved that the report of the Committee be received, and that its action upon those matters which had not been referred to it and therefore had not been authorized, be approved, <sup>and it was so voted.</sup> The Professor of Ancient History, Professor Sill, moved the adoption of that part of the Committee's report which referred to the time of Faculty meetings, namely, the change of the day of meeting from the second Friday in each session month to the second Wednesday in each session month, at 4 P.M., and the motion was carried.

The Professor of Philosophy, Professor Creighton, introduced the following resolution: "While the University Faculty has no wish to pass judgment on any action already taken by the Committee on University Policy, they would beg to inform the Committee that it is desirable that their direct recommendation to the Trustees should not form a precedent." The Secretary of the Faculty moved that the resolution of the Professor of Philosophy be laid on the table, and the motion was carried by a vote of 28 to 14.

On motion the Faculty then adjourned.

*Edw. H. ...*  
Secretary.



Room C, Boardman Hall,  
May 8, 1914.

The regular meeting of the University Faculty was called to order at 4 P.M. by the President. The minutes of the last meeting were read and approved.

The following communication was received from the Executive Committee of the Board of Trustees:

"I beg to advise you that the Executive Committee of the Board of Trustees at its meeting yesterday adopted the following resolution:

'Upon the recommendation of the University Faculty it was resolved that the Faculty Committee on Student Affairs be invested with jurisdiction over moving picture machines on the Campus, playground, and Athletic Fields of the University.' "

A communication was received from the British Academy requesting that Cornell University nominate a representative to join the General Committee on the preparation of a program for the celebration of the tercentenary of Shakespeare's death in 1916. As the Faculty's representative the President named Professor Sampson.

On the recommendation of the Commandant the following promotions in the Cadet Corps were confirmed:

First Lieutenant Lenox R. Lohr is granted sick leave of absence.

Second Lieutenant Frederick W. Koenig to be First Lieutenant, vice First Lieutenant L. R. Lohr granted sick leave of absence.

First Sergeant William Frank Bull, to be Second Lieutenant vice F. W. Koenig, promoted.



On behalf of the Committee on University Policy, to which <sup>7</sup> was submitted on April 17th the petition from 56 undergraduates asking that the University make provision for a general University assembly, Professor Merritt reported the Committee's recommendation of the following:

1. That meetings of the whole university, to be known as University Assemblies, be held at intervals of approximately a month throughout the college year.

2. That the times of such meetings, - which shall ordinarily occur in the forenoon, - be set by the President, and that at the times so set all university exercises be suspended.

3. That the control of such assemblies be placed in the hands of a committee of students, acting with the President of the University; such committee to consist of the president of the Graduate Club, <sup>(ex-officio)</sup> and one other graduate to be chosen by him, three seniors, two juniors, one sophomore, to be appointed by the presidents of their respective classes, and the presidents of these classes ex-officio.

It is assumed that the Assembly hours will be so chosen as to interfere as little as possible with regular university exercises; - and it appears to be practicable, by having the Assembly come each month at a different hour or on a different day, to avoid interfering with any one class more than once during the year.

It was thereupon voted to approve the recommendation of the Committee on University Policy, and to notify the petitioners that the Faculty's adoption of the plan is provisional and experimental.

The Faculty of the College of Agriculture recommended that <sup>7</sup> entrance subject No. 16, which now reads "Agriculture, 1/2 or 1 unit," be altered to read "No.16. Agricultural subjects, 1/2 to 4 units"; and that a footnote be added that not to exceed four units will be allowed in vocational subjects, and the recommendation of the College of Agriculture was approved. <sup>7</sup>

The Professor of History, Professor Burr, moved <sup>7</sup>

1. That the device, or motto, of the University, to be enscrolled beneath its shield, be "True and Firm".



2. That the crest of the University be a pine tree, rooted upon a rock, or crag.

3. That the supporters of the University's arms be two cherubs.

It was thereupon voted to refer the motions of the Professor of History to a committee consisting of Professors Burr, A. W. Smith, and the Secretary of the University Faculty, for consideration and report.

The Secretary of the Faculty moved that the President be requested to appoint a committee of three to revise the statutes governing University Prizes, and it was so ordered. As such a committee the President appointed the Secretary of the Faculty, and Professors H. L. Jones and Prescott.

The Professor of Economics, Professor Young, in behalf of the Committee (Professors Young, Bretz and Saby) appointed by the President to award the Sherman-Bennet Prize, reported its award of the prize to Mr. Seth V. Elting, a Senior in the College of Arts and Sciences, for an essay entitled "Government and Administration", and the report was ordered to be filed.

In reply to an invitation received from Brown University at the last session of the Faculty, the Faculty voted to request the President and Professor C. E. Bennett to serve as its representatives. As a committee to prepare an address of greeting for the occasion the President named Professors Bennett, Thilly and Rowlee.

The Professor of Physics, Professor Nichols, moved that the question of uniformity in the marking system throughout the University be referred to a special committee to be appointed by



and  
the President, for consideration and report, <sup>^</sup> it was so voted.  
As such committee the President named the following: Professors  
Nichols (chairman), Dennis, Woodruff, Martin, Mann, Diederichs,  
Bauer, Ogden, Fish, Hoy.

The Professor of Oratory, Professor Winans, reported that  
the Woodford Prize in Oratory, competition for which was held on  
Monday, May 4th, was awarded to Mr. Harold Riegelman, a senior  
in the College of Arts, and honorable mention to Mr. Harry Z.  
Harris, a senior in the College of Law.

The Professor of History, Professor Sill, requested the  
ruling of the University Faculty on two essays submitted for  
the Messenger Prize after the time specified in the statute.  
On vote the Faculty instructed the Committee to accept the  
essay which was submitted at five minutes past the hour, and  
to reject the essay which was submitted on May 2nd.

The Professor of Physical Training, Professor Young, moved  
that the resolution regarding the invitation of the National  
Collegiate Athletic Association which was laid on the table  
March 13th be taken from the table, and the motion was lost  
by a vote of 18 to 25. The Professor of History, Professor  
Sill, thereupon moved that the matter of joining the National  
Collegiate Athletic Association be made a Special Order for  
an early meeting in the next academic year. The Professor of  
Latin, Professor Durham, moved that the motion be laid on the  
table, and the motion was lost. The question then recurring to  
the original motion, <sup>of</sup> the Professor of History, it was put to  
the house and carried.

The Professor of History, Professor Sill, moved that the



Committee on Commencement Arrangements be requested to make no distinction between professors, assistant professors, and instructors as to position or rank in the Commencement procession, and it was so voted.

On motion the Faculty then adjourned.

*W. P. Adams*

Secretary.



Room C, Boardman Hall,

June 12, 1914.

The regular meeting of the University Faculty was called to order at 4:00 P.M. The Professor of Veterinary Pathology, Professor Moore, was elected chairman of the session. The minutes of the last meeting were read and approved.

The Committee, (Professors Sill, Orth and Bauer) appointed to award the Luana L. Messenger Memorial Prize reported its award to an essay entitled "The American Immigrant - a Force in Modern Progress", written by Henry Chalmers, Arts '14.

The Committee (Professors Hammond, Sampson and Brauner), appointed to award the Sampson Fine Arts Prize, reported its award to Mr. R. E. Grant, Agriculture '14.

The Committee (Professor Burr, Reverend W. G. Griffis and Mr. C. W. Whitehair), appointed to award the prize of the Japan Society, reported that one essay had been submitted which was, in the opinion of the Committee, of insufficient merit to receive the prize. The Committee recommended that the prize be not awarded and the recommendation was approved.

The Department of Chemistry reported its award of the George Chapman Caldwell Prize in Chemistry for the year 1913-14 to Mr. J. Allington Bridgman.

The College of Civil Engineering recommended that the Fuertes Medal for Graduates be awarded to Mr. Weston Earle



Fuller, Class of 1900, for his paper on "Flood Flows" presented to the American Society of Civil Engineers on October 15, 1913, and the recommendation was approved. The Faculty of the College of Civil Engineering further recommended that the Puertes Medal for Undergraduates be awarded to Mr. Louis Isaac Zagoren of Brooklyn, and the recommendation was approved.

The following address to the Rector and Senate of the University of Groningen, prepared by the committee appointed by the President (Professors Hammond, Strunk, Elmer), was adopted:

"To the Rector and Senate of the University of Groningen Cornell University sends greetings by its representative Charles Henry Hull, Doctor of Philosophy and Professor of American History. Cornell University congratulates the University of Groningen on the completion of three hundred years of beneficent achievement in science and letters. The State of New York, which granted to Cornell University its charter, owes a special debt of gratitude to Holland, which established in New Amsterdam the earliest civilization of our Commonwealth. It is therefore with peculiar satisfaction and cordiality that Cornell University sends felicitations to an illustrious sister University of the people of the Netherlands, with whom the people of this Commonwealth are united by the bonds of a common ancestry and a common civilization."

An abstract of a report prepared by Professor D. S. Kimball, chairman of the Committee on Student Affairs, was submitted to the Faculty by the Secretary, and it was thereupon voted to instruct the Secretary to print the report in full as an appendix



to the annual digest of the Faculty's legislation for distribution to members of the Faculty at the beginning of the academic year 1914-15.

The following memorial minutes on the retirement of Professors Comstock and DeGarmo were adopted by rising vote:

Resolutions on the Retirement of Professor J. H. Comstock,  
June 1914.

To John Henry Comstock, who for forty years has served the university as instructor and professor of entomology, the University Faculty desires to extend its heartiest congratulations upon the notable achievements of his long career and to express its deep regret that his active connection with the teaching staff is drawing to a close.

What Cornell University owes to him, its senior member, cannot be expressed in words. An inspiring teacher, an indefatigable investigator and a man of true scientific spirit, he has ever stood for the highest ideals in the affairs of the University. Through his own researches he has enriched the science to which he is devoting the labors of a life time. Wherever entomology is known he is recognized and honored. Through the work of hundreds of devoted and enthusiastic pupils, who owe to him their training and who have derived from him their inspiration, science is being notably furthered and our civilization incalculably benefited.

All these and numerous colleagues, co-laborers and



friends throughout the world would join his friends and colleagues in the faculty, in wishing Professor Comstock the enjoyment of his well earned relief from administrative and pedagogical burdens, and many more years of happy scientific work. (Committee: Professors Nichols, Burr, Needham).

Resolutions on the Retirement of Professor Charles DeGarmo 7

June 1914.

On the retirement of Professor Charles DeGarmo from the chair of Science and Art of Education, we, the members of the University Faculty, record our appreciation of the services he has rendered in his chosen field of work, and to the University.

Dr. DeGarmo was one of the first men in the United States to recognize and to welcome the new science of education and the movement for the better training of teachers. With characteristic single-minded purpose he has never wavered in devotion to this cause.

He came to Cornell University in the full maturity of his strength, and with a rich experience gained in nearly all phases of educational work. Under his direction the Department of Education has had a steady growth in number and variety of courses offered and in students.

During the sixteen years spent in the service of Cornell Dr. DeGarmo has exerted a wide influence upon public education as a writer and speaker at educational gatherings. In the University he has impressed his



his students as a clear and inspiring teacher, and has endeared himself to many as a wise counselor and sincere friend. He has always given freely of his best, without regard to any claim the recipient of his aid might have on his attention. He has taught high ideals of life by his own living as well as by precept. His gentle nobility of character, his unfailing courtesy and patience have impressed associates and students alike.

His colleagues wish for Professor DeGarmo many years of continued health and strength in which to carry on the important work which has enriched his own life and furthered the welfare of society.

The Faculty upon vote instructed the Secretary to forward to Professor S. H. Gage a copy of the foregoing minute on Professor Comstock, to be used, if found desirable, on the occasion of presenting the Comstock Memorial on June 13, 1914.

Arthur Louis Stockstrom, M.E. '14, presented through the Secretary a petition to be graduated with a shortage (two terms) in the requirements of Physical Training. The petition had been previously presented to the Committee on Physical Training and Military Science, and the Committee had denied the petition. Mr. Stockstrom requested the Faculty's reconsideration of the Committee's action. The Professor of Power Engineering, Professor Smith, stated that Mr. Stockstrom had fulfilled all the requirements of Sibley College for graduation and was a student who had maintained a good scholastic record. The Secretary presented the following resolution, which was adopted:



"Resolved, That the petition of Mr. A. L. Stockstrom, a member of the Senior Class in Sibley College, to graduate with a shortage in the requirements of Physical Training, be granted."

On motion the Faculty then adjourned.

Secretary.



Room C. Boardman Hall,

October 14, 1914.

The regular meeting of the University Faculty was called to order at 4:00 P.M. The Professor of Architecture, Professor Martin, was elected chairman of the session. The ~~last~~ minutes of the last meeting were read and approved.

The Secretary read a communication from the President informing the Faculty of his inability to attend the present session owing to his service, as this Faculty's delegate, at the celebration of the 150th anniversary of the foundation of Brown University.

The following promotions in the Cadet Corps recommended by the Commandant were approved:

"To be Colonel:

Gerald Evans Brower

To be Majors:

Robert Williamson Nix, Jr.  
Rodrigo Bennet Rodriguez  
Seth Gerson Hess

To be Captains:

Lenox R. Lohr  
Wayne Weeks Cowan  
Thomas Leroy McMurray  
Donald Tennyson Stanton  
George Robinson Phipps  
Andrew Edward Krieger

To be First Lieutenants:

Robert Chapin Candee  
Charles Mason Harrinton  
David Henry Finley  
Stanley Dewsnap  
Alson W. Pitkin  
Arthur Lippincott Obre  
Kenneth Arthur Tapscott  
Harold Rainsford Pouch  
Edmund Leonard Judson  
William Frank Bull



## To be Second Lieutenants:

Hilliard V. MacGowan  
 David Hazen Blakelock  
 Arthur Franklin Perry, Jr.  
 Wiser Brown  
 Ferdinand George Hummel  
 Thomas Phillips  
 W. LeRoy Saunders  
 Russell York Moore  
 Homer Browning  
 Howard Post Corwith  
 Norman W. Suiter  
 Gordon Ellwood Wightman

## To be Chief Musician of the Cadet Band:

Claude Freeland Williams

## To be Principal Musician of the Cadet Band:

Robert Dietz Merrill

## To be Chief Trumpeter:

J. S. McLendon

## To remain Captains from last year:

F. W. Cady, Jr.  
 F. N. Insinger  
 W. A. Taylor

## To remain 1st Lieut. &amp; Adjutant:

Frank Martindell "

The following letter was received from the Assistant

Secretary of the Board of Trustees:

September 25, 1914.

"Professor W. A. Hammond,  
 Secretary of University Faculty,  
 Goldwin Smith Hall.

Dear Sir:-

I beg to advise you that the Executive Committee of the Board of Trustees of Cornell University at its meeting on September 22, 1914, took the following action:

The President presented copies of correspondence had with Mr. J. G. White regarding the establishment of three prizes of \$100 each for proficiency in Spanish, on which the preliminary action was taken by the Board of Trustees in June. And the Treasurer announced that \$6,000 had been received from Mr. White in endowment of the said prizes; whereupon it was



Resolved (1) that in recognition of the generosity of Mr. White and for the purpose of associating for all time the name of an Alumnus with this endowment for the promotion of scholarship the said prizes be and they are hereby designated "The J. G. White Prizes in Spanish";

Resolved (2) that these prizes be awarded under the conditions set forth in Mr. White's letter to President Schurman, of July 17th, a copy of which shall be sent to the University Faculty for action at the earliest possible date, with a view of carrying out the purposes of Mr. White.

I enclose copy of letter from President Schurman to Mr. White under date of July 8th, 1914, and Mr. White's reply of July 17th, 1914.

Yours very truly,

C. D. Bostwick (signed)  
Assistant Secretary"

It was thereupon voted to request the President to appoint a committee of three to prepare a statute to govern the award of the J. G. <sup>White</sup> prizes in Spanish.

The following address to Brown University prepared by a committee appointed by the President and consisting of Professors Bennett, Thilley and Rowlee was presented to the Faculty by the Secretary for record:

"The Faculty of Cornell University hereby extends heartiest congratulations to Brown University on its completion of a century and a half of distinguished success in the cause of education. Cradled at the dawn of the new epoch which marked our beginnings as a nation, Brown has ever held fast to the highest and best in our national life. Her sons have lent lustre not only to the College but to the entire country as well. The names of Wayland in education, of Judson in missionary endeavor, of Hay in diplomacy are those of which any institution, any nation, may well be proud.

Between Brown and Cornell there have long existed the closest ties. Several of our most distinguished and honored teachers have come to us with the Brown training and the Brown traditions, while one of our Faculty was called from a professor's chair at Ithaca to assume the high post of President of your University.

It is our fervent wish that the coming centuries may continue to crown with success the noble aspirations and faithful labors of Brown University.



To bear these our felicitations and to join with you in celebrating the achievements of Brown's past one hundred and fifty years, we have appointed as delegates, the President of the University, Jacob Gould Schurman, and Charles Edwin Bennett, one of your own alumni."

The Committee on University Undergraduate Scholarships through the Secretary of the Faculty reported its award of 18 undergraduate scholarships to the 18 candidates who stood highest in the competitive examination, namely:

"University Undergraduate Scholarship  
Class of 1918

The Cornell Scholarships:

Harold Meade Mott-Smith, Jr. Arts (Chem.)  
Schenectady High School.  
Paul Bradford, Arts  
Ithaca High School.

The President White Scholarships:

George W. M. Robertson, Arts  
Erasmus Hall High School.  
Frederick Schuyler Reese, Jr., Arts  
Ilion High School.

The Henry B. Lord Scholarships:

Esther Grimes, Agriculture  
Girls' High School, Philadelphia.  
Jane Janetta Moore-Smith Arts  
Spring Valley High School.

The McGraw Scholarships:

Mary Eleanor Barstow, Arts  
Ithaca High School.  
Joseph Adam Becker, Mechanical Engineering  
Mowtown High School.

The Sage Scholarships:

Charles Stahl, Arts  
Albany High School.  
Samuel S. Shipman, Civil Engineering  
Boys' High School, Brooklyn.



The Sibley Scholarships:

Melvin Abbott Conant, Mechanical Engineering  
Montclair High School.

Pierre Mertz, Mechanical Engineering  
Jamaica High School.

The Stewart L. Woodford Scholarships:

Philip Cohen, Civil Engineering  
De Witt Clinton High School.

Nicholas A. Walbran, Civil Engineering  
Utica Free Academy

The John Stanton Gould Scholarships:

David Schultz, Arts (Chem.)

Morris High School

Henry Rubin, Arts.

Boys' High School, Brooklyn.

The Horace Greeley Scholarships:

Henry Greenberg, Arts

Flushing High School

Leonard Bichwit, Arts

Boys' High School, Brooklyn."

The Professor of History, Professor Burr, on behalf of the <sup>7</sup>  
Committee appointed by the President (Burr, chairman, Hammond,  
Lunt) to prepare resolutions on the death of Professor Catterall,  
reported the following which was adopted by rising vote:

"Resolutions  
for the University Faculty on the death of Professor Catterall

At the beginning of August, just as the tidings of impending war startled us from across the sea, there came to us from the West the dismaying news of the death, during the sojourn with a friend, of our colleague, Professor Ralph Charles Henry Catterall. Since 1902 he had held at Cornell the chair of Modern European and of English History, and from his arrival to take up his work, he stood among us for a decade the very impersonation of manly force and manly character. When two years ago, at the very prime of his years and his ambition, there fell upon him and on us the crushing knowledge that his health was broken and his life henceforth precarious, the shock was common to us all. But he was by temper a fighter, and how indomitable has been since then his fight for life, how proud and firm his persistence in his work, has been



our marvel. It has deepened the high esteem which from the first had been our tribute to his sane scholarship, his sturdy manhood, his uncommon powers of thought and speech.

No more virile, no more masculine, soul has ever had a place among us. None perhaps has had a wider influence, not only over the student body but throughout the alumni. Brief, when measured by years, as was his career among us, and cut short in the glory of its prime, we can never forget that stalwart figure, those rugged features, that keen and often mocking humor, that sound and sterling sense, that freedom from all pettiness, that outspoken impatience of sham, that loyalty to friends and to convictions, which were to us the essence of the man and shall remain his message."

The Secretary on behalf of a committee appointed by the President (Hammond, chairman, Bennett, Bristol) reported the following resolution on the death of Professor Sterrett which was adopted by rising vote:

"At the close of the last College year Professor John Robert Sitlington Sterrett, head of the Department of Greek, passed from life in the hospital of the City of Ithaca. The Faculty of the University places on its records this memorial of its appreciation of the personality and services of the departed scholar.

For twenty-seven years he was professor of the Greek language and literature in various institutions of this country, nearly half of which time he spent at Cornell University. As a young scholar he traveled through Greece and Asia Minor and by his archaeological and epigraphical work, filling practically the whole of the first three volumes of the publications of the American School of Classical Studies at Athens, he established a world-wide reputation. These earliest labors were in the field for which he had a peculiar aptitude. Down to the last days of his life he had an intense desire to return to the problems of Hellenic Archaeology, in which the achievements of his young manhood had won the approbation and applause of the chief scholars of Europe.

He was a valuable contributor to the education both of his colleagues in the Faculty and of his students in the class-room. To the former he was an exemplar of single hearted devotion to his work and the incarnation of the spirit of veracity. To the latter he imparted intimately the precious ideas and ideals of Greek civilization, which he so deeply loved and understood.

He was a man of very conservative views, of extremely rigorous, even stoical ideals of duty. He had a passion for the scholar's labor and the long exacting hours spent daily in his study in Goldwin Smith Hall were to him as the breath of life.

His last work was unfortunately left a torso,- his translation of Strabo's Geography and the reconstruction of the text. Most of it was done under the strain of ill health, but with unflagging industry.

His outward life imaged his inward character, a character marked by simplicity, transparent candor, and rugged dignity."



for Women and the requirements of attendance in College classes.

J. Q. Adams, Jr. (letters) and J. McMahon (science)

On motion the Faculty then adjourned.

beiffelhard

Secretary.



Room C, Boardman Hall,  
November 11, 1914.

The regular meeting of the University Faculty was called to order at 4 P.M. by the President. The minutes of the last meeting were read and approved.

The following promotion in the Cadet Corps, recommended by the Commandant, was approved:

H. T. Sutcliffe to be Second Lieutenant vice K. C. Brown, honorably discharged.

On the recommendation of the Faculty of Sibley College, Mr. Charles Goddard Baldwin jr. was appointed to the Padgham scholarship for the year 1914-15.

The two groups of the Faculty, Science and Letters, which met on the adjournment of the last regular session reported their election of the following members of the Library Council:

Professor J. Q. Adams ( Group of Letters) to succeed himself.

Professor H. Ries, ( Group of Science) to succeed Professor J. Mc Mahon.

The President announced his appointment of the following standing committees for the year 1914-15:

Committee on Admission by Certificate- Professor G. P. Bristol (1916) Chairman; Secretary of the University Faculty; E. Blaker (1918); H. C. Davidsen (1918); W. E. Lunt (1917); B. S. Monroe (1917); J. F. Mason (substitute for W. W. Comfort 1916); H. L. Jones (1915); V. Snyder (1915); Registrar D. F. HoY.



Committee on Student Affairs- Professor D. S. Kimball (1916) Chairman; Secretary of the University Faculty; W. F. Willcox (1918); A. W. Browne (1918); A. R. Mann (1917); V. A. Moore (1917); H. T. Bull (1916); H. Ries (1915); F. A. Barnes (1915); Registrar D. F. Hoy.

Committee on University Undergraduate Scholarships- Secretary of the University Faculty, Chairman; Professor J. S. Shearer (1918); A. W. Boesche (1918); L. Pumpelly (1917); F. C. Prescott (1917); H. N. Ogden (1916); A. C. Gill (1916); J. Mc Mahon (1915); C. L. Durham (1915).

Entrance Examination Board-Professor G. P. Bristol (1916) Chairman; J. F. Mason (1918); G. E. F. Lundell (1918); G. C. Embody (1917); J. P. Bretz (1917); H. W. Peters, Secretary (1916); W. B. Carver (1915); C. S. Northup (1915).

Committee on University Policy-The President, Secretary of the University Faculty, the Dean of the Graduate School, Deans Smith, Nichols, Moore, Haskell, Martin, Galloway, Acting Dean Woodruff, and Professor Kerr.

Committee on Relations to Secondary Schools-Professor G. P. Bristol, Chairman; Secretary of the University Faculty, A. R. Mann, D. S. Kimball, M. W. Sampson, H. D. Reed, J. P. Bretz, J. H. Tanner, the Registrar.

Committee on Official Publications-The President, the Secretary of the University Faculty, the Dean of the Graduate School, the Deans of the Special Faculties, Professor Kerr, the Registrar, and the Secretary of the University.

Committee on Excuses from Physical Training and Military Science-The Secretary of the University Faculty, Chairman; the Commandant, the Professor of Physical Culture, Professors W. N. Barnard and



W. A. Riley, Miss Canfield.

The Secretary presented the following communication from  
the Board of Trustees:

"Ithaca, N.Y., November 10th, 1914.

Professor Wm. A. Hammond,  
Secretary of the Univ. Faculty,  
Goldwin Smith Hall

Dear Professor Hammond:

I beg to advise you that the Board of  
Trustees of Cornell University, at its meeting the 7th inst.,  
took the following action:

"The President presented a report of the inspection of the  
Cadet Corps by an officer of the War Department containing  
recommendations that, with the completion of the new State Drill  
Hall, military drill be made compulsory for two years and on  
motion the report was referred to the University Faculty with  
the request that they especially consider and report to this Board  
such changes as may be necessary to carry out such recommendations."

Yours very truly,

C. D. Bostwick

Secretary."

The President presented a report dated May 24, 1914, pre-  
pared by Captain S. J. Bayard Schindel who was detailed by the  
general staff to make an inspection of the Military Department  
of the University.

Owing to the fact that the Faculty had scheduled a Special  
Order for this session, action on the above communications regard-  
ing Military Drill was deferred.

The Professor of Philosophy, Professor Creighton, who was  
appointed by the President to represent this Faculty at the



sessions of the Association of American Universities recently held in Princeton, submitted a report.

On behalf of the Committee (Hammond, Mason, Ogden) appointed by the President to prepare a statute to govern the award of the J. G. White prizes in Spanish, the Secretary submitted the following report which was approved:

The J.G.White Prizes in Spanish. Through the generosity of Mr. James Gilbert White (Ph. D., Cornell, '85) three prizes, each of the value of one hundred dollard, are offered annually to English speaking students for proficiency in Spanish and to Spanish speaking students for proficiency in English; The prizes may be competed for under the following conditions:

1. Two prizes shall be awarded for excellence in Spanish to undergraduate students who, being residents or citizens of the United States, shall not have permanently resided in any Spanish speaking country, although they may have temporarily studied or lived there. One of these two prizes shall be open to members of the Junior or Sophomore class in the Engineering Colleges, who are candidates for their first degree. The other shall be open to members of the Junior or Sophomore class in the other Colleges of the University.
2. The third prize shall be awarded for excellence in English to undergraduates from the Latin-American Republics and until June 1925, but not thereafter, to undergraduate students from Porto Rico and the Philippine Islands, who shall not have been permanently resident in any English speaking country, although they may have temporarily studied or lived there.



3. All three prizes shall be awarded mainly on the basis of linguistic attainments, in determining which a general knowledge of the language, including its grammar and literature, shall count one-half, and ability to speak the language fluently and correctly shall count one-half.
4. The qualifications of the candidates shall be tested by a special examination. This examination, consisting of oral and written parts, shall provide tests in the requirements specified in Section 3.
5. In addition to these linguistic and literary qualifications, account shall be taken of the general merit and character of the candidates, as students and citizens.
6. No candidate shall be eligible unless he shall have completed successfully two terms of work in Spanish at Cornell University, and a successful competitor shall not thereafter be eligible for the prize.
7. The prizes shall be awarded by a committee of three professors appointed by the President from members of the University Faculty, and this committee shall set and conduct the examination.
8. In case the standard of proficiency in Spanish (or English, as the case may be) is not, in the opinion of the committee, of sufficient excellence to merit an award, the prize (or prizes) shall not be awarded, and the unawarded money shall be added to the principal of the fund.
9. The committee shall report its award to the Secretary of the University Faculty for record.
10. The examination for the prizes shall be held annually in the second term on the Saturday immediately preceeding Block Week, from 2-5 P.M.



11. Candidates must hand their names to the Registrar in a sealed envelope, superscribed "J.G. White Spanish Prize" on or before 12 o'clock noon of the Saturday preceeding the date of the competition.

On behalf of the Committee on Excuses from Physical Training to which the President referred the inquiry made at the meeting of October 14 regarding conflicts between engagements in the Department of Physical Training for Women and the requirements of attendance at College classes, the Secretary reported that the Director of the Gymnasium for Women had agreed to schedule engagements in that Department so as not to conflict with scholastic exercises. The Secretary reported further that the Committee had excused Miss L.H. Lassiter, Arts '18, from the requirements of gymnasium until she could secure the required medical examination at such a time as not to conflict with her College classes, and the report of the Committee was approved.

On November 10 the Secretary forwarded to the members of the Faculty notice that under the Faculty's action of May 8, 1914, the question of joining the National Collegiate Athletic Association would be a Special Order of the session. The Professor of Physical Culture, Professor Young, moved that the invitation to join the National Collegiate Athletic Association be accepted and the motion was lost by the following vote: Yeas 30, Nays 40.

The Professor of Latin, Professor Durham, moved that the Saturday following Thanksgiving Day be declared a holiday. The Professor of Statistics, Professor Willcox, moved that the resolution of the Professor of Latin be referred to the Committee on University Policy, with power. It was thereupon moved to



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lay both of the motions on the table and it was so voted. )

The President introduced the following resolution which was adopted: Resolved , That the matter of substituting a three mile for the four mile boat race be referred to the Committee on Student Affairs to consider and report as to its advisability, and that the said Committee be empowered, in its discretion, to consult thereupon with the competent Poughkeepsie authorities.)

On motion the Faculty then adjourned, 6:30 P.M.

W. A. Hammond

Secretary.



Room C, Boardman Hall,

December 9, 1914

The regular meeting of the University Faculty was called to order at 4 P.M., and in the absence of the President the Professor of History, Professor Sill, was elected Chairman of the session.

The minutes of the last meeting were read and approved.

The Secretary of the University, Mr. Peters, submitted a report on the legislation of the Faculty, adopted April 23, 1913, which requires "that all officers of instruction report twice during each term to the Secretary's office, the names of all students whose work is not satisfactory, with such comment as may be deemed proper. Such reports are to be made on or before November 5 and December 20, for the first term, and March 31 and May 10 for the second term." The Secretary informed the Faculty that up to the present time no reports have been received at the Secretary's office. It was thereupon moved that the question of reports on delinquent students be referred back to the Committee on University Procedure for further consideration and report to the Faculty, and the motion was carried.

The Professor of Law, Professor Woodruff, introduced the following resolution; which was adopted:

Resolved: That the President be requested to refer, for consideration and report, the question of requiring two years of work in the department of Military Science and Tactics to the Committee on University Policy, or, in his discretion, to a Committee to be appointed by him, which Committee, if



appointed, there shall be a representative of each of the Colleges concerned.

The Professor of Law, Professor Woodruff, moved that the President be requested to appoint a Committee of three to consider and report upon the advisability and practicability of establishing a commercial course of instruction in the University, the chairman of such Committee to be a member of the Faculty of Arts and Sciences, another member to represent the Engineering Colleges and a third member to represent the College of Law, and the motion was carried.

The Professor of Physical Culture, Professor Young, moved that the following resolution be referred to the Committee on Student Affairs for consideration and report:

Resolved: That the Faculty adopt the policy of not granting leaves of absence to Freshman athletic teams.

The Professor of Physical Culture, Professor Young, moved further that the question of scheduling games with colleges which permit summer baseball be referred to the Committee on Student Affairs for consideration and report.

On motion the Faculty then adjourned.

*S. A. Hammond*

Secretary.



Boardman Hall, Room C,

January 13, 1915.

The regular meeting of the University Faculty was called to order at 4 P.M. by the President. The minutes of the last session were read and approved.

The Secretary announced that the President had appointed the following committees:

To consider and report upon the advisability and practicality of establishing a commercial course of instruction in the University: Professor A.A. Young, Chairman, Professor D. S. Kimball, Professor E.H. Woodruff;

To investigate and report upon the method of giving out diplomas at graduation: D.F. Hoy, Registrar of the University; H. W. Peters, Secretary of the University; W.A. Hammond, Secretary of the University Faculty.

The Secretary reported that the committee charged with getting out a general handbook for the use of students, as now constituted, consists of Professors Nichols, Mann and Barnard, Professor Barnard having been named by the President on December 21, 1914, to succeed Professor Kimball.

The Secretary of the Faculty asked for an interpretation of that part of the statute governing University undergraduate scholarships which reads: No person shall be eligible to compete for a scholarship who has "been previously registered in this University" (General Circular of Information, 1914-15)p. 35). The Professor of Law, Professor Hayes, thereupon introduced the following resolution, which was adopted by a vote of 18 to 12:



Resolved: That it is the sense of the Faculty that the case of a student who has registered in the University, but has done no work in this or any other University, does not fall within the spirit of the rule excluding from the competition for University Scholarships students who have previously registered in the University. ✓

The Librarian of the University, Mr. Harris, made a report to the Faculty on the Library's policy of lending books to departments in the University.

The Professor of Statistics, Professor Willcox, moved that the passage in the President's Report for the year 1911-12 (pp. 16, 17) dealing with the fuller participation of the Faculty in the government of the University be referred to a special evening meeting to be called by the President, and the motion was carried. ✓

The Professor of Philosophy, Professor Creighton, introduced the following resolution, which was adopted: ✓

Resolved: That the President be requested to appoint a committee to consider what should be the future policy and organization of the Summer School, including the question of extension of instruction during the summer, and to make recommendations to the Faculty.

The Faculty voted to instruct the committee to request the Treasurer, Mr. Bostwick, and the Registrar, Mr. Hoy, to sit with it.

As such committee, the President appointed: Professors J. E. Creighton, Chairman, J. P. Bristol, C. H. Hull, A. W. Brown, W. W. Rowlee, W. H. Barnard, J. G. Needham. ✓







Room C, Boardman Hall,

February 10, 1915.

The regular meeting of the University Faculty was called to order at 4 P.M. by the President. The minutes of the last meeting were read and approved.

The President announced his appointment of Professor A.R. Mann to take the place of Professor W.A. Riley on the Committee on Excuses from Physical Training and Military Science, during Professor Riley's sabbatic leave.

The following promotions in the Cadet Corps were approved:

2nd Lieut. David H. Blakelock to be First Lieutenant to fill original vacancy;

Regt't Sgt. Maj. John K. Stotz to be 2nd Lieutenant vice Blakelock promoted;

1st Sgt. Henrik Antell to be 2nd Lieutenant to fill original vacancy;

2nd Lieut. Gordon E. Wightman having submitted his resignation is honorably discharged;

Regt'l Sgt. Maj. David Warshaw to be Second Lieutenant vice Wightman honorably discharged.

The Professor of Public Speaking, Professor Winans, reported that the '94 Memorial Debate prize was awarded to Louis Yurlic Gaberman, a senior in the College of Law.

The Secretary presented a communication from Judge Frank H. Hiscock of Syracuse, suggesting the desirability of a conference



between a committee of the University Faculty and a committee of the Board of Trustees, on the question of Faculty representation in the administration of the University. On motion of the Professor of Philosophy, Professor Thilly, it was voted to request the Secretary to notify Judge Hiscock that the Faculty had arranged for a special session to discuss this question and would notify him of the result of its deliberations.

The Committee on University Policy, to which the question of requiring two years work in the Department of Military Science and Tactics was referred on December 9, reported its adoption of the following resolution:

Resolved: That the action of this Faculty in suspending the requirement of military drill for sophomores, in 1902, on account of the impossibility of accommodating both Freshmen and Sophomores in the Armory be, and the same is hereby, rescinded; and that on the completion of the New Drill Hall, or at the beginning of the year 1916-17, Sophomores shall be required to take the same amount of military training as is now prescribed for Freshmen. The Professor of Law, Professor Woodruff, thereupon moved the following:

Any special faculty may, on or before February 20, communicate to the Secretary of the University Faculty, for transmission to the Trustees, as an appendix to the foregoing resolution, a statement as to peculiar conditions affecting the particular college with reference to the requirement of military drill; and the resolution of the Professor of Law was adopted. The report of the Committee on University Policy, with the incorporated resolution of the Professor of Law, was thereupon adopted.



The Professor of Law, Professor Woodruff, moved:

That the Committee on Student Affairs consider and report, not later than the April meeting of the Faculty, upon the question of the advisability of granting leaves of absence for undergraduate hockey games after the present season; and the motion was carried.

The Faculty voted to instruct the Secretary to call a special meeting for Friday, the 12th inst. at 7:30 P.M., to consider the question of the "fuller participation of the Faculty in the government of the University". On motion of the Professor of Astronomy, Professor Leland, it was thereupon voted to rescind the Faculty's previous action at this session regarding the communication of Judge Hiscock, and in place thereof, to request the Secretary to notify Judge Hiscock that the Faculty, on Friday evening, the 12th inst., would designate a committee to confer with the committee of the Board of Trustees on the question of "fuller participation of the Faculty in the government of the University".

On motion the Faculty then adjourned.

*W. B. Harrison*

Secretary.



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Room C, Boardman Hall,

February 12, 1915.

The special session of the University Faculty provided for at the regular meeting of February 10th was called to order at 7:30 P.M. The Professor of Statistics, Professor Willcox, was elected chairman.

The Faculty thereupon went into the Committee of the Whole. The results of the deliberation of the Committee of the Whole were reported to the Faculty by the chairman.

The following resolution was then adopted: Resolved, That the Faculty heartily approve, in principle, the two recommendations contained in the President's Annual Report of 1911-12; (1) that the Faculty be given representation on the Board of Trustees; and (2) that joint councils of the Trustees and Faculty be established for the consideration of the administrative policy of the University. In regard to recommendation 2) the University Faculty requests that before the creation of a council for any particular College, the Faculty of that College be granted an opportunity to express its opinion concerning the need and desirability of such council.

As a Committee to confer informally with a Committee of the Trustees on the question of the "fuller participation of the Faculty in the government of the University", the following were elected: Professors Burr, Kimball, Nichols, Thilly, and Willcox. Professor Moore was elected to serve as alternate of Professor Burr, on account of the conflict of the latter's class-room engagements with the hour specified for the joint conference.

On motion the Faculty then adjourned. 10 P.M.

*W. H. Hammond*

Secretary.



Room C. Boardman Hall,

March 10, 1915.

The regular meeting of the University Faculty was called to order at 4 P. M. by the President. The minutes of the regular meeting of February 10th and of the special meeting of February 12th were read and approved.

The secretary presented the following communication from the Committee on General Administration of the Board of Trustees:

"Resolved, that this Committee approve the action of the University Faculty of February 10th, 1915 in repealing its action of 1902 suspending the requirements of military drill for sophomores, and in reverting to the practice of the University prior to that date, the action to take effect on the completion of the new Drill Hall or the beginning of the year 1916-17."

The following appointments in the corps of cadets, recommended by the Commandant, were approved:

George A. Abeel to be Chief Musician from February 15th, vice Claude F. Williams, honorably discharged;

Arthur Franklin Perry, Jr. to be First Lieutenant vice W. F. Bull, granted leave of absence;

Sidney H. Palmer to be Second Lieutenant vice Perry promoted.

The Professor of Music, Professor Dann, submitted to the Faculty a detailed report on the musical program of the University and discussed his plans for the promotion of the appreciation of music. The Professor of Law, Professor Hayes, thereupon moved that the President be requested to appoint a committee of three members to confer with Professor Dann on the general musical interests of the University, and it was so voted.



The Professor of Machine Design, Professor Kimball, on behalf of the Committee elected to confer with representatives of the Board of Trustees on the matter of Faculty participation in University government, reported that the Committee, on February 13th, met with Judge Hiscock and Mr. Van Cleef and informed these representatives of the Trustees that the Faculty had approved the general policy of establishing councils consisting of Faculty and Trustee members and of providing for Faculty representation on the Board of Trustees. The Professor of Machine Design reported further that the conference was informal and that no action was taken.

The Professor of Philosophy, Professor Albee, on behalf of the Committee (Professors Albee, Adams and Bretz) appointed by the President to award the Guilford Prize, reported the award of the Prize to Mr. Paul B. Schumm, '15, who wrote an essay entitled Youth, the Inquirer, under the pseudonym "Albert William Meyer." The Committee recommended that "honorable mention" be awarded to Miss Ellen B. Armstrong, '15, for her essay entitled The Dualism of the Vision of the Middle Ages and its Consummation in Dante, written under the pseudonym, "M. Logan", and recommended further that this essay be deposited by the Secretary of the Faculty in the University Library and that the name of the writer be published with that of the successful candidate, and these recommendations of the Committee were approved.

The Professor of Philosophy, Professor Creighton, on behalf of the special committee appointed on January 13th to consider and report upon the question of "the future policy and organization of the Summer School", made a report of progress.

The Professor of Ancient History, Professor Sill, moved that



the question of the length of the Thanksgiving holiday and the report of the Committee on Procedure he made a special order for the next regular meeting of the Faculty, and it was so voted.

On behalf of the Committee on Student Affairs, the Professor of Machine Design, Professor Kimball, in reply to the Faculty's request of December 9th, 1914, reported that the Committee's policy and practice had been to debar students who had played "summer base-ball" from representing the University on athletic teams, and further that it is the Committee's policy not to schedule games with colleges that permit this practice.

On December 9th, 1914, the Faculty instructed the Committee on Student Affairs to consider and report upon a resolution providing for the abolition of leaves of absence for Freshman athletic teams. The Committee through its Chairman, Professor Kimball, reported that it deems the abolition of leaves of absence, at the present time, as undesirable and pointed out to the Faculty its grounds for this belief, and the report of the Committee was approved and ordered to be filed.

The Chairman of the Committee on Student Affairs, Professor Kimball, moved the adoption of the following rule regarding probation:

"No student who is on probation shall represent the University on any student organization or individually, either at home or abroad, nor shall he participate in the performance or management of any play, nor shall he hold the position of assistant manager or manager of any student activity, or any editorial position or any class office, nor shall he compete for any of the positions mentioned, nor shall he have membership on any athletic team or student organization."



and the motion was adopted. The Faculty voted further that "this action shall not be held to debar from representation on the inter-college athletic teams." The wording of the foregoing rule was referred to the Committee on Student Affairs and Professor Strunk, with power.

On motion the Faculty voted to request the President to call a special meeting for the further consideration of the question of the "fuller participation of the Faculty in the government of the University."

On motion the Faculty then adjourned. 6.15 P.M.

*W. A. Hammond*

Secretary.



Room C, Boardman Hall.

March 29, 1915.

Pursuant to the action of March 10th, the Faculty met in special session at 7.30 P. M. and was called order by the President.

The minutes of the last meeting were read and approved.

The Librarian of the University, Mr. Harris, submitted a report on the difficulties caused by the present war in the importation of books and periodicals from abroad, particularly from Germany. The Faculty thereupon voted to refer the Librarian's report to the Library Council with power.

Upon vote, the Faculty went into the Committee of the Whole for the consideration of the question of the "fuller participation of the Faculty in the government of the University". The Chairman of the Committee of the Whole reported to the Faculty that the Committee had considered and voted upon the following questions:

- I. Does the Faculty desire to be represented on the Board of Trustees? Vote: 76 ayes, 5 nays.
- II. Does the Faculty desire that its representatives have a vote? Vote: 74 ayes, 2 nays.
- III. Does the Faculty desire that these representatives be limited to active members of the Faculty? Vote: 31 ayes, 41 nays.
- IV. Does the Faculty desire that there be a Council for each college? Voted, to refer to the Conference Committee for consideration and report.
- V. Does the Faculty desire that there be one general Council? Voted, to refer to the Conference Committee for consideration and report.
- VI. How shall these Councils be formed? Voted, to refer to the Conference Committee for consideration and report."

On motion of the Professor of Ancient History, Professor Sill,



the report of the Committee of the Whole, as above recited, was adopted as the Faculty's action.)

On motion of the Professor of Economics and Finance, Professor Young, it was voted to approve of the establishment of a Council or Councils.

On motion the Faculty then adjourned.

10.30 P. M.

*W. A. Hamers*

Secretary.



Room C. Boardman Hall.

April 21, 1915.

The regular meeting of the University Faculty was called to order at 4 P. M. The Librarian of the University Library, Mr. Harris, was elected ~~she~~ chairman of the session. The minutes of the special session of March 29th were read and approved.

The Professor of Electrical Engineering, Professor Karapetoff, reported to the Faculty that, at the 3d Annual Fuertes Memorial contest, the first prize was awarded to Mr. A. M. Beebee, Mechanical Engineering, '15, and the second prize to Mr. J. C. Smaltz, Mechanical Engineering, '15.

The Secretary communicated to the Faculty the President's appointment of the following Committee on Music: Professors Bristol, Woodruff, Hammond (Chairman).

The committee (Professors Hayes, Stocking, Burr, Chairman) appointed to select speakers for the Woodford Prize, reported its selection of the following:

Duane Spencer Hatch	Agriculture	New York City.
Bleecker Marquette	Arts	Schenectady.
Robert Mochrie	Mechanical Engineering	New York City;
Arthur Lippincott Obre	Arts	Rhinebeck.
Emanuel Maximilien Ostrofsky	Arts	Brooklyn.
William Dudley Smith	Arts	Schenectady.

On the nomination of the Commandant, the following promotion in the cadet corps was confirmed: Sergeant Leander Ivan Shelley to be Second Lieutenant vice W. Brown resigned.



The Secretary of the College of Agriculture, Professor Mann, forwarded to the Faculty a communication stating that one hundred leaves of absence for March 29th, 30th, and 31st had been granted to Jewish students for the observance of the Passover, with the request that the matter be considered by the University Faculty from the standpoint of the University as a whole. On motion the Faculty voted to defer action on the communication until after the consideration of the day's special order.

The Chairman of the Committee on Student Affairs, Professor Kimball, recommended that the rule concerning probation adopted by the Faculty March 10th, 1915 go into effect with the wording submitted at that time and it was so voted.

The Chairman of the Committee on Student Affairs, Professor Kimball, reported progress on the subjects of hockey and the four-mile race.

The President of the University thereupon took the chair.

The Professor of English, Professor Northup, on behalf of the Committee (Professor Pumpelly, Mr. F. M. Smith, Professor Northup, chairman) charged with the award of the Morrison Prize, reported the Committee's recommendation that two second prizes be awarded. After some discussion, the Faculty voted to refer the question of the award of this prize, back to the Committee for further consideration and report.

The Professor of Machine Design, Professor Kimball, on behalf of the Committee on Faculty Participation in University Government, moved that the Secretary of the University Faculty be instructed to refer the following questions to the several College Faculties of the University, with a request for their consideration and re-



port upon the same: 1) Is a council for each college desirable? 2) Is it desirable to have one general council? 3) Is it desirable that both forms of council be established? 4) How shall these councils be formed? , and the motion was carried.

The Faculty thereupon proceeded to the consideration of the session's special order, the length of the Thanksgiving recess. The Professor of Ancient History, Professor Sill, moved, That, the Trustees concurring, the Thanksgiving recess be limited to one day, namely, Thursday, Thanksgiving Day, and the motion was carried. The Professor of Ancient History, Professor Sill, moved further that one day be added to the Christmas vacation, the adjustment of calendar details to be referred to a special committee for consideration and report, and the motion was carried. As such committee, the President appointed Professors Dennis and Hammond.

The Professor of Ancient History, Professor Sill, moved further that a special committee of five be appointed to consider and report upon the question of enforcing attendance on University work at the beginning and end of vacations, and the motion was carried.

The President presented an invitation from the Worcester Polytechnic Institute, asking that the Faculty send a representative to the Fiftieth Anniversary of the Founding of the Institute, June 6th to 10th, 1915, and, on motion, the selection of a delegate was referred to the President with power.

An invitation from Vassar College was communicated by the President, asking the Faculty to send a representative to be present at the celebration of the Fiftieth Anniversary of the College to be held October 10th to 13th, 1915, and, on motion of the Secretary,



it was voted to request President Schurman to represent the Faculty.

As a committee to prepare an address for presentation to the Worcester Polytechnic Institute, the President appointed Professors Lunt (chairman), A. W. Smith and Ries. The President also named the following committee to prepare an address to Vassar College: Professor Strunk (chairman), Librarian Harris and Professor Burr.

On motion the Faculty then adjourned.

*W. A. Hammond*

Secretary.



Room C, Boardman Hall.

May 12, 1915.

The regular meeting of the University Faculty was called to order at 4 P.M. The Professor of Semitic Languages, Professor Schmidt, was elected chairman of the session.

The minutes of the last meeting were read and approved.

The following communication was presented from the Committee on General Administration of the Board of Trustees:

"The recommendation of the University Faculty that the Thanksgiving Day holiday be confined to that day alone was laid on the table until the next meeting of this Committee."

The Faculty of the College of Civil Engineering recommended the following awards which were approved:

The Fuertes Medal for Graduates to Mr. John Charles Lounsbury Fish, Class of 1892, for his paper on "Engineering Economics";

The Fuertes Medal for Undergraduates to Mr. Herbert Ridgway for maintaining the highest scholastic rank in the present Senior Class in Civil Engineering.

The Secretary communicated to the Faculty various reports received from the special colleges on the subject of the establishment of a council or councils.

The Secretary, on behalf of the Chairman of the Committee on Student Affairs, recommended that the policy of issuing leaves of absence for hockey games be continued for the present and the recommendation was adopted.

The special committee (Professors Dennis, chairman, and Ham-mong) appointed by the President to add one day to the University



Christmas recess to balance the deduction of one day from the Thanksgiving recess, reported as follows:

<u>Year</u>	<u>Instruction Ends</u>	<u>Instruction Resumed</u>	<u>Christmas falls on</u>
1915-16	Wednesday, Dec. 22, 6 p.m.	Thursday, Jan. 6, 8 a.m.	Saturday
1916-17	Wednesday, Dec. 20, 6 p.m.	Thursday, Jan. 4, 8 a.m.	Monday
1917-18	Wednesday, Dec. 19, 6 p.m.	Thursday, Jan. 3, 8 a.m.	Thesday
1918-19	Saturday, Dec. 21, 1 p.m.	Monday, Jan. 5, 8 a.m.	Wednesday
1919-20	Saturday, Dec. 20, 1 p.m.	Monday, Jan. 5, 8 a.m.	Thursday
1920-21	Wednesday, Dec. 22, 6 p.m.	Thursday, Jan. 6, 8 a.m.	Saturday
1921-22	Wednesday, Dec. 21, 6 p.m.	Thursday, Jan. 5, 8 a.m.	Sunday
1922-23	Wednesday, Dec. 20, 6 p.m.	Thursday, Jan. 4, 8 a.m.	Monday
1923-24	Wednesday, Dec. 19, 6 p.m.	Thursday, Jan. 3, 8 a.m.	Tuesday
1924-25	Saturday, Dec. 20, 1 p.m.	Monday, Jan. 5, 8 a.m.	Thursday
1925-26	Saturday, Dec. 19, 1 p.m.	Monday, Jan. 4, 8 a.m.	Friday
1926-27	Wednesday, Dec. 22, 6 p.m.	Thursday, Jan. 6, 8 a.m.	Saturday

On motion the Faculty adopted the report, subject to the confirmation by the Trustees of the Faculty's recommendation regarding the reduction of the Thanksgiving recess.

The committee (Professors Thilly, Albee and Cooper) appointed by the President to read the essay entitled "Original Platitudes" submitted for the Graduate Prize in Philosophy, reported its recommendation that the prize be not awarded this year and the report of the Committee was approved.

The Professor of English, Professor Northup, on behalf of the Committee (Professor Pumpelly, Mr. F. M. Smith, Professor Northup, chairman) reported that the Committee recommended that the Morrison Prize be not awarded this year and the Committee's report was approved.



The President notified the Faculty of his appointment of Professor R. C. Carpenter to represent the University at the celebration of the 50th Anniversary of the Founding of the Worcester Polytechnic Institute.

The Professor of Oratory, Professor Winans, notified the Faculty that the Woodford Prize in Oratory for the current year had been awarded to Mr. Duane Spencer Hatch, Agriculture '15.

The committee (Professors Branner, Sampson and Hammond, chairman) appointed by the President to award the Frances Sampson Fine Arts Prize, reported its award to Mr. M. H. Ingraham, Arts '17.

The Faculty elected the Professor of Physics, Professor E. L. Nichols, to represent the University at the Inauguration of President Goodnow at Johns Hopkins University on May 20th and 21st, 1915.

An invitation was received from the Secretary of State to send a representative to the Second Pan-American Scientific Congress to be held in Washington, D. C., December 27, 1915 to January 8, 1916, and it was voted to request the President to name a delegate.

The Professor of Mediaeval History, Professor Burr, on behalf of the committee (Professors Burr, chairman, Creighton, Moore) charged with the preparation of resolutions on the retirement of Librarian Harris, presented the following, which were adopted by a rising vote:

"It is with deep regret that this Faculty records the retirement from its ranks, after a lifetime of service to Cornell, of George William Harris, Librarian of the University.

Mr. Harris was one of the earliest of the students of Cornell, entering in 1869 with the class of '73. While still an undergraduate, he became an assistant in the library; and so valuable did his services prove that on his graduation he was made Assistant Librarian. The absences abroad of Professor Fiske, then Librarian-in-chief, left



him at times and for ever longer periods the actual head. With the retirement of Mr. Fiske he became in 1883 Acting Librarian, and in 1890 he succeeded to the full title of the post whose duties he had so long performed.

His wide reading, his solid scholarship, his tireless devotion to his work, his system and exactness, his punctilious conscientiousness, his unflinching firmness, his quiet modesty, his undemonstrative but thoughtful loyalty to colleagues and subordinates, even the inimitable clearness and regularity of his wonderful handwriting, have impressed themselves ineffaceably on the memory of us all. They have made him invaluable to Cornell. They have been a potent influence, alike to students and to faculty, for honest work and sturdy character.

We wish him long enjoyment of the rest he has so fully earned and hope that he may still remain a member of our University community."

The Professor of Experimental Hydraulics, Professor Haskell, moved that the President be requested to appoint a committee of three to draft resolutions on the retirement of Professor C. L. Crandall from active service and the motion was carried.

The Professor of English, Professor Sampson, moved that the President be requested to appoint a committee of three to consider the terms of the award of the Morrison Prize and to confer with the representatives of the donor regarding the same and the motion was carried.

On motion of the Secretary, the communication received from the College of Agriculture on April 31st regarding leaves of absence granted to Jewish students was referred to the special committee charged with the consideration of the problem of absenteeism at the beginning and end of vacations. The special committee appointed by the President on May 3rd for this purpose consists of the following:



Professor L. M. Dennis, Chairman.

Professor H. A. Sill,

Professor A. W. Smith,

Professor S. G. George,

Professor A. R. Mann.

It was moved that there be added to the above Committee the name of Professor C. T. Stagg and it was so ordered.

The Professor of Statistics, Professor Willcox, reported that an essay submitted in competition for the Japan Prize was about 300 words short of the minimum requirement of 2000 words. The Faculty thereupon voted that it has no objection to the Committee's considering the essay, in spite of the shortage as above reported.

On motion the Faculty then adjourned.

Secretary.

*W. R. Mann*



Room C, Boardman Hall.

June 9, 1915.

The regular meeting of the University Faculty was called to order at 4 P. M. The Professor of Statistics, Professor Willcox, was elected chairman of the session.

The minutes of the last meeting were read and approved.

The Secretary notified the Faculty of the President's enforced absence from the session on account of his duties at the Constitutional Convention.

The College of Veterinary Medicine reported that its Faculty had adopted the following resolution:

"That, the Veterinary Faculty recommend to the University Trustees that the optional four year course, which has been in operation since 1910, be revised and, beginning with the session of 1916-17, that it be required for the degree of Doctor of Veterinary Medicine."

The Secretary informed the Faculty of the President's appointment of the following delegates to represent Cornell University at the celebration of the one hundredth Anniversary of the Founding of Allegheny College: Edwin Henry Sibley, A. B. 1880, and W. M. Wilson, Professor in the College of Agriculture. As a committee to prepare a congratulatory address for this occasion, the President named the following: Professors Hammond, Chairman, Wilson, Bretz.

The Professor of Public Speaking, Professor Winans, reported that the '86 Memorial Prize in Declamation was awarded to Raymond P. Sanford, a Junior in the College of Agriculture.

The Secretary presented to the Faculty a communication from the Kahn Foundation, saying that no appointment on that Foundation would be made for the year 1915-16 owing to the present difficulties of foreign travel.



The following communication was received from the College of Arts and Sciences:

"June 7, 1915

"Professor W. A. Hammond,  
Secretary of the University Faculty.

Dear Professor Hammond:

I beg leave to inform you that the Faculty of Arts and Sciences, at its meeting June 4th, 1915, voted to ask the University Faculty for an interpretation of that rule of the University Faculty which reads as follows:

"In case a person has satisfied the requirements for any baccalaureate degree, he shall not be recommended for any other baccalaureate degree until he shall have completed at least one year of further residence and of work acceptable to the Faculty on whose recommendation the second baccalaureate degree is to be conferred."

This question raised by the Faculty of Arts and Sciences is whether the rule quoted applies to the two degrees Bachelor of Arts and Bachelor of Chemistry, both of which are conferred by the College of Arts and Sciences.

Very truly yours,  
(signed) E. T. Paine.  
Secretary."

The Faculty voted to request the President to appoint a committee of three to consider and report upon the communication above recited, such report to be presented to the Faculty early in the next academic year.

The Professor of Chemistry, Professor Dennis, notified the Faculty that the George Chapman Caldwell Prize for the year 1914-15 had been awarded to Mr. Frederick Raymond Georgia,<sup>a</sup> senior in the Course in Chemistry.

The following congratulatory address prepared by a committee (Professors Lunt, Chairman, A. W. Smith, Ries) appointed by the President, was approved:

"On the occasion of the celebration by Worcester Polytechnic Institute of the fiftieth anniversary of its foundation, Cornell University offers congratulations. The Institute was among the first to respond to the demand in this country for higher technical education and ever since has exerted a beneficial influence in the field of applied science. The University whose founder's ideal was "an



institution where any person can find instruction in any study" views the noble service rendered by the Institute with cordial appreciation and brotherly sympathy.

It is with sincere pleasure that the University participates in the commemorative festival through its representative, Rolla C. Carpenter, Professor of Experimental Engineering, whom it has commissioned to convey to the Institute the University's felicitations, sentiments of good-will, and best wishes for continued prosperity."

The Committee (Professors Mason, Chairman, Keniston, Sampson) appointed by the President to conduct the examinations for the J. G. White Prizes in Spanish, recommended the following awards:

Prize 1, to William Charles King, M.E. '16.

Prize 3, to Juan Ovalle, Arts '16.

The Committee recommended further that Prize 2. be not awarded because no candidate attained sufficient high standard in the examination, and the recommendations of the committee were adopted.

The Professor of American History, Professor Hull, on behalf of the Committee (Professors Hull, Chairman, Creighton, Hayes) appointed by the President to award the Messenger Prize reported the award of the prize to Mr. Austin Patterson Evans, Arts '11, for his essay entitled "The Sectaries in Nuremberg: an Episode in the History of Religious Liberty".

The Professor of Applied Mechanics, Professor Church, on behalf of the committee (Professors Church, Chairman, Burr, A. W. Smith) appointed by the President to prepare resolutions on the retirement of Professor C. L. Crandall from active service presented the following resolutions which were adopted by rising vote:

"At the close of the present academic year, after forty-two years of continuous service on the teaching staff of Cornell University, our colleague, Professor Charles Lee Crandall, retires from his active duties. The University Faculty desires to record its regret at this severance of his old relations with us, and its appreciation of his work and his influence.

A member of the first four-year class graduating from Cornell, he was appointed in 1873 an Instructor in Civil Engineering, in 1875 an Assistant Professor; and thus he was from the outset one of the



earnest workers of those pioneer days of our university. During that early period his work as a teacher had to cover several of the technical subjects of the civil engineering curriculum; but, as years went by and the increasing resources of the University made possible a larger number of teachers, Professor Crandall was enabled to concentrate his energies on the subjects of his choice. He became Associate Professor of Civil Engineering in 1891, and in 1895 was appointed Professor of Railway Engineering and Geodesy.

During the college year 1892-93, Professor Fuertes, Director of the College of Civil Engineering, being absent in Europe, Professor Crandall was the Acting Director of the college; and he again served in that capacity after the death of Professor Fuertes, from 1903 till the appointment of the present Dean, Professor Haskell, in 1906. In these two critical periods of the history of the college, Professor Crandall's services in directing its affairs were invaluable.

But these heavy duties by no means sum up Professor Crandall's activities. Besides being the author of important text-books in the fields of his work as a teacher, he has done valuable experimental and literary work for two of our national engineering societies of which he is an honored member, and he has never wholly abandoned the practice of engineering, by which he has not only kept in touch with the practical field of his profession, but has opened the door to many services, both civic and technical, to the people of the city of Ithaca. A special debt of gratitude is due him from the alumni of the College of Civil Engineering for his constant and effective service in securing them professional positions through a correspondence bureau which during many years he has conducted for this purpose.

But what is probably Professor Crandall's greatest usefulness is the result of his high, unselfish character. His whole life has been given to the devoted service of his associates and of his students. Graduates of the College of Civil Engineering have no memories of Cornell that do not include a feeling of affection and thankfulness to Professor Crandall. Of kindly disposition and practical sound sense, sympathetic in his intercourse with students, quiet and modest in manner, but with strong convictions as to truth and justice in any matter brought before him, and always ready to sacrifice personal interests in following the dictates of duty, Professor Crandall has won the warm esteem of all who have come within the circle of his influence during these twoscore years of service at Cornell. The University Faculty extends to him the assurance of its highest gratitude, with the earnest hope that the future holds in store for him many years of activity and happiness."

The Professor of Physics, Professor Nichols, on behalf of the Committee on Faculty Representation on the Board of Trustees, submitted a detailed report on the committee's deliberations. The committee recommended that the Secretary report to the Trustee Conference Committee as follows:

- I. That the University Faculty desires representation on the Board of Trustees;
- II. That the University Faculty desires that this representation



- be a voting representation;
- III. That the University Faculty desires that this representation be not limited to active members of the Faculty;
- IV. That the University Faculty does not desire a general council;
- V. That the University Faculty sees no reason why the Board of Trustees on the request of any college faculty should not form a council for that college made up partially of members of the Board of Trustees and in such a manner as may be deemed best for the interests of the college concerned:

The recommendations of the committee as above recited were voted upon seriatim. Recommendations I and II were adopted, and recommendations III, IV, and V were adopted without dissenting vote.

The Professor of Statistics, Professor Willcox, on behalf of the chairman of the Committee on Student Affairs, submitted the chairman's annual report to the Faculty and it was thereupon voted that the report be printed in the resume of the Faculty's Legislation for the year 1914-15.

The Professor of English, Professor Sampson, moved that, in view of the fact that the College Entrance Examination Board has made a new distribution of the three English units, a committee of three be appointed by the President to consider the proposed arrangement and, if desirable, to change the Cornell distribution accordingly, and the motion was carried.

The Professor of Physics, Professor Nichols, as the Faculty's delegate to Johns Hopkins University on May 20th and 21st, made a brief report on the Inauguration of President Goodnow.

The Secretary moved that the President be requested to appoint a committee of three to revise the statute governing the Messenger Prize, and the motion was carried.

The Professor of Ancient History, Professor Sill, moved that a committee of three, consisting of Professors Dennis, Burr and Hammond, be named to confer with members of the Trustees' Committee on General



Administration, regarding the subject of the Thanksgiving recess and the President's letter of May 17th relating thereto, and the motion was carried.

On motion the Faculty then adjourned.

*W. A. Hammond*

Secretary.



Room C, Boardman Hall,  
September 20, 1915.

A special meeting of the University Faculty was called to order at 12:45 P.M. by the President. The President presented to the Faculty the following communication from the Board of Trustees:

"WHEREAS, through the generosity of an alumnus of the University, who has not yet consented that his name be announced, a beautiful training house has been constructed upon Alumni Field at an expense of about \$100,000 which has, at the donor's request, been named the Schoellkopf Memorial and

"WHEREAS, the football and track portion of Alumni Field has been named Schoellkopf Field and its stadium has been constructed through the generosity of members of the Schoellkopf family at an expense of more than \$75,000 and

"WHEREAS, the Alumni Field Committee has presented to the Board a report of such facts and has requested that the University make formal recognition of the dedication of the Schoellkopf Memorial and Schoellkopf Field,

"Resolved, That all of such proceedings and actions of the Alumni Field Committee be approved, that the Alumni Field Committee be requested to extend to such donors the hearty thanks of the Board, for their generosity and, the Faculty of the University concurring, all regular exercises and Undergraduate instruction be suspended from 12 noon until 2 P. M. on Saturday, October 9, 1915, on the occasion of the formal dedication of the Schoellkopf Memorial and Schoellkopf Field."

(Action of the Board of Trustees, June 15, 1915.)

The Professor of Law, Professor Woodruff, introduced the following motion, which was adopted:

"Resolved, That the Faculty heartily concur



in the action of the Board of Trustees in suspending "all regular exercises and undergraduate instruction from 12 noon until 2 P.M., on Saturday, October 9, 1915."

On motion the Faculty then adjourned.

*W. O. Hammond*

Secretary.



Room C, Boardman Hall,

October 13, 1915.

The regular meeting of the University Faculty was called to order at 4 P. M. In the absence of the President, serving as the Faculty's delegate to Vassar College, the Professor of Machine Design, Professor Kimball, was elected Chairman of the session. The minutes of the regular session of June 9 and of the special session of September 20 were read and approved.

The Secretary communicated to the Faculty the Trustees' approval of the Faculty's recommendation that the Thanksgiving recess be confined to Thanksgiving day. ✓

The Secretary presented a letter from Professor Emeritus C. E. Crandall, making certain corrections in the resolutions adopted on Professor Crandall's ~~retirement~~, and the Secretary was instructed to incorporate these corrections in the resolutions.

The Chairman requested the Faculty to meet at the close of the session in two sections; namely, Science and Letters, for the election of members to the Library Council for these two groups.

The Secretary reported the following appointments made by the President to fill the vacancies in the standing committees of the Faculty for the year 1915-16:

Committee on Admission by Certificate:

G. A. Works vice H. L. Jones, term expired.

J. H. Tanner vice V. Snyder, term expired.

Committee on Student Affairs;



Committee on Student Affairs;

E. Blaker vice H. Ries, term expired.  
C. T. Stagg vice F. A. Barnes, term expired.  
G. W. Herrick vice A. R. Mann, absent on leave.

Committee on University Undergraduate Scholarships:

J. H. Tanner vice J. McMahon, term expired.  
C. E. Bennett vice C. L. Durham, term expired.

Entrance Examination Board:

V. Snyder vice W. B. Carver, term expired.  
B. S. Monroe vice C. S. Northup, term expired.

Committee on Relations to Secondary Schools:

C. Betten vice A. R. Mann, absent on leave.

A communication from the President in regard to work done in military academies was referred to the Committee on Relations to Secondary Schools for consideration and report.

The following appointments in the Cadet Corps were approved:

Captain Lenox R. Lohr to be Colonel.  
Captain George Robinson Phipps to be Major.  
Captain Robert Chapin Candee to be Major.  
Captain David Henry Finley to be Major.

1st Lieutenant William Frank Bull to be Captain.  
1st Lieutenant David Hazen Blakelock to be Captain.  
1st Lieutenant Hilliard V. Macgowan to be Captain.  
1st Lieutenant Walter LeRoy Saunders to be Captain.  
2nd Lieutenant John Kenning Stotz to be Captain.  
2nd Lieutenant Homer Browning to be Captain.  
2nd Lieutenant Howard Post Corwith to be Captain.  
2nd Lieutenant Norman Wesley Suiter to be Captain.  
2nd Lieutenant Harold Taylor Sutcliffe to be Captain.  
2nd Lieutenant Henrik Antell to be Captain.

2nd Lieutenant David Warshaw to be 1st Lieutenant.  
2nd Lieutenant Leander Ivon Shelley to be 1st Lieutenant.  
2nd Lieutenant John Bernard Slimm to be 1st Lieutenant.  
1st Sergeant C. Beverly Benson to be 1st Lieutenant.  
1st Sergeant Warren Willma Lehrbach to be 1st Lieutenant.  
1st Sergeant Alexander H. Garnjost to be 1st Lieutenant.



1st Sergeant Kenneth Dayton to be 1st Lieutenant.  
Sergeant E. A. Williams to be 1st Lieutenant.  
1st Sergeant Harper Allen Holt to be 1st Lieutenant.  
1st Sergeant Ralph Edward Ogle to be 1st Lieutenant.  
Sergeant Norman Winfield Barrett to be 1st Lieutenant.

Sergeant J. Percy Redwood to be 2nd Lieutenant.  
1st Sergeant George Warner Swift to be 2nd Lieutenant.  
1st Sergeant Donald C. Foster to be 2nd Lieutenant.  
Sergeant Arthur Herbert Dalzell to be 2nd Lieutenant.  
Sergeant William H. Crampton to be 2nd Lieutenant.  
Sergeant 1st Class James E. Matthews to be 2nd Lieutenant.  
Bn. Sgt. Major I. Newton Voorhees to be 2nd Lieutenant.  
Sergeant Francis Cressy Wilbur to be 2nd Lieutenant.  
Sergeant Hugh M. Elmendorf to be 2nd Lieutenant.  
Sergeant Hubert Hill Moon to be 2nd Lieutenant.  
Sergeant Ralph Dayton Davis to be 2nd Lieutenant.  
Color Sergeant G. K. Coleman to be 2nd Lieutenant.  
1st Sergeant Robert A. Smith to be 2nd Lieutenant.  
Sergeant James Lewis Berston to be 2nd Lieutenant.

Wayne McVeagh to be Chief Musician.  
Robert S. Bassett to be Principal Musician.  
J. S. McLendon to be Chief Trumpeter.

The Professor of English, Professor Sampson, on behalf of the Special Committee appointed to consider the question of the distribution of the entrance English units, in view of the new distribution made by the College Entrance Board, reported that using the authority delegated to the Committee by the Faculty, it had changed the Cornell distribution from English A (2 units) and English B (1 unit) to English 1 (Grammar and Composition,  $1\frac{1}{2}$  units) and English 2 (Literature,  $1\frac{1}{2}$  units), and had made certain minor adjustments to meet temporary difficulties. On motion, the report of the Committee was approved.

The Professor of Chemistry, Professor Dennis, on behalf of the Special Committee appointed May 12 to consider and



report upon the question of absenteeism preceding and following holiday recesses, submitted the following report:

I. Students are expected to be present throughout each term at all meetings of classes for which they are registered.

II. Excuses for absences just before or just after the Thanksgiving Recess, the Christmas Holidays, or the Spring Recess may not be given by the individual instructors, but shall be granted only by the Dean, the Secretary, or other authorized official of each college.

No member of the staff of instruction should make changes in the teaching schedule just before or just after these recesses except with the approval of the Faculty of his college.

III. Every member of the staff of instruction shall record the attendance in each of his courses at the last class-period before each of the above recesses, and at the first class-period after each of these recesses, and shall report within twenty-four hours to the Dean or Secretary of his college the names of all absentees, even if such students had been granted leaves of absence.

IV. The Dean or Secretary of each college shall transmit to the other colleges of the University the names of students in those colleges who have been reported absent at these periods.

V. The Faculty of each college of the University shall determine and impose the penalty for absences of its students from the last class-period in any of the student's courses before the Thanksgiving Recess, the Christmas Holidays, or the Spring Recess; or from the first class-period in any of the student's courses after any of these recesses.

VI. It is inadvisable that leaves of absence be issued for religious purposes other than for those provided for in the University Calendar.

The Faculty voted to consider the report seriatim. On motion, section I was adopted.

On motion, section II was adopted after the following amendments: "shall" in the fourth line to read "may":



"should" in the sixth line to read "shall";

Sections III and IV were then adopted seriatim.

The Professor of Modern European History, Professor Lunt, moved that section V be referred back to the Committee to specify a penalty. The motion of the Professor of History was lost by a vote of 16 to 37. Section V was then adopted.

*after the amendment of the word "penalty" to "fine"*  
On motion, section VI was laid upon the table.

On motion, the whole report of the Committee, excluding section VI, was adopted.

The Professor of Ancient History, Professor Sill, moved that the Secretary be instructed to communicate to every member of the teaching staff the above report as adopted, and the motion was carried.

On behalf of the Committee on University Undergraduate Scholarships, the Secretary reported that eighteen scholarships were awarded by the Committee to members of the class of 1919, on the basis of the highest marks made in the competitive examination. The awards were as follows:

THE CORNELL SCHOLARSHIPS:

✓ Israel Safir	Arts and Sciences
Boys' High School, Brooklyn.	J. E. Sullivan, Ph. D. Principal.
✓ Samuel Greenberg	Civil Engineering
Boys' High School, Brooklyn.	J. E. Sullivan, Ph. D.

THE PRESIDENT WHITE SCHOLARSHIPS:

✓ Andrews Clement Wintringham	Arts and Sciences (Chemistry)
Memorial School, Melbrook, N. Y.	Wm. R. Anderson



✓ Malcolm Fuller Orton                      Arts and Sciences  
Newtown High School, N. Y. City.              J. D. Dillingham

THE SAGE SCHOLARSHIPS:

✓ Jacob Wilson                              Arts and Sciences  
Boys' High School, Brooklyn.                      J. E. Sullivan, Ph. D.

✓ Jeanette Heertje                              Arts and Sciences  
Morris High School, Bronx, N. Y. City.              J. H. Denbigh, A. M.

THE SIBLEY SCHOLARSHIPS:

✓ Herbert Saphir                              Arts and Sciences (Chemistry)  
Boys' High School, Brooklyn.                      J. E. Sullivan, Ph. D.

✓ David Perlman                              Civil Engineering  
Central High School, Washington, D. C.              E. M. Wilson, Ph. D.

THE HENRY B. LORD SCHOLARSHIPS:

✓ Norman Tovio Newton                      Agriculture  
Boys' High School, Brooklyn.                      J. E. Sullivan, Ph. D.

✓ Charles Texford Davis                      Agriculture  
Albany Academy, Albany, N. Y.                      H. P. Warren, L. H. D.

THE MCGRAW SCHOLARSHIPS:

✓ Ernest Leopold Hettich                      Arts and Sciences  
Boys' High School, Brooklyn,                      J. E. Sullivan, Ph. D.

✓ Jesselyn Adele Kimmel                      Arts and Sciences  
Flushing High School, N. Y. City.                      John H. Clark

THE STEWART L. WOODFORD SCHOLARSHIPS:

✓ Harold Alden Jewett                      Arts and Sciences (Chemistry)  
Olean High School, Olean, N. Y.                      F. E. Pierce

✓ William Schack                              Arts and Sciences (Chemistry)  
Boys' High School, Brooklyn.                      J. E. Sullivan, Ph. D.

THE JOHN STANTON GOULD SCHOLARSHIPS:

Harry Sidney Berkoff                      Arts and Sciences  
Morris High School, Bronx, N. Y. City.              J. H. Denbigh, A. M.

✓ Theodore Burton Karp                      Arts and Sciences  
Eastern District High School, Brooklyn              W. T. Vlymen



THE HORACE GREELEY SCHOLARSHIPS:

William August Papke                      Arts and Sciences (Chemistry)  
Boys' High School, Brooklyn.              J. E. Sullivan, Ph. D.

Julius Livant                                  Agriculture  
Morris High School, Bronx, New York City.      J. H. Denbigh, A. M.

The Secretary reported the following recommendation from the Committee on University Undergraduate Scholarships:

"That provision be made to pay for the reading of papers submitted in the competitive examination for the Scholarships."

The Professor of Latin, Professor Durham, moved that the recommendation of the Committee be forwarded to the Board of Trustees with the Faculty's approval, and it was so voted.

The following congratulatory addresses prepared by committees appointed by the President were adopted:

VASSAR COLLEGE.

Cornell University to Vassar College, GREETING: To Vassar College, celebrating the completion of fifty years of academic achievement, Cornell University sends congratulations by the hands of her President, Jacob Gould Schurman. The generosity of her far-sighted Founder, the wisdom of her Governors, and the scholarship and devotion of her Faculty have won for Vassar College a distinguished position among American colleges and in the world of Letters and Science. Founded in the same decade as Vassar College, and chartered by the same authority, Cornell University has rejoiced in the prosperity of her sister institution, in whose widening influence she sees a happy promise of ever-increasing service to the womanhood of this Republic.

(Committee: W. Strunk, Jr., chairman; G. W. Harris; G. L. Burr.)

ALLEGHENY COLLEGE.

Cornell University to Allegheny College, GREETING: The Faculty of Cornell University sends heartiest congratulations



on the auspicious occasion of the celebration of the one hundredth anniversary of the foundation of Allegheny College. Both institutions have long maintained the principles of co-education and religious tolerance. The younger institution wishes its older sister Godspeed in the years and centuries to come. As in the past, may Allegheny College ever continue to bless the State and Humanity by enriching the minds of the youth with sound knowledge and lofty aspirations! As delegates to convey this message of greeting the Faculty has named Edwin Henry Sibley, a graduate of Cornell University in the class of 1880, and Wilford Murry Wilson, Professor of Meteorology in Cornell University and a member of the class of 1887 in Allegheny College.

(Committee: Wm. A. Hammond, chairman; J. P. Bretz;  
W. M. Wilson.)

On motion, the Faculty then adjourned.

*W. A. Hammond*

Secretary.



Room C. Boardman Hall,

November 10, 1915.

The regular meeting of the University Faculty was called to order at 4:00 P.M. by the President. The minutes of the last meeting were read and approved.

The President communicated to the Faculty his appointment of the following members of the Committee on Student Affairs: Professor C. A. Martin to take the place of Professor C. T. Stagg, who is unable to serve; Lieutenant Thompson to succeed Lieutenant Bull.

The Secretary informed the Faculty of the election of the following members of the Library Council: Professor A. A. Young to succeed Professor J. P. Bretz, Group of Letters; Professor A. C. Phelps to succeed Professor W. A. Riley, Group of Science.

The Secretary notified the Faculty that under its instructions he had secured from the several fraternities the usual pledges regarding initiatory ceremonies.

Through a letter of the Professor of Statistics, Professor Willcox, the attention of the Faculty was called to the discontinuance of the Japan Prize.

On motion the President was requested to appoint a delegate to the Carnegie Institute of Technology to represent the University at the exercises in celebration of the eightieth birthday of Andrew Carn-



egie and the fifteenth anniversary of the founding of the Institute of Technology, November 23-24, 1915.

A communication from the Association of Modern Language Teachers regarding the establishment of an Aural and Oral Test was, on motion, referred to the Committee on Relations to Secondary Schools.

The Faculty of Sibley College recommended the appointment of Charles Goddard Baldwin, jr., as Padgham Scholar for the academic year 1915-16 and the recommendation was approved.

A petition directed to the President and Board of Trustees, signed by approximately 1600 students, asking that the Thanksgiving Recess extend from Wednesday at 6:00 P.M. to Monday 8:00 A.M., was referred by the Board of Trustees to the Faculty with power. The Professor of Mediaeval History, Professor Burr, moved that the petition be denied. The Professor of Law, Professor Hayes, moved that the petition be granted. The Chair ruled that the motion of the Professor of Law was out of order. The Professor of Law appealed from the decision of the Chair, and on motion, the decision of the Chair was sustained. The motion of the Professor of Mediaeval History to deny the petition was thereupon put to the house and carried.

(over)



The following communication was received from  
the Secretary of the Board of Trustees:

"October 15th, 1915.

Professor W. A. Hammond,  
Goldwin Smith Hall.

Dear Sir:

I beg to advise you that the Committee on  
General Administration of the Board of Trustees at its  
meeting on October 9th, took the following action:-

<u>YEAR</u>	<u>INSTRUCTION ENDS</u>	<u>INSTRUCTION RESUMED</u>	<u>Christmas at Halls On</u>
1915-16	Wednesday, Dec. 22, 6 P.M.	Thursday, Jan. 6, 8 A.M.	Saturday
1916-17	" " 20, "	" " 4, "	Monday
1917-18	" " 19, "	" " 3, "	Tuesday
1918-19	Saturday " 21, 1 "	Monday " 5, "	Wednesday
1919-20	" " 20, "	" " 5, "	Thursday
1920-21	Wednesday " 22, 6 "	Thursday " 6, "	Saturday
1921-22	" " 21, "	" " 5, "	Sunday
1922-23	" " 20, "	" " 4, "	Monday
1923-24	" " 19, "	" " 3, "	Tuesday
1924-25	Saturday " 20, 1 "	Monday " 5, "	Thursday
1925-26	" " 19, "	" " 4, "	Friday
1926-27	Wednesday " 22, 6 "	Thursday " 6, "	Saturday

Yours very truly,

C. D. Bostwick  
Secretary."



The Committee (Professors Burr, Chairman, Creighton A. A. Young) appointed by the President to revise the statute governing the Messenger Prize, reported as follows:

1. The description of the prize to read, instead of "a fund of one thousand dollars", "a fund of five thousand dollars."

2. Rule 4 of the "conditions governing the award" to read, instead of "Two copies of the essay, one of which may be a carbon copy," simply "The essay,"

3. Rule 6 to read, instead of "One copy of the successful essay," simply "The essay," and its closing sentence, "The other copy shall be forwarded to the founder," to be struck out.

On motion the recommendations of the Committee were approved.

On motion the President was requested to appoint a Committee of nine to cooperate with a similar Committee of the Board of Trustees on the plan and scope of the celebration of the Semi-Centennial of the University.

The Professor of Semitic Languages, Professor Schmidt, introduced the following resolution which was adopted:

Resolved, that the question of determining penalties for absences before and after holiday recesses be made a special order for the next regular meeting of this Faculty, and that, pending the decision, no change be made in the present method of dealing with



such absences.

The Professor of Law, Professor Woodruff moved that the subject Bookkeeping, one half or one elective unit, be added specifically to the Cornell Entrance subjects, and the motion of the Professor of Law was referred to the Committee on Relations to Secondary Schools for consideration and report.

On motion the Faculty then adjourned.

*W. A. Hammond*

Secretary.



Room C. Boardman Hall,  
December, 8, 1915.

The regular meeting of the University Faculty was called to order at 4:00 P. M. The Professor of Statistics, Professor Willcox, was elected Chairman of the Session.

The Secretary notified the Faculty that the General Administration Committee of the Board of Trustees, on the 4th of December, had adopted the following resolution:

"Upon the recommendation of the University Faculty it was resolved that the reading of papers submitted in the competitive examination for University undergraduate scholarships be paid for at the same rate as for reading entrance examination papers."

The President communicated to the Faculty his appointment of the following Committee to consider and report upon the plan and scope of the Semi-Centennial Celebration:

C.H. Hull, Chairman  
E.H. Woodruff  
A.W. Smith  
V.A. Moore  
W.W. Rowlee  
H.N. Ogden  
H.H. Wing  
C.A. Martin  
W.M. Polk

The Professor of Greek, Professor Bristol, on the behalf of the Committee on Relations to Secondary Schools, recommended the adoption by the Faculty of the following



resolution:

"That in the entrance examinations in German, French, and Spanish provision be made for oral tests; the understanding being that additional credit is not to be given, and that the language units are not to be divided with reference to written and oral examinations",

and on motion the recommendation of the Committee was approved.

The Committee on Relations to Secondary Schools recommended further:

"That, Bookkeeping, 1/2 - 1 unit, be added to the list of subjects which may be offered for entrance. It is understood that each college shall decide for itself whether or not the subject is to be counted towards entrance to that particular college",

and the recommendation of the Committee was approved.

The Committee on Relations to Secondary Schools recommended further:

"That no change be made in the traditional policy of giving credit for Drill towards a degree only to those students who have received their instruction in the subject in an institution of collegiate rank,"

and the recommendation of the Committee was approved.

The Secretary on behalf of the Committee on Music, (Professors Bristol, Woodruff, Hammond), submitted a report on the Committee's work and on motion of the Professor of Law, Professor Hayes, the Committee's report was accepted and the Committee continued.

On motion of the Professor of Economics, Professor Young, it was voted to request the President to add two further members to the Committee on a Commercial Course of Instruction.



As the special order of the Session, the Faculty took under consideration the question of imposing penalties for absences immediately before and after the holiday recesses. On motion it was voted to request the President to appoint a Committee of three to consider and report at the Faculty's February meeting, upon the statistics of absenteeism and such other pertinent information as it may obtain and to recommend a penalty for absences immediately before and after holiday recesses.

On motion the Faculty then adjourned.

W. A. Hammond

Secretary



Room C. Boardman Hall,

January 19, 1916.

The regular meeting of the University Faculty was called to order at 4:00 P. M. by the President. The minutes of the last meeting were read and approved.

The Secretary of the Faculty presented a communication directed to President Schurman, from Louis E. Johnson, Class of 1910, conveying a message of appreciation to the President and Members of the Faculty, from the Cornell men of Otsego County, New York, and it was thereupon voted to instruct the Secretary to send a reply.

A communication from the College of Arts and Sciences notified the University Faculty that the Faculty of Arts and Sciences on Jan. 7th, 1915, had voted that "the subject of book-keeping be not added to the list of subjects that may be specifically offered for admission to the College."

A communication from the College of Agriculture notified the Faculty that "book-keeping had been placed on the list of elective subjects for admission to the College of Agriculture, with the provision that its use be restricted to cases where entrance credit is not given in more than one other vocational subject."

The President communicated to the Faculty his appointment of the following Committee to select the '94 Memorial Debate speakers for the year 1915-16:

Professor Winans, Chairman, and Professors Burr,



Everett, Orth and Drummond.

The President at the request of the Faculty Committee, and the Trustees' Committee on the Semi-Centennial Celebration, appointed Dean B. T. Galloway a member of the Faculty Committee, and upon vote this appointment of the President was confirmed.

In response to the request of the Faculty that two further members be added to the Committee on a Commercial Course of Instruction, the President appointed Professors B. T. Galloway and M. W. Sampson.

The Registrar and the Secretary of the University submitted a University calendar for the years 1917-1922, inclusive. The calendar, containing the specific designation of dates and days in accordance with the Faculty's general legislation was approved.

In accordance with the Faculty's action of Dec. 8, 1915, the President appointed the following Committee to investigate and report upon cases of absenteeism immediately before and after holiday recesses:

Professor Bristol, Chairman, and Professors Haskell, and W. A. Riley.

On behalf of the Committee on Student Affairs, the Professor of Machine Design, Professor Kimball, recommended the following amendments in the "Rules Governing Student Organizations", (Eligibility Rules):



Rule II. Section B. "four" to be changed to "three" and the following words inserted, "not counting freshman representation". In the Note under Section B. the words "four main branches of sport ", to be stricken out and the following substituted: "varsity athletic teams see Rule III;

In the note under Rule III, the words "summer vacation" to be stricken out and the words "between terms" substituted, and instead of "academic year", to substitute the word "term". The remaining part of the note to be stricken out;

Rule IV to be stricken out and the paragraphs c and d together with the note to become part of Rule III; rule V., to become rule IV. These recommendations of the Committee on Student Affairs were approved and the Rules Governing Student Organizations as amended read as follows:



## RULES GOVERNING STUDENT ORGANIZATIONS

I. **Student Organizations in General.**—No person shall represent the University on any student organization, or individually, either at home or abroad:

- a. If he is not a regularly registered student of the University;
- b. If he has been removed from the University for failure in work or for breach of discipline and has not since reinstatement completed one full academic term;
- c. If he is on probation, that is, if by vote of his Faculty, he is duly notified that a repetition of failure in work or neglect of duty will result in his exclusion from the University.

[Note.—Probation is regarded as but one step short of exclusion, and is to be distinguished from advice, warning, admonition or censure. Probation terminates at the end of the term for which notification is given unless it be terminated earlier by vote of the Faculty concerned.]

II. **Intercollegiate Athletic Contests in General.**—No person shall represent the University in any intercollegiate athletic contest either at home or abroad:

- a. If he does not conform to the above rules;
  - b. If he has previously represented this University, or any other college or University, or both, in that branch for ~~three~~ <sup>three</sup> years in the aggregate; ~~not counting freshman representation.~~ <sup>not counting freshman representation.</sup>
- [Note.—In construing Rule II, b, all intercollegiate athletic sports are grouped as one branch, but for special rule governing four main branches of sport see Rule IV, b, c.] <sup>Varsity athletic teams see Rule III</sup>
- c. If he receives or has ever received any remuneration or consideration of any sort for his services in any branch, as performer, player, coach, or otherwise, apart from such necessary expenses in excess of ordinary expenses as are actually incurred by him as a member of a college team, or of a permanent amateur organization in connection with occasional amateur contests;

[Note.—In applying Rule II, c, to baseball, any person who plays under a name other than his own, or who plays in a contest at which an admission is charged, except as a member of a school or college team, shall be conclusively presumed to have violated this Rule.]

- d. If he is or has been a member of the staff of instruction of the University of a higher grade than Assistant, even if he be registered as a candidate for a degree;
- e. If he is or has been a member of the staff of instruction of the University as an Assistant in the Department of Physical Culture;

f. Nor shall he take part in such contests or train for any team, if he does not secure at the beginning of each season a special certificate of satisfactory physical condition from the Physical Director. Such certificate may be cancelled at any time in case the Director decides that the continuation of training is likely to operate to the physical injury of such person.

III. **'Varsity Athletic Teams.**—No student shall represent the University on a 'varsity athletic team:

- a. If he does not conform to the above rules;
- b. If he has not been in residence at the University for one year. <sup>between terms</sup> <sup>term</sup>

[Note.—In construing Rule III, b, contests held in a ~~summer vacation~~ <sup>summer vacation</sup> are to be regarded as belonging to the preceding academic year. No one shall be allowed to represent different institutions in the same branch of sport in consecutive seasons of his own academic course.]

~~IV. 'Varsity Rowing, Baseball, Football, and Track Teams.~~ No student shall represent the University on a 'varsity athletic team in rowing, baseball, football or track athletics:

- a. ~~If he does not conform to the above rules;~~
- b. ~~For more than three years, including therein the years in which he has represented another college or university in any of those four sports;~~

c. If he has received a college degree;

d. After the class with which he entered this institution has graduated unless he has been out of residence for one or more terms for reasons other than failure in work or breach of discipline.

III [Note.—In applying Rule IV, b, c, and d, only those degrees and years are to be counted which are regarded as an equivalent of the degrees and the college years in this University.]

IV **Responsibility of Officials.**—No manager, captain or other responsible official of any student organization, shall permit a person known by him to be ineligible under the above rules to represent the University upon such organization, or to represent it individually under the auspices of such organization; nor shall any manager or captain of any athletic team permit any person to train for such team without first obtaining the necessary certificate of satisfactory physical condition.



As Chairman of the Committee on Student Affairs, Professor Kimball, recommended further that the President appoint a special Committee to investigate and report upon "the entire question of the methods of holding examinations and the punishment for fraud in examination," and the motion was carried.

The Professor of Economics and Finance, Professor Young, submitted the following report on the "Establishment of a Commercial Course of Instruction at Cornell University":



REPORT OF A COMMITTEE OF THE UNIVERSITY FACULTY  
ON THE ESTABLISHMENT OF A COMMERCIAL  
COURSE OF INSTRUCTION AT  
CORNELL UNIVERSITY

This committee was created by vote of the University Faculty on December 9, 1914. It was asked "to consider and report upon the advisability and practicability of establishing a commercial course of instruction in the University." The essential part of its report, here submitted, is a recommendation that a College of Business Administration be established at Cornell. The proposed college would offer courses of training for business pursuits, two years in length, and leading to a master's degree. These courses would be open to (a) college graduates, (b) students who had completed three years of work in any of the undergraduate colleges of Cornell University or in other colleges of similar grade, and, under careful restrictions, to (c) a limited number of mature students with business experience, not candidates for a degree.

Your committee deems it advisable to supplement these recommendations with a general survey of the field of its inquiries and a statement of the considerations which led to its findings.

THE PRESENT POSITION OF HIGHER EDUCATION FOR BUSINESS  
PURSUITS

Higher education for business pursuits is now well past the experimental stage. The path was first blazed by the efficient and now numerous Commercial High Schools (of university grade) of the various countries of continental Europe. In the United States the movement really began with the establishment of Schools of Commerce at the University of California and the University of Wisconsin in 1899, although the Wharton School of Economics and Finance at the University of Pennsylvania had already accomplished something in this field. There are now over twenty universities and colleges of high standing which offer organized instruction in business subjects, and this number is being increased each year. In England several of the newer urban universities have recently entered this field of work.

American experience with higher commercial education has been largely confined to the last fifteen years, but that period has been long enough to prove the practical value of such education, to suggest its possibilities and limitations, and to indicate the subjects and methods of instruction best calculated to serve its ends. The courses



first outlined were influenced to a noticeable degree by German models (not in all particulars well adapted to our own problems), and were handicapped by the lack of accumulated business experience so organized as to fit it for teaching purposes. It was recognized from the first that one subject—accounting—is of fundamental importance, and it has always been clear, also, that there are certain specialized business callings, such as insurance, foreign trade, and foreign exchange, which have a technique of their own and for which certain subjects of instruction are of obvious technical value. But outside of such clearly defined fields reliance had at first to be put on a variety of elementary courses dealing with different business subjects in a descriptive or informational fashion. It is not probable that many such courses had much vocational value, nor is it to be presumed that as elements in a general education they were really superior to the older subjects of the ordinary college curriculum. It has now come to be seen, more clearly than it was at first, that training for business must deal in a direct fashion with the fundamental problems of the organization and conduct of business undertakings. In the better schools of commerce much progress has been made in this direction, and in this progress an increasing supply of adequately trained teachers, the growth of a spirit of research, engaged in bringing to light the lessons of business experience, and the development of effective ways of utilizing the coöperation of successful business men, have each played an important part. A College of Business Administration established at this time should be able to turn this accumulated experience to profitable account, and should be prepared to assume a full share of the work of yet more perfectly adapting subjects of instruction and methods of teaching to the end to be attained.

#### THE PROBLEM MAINLY ONE OF ORGANIZATION

Cornell University now offers in its different colleges a variety of subjects of instruction that have a distinct vocational value for the education of business men. In both quantity and variety they surpass the contents of not a few of the organized curricula in commerce found in smaller universities and colleges. But this does not mean that a really adequate training for business callings can now be obtained at Cornell.

In the first place, these courses are scattered among the different colleges of the University and even under the freedom of election given to students registered in the College of Arts and Sciences or the College of Agriculture it is impossible for a student to utilize them in the most effective way.

In the second place, even if all such courses were easily available to the student, they would by no means constitute an adequate pre-



paration for a business career, such as may be had in a number of university schools of commerce. For few of the subjects now taught at Cornell are designed, in respect either to content or to method of teaching, with primary reference to their vocational value as part of a business education. The courses offered in the Department of Political Science of the College of Arts and Sciences, for example, emphasize the public or social aspects of business institutions, rather than the problems of the business man. And the courses offered in other colleges of the University are shaped primarily for prospective farmers, lawyers, or engineers. Many of these courses could with advantage be incorporated in the curriculum of a College of Business Administration of the type proposed in this report. Others, perhaps, might wisely be included in a student's preparation for entering such a college. But to serve the purpose of a technical training for business pursuits such courses must in one way or another be grouped around a central core of purely vocational courses of a type not as yet largely developed at Cornell. Foundation work in business organization and administration, advanced courses in accounting, and specialized courses in the problems and technique of particular types of business undertakings, are, for example, things which must be added before Cornell can invite students seeking a thorough training for business pursuits. It is likely, indeed, that Cornell already offers more of the essentials of an adequate business education than any other university which has not yet organized a special curriculum in this field, and it is also probable that no university has yet entered this field with an initial equipment so adequate as Cornell's. This points to the possibility of establishing with a maximum of economy a College of Business Administration of the highest grade, but it does not mean that substantial increases in resources would not be necessary.

Finally, efficiency in vocational education of any sort cannot be obtained without definitely organized curricula. The elective system has its proper abode in the College of Arts and Sciences, but successful professional education, at Cornell as elsewhere, has been found to be most economical of time and most effective in results when a considerable part, at least, of the subjects of instruction are definitely required and are grouped in prescribed sequences. There appears to be no reason why vocational education for business should prove an exception to this rule.

The problem at Cornell is not whether the University should offer instruction in business subjects—for it is already doing this,—but whether it should create a special curriculum in business,—necessitating, of course, a considerable increase in the amount and variety of instruction in that field. In large measure the problem is one of



organization, for while some forms of organized business instruction may not be worth undertaking, others may be highly desirable.

#### DIFFERENT TYPES OF ORGANIZATION

Three principal types of organized commercial instruction are now found in American universities: (1) extension schools, offering evening courses for students employed during the day; (2) undergraduate college curricula leading to a bachelor's degree; (3) professional schools. The first type, best illustrated by the Schools of Commerce of New York University and Northwestern University, is practicable only in a large city. The second type is the most common. The best examples of the third type are the Amos Tuck School of Administration and Finance at Dartmouth and the Graduate School of Business Administration at Harvard. The relative advantages of the second and third types need careful consideration.

#### UNDERGRADUATE SCHOOLS AND COURSES

The second type of organized business training has developed under two distinct forms: (1) a special curriculum within an established college of the university, usually the college of arts; (2) a separately administered "school of commerce," with its own faculty organization and its own director or dean. The first of these two sub-types is found at the Universities of California, Michigan, Wisconsin, and many other universities and colleges. The second is illustrated by the Wharton School of Finance and Commerce of the University of Pennsylvania, the College of Commerce and Administration of the University of Chicago, the School of Commerce at the University of Illinois, and by a few other examples.

In each of these sub-types the curriculum usually takes the form of a four-years' course or group of subjects, open to students meeting the ordinary college entrance requirements and leading to the bachelor's degree. In general a certain amount of work in English, mathematics, natural science, and in one or more foreign languages is required in the first two years. Subjects in general economics usually make up part of the work of the second and third years. The third year is devoted mainly to general foundation courses in business subjects, while the fourth year affords opportunity for courses bearing more directly upon certain specialized business pursuits. There are, of course, considerable differences in the curricula of different institutions. In well-equipped schools or courses of business, for example, some of the more general business subjects are frequently brought down into the second or even the first year. Some freedom of election is usually permitted, and the more ad-



vanced subjects are often arranged in groups, designed to offer preparation for banking, insurance, foreign trade, manufacturing industries, general business, the consular service, etc. In some cases the organized curriculum covers only two years, but this makes little essential difference, for two preliminary years of college work, including a number of stated subjects, are in such cases a prerequisite.

This general type of organization has some real advantages. It meets the real wants of many students entering college with a serious purpose. It induces some students to obtain a college education who would otherwise go without it. It could be undertaken at Cornell with a relatively small increase in the University budget.

Its disadvantages are no less obvious. The experience of other institutions has shown that while such courses attract many serious students they are also apt to be elected by many students who are merely following the line of least resistance and who are enticed by their "practical" flavor. And even without this handicap it is difficult to maintain in such courses the standards befitting a professional school, and to secure the establishment of those habits of industry which are a necessary prerequisite to success in business life. In practice, too, it has been found difficult in such courses to get much beyond elementary subjects of a descriptive sort. In no field do personal initiative and the habit of inquiry count for more than in business, and these are qualities which can best be fostered in advanced courses, pervaded with the spirit of research.

As between the two sub-types of this general form of organization, the first (a prescribed curriculum within the College of Arts) has an advantage in simplicity and economy of administration. But the faculty of the College of Arts and Sciences has more than once declared itself opposed to the establishment of prescribed curricula or even of the group system within that college. And it may be possible that some confusion of educational values is likely to result from the juxtaposition of subjects which appeal to students because they are elements of a liberal culture and subjects which have a purely technical or vocational purpose. Nor could all of the varied resources of the University be utilized in such a course. There would be difficulties in the freedom of election of desirable subjects offered in other colleges and difficulties of a very concrete sort in schedule-making. Furthermore, it would be exceedingly difficult to establish and maintain the desirable professional spirit among the students registered in such a course.

The separately-administered undergraduate School of Commerce is in practice an administrative device for centralizing and co-ordinating such of the subjects taught in the other colleges of the university as it finds useful for its purposes. It may have a small faculty of its



own and may offer certain subjects not listed by other colleges, but if it goes very far in this direction it passes the line which separates it from the schools of the third type (self-contained professional schools). It is able to utilize all of the subjects taught anywhere in the University for which it can provide properly-prepared students and which it can fit into its schedules. It may be able to create a somewhat better professional spirit and to maintain somewhat higher standards than are possible in a vocational course in a non-vocational college, but it shares some of the disadvantages of that type of organization. It would seem that if the combination, for purposes of vocational training, of subjects taught in the different colleges of Cornell university is all that is desired, it could be achieved in some way that would be simpler and less pretentious than the creation of another College within the University.

#### PROFESSIONAL SCHOOLS

The two foremost professional schools of business training in the United States (at Harvard and Dartmouth) are of graduate and semi-graduate grade, and your committee believes that a professional College of Business Administration, of semi-graduate grade, is the type of organization which is most desirable at Cornell. But the distinction between "professional" schools and "undergraduate" schools rests on convenience rather than logic. A school of business need not be a graduate school in order to be a professional school. A professional school, in the sense intended by the committee, has two characteristics. In the first place, it is as nearly as may be self-contained; that is, it has its own special staff of teachers giving a large part of its instruction and interested in solving its special educational problems. In the second place, its curriculum is composed entirely of technical or professional subjects. It does not give what is sometimes called "a college education for students planning to go into business," nor does it presume to offer a substitute for a general college education. It assumes that business has become a profession, or a group of professions, and offers a training for business conceived and administered in a professional spirit. The elasticity of this type of organization the ease with which the scope and character of its work can be adapted to fit the conditions at a particular institution and changed to reap the advantages of our increasing knowledge of the problems of business education are points in its favor. It can maintain a professional spirit among its students and can exact high standards of work. It can make the fullest possible use of whatever subject of real value for its purposes are taught in other colleges of the University. It can so arrange its own courses as to get the maximum of profit from the coöperation of experienced business men.



It can utilize research as a method of instruction, and can in other ways put its emphasis upon the real problems of business activity and upon the methods of attacking such problems rather than upon mere information about business. Finally, the students whom it would attract would for the most part be seriously and definitely interested in securing the kind of training which it would aim to offer.

The principal disadvantage of the professional type of school are, first, that since it needs an independent staff of instructors it involves a relatively large initial expense, and, second, that since its entrance requirements should be high, it cannot count upon so large a body of students as would probably be drawn to an undergraduate curriculum in commercial subjects.

Your committee feels that the financial aspects of the problem lie outside of the proper field of its inquiries. But it desires to record its conviction that the most effective training for business pursuits must be essentially professional training and that a new kind of professional training should not be undertaken at Cornell unless it can compare favorably in respect to comprehensiveness and efficiency with the work done in the existing professional colleges of the University.

That such a school might enroll fewer students than would a school offering an undergraduate college course is not in all respects a count against it. But it would, of course, be a mistake to put entrance requirements so high as to make a business education impossible for any large number of earnest students desiring such training and adequately equipped to profit by it. It should be remembered, however, that in the usual four-years' course in commerce most of the technical business subjects fall in the third and fourth years. It is only the number of students enrolled in the work of these two upper years that should properly be compared with the number enrolled in a professional school of business training. A professional school of the type proposed for Cornell really requires but one more year of preliminary work than the usual type of undergraduate school of commerce makes a prerequisite to its technical business subjects. Moreover, the two preliminary years of the ordinary undergraduate curriculum in commerce are usually closely prescribed, while the selection of a course of studies for the three years preliminary to entrance to the professional school would be very largely in the hands of the student himself. There is not much difference, therefore, in the real availability of the two types of instruction. Some, at least, of the probable difference in enrollment would be explained by the absence from the professional school of any considerable body of students with no serious purpose.

There are evidences that the advantages of the professional type of school are beginning to be generally appreciated. The University of



California is planning to discontinue its four-years' college course in commerce and to establish a professional school of business training, requiring two years of college work for entrance, and offering a three-years' curriculum, leading to a master's degree. Columbia University has decided to establish a professional school of commerce, very similar in its plan to that proposed for the University of California. The new school of commerce at Tulane University has a similar organization. Yale University established last year in the Sheffield Scientific School a graduate year of instruction in general business subjects, open to graduates of the three-years' courses in the Sheffield School and to other college graduates. It is planned to add a second year, consisting of courses leading to specialized pursuits, as soon as adequate funds are available.

#### A TYPE OF ORGANIZATION FITTED TO CORNELL CONDITIONS

Your committee's recommendation of a professional school of semi-graduate standing rests partly upon what it believes are the general advantages of that type of organization. But it also believes that such a school would fit into the general scheme of organization of Cornell University better than any other type. From the beginning vocational education has been deemed an honorable and important part of the University's task, and the professional schools of the University have been a very large factor in its reputation and its achievements. To organize this new type of vocational education in the form of a professional school would be in harmony with the traditions and general policy of the University.

None of the present professional colleges of the University, except the Medical College, are of graduate standing. This might seem at first thought to be a reason for also placing a professional college of business administration on an undergraduate basis. But the fact that most of the colleges of the University are undergraduate colleges is believed by the committee to point definitely toward the desirability of putting training for business pursuits on a semi-graduate basis. It is not desirable that the proposed College of Business Administration should be in any large measure a competitor of the other colleges; that the student should be compelled to choose between it and the College of Arts, the Colleges of Engineering, the College of Law, or the College of Agriculture.

Business activities are now so interwoven with the practice of other professions that a university training in business should be so organized that the student should not be limited to a choice between a business training and some other sort of training, but should be able to supplement his training for a particular profession by a training for business pursuits. The practice of law, for example, involves



a close contact with the business world and demands a knowledge of the ways of handling business affairs. An increasing number of problems set for the engineer to solve are essentially business problems, needing for their solution a knowledge of economic and financial principles. The successful engineer is often a successful business man. Farming is both a technical calling and a business activity. The importance of the business aspects of agriculture is recognized in the work of the federal Department of Agriculture and in a number of agricultural colleges, including Cornell's. The committee believes, furthermore, that the curriculum of a professional college constitutes quite as efficient a preparation for the work of a college of business administration as does the curriculum of the College of Arts and Sciences.

The College of Business Administration proposed for Cornell would be a technical school of business training, so organized that its work could be joined to that of any of the undergraduate colleges of the University. This general conception of the place and function of business education in a university the committee believes to be new.

The details of the ways in which the work of the College of Business Administration would be combined with that of the other colleges would be matters to be determined by the faculties of the College of Business Administration and of the other colleges concerned. The College of Arts and Sciences, it is assumed, would permit students to substitute the first year's work in the College of Business Administration for its own fourth-year work, following the present plan of coöperation with the Medical College. The bachelor's degree would accordingly be conferred upon such students upon the completion of their first year's work in the College of Business Administration, and the special master's degree allotted to that college would be conferred upon the completion of the second year's work. Similar arrangements might be effected with other colleges of the University, or special combined courses of four and five years in length might be arranged.

#### GENERAL NATURE OF THE CURRICULUM

The construction of a curriculum for the proposed school is no part of the task of the present committee, which ventures a few suggestions, however, with the purpose of affording a concrete notion of the possible scope of such a school.

The first year might be devoted to foundation courses in the principal fields of instruction, including such subjects as the Principles of Accounting, Industrial Organization and Management, Problems of Market Distribution, the Resources and Trade of the United States and of certain other countries, Elements of Corporation



Finance, Life Insurance, Investments, Banking and Foreign Exchange, Business Law (Contracts, Property).

In the second year there might be courses in such subjects as Railroad and Public Utility Accounting, Mercantile Accounting, Factory Cost Keeping, Problems of the Public Accountant and Auditor, advanced work in the organization and management of particular types of business undertakings and in Market Distribution, Property Insurance, Actuarial Mathematics, Foreign Trade Methods (with special reference to selected countries), the Consular Service, Railway Administration, Railway Traffic Problems, Railway Finance, Public Utility Finance, Business Law (Corporations, Insurance, Carriers and the Law of Public Service, Negotiable Paper, etc.).

This is, of course, only the mere outline of a curriculum which might be enriched and enlarged in many ways. A thorough knowledge of one or more foreign languages should, of course, be required of all students preparing to enter the consular service, or foreign trade, or other fields in which such knowledge is a valuable tool.

#### ADVANTAGES AND DISADVANTAGES OF SITUATION

A College of Business Administration situated in Ithaca would be in a few respects at a slight disadvantage as compared with a similar college situated in a large city. But the advantages of the urban situation can easily be over-estimated. For a school of the extension type, situation in a large city is, of course, indispensable. But this is merely because such a school must find its students among men employed in business pursuits. It has sometimes been suggested that the large city furnishes an ideal laboratory for research work on the part of advanced students in university schools of commerce. It has not yet appeared, however, that university schools of commerce situated in large cities have yet made much practical use of this opportunity. What research work they have done has been by methods which could have been utilized quite as efficiently elsewhere. The objection, in fact, is analogous to that which has often been made to the establishment of engineering schools in other than large cities. It does not appear that the highly successful colleges of engineering at Cornell have been handicapped in any way by being in Ithaca, and it is reasonable to assume that the proposed College of Business Administration would also be successful here. Some confusion of thought on this matter may spring from the fact that higher commercial education is frequently discussed as though it were education primarily for men intending to enter "big business", such as the banks, brokerage houses, and trading establishments of New York. There is, of course, a proper field for commercial education leading



to such employments, but there is an even more important field for that kind of commercial education which will help toward the reorganization of the factories and stores and financial institutions of the smaller towns and cities of the country. It is here that the greatest wastes in the present system of making and distributing goods are found, and it is here that the burden of routine and tradition in business methods is likely to rest most heavily. A College of Business Administration sending into this field trained men filled with the necessary spirit of independent initiative and knowing how to calculate costs and reasonable business chances in a scientific manner would perform a real service not only to the men which it trained, but also to the communities in which they might live. There are highly successful schools of commerce at the University of Wisconsin and the University of Illinois which are so situated as to make them fairly comparable to Cornell in respect to the lack of urban advantages.

#### THE VALUE OF HIGHER COMMERCIAL EDUCATION

Your committee has not thought it necessary to argue the advantages of higher commercial education in general. In the last fifteen years enough experience has been accumulated to prove beyond any reasonable doubt the practical value of higher commercial education. The graduates of the courses in commerce in American universities who have gone into business employment have proved the benefits of their training. It is not so important that their initial salaries have been slightly higher than have been given to men of similar age in similar employments who have not had such training, as it is that the trained men have shown the capacity to rise and to earn increased salaries much more rapidly than the untrained men. The best test, however, is the general satisfaction with the results of such work in the universities in which it has been developed, and the cordial support and coöperation which higher commercial education has won among intelligent business men.

It would not be the aim of a College of Business Administration to turn out men fully equipped to manage complex industrial undertakings. A certain amount of apprenticeship in the world of actual affairs is necessary. Higher commercial education cannot be substituted for practical business experience, but it can fit the young man entering business to get the most out of his experience. It can give him a general technique which will be useful in all business callings and it can in some degree equip him with the special technique of particular callings, and it can do these things more efficiently than they can be done in the long drudgery of years in subordinate positions in business establishments. The purpose of such education is not to turn out "captains of industry," nor yet to equip men for the



permanent occupancy of subordinate clerical positions. It can give to its graduates a certain amount of personal capital in the way of knowledge of business methods and business problems of various sorts. The graduate himself is responsible for turning that personal capital to his own advantage.

Nor is it all a matter of training men to make a living. Social and national efficiency depends very largely upon the way in which the country's business is organized and directed. There are large opportunities for further economies in the fields of production and of market distribution and in the more perfect working of our financial systems, and it is highly proper that our universities through organized instruction and research in business methods should contribute to the elimination of economic wastes and the increase of the general efficiency of our economic life.

BEVERLEY T. GALLOWAY  
DEXTER S. KIMBALL  
MARTIN W. SAMPSON  
E. H. WOODRUFF  
ALLYN A. YOUNG (Chairman)  
*Committee*



It was voted that the subject of the Report be made  
the first special order of the regular meeting of the Faculty in February.

On motion the Faculty then adjourned.

*W. R. Hammond*

Secretary,



Room C. Boardman Hall,

February 9, 1916.

The regular meeting of the University Faculty was called to order at 4:00 P. M. by the President. The minutes of the last meeting were read and approved.

The Secretary communicated to the Faculty the President's appointment of the following Committee to investigate and report upon the entire question of the methods of holding examinations and the punishment for fraud in examination:

Professor M. W. Sampson, Chairman  
 Professor L. M. Dennis  
 Professor A. C. Phelps  
 Professor H. Diedericks  
 Professor H. N. Udden  
 Professor F. A. Barnes  
 Professor C. T. Stagg  
 Professor H. H. Wing  
 Professor A. B. Recknagel  
 Professor P. A. Fish

And the Chairman of the Committee on Student Affairs, ex officio.

On recommendation of the Commandant the following promotions in the Cadet Corps were approved:

To be Second Lieutenants:

J. H. Torroella	from	Sept. 27, 1915.
K. B. Champ	"	"
A. P. Timmerman	"	"
F. M. A. Webster	"	"



W. H. Soderholm from Oct. 1, 1915.  
 K. C. Brown " " 2, "  
 D. Hammond " " 29, "

To be Captains:

D. Warshaw from August 27, 1915.  
 J. B. Slimm " Jan. 22, 1916.  
 L. I. Shelley " " " "

To be First Lieutenants:

J. Percy Redwood from August 27, 1915.  
 George W. Swift " " " "  
 Donald C. Foster " Jan. 22, 1916.

To be Second Lieutenants:

John R. Boyle from Jan. 22, 1916.  
 C. C. Stalter " Feb. 15, "

The Secretary of the Board of Trustees, Mr. ✓  
 C. D. Bostwick, notified the Faculty that the following  
 action was taken by the Committee on General Administra-  
 tion, on Feb. 5th, 1916:

"The University Calendar incorporating  
 the years 1917-22, approved by the Uni-  
 versity Faculty was adopted."

A petition was received from women students  
 of the University asking that University work be closed  
 at 3:00 O'clock on the afternoon of Friday, May 26th., to  
 provide for the presentation of a pageant and that the  
 women assisting in this (approximately 300) be permitted  
 to absent themselves from their classes on that day. On  
 motion the petition was referred to the Committee on Student  
 Affairs for consideration and report.



The Professor of Economics and Finance, Professor Young, moved that the Committee's Report on a "Commercial Course of Instruction", which was submitted at the last meeting of the Faculty and was made the first special order for this session, be accepted and approved and the motion was carried. The Professor of Law, Professor Woodruff, moved that the Committee be continued and it was so voted.

The Professor of Economics and Finance, Professor Young, moved that the Secretary of the Faculty be asked to express to the Trustees the hope of the Faculty that an endowment adequate for the maintenance of a College of Business Administration may be secured and the motion was carried.

The Professor of Greek, Professor Bristol, on behalf of the special Committee appointed to "consider and report at the Faculty's February meeting, upon the statistics of absenteeism and such other pertinent information as it may obtain and to recommend a penalty for absences immediately before and after holiday recesses", made a report. It was moved that the report be accepted, and that the questions under consideration be referred to the several faculties with the recommendation that a uniform penalty be established and the motion was carried.

The Professor of Ancient History, Professor Sill, moved the reaffirmation of the Faculty's action on October 13th which reads as follows:



"The faculty of each college of the University shall determine and impose the penalty for absences of its students from the last class-period in any of the student's courses before the Thanksgiving Recess, the Christmas Holidays, or the Spring Recess; or from the first class-period in any of the student's courses after any of these recesses."

The motion of the Professor of Ancient History, Professor Sill, was thereupon adopted.

The following resolution was thereupon adopted:

Resolved, that a Committee consisting of the Professor of Statistics, Professor Wilcox, the Deans of the several Colleges (or their representatives), and the Secretary of the University, be requested to prepare a blank form for reports on absences immediately before and after holiday recesses; further, that the Secretary of the University be asked to forward these forms to every member of the instructing staff, and that these reports on absences be deposited in the office of the Secretary of the University by the Deans of the several Colleges for the University's use.

The President then presented a communication from the National City Bank of New York City, requesting that Cornell University send two or three selected students to be designated as holders of business fellowships for one year's practical bank training during their collegiate course, the year to be made up of two summer sessions and a period of six months beginning with the middle of the senior year. The bank desires that arrangements be made for giving academic credit for this bank training. It desires further that the University send a representative to meet officers of the bank and representatives of other Universities in New York on Feb. 18th, for a preliminary discussion of the bank's educational plan.



The Professor Statistics, Professor Willcox, thereupon introduced the following resolution which was adopted:

"Resolved, that the President be requested to appoint a delegate to represent the University at the conference called by the National City Bank and that he authorize that delegate to express the probable willingness of the University to nominate holders of such fellowships but its wish carefully to reserve for subsequent action on the part of the Faculty of the college affected the question whether credit towards any Cornell degree can be given for such work done in absentia."

As the Faculty's delegate the President named the Professor of Economics and Finance, Professor Young.

The Professor of Statistics, Professor Willcox, introduced the following resolution which was adopted:

"Resolved, That the Committee on University Undergraduate Scholarships be requested to investigate and report upon the usefulness of these scholarships."

On motion the Faculty then adjourned.

*W. A. Hammond*

Secretary.



Room C. Boardman Hall,

March 1, 1916.

A special session of the Faculty convened at the request of the President and was called to order by him at 4:00 P.M.

As the business of the session the President presented an analysis of a confidential report of the Carnegie Foundation for the advancement of teaching.

The report contained a "comprehensive plan of insurance and annuities for college teachers." Upon motion the Faculty voted to request the President to appoint a Committee of seven to consider and report upon the communication from the Carnegie Foundation at the next regular meeting of the Faculty. As such Committee the President named the following:

Professor W. F. Willcox, Chairman.

"	I. P. Church
"	J. E. Creighton
"	D. S. Kimball
"	J. Mc Mahon
"	E. Merritt
"	W. A. Riley

On motion the Faculty then adjourned.

Insert.

Copies of the report were distributed at the President's request to members of the University Faculty. (This addition to and correction of the minutes was authorized March 8.

Secretary.

*W. F. Willcox*



Room C. Boardman Hall,

March 8, 1916.

The regular meeting of the University Faculty was called to order at 4:00 P. M. by the President. The minutes of the last regular meeting were approved and the minutes of the special session of March 1st were approved after correction.

The following promotions in the Cadet Corps, recommended by the Commandant were confirmed:

W. G. Milligan to be 2nd Lieutenant from  
Feb. 17th 1916.

R. R. Barnes to be Chief Musician from  
Feb. 15th 1916.

W. S. Chater to be Principal Musician from  
Feb. 15th 1916.

A communication from the acting Dean of the Law School, Professor Woodruff, notified the Faculty of the appointment of Professor C. T. Stagg to represent the Law School on the special Committee instructed to prepare a blank form for statistics on absenteeism.

The Secretary presented a letter from the President of the University enclosing a memorandum regarding "Junior Week matters", and urging the correction of social evils that have grown up in connection with the festivities of the Junior Week period. It was thereupon moved and carried that the President's memorandum be referred to the Committee on Student Affairs with the



statement that the Faculty regards the maintenance of temperance and seemly hours at social functions as a necessary condition to the continuance of Junior Week.

The President communicated to the Faculty his appointment of the following Committee to read the eleven essays submitted this year for the Guilford Prize, and to award the Prize :

Professor H. C. Elmer, Chairman  
Professor C. S. Northrup  
Professor A. P. Usher

The Professor of Economics and Finance, Professor Young, submitted a report on his conference with the Officers of the National City Bank, which conference was provided for in the Faculty's legislation of Feb. 9th.

A communication was presented from Professor Kimball, Chairman of the special Committee on Faculty Representation on the Board of Trustees and it was thereupon voted that the President be requested to call a special meeting of the Faculty to consider the subject of this communication.

The Professor of Statistics, Professor Wilcox, presented the following report of the Committee appointed March 2d, 1916, to consider "a report of the President of the Carnegie Foundation for the Advancement of Teaching upon a comprehensive pension system to be applied in the future":

(1) The University Faculty feels that it needs a longer period of time if it is to give to the subject that careful consideration which the importance and the complexity



of the proposed system require and to prepare and form its judgment upon the alternative plans or suggestions which the Foundation's Board of Trustees has asked it to submit.

(2) The University Faculty believes that the privileges and expectations which have been created under existing rules of the Carnegie Foundation constitute moral claims against its endowment on the part of such teachers and administrative officers now on the staff of associated institutions as under the present rules would receive allowances and that adequate provision for scrupulously satisfying all these claims should be made before the Fund is otherwise drawn upon.

(3) The University Faculty is not at present prepared to approve an arrangement with the Carnegie Foundation or a subsidiary corporation whereby the cost of a teacher's insurance and of a retiring annuity or either of them shall be defrayed wholly or in part by withholding a portion of such teacher's salary.

Resolution (1) was thereupon adopted and Resolutions (2) and (3) were adopted by rising vote unanimously. The report as a whole was then adopted and it was voted to continue the Committee.

The Professor of Statistics, Professor Willcox introduced the following resolution which was adopted:

Resolved, that the Secretary of the Faculty be authorized at the request of the Committee to communicate the action taken by this Faculty to the Faculties of associated institutions with the request that they reciprocate.



Upon vote the following resolution was made the second special order for the special session authorized to consider the question of Faculty representation on the Board of Trustees:

Resolved That the Trustees be requested to amend the statute which defines the functions of the several college Faculties by adding to the statute the following words: "and in general to exercise jurisdiction over all other educational matters".

The Professor of Law, Professor Woodruff, moved that the Committee on Student Affairs investigate and report the extent of the participation by Freshmen in extra-curriculum activities related to the University, especially those involving competition, and recommend what restrictions, if any, upon such participations are advisable, and the motion was carried.

Upon motion the Faculty then adjourned.

*W. A. Hammond*

Secretary.

The Faculty voted to enlarge the committee on preparing a report to the Trustees of the Carnegie Foundation, and to add the following members: Professors C. H. Hull and W. A. Hammond.



Room C. Boardman Hall,

March 15, 1916.

By direction of the President, a special meeting of the Faculty was called to consider the question of Faculty representation, without voting power, on the Board of Trustees. The session was called to order at 7:30 PM. by the Professor of American History, Professor Hull.

The Professor of Machine Design, Professor Kimball, moved that the report of the Committee appointed to consider changes proposed by the Board of the Carnegie Foundation, be made the first order of business and the motion was carried.

The Professor of Statistics, Professor Willcox, submitted a report on a plan of insurance and annuities proposed by the Carnegie Foundation and moved the approval of the Committee's report. On motion the report of the Committee, as subjoined was approved and the Committee was authorized to make changes in the phraseology of the report.



## CONFIDENTIAL.

## MEMORANDUM

on the just expectations of institutions or individuals under the present rules of the Carnegie Foundation for the Advancement of Teaching, on the total amount of the payments required to meet those expectations, and on the present sum which should be accumulating in order to pay the claims as they mature.

The phrase, just expectations, is understood to mean those expectations which have been aroused by a belief that the existing rules of the Foundation will be applied to all persons now on the staffs of the associated institutions. This implies that changes disadvantageous to beneficiaries will be applied only to such persons as are added to the staffs of these institutions after a specified future date. While this seems to be the proper interpretation of the phrase, the following computation gives a clue also to the amount of the payments which would be required, if all persons under a certain age, such as 45, should lose the privileges conferred by the present rules. No means are at hand for determining the amount that would be required if teachers of any age belonging to a certain grade, like that of instructor, should lose those privileges.

The word, *pensionables*, in this discussion includes every person holding a position in an associated institution, the retention of which to the age of retirement would entitle him or her to claim a retiring allowance or pension.

To estimate the total amount of the future payments to pensionables and the present sum which should be at interest to meet those payments as they fall due the following information is needed.

1. The number of pensionables.
2. The number of each sex and at each age.
3. The age at which they will retire.
4. The number of each sex who will survive to that age.
5. The expectation of life of each sex at the retiring age.
6. The total number of years of life, male and female, through which the annuities must run.
7. The average retiring allowance for each sex.

---

1. *The number of pensionables.* Five years ago the Carnegie Foundation gathered statistics from the 72 institutions which showed that on June 30, 1911, their staffs included 5,025 teachers in active service who might ultimately claim pensions under the rules.<sup>1</sup> The

<sup>1</sup>Seventh Report, page 93.



present number is probably much greater. In default of recent information the following method of estimate will give an approximation. The *World Almanac* gives the number of instructors or members of the teaching staff in 65 of these 72 associated institutions as 8,979 in 1910 and 11,685 in 1915, an increase of 30.1 per cent in the five year period. Probably the pensionables in the 72 institutions increased between 1911 and 1916 at about this rate. On that hypothesis there are now about 6,540 pensionables in the 72 institutions. But Rensselaer Polytechnic Institute, which has recently been added to the roll of associated institutions, has 63 instructors, of whom perhaps 33 are pensionable. This indicates a total of 6,573 pensionables in the 73 associated institutions.

2. *The number of each sex and at each age.* Two returns for different dates<sup>1</sup> show that 9.8 per cent of the pensionables are women, and it is therefore probable that about 5,929 of the pensionables are men and 644 women.

The age distribution of the men was ascertained in 1911<sup>2</sup> and probably has not materially changed. Assuming it to be the same, these 5,929 men are distributed as follows:

Age Period	Distribution in 1911		Probable Distribution in 1916
	Number	Per Cent	
20-64	4,453	100.0	5,929
20-24	86	1.9	110
25-29	575	12.9	752
30-34	894	20.1	1,171
35-39	904	20.3	1,183
40-44	715	16.1	939
45-49	550	12.4	723
50-54	359	8.1	472
55-59	211	4.7	274
60-64	159	3.5	204
65 +	(78)		101

3. *The age at which the pensionables will retire.* They cannot retire below the age of 65 and many have retired at a higher age. The annual reports of the Carnegie Foundation give two series of figures throwing light on the probable retiring age in future years, namely, the average age at retirement of all professors and officers in associated institutions (1) who had retired on the basis of age and were in receipt of allowances on September 30, of successive years; and (2) who had thus retired during the calendar year preceding. The following table brings these figures together.

<sup>1</sup>Seventh Report, page 93, and Ninth Report, page 6.

<sup>2</sup>Seventh Report, page 93.



## 3

Year	Pensioners in associated institutions retiring on basis of age	
	and receiving pen- sions on Sept. 30 of year specified had an average age of	during preced- ing calendar year had an average age of
1906	71.0	---
1907	---	69.2
1908	70.0	69.0
1909	69.7	69.1
1910	69.6	69.9
1911	69.5	67.9
1912	69.3	68.2
1913	69.0	67.6
1914	68.8	65.7
1915	68.7	66.9

The foregoing figures show that the average age at retirement is falling. For the last three years it has been below 68 and for the last two years below 67. It seems clear that during the next generation the average age of retirement will lie between 65 and 67 years. But it cannot now be more closely determined. Under these conditions the best procedure is to carry through the computation with each of these ages as limits.

4. *The number of each sex who will survive to the retiring age.* At this point some life table must be accepted as a guide. The report shows (p. 24) that the McClintock table yields results which come nearer than those of the others to agreeing with the experience of the Foundation but that the longevity of its pensioners is decidedly above that of the annuitants. In view of the general evidence that teachers as a class are long-lived, this table should probably be regarded as showing a minimum expectation of life. If so, the results from using it will understate the future outlay and the present sum that will be needed.

It is now possible to estimate how many of the 5,929 men will survive to ages 65 and 67. The results appear below.

Age period	Present number	Per cent who will survive to age		Number who will survive to age	
		65	67	65	67
20-24	110	52.4	48.2	58	53
25-29	752	54.5	50.2	410	378
30-34	1,171	56.9	52.4	666	613
35-39	1,183	59.6	54.6	705	648
40-44	939	62.8	57.8	590	543
45-49	723	66.7	61.4	482	444
50-54	472	71.8	66.2	340	312
55-59	274	77.4	72.9	212	200
60-64	204	90.2	83.0	184	161
65+	101	100.0	100.0	101	101
All ages	5,929			3,748	3,461



These figures indicate that 63.2 per cent will survive to age 65 and 58.4 per cent to age 67. The 644 women probably average somewhat younger than the men but at equal ages women have a greater expectation of life. Assuming that these two differences counterbalance and that the proportions of women surviving to the ages of 65 and 67 are the same as above, 407 of the women will reach age 65 and 376 age 67.

5. *The expectation of life of each sex at the retiring age.* The average expectation of life of the 3,748 men who will reach 65 is 11.76 years; that of the 3,461 who will reach 67 is 10.69 years. McClintock's table applies only to male lives but other tables for the sexes separately show that at ages 65 and 67 a woman's expectation of life exceeds a man's by from 8 to 11 per cent. To allow for this difference, the male expectation of life has been increased ten per cent., giving to the women at age 65 an expectation of life of 12.94 years and at age 67 of 11.76 years.

6. *The total number of years of life, through which the annuities must run.* The total years of life for which pensions would need to be paid would then be:

At age 65—Males	3748	$\times$ 11.76	= 44,076
Females	407	$\times$ 12.94	= 5,256
At age 67—Males	3461	$\times$ 10.69	= 36,998
Females	376	$\times$ 11.76	= 4,422

7. *The average retiring allowance for each sex.* In estimating the average pension the following figures will be serviceable.

AVERAGE AMOUNT OF ALLOWANCE ON BASIS OF AGE TO PROFESSORS AND OFFICERS IN ASSOCIATED INSTITUTIONS				
Allowances in force Sept. 30 of year specified			Allowances granted during preceding calendar year	
Year	Number	Average amt.	Number	Average amt.
1908	60	\$1492	18	\$1567
1909	88	1534	29	1650
1910	114	1688	26	2166
1911	132	1735	21	1929
1912	154	1788	29	2006
1913	166	1806	22	1981
1914	181	1856	25	2075
1915	187	1900	21	2196

These figures show that in seven years the average amount of all the retiring allowances in force at a given date has increased 28 per cent and of the new allowances granted during a year has increased 40 per cent. In view of the increased cost of living and the concurrent upward trend of salaries, this change is likely to continue. The average retiring allowance granted during the five years, 1911-15, exceeded \$2,000 and that figure seems none too high. This sum is the average for both sexes and earlier returns<sup>1</sup> show that the retiring

<sup>1</sup> Seventh Report, page 93.



allowance for a man exceeds by one twentieth and that for a woman falls short by one third of the general average. Accordingly the retiring allowance for a man may be set at \$2,100 and for a woman at \$1,300.

The amount of the allowances to be paid these pensionables under present rules, provided each retired at the age of 65, can now be computed.

$$\begin{array}{r} \$2,100 \times 44076 = \$92,559,600 \\ 1,300 \times 5256 = \quad 6,832,800 \\ \hline \$99,392,400 \end{array}$$

The amount to be paid provided each retired at the age of 67 would be :

$$\begin{array}{r} \$2,100 \times 36998 = \$77,695,800 \\ 1,300 \times 4422 = \quad 5,748,600 \\ \hline \$83,444,400 \end{array}$$

This computation shows that, if all pensionables now on the staffs of associated institutions are given the benefits which the present rules have led them to expect and if the group is reduced only by death and not at all by emigration, the pensions to which they will ultimately become entitled will amount to between eighty and one hundred million dollars depending mainly upon whether the retiring age is 67 or 65.

It is probably more important to know how much money now in hand would be required to supply these payments as they become due. This can readily be ascertained by discounting the value of these annuities at age 65 or 67 according to the number of years before the annual payments will begin. As most of the endowment of the Carnegie Foundation now draws interest at 5 per cent but seems likely to earn a lower rate in future, the payments have been discounted at 5 and 4½ per cent. The results are as follows :

Rate of interest for discounting	Discounted present value of these annuities at age	
	65	67
5	\$25,600,000	\$20,300,000
4½	28,800,000	23,000,000

The sums mentioned above would be used up, principal and interest, in making the future payments indicated as necessary.

Regarding the degree to which these sums would be reduced by proper allowance for emigration no basis for an estimate is at hand. The decrease would probably be a large one and it may be appropriate to suggest that, if the Carnegie Foundation should repeat for June, 1916, the inquiry it made for June, 1911, it would be able by comparing the two results to throw light on that important element of its problem.



To the Board of Trustees  
of the Carnegie Foundation  
for the Advancement of Teaching.  
New York City.

Gentlemen:

In your resolution of November 17, 1915, you present to Cornell University as one of the associated institutions the report of the President of the Foundation upon a comprehensive pension system to be applied in the future. From the letter of the President transmitting the report and from subsequent correspondence it appears that the initial annual cost of the new plan to Cornell University, provided its participation is limited to the pension feature, is estimated at \$11,398, that being five per cent of the salaries paid to professors and instructors on our staff who are less than 45 years of age. Even if we assume that the number of teachers and the average salary at Cornell University remain stationary, the cost would rise year by year as these persons advanced in grade and salary to a total estimated at five per cent of the salaries now paid to professors and instructors or about \$40,000 a year. If teachers and salaries increase, this estimate would need to be raised.

Before considering whether it would be expedient for Cornell University to enter into the proposed arrangement we have felt bound to scrutinize the financial ability of the Carnegie Foundation to satisfy the just expectations of persons now receiving retiring allowances and of those who would in time receive them under



the present rules, the pensionables. Doubtless the expectations in the mind of one who has already received an allowance can and will be met. How far the Foundation can and will meet also the expectations of every one who has been looking forward with confidence to receiving an allowance in the future, even the distant future, and had allowed that expectation to influence the ordering of his life is a matter of crucial importance for the problem before us.

With the help of the information in the annual reports of the Carnegie Foundation the question of its present financial ability to meet these expectations has been examined and the results are set forth in the accompanying memorandums.

If the number of teachers does not increase, if salaries do not rise, if the mortality of teachers goes up to the rates indicated by McClintock's table, if the average retiring allowance remains at its present figure, if teachers continue to retire at the age of 67 and if all teachers retain their present connections until death or retirement, the Carnegie Foundation apparently needs \$20,000,000 to \$23,000,000 in hand to take care of these pensionables, the amount depending on whether it can obtain 4-1/2 or 5 per cent on its investments, and in the end that sum, both interest and principal, would be exhausted.

But if the retiring age should fall to 65, the initial sum needed would be \$25,000,000 to \$29,000,000, depending again on the rate of interest.

On the other hand, if the class of pensionables is seriously



depleted by emigration to another occupation or to an institution not associated with the Foundation, the sum needed would be correspondingly reduced. Regarding the weight to be attached to this contingency there seems to be no evidence on which to base an opinion.

The answer of Cornell University to the question what expectations can be and should be met, raised by your report, appears in the following resolution unanimously adopted on March 8 by the University Faculty at a special meeting to consider the subject, and unanimously approved on March 11 by the Committee of the Trustees to which the matter had been referred with power.

"The University Faculty believes that the privileges and expectations which have been created under existing rules of the Carnegie Foundation constitute moral claims against its endowment on the part of such teachers and administrative officers now on the staffs of associated institutions as under the present rules would receive retiring allowances and that adequate provision for scrupulously satisfying all these claims should be made before the fund is otherwise drawn upon."

The answer further appears in the following resolution unanimously adopted March 11 at a joint meeting of a Committee of the Board of Trustees to which the subject had been referred with power and of a committee of the University Faculty to which the subject had been referred,-

"That it is not apparent that the Foundation is financially strong enough to carry the burden of the obligations which it has already assumed and that unless some way can be found either by



additional endowment or otherwise to relieve the Foundation from such burden, then no change in the character of its work or enlargement of its scope is advisable."

The answer still further appears in the following resolution unanimously adopted on March 8 by the University Faculty and unanimously approved on March 11 by the Committee of the Trustees.

"The University Faculty is not at present prepared to approve an arrangement with the Carnegie Foundation or a subsidiary corporation whereby the cost of a teacher's insurance and of a retiring annuity or either of them shall be defrayed wholly or in part by withholding a portion of such teacher's salary."

The joint meeting of the Committees further considered the request of the Carnegie Foundation for alternative plans or suggestions and in compliance with that request unanimously adopted the following resolutions:

"That if such relief can be found it would be advisable to devote the income of the Foundation under rules to be adopted, first, to paying disability annuities until their regular annuities become payable to such professors in associated institutions as have purchased from approved insurance companies and are continuing annuity contracts maturing not under 65 nor over 68 years of age and for not less than \$1,000 nor more than \$4,000; and, secondly, to distributing annually to such professors equally the balance of the income."

"That the amounts and terms of these annuities and the questions whether the purchase of these is to be voluntary or required



and whether they are to be paid for wholly or in part by the professors and instructors should be regulated by each institution."

C. E. Cornell	I. P. Church
M. Van Cleef	J. E. Creighton
J. DuP. White	W. A. Hammond
E. L. Willcox	C. H. Hull
R. B. Williams	D. S. Kimball
J. G. Schurman	J. McMahon
Committee of the	E. Merritt
Trustees	W. A. Riley
	W. F. Willcox
	Committee of the
	Faculty.

Cornell University,  
Ithaca, New York,  
March 15, 1916.



On the motion of the Professor of Latin, Professor Durham, the amendment to the statute governing the special Faculties, proposed at the session of March 1st was made the second order of business by a vote of 27 to 16. The following resolution was thereupon introduced by the Secretary of the Faculty and adopted:

Resolved, That the Trustees be requested to amend the statute which defines the functions of the several college Faculties by adding to the statute the following words: "and in general to exercise jurisdiction over all other educational matters."

The Professor of Machine Design, Professor Kimball, submitted a report on the subject of Faculty Representation on the Board of Trustees. It was thereupon moved that the Faculty would be willing to accept for the present, Faculty representation on the Board of Trustees without vote.

The Professor of Physics, Professor Merritt, moved to substitute the following:

Resolved That in view of the circumstances which appear to make it impracticable at the present time to provide for the election of members of the Board of Trustees by the Faculty, this Faculty express itself in favor of representation without vote, in the hope that experience will indicate the desirability of giving full Faculty representation at some later time.



It was thereupon voted to substitute the motion offered by the Professor of Physics. The motion of the Professor of Physics, as the original motion, was then put to the House and carried by a vote of 77 to 5.

The Professor of Mediaeval History, Professor Burr, introduced the following motion:

Resolved That in view of statements which have been made and for the information of the Trustees, the Secretary be requested to send to every voting member of this Faculty not present at this vote a request that he give his adhesion to the affirmative or the negative of this question, adding any reasons if he so desires.

The Professor of Philosophy, Professor Thilly, moved to amend by striking out the following words at the end of the resolution: adding any changes if he so desires.

The Professor of Ancient History, Professor Sill, moved to adjourn and the motion was lost by a vote of 30 to 32.

The Professor of Statistics, Professor Willcox, moved that the resolution of the Professor of Mediaeval History, together with the amendment of the same be laid upon the table, and it was so voted.

On motion the Faculty then adjourned.

*W. E. Hammond*

Secretary.



Room C. Boardman Hall.

April 19, 1916.

The regular meeting of the University Faculty was called to order at 4:00 P. M. The Professor of Bridge Engineering, Professor Jacoby, was elected Chairman.

The minutes of the last meeting were read and approved.

The Secretary informed the Faculty of the death of Professor James Morgan Hart, and it was thereupon voted to request the President to appoint a committee of three to prepare resolutions on the death of Professor Hart. As the Faculty's representative to attend the funeral the Faculty named the Professor of English Literature, Professor Sampson.

A communication from the Professor of Public Speaking, Professor Winans, informed the Faculty that the '94 Memorial Prize for Debate was awarded to Mr. R. H. Blanchard, a Junior in the college of Arts and Sciences.

A communication was received from Mr. Lawrence A. Wilkins of the DeWitt Clinton High School, New York City, regarding the inclusion of Spanish in the list of subjects for Cornell Scholarship Examinations, and on motion the communication was referred to the Committee on University



Undergraduate Scholarships to consider and report. For this purpose the Professor of Romance Languages, Professor Keniston, was added to the Committee.

The President communicated to the Faculty his appointment of the following committee to select orators for the 1916 Woodford Stage:

Professor G. L. Burr, Chairman.  
Professor T. S. Adams,  
Professor C. C. Bogert.

It was voted that University exercises be suspended on Saturday, April 23, from 12:00 to 1:00 on account of the exercises in Bailey Hall in celebration of the Tercentenary of the death of Shakespeare.

A communication from the Registrar informed the Faculty that the Woodford Orations of Abraham I. Covell and Mayer P. Ross were handed in at 12:07 and 12:14 respectively. It was thereupon moved and carried that the statutory time limit for the acceptance of these orations be waived and the orations accepted. It was further voted that an essay submitted by "Demosthenes" in competition for the Sherman-Bennett prize and presented at the Registrar's office one hour and ten minutes late be accepted.

The nomination of the Commandant of A. W. Lawton to be Chief Trumpeter was confirmed.



The President informed the Faculty that he had accepted an invitation from Rutgers College to attend the celebration of its 150th Anniversary on October 13-15th and that he had named Professor Lane Cooper to represent the Faculty. On motion the Faculty voted to request the President to appoint a committee of three to draft greetings to be borne by the University's delegates to Rutgers College.

A communication was received from the President regarding the conferring of honorary degrees. It was thereupon voted that the question of conferring honorary degrees be made a special order of the Faculty's next regular session or of a special session to be called by the President at his discretion.

A committee appointed by the President and consisting of Professors

H. C. Elmer (Chairman)  
C. S. Northup,  
A. P. Usner

reported its award of the Guilford Prize to Miss Signe K. Toksvig for her essay entitled "Children of Lilith". The Committee recommended further that Honorable Mention be awarded to Miss Lila V. Stevenson for her essay entitled "Virgil and the American School-Boy", and the recommendation of the Committee was approved.



On April 3d the President appointed a Committee consisting of

Professor Comfort  
Professor Barnard  
Professor Jacoby  
Professor Lyon  
Professor Burdick  
Professor A. W. Browne  
Professor Hammond (Chairman)

to consider and report upon a communication from the Student Prisoners Relief Association of the Swiss Universities. The Committee recommended:

1. That the Secretary be instructed to reply to the communication of the Swiss Association and to express the Faculty's cordial sympathy with the Committee's aims and the Faculty's desire to co-operate with the Association.

2. That the Secretary be instructed to send to each member of the instructing staff information regarding the work of the Relief Association, and to provide opportunity for members of the Faculty and students to contribute to the financial support of this cause. Upon motion the recommendations of the Committee were adopted.

The Professor of Botany, Professor Rowlee, submitted a report upon the proceedings at the Forum held at Detroit, March 31, 1916. The Professor of Botany attended the Forum at the request of the President of the University.



The Forum discussed questions relating to Alumni affairs and questions relating to the problems of University instruction and administration. Amongst other subjects the question of Honorary Degrees was discussed. It was pointed out that a large majority of the delegates had been instructed by their associations to oppose the conferring of Honorary Degrees. Regarding the matter of professorial salaries the Forum adopted the following resolution:

"Resolved, that this meeting recommend to the Board of Trustees the immediate application of a substantial portion of the funds raised annually by the Alumni to the much needed increase in salary of the teaching staff".

The Faculty instructed the Secretary to place the report of the Professor of Botany in the Faculty's files.

The Professor of Machine Design, Professor Kimball, as Chairman of the Committee on Drill Schedule for next year recommended that the Cadet Corps be divided in the year 1916-17 in two sections, each section representing approximately half of the Corps, one part to drill on Monday, Wednesday, and Friday, and the other on Tuesday, Thursday, and Friday, and on motion the recommendation of the Committee was approved.

On behalf of the Committee on Student Affairs the Professor of Machine Design, Professor Kimball, submitted a report of progress on the question of the four-mile boat race.



The Professor of Machine Design, Professor Kimball, moved that the Chairman of the several standing committees make an annual report to the University Faculty, such reports to be presented not later than the May meeting of the Faculty, and that these reports be published at the discretion of the Faculty in the records of its legislation, and the motion was carried. The Professor of Machine Design moved, further, that the Secretary of the Faculty to be instructed to make an annual report on the work of the University Faculty to the President of the University, and it was so voted.

On motion the Faculty then adjourned.

*W. B. Hammond*

Secretary.



Room C. Boardman Hall.

May 10, 1916.

The regular meeting of the University Faculty was called to order at 4:00 P. M. The Professor of Physics, Professor Nicholls, was elected Chairman of the session.

The minutes of the last meeting were read and approved.

The Professor of Public Speaking, Professor Winans, informed the Faculty that the Woodford Prize in Oratory had been awarded to Mr. M. J. Escoll of Brooklyn, a Senior in the College of Agriculture.

The Secretary on behalf of the President, communicated to the Faculty a letter signed by Professors Kerr, Blaker, Faust, Elmer and Librarian Austen, regarding the Beta Theta Pi Fraternity and a further letter from Mr. Edward S. Jamison on the same subject. These letters were written to correct certain statements made before the Faculty at its February meeting concerning Junior Week.

A communication from the College of Civil Engineering notified the Faculty of the action taken by that College regarding penalties imposed for absenteeism immediately before and after holiday recesses.



The Faculty of the College of Civil Engineering recommended to the University Faculty that the Fuertes Graduate Medal be awarded to Mr. Clement E. Chase, C. E. '10, for his article on "The Cherry Street Bridge, Toledo, Ohio"; further, that the Fuertes Undergraduate Medal be awarded to Mr. Theodore Chittenden Rogers who has the highest scholastic standing in the Civil Engineering Class of 1916, and on motion the recommendations of the Faculty of the College of Civil Engineering were approved.

The President's appointment of the following Committee was communicated to the Faculty, a Committee to award the Frances Sampson Fine Arts Prize:

Professor W. A. Hammond, Chairman.  
 Professor M. W. Sampson.  
 Professor O. M. Brauner.

The Dean of the College of Civil Engineering, Professor Haskell, informed the University Faculty that the Fuertes Memorial Prizes in Public Speaking had been awarded to Mr. Harold Leslie Hock '16, C. E. (first prize) and Mr. Leslie Verne Lacy '16, Architecture, (second prize).

The Secretary communicated to the Faculty the President's appointment of the following Committee to prepare Resolutions on the death of Professor James Morgan Hart:

Professor M. W. Sampson, Chairman.  
 Professor Frank Thilly.  
 Professor E. L. Nichols.



The Secretary communicated the President's appointment of the following Committee to draft greetings to Rutgers College for presentation on the occasion of the celebration of its 150th anniversary:

Professor W. A. Hammond, Chairman  
 Professor Lane Cooper  
 Professor W. W. Comfort

The Secretary communicated to the Faculty the following resolutions adopted by the Board of Trustees at its meeting on April 29th:-

"Resolved that the Faculty of each College located at Ithaca, except the State Colleges, be invited from time to time to select two of its members who, with the Dean of such Faculty, shall constitute a committee to meet as often as desired with the Committee on General Administration, the Committee on Finance or the Committee on Buildings and Grounds ( according to the nature of the matter), for the consideration of questions affecting the welfare of such College; that the members of such committee other than the Dean shall be selected by ballot and for definite terms or as each occasion for conference arises and under such conditions as may be provided by the Faculty selecting them".

"Resolved that the University Faculty be authorized and invited for and during the period of three years commencing June 1 next to select delegates who shall represent it in the Board of Trustees. Said representatives shall not at any time exceed three in number, They and their successors shall be selected by ballot and for such terms respectively, not extending beyond the period above mentioned, as shall be fixed by the Faculty. They shall have the right to meet with the Board of Trustees and the Committee on General Administration and shall possess the usual powers of Trustees except the right to vote."

On motion the Faculty voted to accept the invitation of the Board of Trustees to elect Faculty representatives on the Board.



The Secretary presented to the Faculty a communication from the President regarding representation on the Board of Trustees and on motion of the Professor of Statistics, Professor Willcox, it was voted that the regular meeting of the Faculty scheduled to be held on June 14th, be advanced to a date between June 5th and 10th, at the discretion of the President, and that the election of Faculty representatives on the Board of Trustees be made the special order of that session.

The Professor of Statistics, Professor Willcox, presented a communication signed by all of the members of the Committee on Student Affairs with the exception of its Chairman, recommending to the Faculty that the Faculty's rule against the immediate reappointment of members be waived so as to authorize the reappointment of the Chairman, Professor Kimball. The communication recited that this recommendation was made to provide for the continuance of certain inquiries into various student activities now under way, and on motion the recommendation of the signers of the communication was adopted.

The Professor of English, Professor Sampson, introduced the following Resolutions on the death of Professor James Morgan Hart which were adopted by a rising vote:

"In recording the death of James Morgan Hart, Professor Emeritus of the English Language and Literature, the Faculty wishes to bear witness to the scholarly and manly qualities of the colleague whose passing is a loss to Cornell University.



Professor Hart was one of the earliest members of the faculty and gave to the university his first and his last years of service. During his long life he devoted himself with absolute unselfishness to the cause of learning as represented by his chosen field, in which he attained national distinction, and as represented by the institution to which he was so deeply attached. He administered his department with far-seeing discretion, and brought into the faculty councils a mature wisdom which went to the core of the question at issue. He trained students to hold dear the things which were dear to him, and had the satisfaction of seeing his own men in positions of responsibility all over the country. The first insistent lesson he taught was accuracy, which he constantly termed the one pre-requisite of scholarship. As far as humanly possible he sought to impart to his students some measure of his own wholesome and abounding common-sense. A man of deliberate and well-considered carefulness in forming opinions, he manifested impatience only in the presence of the inane, the self-seeking, and the pedantic. Of honest error of judgment or to mistaken action he was sympathetically tolerant. His interest in young men was perennially fresh, and he apparently gained from them something of the inspiration which he assuredly gave. Best of all in a teacher and leader, it should be said of him that with every opportunity to impose his authority and his methods, he never tried to make disciples.



A student whom he had made courageous enough to differ with him was sure of a keen, friendly, and thoughtful response; a mere echo he counted futile. Here was a man who left behind him the memory of a personality greater and finer than is common, and who established by his example a precious ideal.

(Signed) Edw. L. Nichols.  
 Frank Thilly  
 Martin W. Sampson, Chairman."

The Secretary communicated to the Faculty the President's appointment of the following Committee to prepare Resolutions on the retirement of Professor I. P. Church from active membership:

Professor H. S. Jacoby, Chairman.  
 Professor G. L. Burr  
 Professor A. W. Smith

The Committee (Professors Lunt, Chairman, Albee, and Sill) appointed by the President to award the Luana L. Messenger Prize, reported the award of the Prize to Mr. Paul B. Schumm for an essay entitled "Human Perfectibility and the Revolutionary Epoch".

The Committee appointed by the President consisting of Professors Bogert, T. S. Adams and G. L. Burr, Chairman, reported its selection of the following speakers for the 1916 Woodford Stage:



"Harry Caplan, Arts	Albany
whose oration is on "A New Birth of Freedom".	
Morris Julius Escoll, Agriculture, New York City	
whose oration is on "Strife"	
Maurice Wilton Howe, Arts	Fitchburg, Mass.
whose oration is on "The Super-Conservative".	
Lester Hand Jayne, Arts	East Setauket
whose oration is on "The Challenge of an Education	
John Marinus Van Horson, Arts	Mount Vernon
whose oration is on "The Spirit of the University"	
Herbert August Wichelns, Arts	Brooklyn.
whose oration is on "The Price of Freedom".	

The Committee appointed by the President, (Professors Hayes, Chairman, Orth and Turner) to award the Sherman-Bennett Prize reported its award to Mr. W. D. Smith, a student in the Graduate School, for his essay entitled "The Reform Movement in American Politics (1904-1912)".

The Chairman of the Committee on Student Affairs, Professor Kimball, on behalf of that Committee, submitted a report regarding freshman activities and upon vote the report was accepted.

The Professor of Latin, Professor Durham, on behalf of the Committee appointed to award the Morrison Prize, reported that the Committee had divided the Prize and had awarded the same to Mr. A. Oboler, a Junior in the College of Law, and Mr. J. G. Schurman, jr., a Junior in the College of Arts and the report of the Committee was approved.

The Chairmen of the Committees on Student Affairs, on Relations to Secondary Schools, on Admission by Certificate, the Entrance Examination Board, on Excuses from Physical Training,



on University Undergraduate Scholarships, submitted reports, pursuant to the Faculty's action of April 19th 1916 and upon motion it was voted that these reports be printed in the pamphlet containing extracts from the Faculty's legislation of 1915-16.

The Faculty voted to add the following to the rule on Probation:

"If a student is placed on probation he is required to send immediate notice of this fact to any and all University organizations with which he may be connected as officer or competitor and he shall inform such organizations that his connection with them has been severed."

It was moved and carried that the time for handing in names of competitors for the J. G. White Prizes be extended from 12 o'clock noon on May 27th to 12 o'clock noon on Monday May 29th.

The Professor of English, Professor Sampson, on behalf of the special Committee appointed to consider and report upon the "entire question of methods of holding examinations and the punishment of fraud in examination", submitted a report. The Professor of Law, Professor Hayes, moved that the report be printed and distributed and taken up for action at a later date and the motion of the Professor of Law was carried.



The Professor of English, Professor Sampson, on behalf of a Committee appointed by the President (Professors Sampson, Chairman, and Hammond), submitted a report on the revision of the statute governing the Morrison Prize in Poetry:-

"1. The poem or poems submitted shall contain not less than one hundred lines.

2. If in the opinion of the committee of award two competitors are equal or nearly equal in merit, the prize may be equally or appropriately divided; but in event of the committee deeming no competitor worthy of a first prize, no second prize shall be awarded."

It was thereupon voted to adopt the second section of the recommendation of the Committee and to refer the first section back to the Committee for further consideration and report.

The Professor of English, Professor Sampson, moved "That the Secretary be empowered to alter the wording of the Entrance English requirement to bring it into conformity with the recent action of the national Conference on English Requirements for Admission to College", and it was so voted.

The Faculty voted that the special order for this day's session, namely, the question of conferring honorary degrees, be made a special order for the regular June meeting.

On motion the Faculty then adjourned.

*W. O. Hammond*  
Secretary.



Room C. Boardman Hall.

June 5, 1916.

The regular meeting of the University Faculty was called to order at 7:45 P. M. by the President.

The minutes of the last meeting were read and approved.

The Professor of Public Speaking, Professor Winans, reported that the '86 Memorial Prize had been awarded to Mr. Henry Klauber, a Junior in the College of Law.

The Secretary communicated the President's appointment of the following Committees:

To award the J. G. White Prizes in Spanish:

Professor W. W. Comfort, Chairman  
Professor R. H. Keniston  
Professor Clark S. Northup

To prepare an address to Carleton College:

Professor C. E. Bennett, Chairman  
Professor F. C. Prescott.

To draft resolutions on the death of Professor H. D. Hess:

Dean A. W. Smith, Chairman  
Professor W. A. Hammond  
Professor W. N. Barnard

The Committee appointed to draft resolutions on the death of Professor Hess, submitted the following Resolutions which were adopted by rising vote:

"The Faculty of the University records upon its minutes this memorial of Howard Drysdale Hess, Professor of Machine Design in Sibley College, whose untimely death occurred on April 22.



Professor Hess prepared for college in the schools of Philadelphia and took the M. E. degree from Lehigh University in 1896. His work in practice was in the steel industry and in structural engineering and he became general manager of the Eastern Steel Company before taking up teaching for a life work. In 1902 he became an instructor in Mechanical Engineering in Drexel Institute and two years later he was appointed associate professor in the University of Kansas. He was called to Cornell as assistant professor in the department of Machine Design in 1905 and was promoted to a professorship in 1910.

Four years ago Professor Hess published a text on Machine Design as applied to Hoists and Cranes, and, a year later, a text on Graphics of Structural Design. More recent editions of these books have added testimony as to their value in the technical schools.

Professor Hess, during his stay in Ithaca, came in intimate personal contact with over twelve hundred students who have taken the M. E. degree - about a quarter of all Sibley graduates - and he won from them universal respect and affection, and influenced them toward high ideals of engineering work and of life. With his colleagues he established close and enduring friendships and his death has brought to them a deep sense of personal loss. He leaves a memory of high character, genial personality and of work well done.

(Signed) Albert W. Smith  
W. N. Barnard  
W. A. Hammond"



The Committee appointed to draft resolutions on the retirement of Professor I. P. Church from active service, submitted the following report which was adopted by a rising vote:

"On the retirement of our colleague Professor Irving Porter Church, at the close of the academic year 1915-16, after forty years of continuous service as a teacher in this University, we wish to place upon record our deep regret at the severing of his present relations with us and to express our appreciation of his service, his influence, and his personal character.

He entered the University as a student in 1869, with the second four-year class, and so remarkable was his record that its fame lingered long, even in the fleeting memory of an undergraduate world. For three years after his graduation from Cornell he was engaged elsewhere as a teacher; but at the expiration of that period he returned to his alma mater as Assistant Professor of Applied Mechanics. In 1891 he was promoted to the rank of Associate Professor, and in the following year to that of Professor.

Professor Church from the first developed remarkable ability as a teacher. Applied Mechanics is regarded as the most important fundamental scientific course in engineering education; and his power of clear exposition and his skill in illustration were accompanied by rare ingenuity in devising problems for class use. In later years he developed a unique course, called "engineering problems", to supplement the courses in theoretical mechanics and hydraulics and to introduce the student to the ap-



plication of theory in design. Professor Church has exerted a profound influence upon the development of engineering education and engineering practice. His notes on Weisbach's Mechanics, begun about 1876 grew into an admirable book, his Mechanics of Engineering; and this book set a new standard in clear exposition of theory and wise applications of theoretical principles to problems of engineering practice. Published in parts in 1886-89 and in one volume in 1890, it speedily became recognized by engineers in practice as well as by teachers as the greatest American work on its subject, and all subsequent writers and teachers of mechanics have been under great obligations to it, while thousands of successful engineers keep his book at hand for daily reference.

The Mechanics of Engineering was followed by his Notes and Examples in Mechanics, and by books on Hydraulic Motors and Mechanics of Internal Work. Numerous contributions on these subjects have been made by him, too, to engineering periodicals.

Throughout his long career at Cornell he has given himself with whole-hearted devotion to his work and to unselfish service for his students. No labor was ever spared in making thorough preparation for the numerous courses inaugurated and developed under his direction. His ability in sound reasoning and in devising new formulas and methods was matched by that capacity for attention to details which helped to make his teaching so effective. And even beyond his rare gift as a



teacher, his sympathetic and helpful nature and his broad interest in the highest things of human life, have affected his students during the forty years of his service so that they have gone out with higher ideals to greater accomplishment whether in teaching or practice.

The appreciation of Professor Church as a teacher and investigator is shown by the claims made upon him for many years by former students and other engineers to aid them in solution of new and difficult problems. The results of this work were used, in turn, to enrich his instruction. The reputation which the College of Civil Engineering has attained throughout this and other countries is due in a large degree to him.

Outside the class room he has, in his own quiet way, held always a high place in the esteem of his townsmen and colleagues. Shy and self-effacing to a fault, rarely on his feet in Faculty meetings and seldom appearing in miscellaneous assemblages, it was only his eminence as a scholar and a teacher that ensured his place in the general thought. But the lesser world of his college, his church, his circle of friends, to the lovers of music and the arts in our University community, he was well known and both the charm of his character and his rare personal gifts won him warm recognition. Nor has he ever been too busy to be a good citizen, a considerate friend, a helpful neighbor. May his new leisure open to him a wider door for every congenial activity.

(Signed) Henry S. Jacoby  
Albert W. Smith  
George L. Burr"



The Professor of Latin, Professor Bennett, on behalf of the Committee appointed to draft greetings to Carleton College, submitted the following report which was adopted:

"To Carleton College, established in 1866 and now celebrating the fiftieth anniversary of its foundation, Cornell University, founded within the same decade and soon to commemorate its semi-centenary, sends fraternal greetings and congratulations upon the completion of half a century of distinguished service in the cause of scholarship and education. The President and Faculty of Cornell University cherish the hope that Carleton College may long continue to maintain its lofty standards in science, letters, and the arts, and its zeal for scholarship. May it be blessed in coming years with sustained and ever renewed vigor and prosperity.

To convey these felicitations and join in the celebration of this auspicious occasion, the President of the University has delegated Mr. Oscar L. Taylor, a Cornell alumnus and President of the Minnesota Cornell Alumni Association."

The Professor of Greek, Professor Bristol, moved that ~~that~~ the Faculty proceed to elect three representatives on the Board of Trustees, all of them for a term of three years.



The Professor of Law, Professor Hayes, moved to amend by the election of one representative for three years, one for two years and one for one year and the amendment was carried. The amendment as the original motion was then put to the house and adopted. The Professor of Law, Professor Hayes, moved further that the terms of the respective candidates be determined by lot and it was so voted.

The Faculty then proceeded to ballot. On the first ballot, 116 votes were cast 61 of which were for the Professor of Statistics, Professor Willcox, and he was thereupon declared elected. On the second ballot 117 votes were cast and the Professor of Machine Design, Professor Kimball, received 59 votes and Emeritus Professor Comstock 59 votes and they were thereupon declared elected.

The terms of service of these three representatives, as determined by lots drawn by the tellers, were:

Professor Kimball - three years  
 Professor Willcox - two years  
 Professor Comstock - one year

The Professor of Physics, Professor Nichols, introduced the following resolution:

Resolved That in the opinion of this Faculty it is unwise for the University to depart from its fixed policy of not conferring honorary degrees.

The Professor of Law, Professor Hayes, moved to refer the resolution of the Professor of Physics to a committee of five, to be appointed by the President, for consideration and



report and the motion of the Professor of Law was lost. The resolution of the Professor of Physics then being put to the house was adopted.

The Professor of American History, Professor Hull, moved: That the President appoint a committee of five to report upon the desirability of a delegation, by all Faculties, to a standing committee of the administration of all prizes, and the motion was carried.

The Professor of English, Professor Monroe, moved: That the question of the advisability of holding the regular sessions of the University Faculty in the evening during the next academic year, be referred to the Committee on University Policy for consideration and report, and it was so voted.

The President brought to the attention of the Faculty a proposed revision of the Statutes of the University and it was thereupon moved and carried that the examination of this proposed revision be referred to a committee consisting of the Faculty representatives on the Board of Trustees.

The Professor of Greek, Professor Bristol, moved: That the amount of credit for work done in a summer session be left to the several Faculties, but that no credit for a summer session shall exceed eight hours.

The Professor of Insect Morphology, Professor Riley, moved that the resolution be referred to a committee of five of whom Professor Bristol shall be one, and it was so voted.



The Professor of Ancient History, Professor Sill, introduced the following resolution and it was adopted:

Whereas, the Board of Directors of the Associated Alumni has offered to the Faculty the assistance of its organization in securing recognition for unusual excellence in scholarship on the part of students of the University and has asked the Faculty to suggest means whereby such recognition can be made most effective, and

Whereas, this action has been approved by the second annual Forum of the Associate Alumni and communicated to this Faculty,- therefore be it

Resolved, That a committee of seven be appointed by the President to consider the question thus raised by the Alumni and to recommend to the Faculty such action as may form a suitable response to the request of the Alumni.

The President announced the appointment of the following committees:

Committee on Alumni Inquiry Regarding the Recognition of Scholarship:

Professor H. A. Sill, Chairman.  
 Professor W. W. Rowlee  
 Professor H. S. Jacoby  
 Professor W. N. Barnard  
 Professor W. A. Riley  
 Secretary H. A. Hitchcock  
 Professor G. G. Bogert

Committee on the Method of Awarding Prizes:

Professor C. H. Hull, Chairman.  
 Professor M. W. Sampson  
 Professor C. T. Stagg  
 Professor S. G. George  
 Professor T. L. Lyon



Committee on Credit in the Summer Session:

Professor F. Thilly, Chairman  
Professor H. Diederichs  
Professor G. W. Herrick  
Professor G. P. Bristol  
Professor W. A. Hammond

On motion the Faculty then adjourned.

*W. A. Hammond*  
Secretary.



Room C, Goldwin Smith Hall

October 18, 1916

The regular meeting of the University Faculty was called to order at 4 P. M. The Professor of physics, Professor Merritt was elected chairman of the session.

The minutes of the last meeting were read and approved.

The President announced the following standing committees of the faculty for the academic year, 1916-17:

Committee on Admission by Certificate.--Professor J. H. Tanner (1919), chairman; the Secretary of the University Faculty; Professors W. E. Lunt (1917); B. S. Monroe (1917); E. Blaker (1918); H. C. Davidsen (1918); G. A. Works (1919); L. Pumpelly (1920); C. W. Ham (1920); the Registrar.

Committee on Student Affairs.--Professor D. S. Kimball (1917), chairman; the Secretary of the University Faculty; Professors G. W. Herrick (1917); V. A. Moore (1917); A. W. Browne (1918); A. A. Young, substitute for W. F. Willcox (1918); H. N. Ogden, substitute for E. Blaker (1919); C. A. Martin (1919); C. F. Thompson (1920); the Registrar.

Committee on Undergraduate Scholarships.--The Secretary of the University Faculty, chairman; Professors F. C. Prescott (1917); L. Pumpelly (1917); A. W. Boesche (1918); J. S. Shearer (1918); J. H. Tanner (1919); C. E. Bennett (1919); H. A. Sill, (1920); S. G. George (1920).

Committee on University Policy.--The President; the Secretary of the University Faculty; the Dean of the Graduate School; the Deans of the several College Faculties; the Secretary of the Medical College at Ithaca.

Committee on Relations to Secondary Schools.--Professor G. P. Bristol, chairman; the Secretary of the University Faculty; Professors G. A. Works, D. S. Kimball, M. W. Sampson, H. D. Reed, J. P. Bretz, J. H. Tanner, the Registrar.

Committee on Excuses from Physical Training and Military Science.--The Secretary of the University Faculty, chairman; the Commandant; the Professor of Physical Culture; Professors W. N. Barnard and W. A. Riley; Miss Canfield.



Entrance Examination Board.--Professor G. P. Bristol (1920), chairman; the Secretary of the University Faculty, <sup>Professor</sup> J. P. Bretz (1917); G. C. Embody (1917); G. E. F. Lundell (1918); J. F. Mason (1918); V. Snyder (1919); B. S. Monroe (1919); H. A. Hitchcock (1920).

Committee on Official Publications.--The President; the Secretary of the University Faculty; the Dean of the Graduate School; the Deans of the several College Faculties; the Secretary of the Medical College at Ithaca; the Registrar; the Secretary of the University.

University Committee on Hygiene and Sanitation.--Professors Kerr, Moore, Ogden, C. V. P. Young, and Dr. Munford.

The following promotions in the cadet corps were recommended by the Commandant and on motion, it was voted that the Secretary be instructed to approve the same:

To be Colonel -----W. LeR. Saunders

To be **Majors**-----H. Antell ----- assigned to 2d Bn. )  
                           J. B. Slimm-----       "       " 1st Bn.) Assis-  
                           L. I. Shelley---       "       " 3d Bn.) tants.

To be Captains-----	H. A. Holt----	"	"	Co.B,2d Regt)	
	J.E. Matthews----	"	"	Co.G,1st "	)
	D. C. McCoy-----	"	"	Co.C,Sig. Corps)	
	C. B. Benson----	"	"	Co.D,Eng.	)
	I. N. Voorhees--	"	"	Co.L,1st Regt)	
	J. P. Redwood---	"	"	Co.A,1st "	)
	E. A. Williams--	"	"	Co.A,2nd "	) As-
	W. H. Soderholm-	"	"	Co.M,1st "	) sis
	A. H. Dalzell---	"	"	Co.C,1st "	) tar
	J. L. Berston---	"	"	Co.I,1st "	) ts
	F. C. Wilbur----	"	"	Co.K,1st "	)
	K. B. Champ-----	"	"	Co.H,1st "	)
	K. C. Brown-----	"	"	Co.D,1st "	)
	H. M. Elmendorf-	"	"	Co.B,1st "	)
	J. R. Boyle-----	"	"	Co.F,1st "	)
	W. G. Milligan--	"	"	Co.E,1st "	)

To be 1st Lieuts--	K. Dayton-----	"	"	Supply Officer
	C. C. Stalter --	"	"	Co.B, 2nd Regt.
	A. N. Volkhardt-	"	"	Co.C, 1st "
	R. B. Hough-----	"	"	Co.K, 1st "
	C. O. Henry-----	"	"	Adjutant
	H. Pefley-----	"	"	Co.C, Sig. Corps
	H. L. Zimmerman-	"	"	Co.F, 1st Regt.
	I. N. Downer----	"	"	Co.A, 2nd "
	H. C. Schutte---	"	"	Co.B, 1st "
	T. B. Huestis---	"	"	Co.I, 1st "
	W. E. Lauer-----	"	"	M.G.P.



J. R. Schwartz----	Assigned to	Co.M,1st Regt.
W. C. Eldridge----	" "	Co.A,1st Regt.
A. E. Carpenter----	" "	Co.L,1st Regt.
B. Pepper-----	" "	Co.H,1st Regt.
C. M. Christian---	" "	Co.E,1st Regt.
R. J. LeBoeuf-----	" "	Co.G,1st Regt.
W. C. Kinney-----	" "	Co.D, Eng.
E. H. Brown-----	" "	Co.C,Sig.Corps
To be 2nd Lieuts--L. R. Schauffler--	" "	Co.F,1st Regt.
E. L. Duffies-----	" "	Co.D,Eng.
C. R. Breckinridge	" "	Co.D,1st Regt.
K. M. Reid-----	" "	Co.B,1st Regt.
H. C. Reed-----	" "	Co.A,2nd Regt.
D. R. Merrill-----	" "	Co.M,1st Regt.
W. B. Greenwood---	" "	Co.I,1st Regt.
L. E. Bretz-----	" "	Adj. 1st Bn.
T. H. Parke-----	" "	Co.D,1st Regt.
W. L. Mayer-----	" "	Co.E,1st Regt.
D. A. Lidell-----	" "	Co.K,1st Regt.
K. M. Doty-----	" "	Co.A,1st Regt.
G. A. Benton-----	" "	Co.G,1st Regt.
J. K. Conant-----	" "	Co.C,1st Regt.
J. W. Weigt-----	" "	Co.B,2nd Regt.
G. E. Krey-----	" "	Adj. 2nd Bn.
R. W. Briggs-----	" "	Co.H,1st Regt.
J. A. Schon-----	" "	Adj.3d Bn.
M. W. LaFever-----	" "	Co.L,1st Regt.

To be 1st Sergt. Band-

W. A. Duckham

To be ass't leaders-

of band-

F. B. Merrill

G. R. Leonard

To be sergt. bugler-

A. W. Lawton

The Secretary read a communication from the Board of Trustees saying that the Faculty's recommendations regarding the establishment of a School of Commerce were adopted by the Trustees on the 26th of June, 1916.

A communication from Mr. M. J. O'Hearn was read asking that the Faculty review the decision of the Committee on Excuses



from Physical Training. In June, 1916, the Committee of Physical Training notified Mr. J. E. O'Hearn that on account of delinquency in physical training, his degree would be withheld until June 1917. Mr. M. J. O'Hearn desired the Faculty to reverse this decision regarding his son. On motion the Faculty voted unanimously that the decision of the Committee be approved.

A communication from Mr. Solomon Seidman, 108 Catherine Street, directed to the President of the University, asked to be relieved from the requirements of drill on the ground that such military training is a "sin." On motion the request of Mr. Seidman was referred to the Committee on Excuses from Military Science, with power.

On recommendation of the Committee on Undergraduate Scholarships, it was voted that Spanish be included in the list of competitive examination subjects for these Scholarships.

The Secretary communicated to the Faculty that the Committee consisting of the Faculty's representatives on the Board of Trustees had submitted a report on the proposed revision of the University's statutes and it was ordered that this report be received and filed.

The Committee appointed by the President to award the J. G. White prizes in Spanish for the year 1915-16 reported on June 10th that a prize of \$100.00 had been awarded to Mr. Robert E. Bussey, a student in Sibley College and a prize of \$100.00 to Mr. P. J. Gonzalez, a student in the College of



Agriculture. No prize was awarded to a resident of United States registered in other than the engineering colleges.

The Professor of Architecture, <sup>Professor Martin,</sup> introduced the following resolutions which were adopted:

Whereas, certain classes of students in the University, as fellows, scholars, and others, are required to give surety for the faithful performance of their academic obligations; and

Whereas, the members of the instructing staff must eventually act as judges in determining the value of the work done by such students in return for the benefits and emoluments bestowed and conferred by the University; therefore be it

Resolved: That in the opinion of this faculty no member of the instructing staff should act as bondsman in any way guaranteeing the fulfillment of any academic obligation excepting obligations to the library on the part of a student; and be it further

Resolved: That the Trustees of the University be requested to take such action as will make members of the instructing staff ineligible to act as bondsmen in such cases.

Printed copies of a "Report of a Committee of the University Faculty on the Subject of Examinations" were presented to the Faculty and it was thereupon voted that this report be made a special order of business for the regular November session. It was further voted to instruct the Secretary to notify the Faculty of this special order.

The Professor of Physical Culture, Professor Young, moved that the question of joining the National Collegiate Athletic Association be referred to the Committee on Student Affairs for consideration and report. The Professor of Latin, Professor Durham, moved that the motion be laid upon the table



and it was so voted.

The Professor of Machines, <sup>Design,</sup> Professor Kimball, introduced the following resolution which was adopted:

Resolved, that a professor emeritus, or a professor on leave of absence who has been elected by the University Faculty as one of its representatives On the Board of Trustees shall be deemed, during the time he is such a representative, a member of the University Faculty without vote, although relieved of all departmental duties.

On motion, the Faculty then adjourned.

*W. E. Hammond*

Secretary.



Room A, Boardman Hall,

October 27, 1916.

Pursuant to the call of the President, the Faculty met in special session at 3 p.m. The minutes of the last meeting were read and approved.

The President presented a communication from the "Aero Club of America", in which the Club explained its offer of "3 medals of merit" to each of the 50 leading universities, to be awarded to the three students in each university who write the best essay by March 15, 1917 on:

1. Military Aeronautics;
2. Mechanics of the Aeroplane and Possible Technical Development in Aeronautics;
3. Possible Application of Air-craft for Utilitarian Purposes.

On motion the President was requested to appoint a committee of three to consider and report upon this communication. As such a committee, the President appointed Professors A. W. Smith, E. L. Nichols, W. A. Hammond (chairman).

The Professor of Machine Design, Professor Kimball, on behalf of the Student Affairs Committee, reported to the Faculty the Committee's action regarding the eligibility of P. W. Eckley and A. I. G. Valentine. On motion, the cases of Messrs. Eckley and Valentine were referred back to the Committee with power to interpret the Faculty's rule as the Committee deems wise.



The President presented a communication from the War Department, outlining a plan for the establishment of a unit at Cornell University of the Reserve Officers' Training Corps. On motion of the Professor of Law, Professor Woodruff, it was voted that the pertinent parts of the law be printed and distributed to the Faculty and that the consideration of the plan be made a special order of business for the Faculty's regular December meeting.

The President requested the Faculty on adjournment to divide into two groups, namely, the Group of Science and the Group of Letters, to elect members of the Library Council to succeed Professor J. Q. Adams (Letters) and Professor H. Ries (Science), whose terms expire.

On motion the Faculty then adjourned.

*W. A. Hammond*

Secretary.



Room C, Boardman Hall.

November 8, 1916.

The regular meeting of the University Faculty was called to order at 4 p.m. by the President.

The minutes of the last meeting were read and approved.

The Secretary announced that the Faculty, at the close of its last session, elected the following members of the Library Council: Professor W. Strunk, Jr. (Group of Letters), to succeed Professor J. Q. Adams; Professor W. N. Barnard (Group of Science), to succeed Professor H. Ries.

The Secretary, on behalf of the Committee on University Undergraduate Scholarships, reported that 125 candidates competed for the scholarships in September, and that the Committee had awarded 18 scholarships to the following members of the class of 1920:

The Cornell Scholarships:

James Raymond Wadsworth  
Harry Kroin

The President White Scholarships:

Hillel Poritsky  
Russell Olin Hooker

The Henry B. Lord Scholarships:

Madeline Fay Gilmour  
Sophie Dazian Worms

The McGraw Scholarships:

Hyman Klein  
Samuel Feldman



The Sage Scholarships:

Lansing Southwick Hoskins  
Arthur William Hatch

The Sibley Scholarships:

Solomon Schwartzreich  
Morris Berkowitz

The Stewart L. Woodford Scholarships:

Mark Cymrot  
Samuel Engel

The John Stanton Gould Scholarships:

Charles Eliot Rhodes  
Joseph Nemser

The Horace Greeley Scholarships:

Howard Malmar  
Frederick R. M. Undritz

On the recommendation of the Faculty of Sibley College  
Mr. Charles Goddard Baldwin, Jr. was elected Padgham scholar  
for the year 1916-17.

The Faculty thereupon took under consideration the  
following report of the committee appointed to investigate  
the matter of examinations:



REPORT OF A COMMITTEE OF THE UNIVERSITY FAC-  
ULTY ON THE SUBJECT OF EXAMINATIONS.

MAY 10, 1916.

Your committee appointed to consider "the entire question of the methods of holding examinations and the punishment for fraud in examination" has the honor to submit the following report:

The main problem with which we have dealt, that of the existence of cheating in examinations, is one which apparently admits of no easy or prompt solution. The suggestions, which, after prolonged discussion, the committee feels warranted in offering, are in part matters of administrative detail, and in part expressions of its belief in the likelihood of a gradual improvement in conditions. The amount of cheating in the university, it should be noted, however, is, in the opinion of the committee, over-estimated by many members of the faculty. The great body of our students is wholly worthy of trust,

Nevertheless, there have been many cases of cheating, resulting in the conviction of the offender, which have been dealt with by the proper committee; and there are constant charges made regarding the prevalence of fraud in examination, charges more or less official, concerning the colleges using the "honor system," and charges more or less unofficial concerning the remaining colleges. The committee has made use of the tentative results of the uncompleted investigation of the College of Agriculture, represented by the answers to a questionnaire, and of informal reports from representatives of all the colleges, from the Committee on Student Affairs, and from a number of graduate and undergraduate students. This mass of material, despite certain sharply marked differences of opinion on special points, indicates as might be expected, a general agreement on fundamental principles, and this agreement has made it easier for the committee to reach its conclusions.

By decision of the University Faculty each college is empowered to conduct its examinations as it deems wise, but by action of the University Faculty and the Trustees all power to impose punishment is vested in the Committee on Student Affairs. The power to impose punishment manifestly carries with it the right and the duty of holding trial in all cases involving discipline. Whatever right a college, or an individual member of the teaching staff, has to impose a penalty for discipline is only such right as may be delegated by the Committee authoritatively charged with the administration of discipline. It is necessary to keep this point in mind, inasmuch as some of the objections to the conduct of examinations and the punishment of fraud have arisen because of misunderstanding regarding the distribution of authority just stated.



In respect of the conduct of examinations, the colleges fall into three groups,—first those holding to the old arrangement of examinations under the supervision of an officer of instruction, present during the whole examination; second, those employing an "honor system," which provides for examinations without the presence of an instructor, and with specified methods whereby the students may report to a student committee unfair practices and thus secure action regarding the offender; and third, one college, which, without an organized "honor system," nevertheless leaves it to the students themselves to prevent fraud.

The practice in the College of Law, just referred to, is simple and apparently effective. After setting the questions, the instructor returns to his office, where during the course of the examination he is freely accessible to any student who wishes to consult him regarding the interpretation of a question; the students are not bound to stay in the classroom, but may leave and return at will; communication on matters not involving the examination is permitted; and cheating is prevented by the concerted objection of the students to unfair methods. If the examiners should detect cheating by the evidence of the written examination book, they would report it directly to the Committee on Student Affairs for appropriate action. Your committee believes that the faculty and students of the College of Law have happily solved their own problem, and only regrets that the efficient working of the plan seems to depend so much upon the solidarity of a comparatively small group of students pursuing a uniform curriculum, that no recommendation for the adoption of the plan, at least at present, can be made to the larger colleges.

The College of Civil Engineering and the College of Agriculture make use of what is known as an "honor system," with approximately the same provisions in the two colleges. It is less a system than a plan that during an examination the students shall be free from supervision by an instructor, and that in return the students themselves shall suppress cheating when they see it going on. The arrangement in the College of Agriculture is that the student witnessing the cheating shall report the offender to the student honor committee. The College of Civil Engineering has abandoned this method and adopted another: when cheating occurs, whoever observes it rises in his place and declares, "I see cheating," without naming the offender. Repetition of the offense makes the offender subject to call before the student honor committee.

This plan in use in the two colleges does not give entire satisfaction, and the faculty opinions in both colleges range from a desire to continue the plan as it stands to abolishing it altogether. Many instructors are in favor of continuing the plan providing it can be im-



proved. The difficulties appear to be these: cheating is obviously not completely suppressed; students are loath to inform upon a fellow-student; opportunities to bring "cribs" into use are greatly increased, and only that form of cheating which consists in getting information from a fellow-student is possible of detection. On the other hand, it is urged by advocates of the plan that while cheating is not suppressed it is greatly diminished, and the further statement is sometimes made that less cheating exists than in colleges not using the plan. But opponents declare that more cheating goes on in these colleges than in the other colleges. Neither of the two latter statements, when investigated, appears possible of verification. If it be true that there is less cheating in these two colleges than there was before the plan was employed, it is not demonstrable that the improvement is due solely to the plan. As to comparative standards of the students of the several colleges, there is apparently no way of arriving at certain conclusions. Much, indeed, of the evidence in the possession of the committee is obviously based upon necessarily limited observation.

A further difficulty that has arisen, but that has in large measure been overcome, is the fact that at the outset, the student honor committees, acting under a mistaken notion of their prerogatives, a mistake doubtless proceeding from a similar misunderstanding on the part of the faculties authorizing the plan, have assumed that they had the power to impose penalties as well as to hold preliminary trials of students charged with cheating. All disciplinary authority being vested in the Student Affairs Committee, it is obvious that no student committee can exercise this power. An official ruling of the President, of 8 March, 1907, affirms that the taking over by the several faculties of the conduct of examinations, does not impair the right of the student Affairs Committee to deal with all cases of discipline. This committee may delegate, and has delegated, to the student honor committees the power to hold preliminary trials, but it reserves, as it should, the final decision to itself. Now that this point has been made clear to the student committees, they have not sought to impose penalties, but have confined themselves to recommendations of penalties.

But this understanding does not cover the whole ground. While it is clearly understood that a student has the right to appeal to the Student Affairs Committee from the findings of the student committee, it is not so definitely understood that a student has the right to refuse to submit to the preliminary trial, and may demand to have a direct hearing before the Student Affairs Committee. It is also clear, in opinion of your committee, that any instructor who finds evidence of cheating from his reading of examination books may, if he desires,



submit his charge directly to the Student Affairs Committee instead of to the student honor committee. For a student to submit to a trial by his fellows, or for an instructor to offer his evidence to a student court, is a matter of agreement and not of university statute.

Further, it has been the custom of the student honor committees to submit their findings to the Student Affairs Committee only when the student committees were satisfied of the guilt of the student charged; in cases of acquittal, no report has been made. This is manifestly incorrect. The likelihood of error in the preliminary trial is just as great in the one case as in the other, and a review of the findings should be had at the hands of the proper authority. Your committee believes that it would be well to have the informal opinion of the President on this point, given 28 March, 1916, made an official ruling in the Faculty.

Your committee believes in general that any plan of detecting fraud in examination that wholly depends upon one student's informing upon another is not likely to be effective; and recommends that colleges using or intending to use the plan discussed above should bring their procedure into conformity with standing regulations of the Student Affairs Committee, that the student honor committees should have a representative of the Student Affairs Committee present at the preliminary trials to aid in procuring uniformity of action, and that students should not be required to give initial evidence against one another.

In colleges that do not employ the plan of trusting wholly to the student's honor, there is much diversity in the conduct of examinations, some instructors keeping scrupulous watch over the students, and other instructors all but ignoring them. Lack of acquaintance with college rules, difference of interpretation regarding the rules, and possible disregard of rules, on the part of the faculty, cause lack of uniformity in enforcement. Cases of cheating are reported directly to the Student Affairs Committee, but by no means all cases. There is doubtless some ignorance of procedure, some negligence, and some unwillingness to appear before a committee unless the proof obtained is absolutely convincing to one whose work lies in a different field.

In some colleges there is little provision for uniform direction of examinations; in others there is careful provision, but no method of enforcement, and what is worse, no method of acquainting instructors with the existing regulations. A new professor who comes here picks up such information as he can, and is fortunate if he gets fairly similar advice from the successive men he questions. He is hardly to blame if he decides to do as he pleases. This procedure he suggests to the man who comes still later. The result is disconcerting to the student who finds himself policed by an over-zealous officer in one examina-



tion, and left to his own devices by a happy-go-lucky absentee in another.

The student response to this state of affairs is worthy of note, even though not of admiration. It seems to be considered dishonorable to cheat if placed frankly upon one's honor, and wholly legitimate to cheat if the instructor has the reputation of being "mean" and anxious to spy out offences. And at bottom there is a rude sense in this that makes your committee recommend the relaxing of over-close watchfulness, and the treatment of students as if most of them wanted to do what was right.

For such cheating as exists your committee is of the opinion that no certain, immediate remedy exists. Marked improvements in conditions will occur only when the general opinion of the students, at present one of indifference, is definitely aroused against cheating in all its forms. This new feeling can be created only through hearty cooperation of students and faculty.

The members of faculties may do much, not only by putting the students on their honor rather more than is now the general practice, but by being sedulous to remove the obvious temptations to cheat,—for example, in seating students in alternate seats and if possible in alternate rows, so that looking over another's paper is physically difficult, and in framing questions that, as far as may be, do not admit of answers whose purport may be gathered from a catchword or two; by providing alternative questions in crowded rooms; by making their presence in the examination room a matter of helpfulness and orderliness rather than of detective skill; and finally by availing themselves more frequently of the excellent arrangement sanctioned by the Student Affairs Committee whereby minor cases of discipline, including minor cases of fraud, may be handled directly by the instructor and the result reported, with the student's acceptance, to the committee.

The students, for their part, should have their attention drawn by talks or conferences to those aspects of the question which they have through thoughtlessness in part ignored,—the satisfaction of doing honest work, the strength that comes of independence, the injustice to the honest student of permitting a dishonest student to gain by fraud what his fellow has gained by hard work. Possibly by having groups of upperclassmen—the honor societies and the like—consider the problem seriously, there may be created a steadily widening condemnation of fraudulent practice, and a strengthening of the undoubted manliness and womanliness of our students.

Regarding the punishment of fraud, it is possible that only a few offenders are suspected, and it is of record that not all of these are convicted. This needs little comment except that perhaps more con-



victions would result if evidence were prepared more carefully by the instructor. An instructor who appears before the Student Affairs Committee with a strong sense of the defendant's guilt, only to have the evidence rejected as unconvincing, is apparently not eager to bring another case before the committee. Further, it is possible that the committee in question by holding too rigorously to its theory of acting as a court of law, has let slip cases where the moral presumption of guilt was very great. Your committee has no recommendation to make, for the point is a difficult one, and the balance is delicate between the disciplinary committee as a strictly legal tribunal and the committee as standing partly *in loco parentis*. But certainly some students have been acquitted whose protestation of innocence has been so insolent as to warrant the belief that the university would be more habitable without them.

A more important issue arises in the character of the punishment following conviction. Your committee believes that any plan is at fault which prescribes for the first offense a reprimand only. This would be practically a guarantee to a hard-pressed student that he might sin once in comparative safety; and your committee trusts that the Student Affairs Committee will keep such a provision out of the regulations of any future student honor committee. It is also recommended to the Student Affairs Committee that the addition of extra hours to a student's course be considered among the regular penalties for lesser offenses of a fraudulent character.

Your committee's suggestions are obviously general, and may appear vague, but the committee is satisfied that a remedy does not lie in accumulated legislation. To urge that each member of the faculty do his best in his own way, persistently and generously, to develop a fine sense of honor among his students, is the most definite recommendation that the committee has to make.

Suggestions regarding administration are offered, as follows:

1. The decision of a student court shall not be final in matters of discipline.
2. Examination books shall not be brought into the examination room by students, but shall be deposited in advance and then given out by the instructor. If possible these books shall be provided by the university.
3. Mutilated examination books shall not be accepted in examination, and a statement to that effect shall be printed on the cover of the book.
4. The informal opinion of the President of 28 March, 1916, shall be recorded in the faculty minutes as an official ruling, "That, in accordance with the President's ruling of 8 March, 1907, regarding the jurisdiction of the Committee on Student Affairs, student honor com-



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mittees in colleges using an "honor system" are bound to submit to the Committee on Student Affairs their evidence and findings in cases of acquittal as well as of indictment."

5. A student charged with fraud is not bound to appear before a student honor committee.

6. An instructor is not bound to submit cases of fraud to a student honor committee, but may report directly to the Committee on Student Affairs.

7. If student participation in the punishment of fraud is deemed advisable in any college, the procedure shall be referred to the Committee on Student Affairs for its determination.

8. Printed information for the faculty on the conduct of examinations shall be distributed at the beginning of each academic year.

9. It is desirable that a handbook of faculty regulations be promptly issued.

Respectfully submitted

F. A. BARNES  
L. M. DENNIS  
H. DIEDERICHS  
P. A. FISH  
D. S. KIMBALL

H. N. OGDEN  
A. C. PHELPS  
A. B. RECKNAGEL  
C. T. STAGG  
H. H. WING

M. W. SAMPSON, Chairman.



On motion of the Professor<sup>of</sup> Law, Professor Woodruff, recommendations (pp.6-7) Nos. 1, 4, 5, 6, 7, 8, were adopted.

On motion of the Professor of History, Professor Sill, recommendations 2 and 3 were referred to the Committee on Student Affairs, with the request that that committee ask the several faculties to consider these recommendations and, as far as possible, to take uniform action regarding them.

The Professor of History, Professor Sill, moved further, as a substitute for No. 9, that the President be requested to appoint a committee of three, of which the Secretary of the Faculty shall be chairman, to codify and revise the Faculty's legislation, and to report upon the same. The motion of the Professor of History was adopted.

As such committee the President named

The Secretary of the Faculty (chairman)  
Professor Sill  
Professor Sampson.

It was thereupon voted, motion of the Professor of Physics, Professor Shearer, that the committee appointed May 9, 1913, to prepare a handbook for the use of the Faculty, be relieved, with the request that the data accumulated by it be turned over to the use of the Committee on Codification and Revision of the Faculty Legislation.

On motion of the Professor<sup>of</sup> Law, Professor Stagg, it was voted that so much of the report of the Committee on Examinations as, in the judgment of the chairman of that committee and of the chairman of the Committee on Student Affairs, shall be deemed proper, be published in such way as they consider



wise, for distribution to all students in the University. ]

On recommendation of the Committee on Student Affairs, ]  
it was voted that the Adviser of Women be made a voting  
member of the Committee on Student Affairs, in all cases that  
may be brought before the Committee which involve women  
students. ]

On motion the Faculty then adjourned.

*W. B. Hammond*

Secretary.



Room C, Boardman Hall,  
November 27, 1916.

Pursuant to the call of the President the Faculty met in special session at 4 p.m., to consider a communication from the Board of Trustees, and such other business as might be brought before it.

The communication from the Board of Trustees follows:

November 17, 1916.

Prof. W. A. Hammond,  
Goldwin Smith Hall,  
Ithaca, N. Y.

Dear Sir:

I would advise that the Committee on General Administration of the Board of Trustees, at its meeting November 11th, took the following action:

"Whereas the attention of the Trustees has been called to certain correspondence by a member of the University Faculty which has been the subject of much criticism and also calculated to bring discredit upon the University,

Resolved that the matter be referred to the Faculty."

Yours very truly,

(Signed) C.D. Bostwick,  
Secretary.

On motion of the Professor of Economics, Professor Young, it was voted to refer the communication of the Trustees, together with copies of the correspondence in question, to a committee of seven to be elected by the Faculty, for consideration and report.



The Faculty thereupon elected the following committee:

Professor Willcox	
"	Hull
"	Kimball
"	Merritt
"	Nichols
"	A.A. Young
"	Hammond

The President made an informal report to the Faculty on the work of the Carnegie Foundation for the Advancement of Teaching in respect of proposed changes in the plan of pensions.

The Professor of Law, Professor Woodruff, introduced the following resolution:

Resolved: that it be recommended to the Board of Trustees that a reinstatement fee of twenty-five dollars be charged to every student who has been dropped from the University for delinquency in scholarship or conduct.

The Professor of Law moved further that the foregoing resolution be referred, for consideration and report, to the Committee on University Policy, to which committee for this purpose there shall be added the Chairman of the Committee on Student Affairs and the Registrar, and the motion was carried.

The Professor of Statistics, Professor Willcox, reported that the committee appointed to prepare a blank form for statistics on absenteeism (under faculty action of February 9, 1916), had prepared the blank necessary for this purpose.

On motion the Faculty then adjourned.

*A. A. Young*

Secretary.



Room C, Boardman Hall,  
December 13, 1916.

The regular meeting of the University Faculty was called to order at 4 P.M. by the President.

The minutes of the regular session of November 8, and of the special session of November 27, were read and approved.

The President reported to the Faculty that Dean Smith, at the President's request, had served as the Faculty's representative at the funeral of the late George C. Boldt, Tuesday, December 7.

A committee of students presented through the President a request that university exercises be suspended on Monday, December 18, from 12:00 to 1:00 o'clock, for the purpose of holding a convocation to raise funds for prisoners of war, and upon motion the request was denied.

Upon the suggestion of the President it was voted to insert the following in the General Circular of Information:

"A student may at any time be requested to withdraw from the University if, in the opinion of the University authorities, the condition of his health is such as to make it unwise for him to remain."

The following rules governing the subject of excuses from Military Science and Physical Training were, upon motion of the Secretary, adopted:

1. A holder of a college degree is exempt from the entire requirement.
2. A student who is admitted from another college to take at Cornell four or less terms for his degree is exempt from the entire requirement.



3. If a student is required to take 5, 6, 7, or 8 terms of residence, he must take 1, 2, 3, or 4 terms of Drill respectively, without regard to the amount of Drill he may have taken elsewhere, except as provided for in sections 4, 5, and 6.

4. A student excused by the Military Department from one or more terms of required Drill, as indicated under No. 3, must substitute therefor a corresponding number of terms of Physical Training.

5. A student may be permanently excused from Drill or Gymnasium by the Medical Adviser, or by the Committee on Excuses from Physical Training and Military Science, and in such cases the student shall not be required to make substitution for this work.

6. No credit will be given for Drill to any student who has received his instruction in the subject in an institution other than that of college rank.

The Professor of Machine Design, Professor Kimball, on behalf of the Committee on Student Affairs, moved the following amendments in the Rules Governing Student Organizations, which were adopted:

To strike out the present note under section IIc of the "Rules Governing Student Organizations", and the note under section e of the "Freshman Athletic Eligibility Rules", and to substitute therefor the following:

IIc. "If he plays under a name other than his own";

IIe. "If he plays in a baseball contest at which admission is charged to field or stand, except as a member of a school or college team, without first securing permission from the University Faculty Committee on Student Affairs. Playing in such a game without permission will be considered prima facie evidence that remuneration or consideration for his services was received, and he immediately becomes ineligible. The Committee on Student Affairs may, upon presentation of sufficient reasons for failing to obtain permission, and of satisfactory evidence that he did not receive remuneration or consideration, restore his eligibility";



and to insert further section IIc and IIe, as above recited, in the "Freshman Athletic Eligibility Rules."

The following promotion in the Cadet Corps, recommended by the Commandant, was approved by the Secretary (under the Faculty's action of October 18, 1916):

H. H. Moon, 1st lieutenant, vice C. C. Stalter, resigned,  
(effective November 16).

The Committee on University Policy, together with the Chairman of the Committee on Student Affairs and the Registrar (the committee as constituted by the Faculty's action of November 27, 1916) reported the following resolution, which was adopted:

"Resolved, That the University Faculty recommend to the Board of Trustees that a reinstatement fee of twenty-five dollars be charged to every student who has been dropped from the University for delinquency in scholarship or conduct, except for such delinquency in scholarship as is due to ill health or to other reasons beyond the student's control, in which case the fee may be remitted upon recommendation of the Dean of the college in which the student is registered."

The Professor of Statistics, Professor Willcox, on behalf of the committee elected by the Faculty November 27, 1916, to consider a letter referred to the Faculty by the Board of Trustees, reported the following resolutions, and recommended their adoption:



"Whereas, a letter written to a bookseller in Germany has been referred to the University Faculty by the Board of Trustees, with the statement that it 'has been the subject of much criticism and also calculated to bring discredit upon the University,' and

Whereas, a member of this Faculty has acknowledged that he was the writer of the letter,

Resolved, That it is a matter for regret that a letter abusive in tone and offensive in language has been written by a member of this Faculty, under conditions that might reasonably have been expected to lead to its circulation and to the consequent injury of the good name of the University,

Resolved, further, That a copy of the foregoing resolution be sent to the writer of the letter and its recipient,

Resolved, further, That it recommend to the Board of Trustees that no further action on the subject be taken.

Resolved, further, That the Faculty record its belief that this action by the Board has tended both to strengthen the spirit of harmonious co-operation between Trustees and Faculty, and to direct the attention of the Faculty to its corporate responsibility for the maintenance of proper standards of professorial conduct on the part of its members."

The Professor of Statistics, Professor Willcox, moved that the resolutions be taken up seriatim, and the motion was carried.

The Professor of Philosophy, Professor Creighton, moved that the clause in the first preamble, containing the quotation from the communication of the Board of Trustees, be stricken out.

The Professor of History, Professor Sill, moved that the pending resolutions be laid upon the table, and the motion was carried.

The Professor of Semitic Languages, Professor Schmidt moved the following resolution, which was adopted:



"Whereas, a letter written by a member of this Faculty to a bookseller in Germany has been referred to the University Faculty by the Board of Trustees, Resolved, That this Faculty regards it as regrettable that such a letter was written, but recommends to the Board of Trustees that no further action on the subject be taken."

of  
The Professor, History, Professor Sill, moved that the special order for this session, namely, the establishment of a unit or units of the Reserve Officers Training Corps at Cornell University, be made a special order for the regular January meeting of the Faculty, and that the Secretary be instructed to give notice of this order to the members.

The Professor of Romance Languages, Professor Keniston, notified the Faculty, that at its next session he would move the adoption of the following resolution:

"Resolved, That the question of discontinuing, or modifying by some form of examination, the present plan of admission by certificate be referred to a special committee of seven members, to be appointed by the President, which shall include the Registrar and the chairman of the Committee on Admission by Certificate."

On motion the Faculty then adjourned.

*W. A. Hammond*

Secretary.



Room C, Boardman Hall.

January 10, 1917.

The regular meeting of the University Faculty was called to order at 4 p.m., and the Professor of Philosophy, Professor Thilly, was elected chairman of the session.

The minutes of the last meeting were read and approved.

The Secretary of the Faculty reported that in accordance with the Faculty's standing instructions he had forwarded to 72 fraternities of the University the usual pledge regarding initiation ceremonies, and that 71 of these fraternities had returned the pledge duly signed.

The following promotion in the cadet corps, recommended by the Commandant, was confirmed by the Secretary (Faculty's action, October 18, 1916):

Sergt. C. K. Dunham, to be 2nd Lieutenant  
vice L. E. Bretz resigned, effective  
December 19, 1916.

The committee appointed by the President (Professors Burr, chairman, Cavanaugh, Edgerton) to select speakers for the '94 Debate Stage, reported its selection of the following:

William Lincoln Dean	'18 Agr.	New York City
William Hersh Farnham	'18 Arch.	Buffalo
John Daniel Kerr	'17 Arts (Chem.)	Buffalo
Henry Klauber	'17 Law	Rosebank
George Adelbert Newbury	'17 Law	Ripley
Jacob Gould Schurman, Jr.	'17 Arts	Ithaca
Benjamin Schwartz	'18 Law.	Brooklyn
David Lewis Ullman	'17 Arts	Buffalo



The Professor of Machine Design, Professor Kimball, introduced the following resolution, which was adopted:

Resolved, That the baseball game with the University of Pennsylvania, scheduled by the athletic management for June 16, 1917, be approved, on the ground that the date was fixed before the Trustees made the recent changes in the calendar; further, that leaves of absence be granted to not more than fifteen students for this purpose, and that professors be authorized to give special examinations in Block Week to such seniors as are absent on this official leave.

The Professor of Latin, Professor Durham, introduced the following resolution, which was adopted:

Resolved, That the Faculty recommend to the Board of Trustees the establishment of a unit or units of the Reserve Officers Training Corps.

The committee (Professors Sampson, chairman, Strunk, Hammond) appointed to report on the revision of the statute governing the Morrison Prize ( see Records, May 10, 1916 ), recommended the following, which was approved by the donor's representative:

"1. The poem or poems submitted shall contain not less than one hundred lines",

and the recommendation of the committee was adopted.

The Professor <sup>of</sup> Economics, Professor Young, moved that the Committee on University Policy be requested to consider and report upon the desirability of abolishing the present system of granting leaves of absence, and the motion was lost by a vote of 16 to 18.



The Professor of Romance Languages, Professor Keniston, presented the following resolution (see Minutes, p. 793):

Resolved, That the question of discontinuing, or modifying by some form of examination, the present plan of admission by certificate be referred to a special committee of seven members, to be appointed by the President, which shall include the Registrar and the chairman of the Committee on Admission by Certificate.

The Professor of Ancient History, Professor Sill, moved that the resolution of the Professor of Romance Languages be made a special order of business for the regular March meeting of the Faculty, and that notice be sent to the members of the Faculty by the Secretary, and the motion was carried.

Upon motion of the Secretary, it was voted to authorize the Medical Adviser to discontinue sending copies of sick excuses to the Secretary of the University.

On motion the Faculty then adjourned.

*W. A. Hammond*

Secretary.



Room C, Boardman Hall,

February 14, 1917.

The regular meeting of the University Faculty was called to order by the President at 4 p.m.

The minutes of the session of January 10 were read and approved.

The following communication was received from the Secretary of the Board of Trustees:

"A communication was presented from the Faculty of the College of Arts & Sciences, containing the following resolution:

'Resolved, that the Faculty recommend to the Board of Trustees that a fine of \$2.00 be imposed on students who fail to file their study cards within the period authorized.'

"After consideration, it was resolved that the recommendation be referred to the University Faculty for consideration in connection with the general subject of the imposition of fines for failure to comply with University and College requirements."

The communication was ordered to be placed in the Faculty's files for such future reference as the Faculty might determine.

The attention of the Faculty was called to the question of making up work lost by the suspension of university exercises during the Convocation Hour. The President ruled that such work might be made up, where possible, in subsequent hours within the regular published schedule of hours for the class concerned, but that no extra hour outside of this published schedule might be set for the making up of such loss.



The following promotions in the Cadet Corps, recommended by the Commandant, were confirmed by the Secretary (Faculty's action Oct. 18, 1916):

1st Lieut. H. H. Moon to be Captain vice J. E. Mathews resigned.

2nd Lieut. L. R. Schauffler to be 1st Lieut. vice H. H. Moon promoted.

Sergeant H. W. Greenberg to be 2nd Lieut. vice L. R. Schauffler promoted.

The following communication from the War Department, directed to the President of the University, was presented to the Faculty by the President, and ordered to be filed:

" War Department  
The Adjutant General's Office  
Washington.

February 7, 1917.

From: The Adjutant General of the Army.  
To: The President, Cornell University, Ithaca, N.Y.

Subject: Establishment of Infantry Unit, Senior Division, Reserve Officers' Training Corps at Cornell.

1. A bulletin announcing the establishment of an infantry unit, Senior Division, Reserve Officers' Training Corps, at Cornell University, has been issued.

2. The establishment of signal corps units and engineer units must be deferred for the present, due to the lack of officers for detail, but it is suggested that you forward separate applications for each, in order that action thereon may be had at the earliest opportunity. These applications should show whether Cornell University possesses the special facilities that will justify the establishment of such units: technical courses, numbers in attendance at same; accommodation for equipment; what equipment expected from the War Department, etc.

W. F. Johnston  
Adjutant General. "



The following communication was received from the  
College of Arts and Sciences:

"At a meeting of the Faculty of Arts and Sciences, held on February 2, 1917, the following resolution was passed subject to the approval of the University Faculty: 'Resolved, That the maximum of credit in one Summer Session shall be eight hours.'

Respectfully,

(Signed) Charles L. Durham  
Acting Secretary."

As a committee of this Faculty had put in the hands of its Secretary a resolution for presentation at the present session which, if adopted, would carry with it approval of the resolution of the Faculty of Arts and Sciences, no special action on the communication above recited was at this point deemed necessary.

The Professor of Machine Design, Professor Kimball, on behalf of the Committee on Student Affairs, reported to the Faculty that the annual regatta at Poughkeepsie had been scheduled by the stewards for June 21, a date falling within block week. On motion the Faculty unanimously referred the question of providing examinations for students on leave of absence for this event to the Committee on Student Affairs, with power.

The Professor of Latin, Professor Durham, called the Faculty's attention to the desirability of making some change in the Faculty's rule regarding the date of the regular February session.

The committee appointed on June 5, 1916, (Professors Thilly, chairman, Bristol, Diederichs, Hammond, Herrick), to consider the question of credit for work done in the Summer Session, reported its recommendation of the following resolu-



tion which was adopted:

Resolved, That the amount of credit for work done in the Summer Session be left to the several Faculties, but that no credit for a Summer Session shall exceed eight hours.

The Professor of Physics, Professor Gibbs, introduced the following resolution, which was adopted:

Resolved, That the Committee on University Policy be asked to consider and report with recommendations upon the following matters:

1. That to take a make-up examination to remove a condition or previous absence, a student be required to obtain a permit for such examination from some University officer such, for example, as the Registrar of the University, or the Dean or Secretary of the student's College.
2. That the University Faculty recommend to the Board of Trustees the establishment of suitable fees (the amounts to be suggested by the committee) for such make-up examinations, for late registrations, etc.

On motion the Faculty then adjourned.

*W. A. Hammond*

Secretary.



Room C, Boardman Hall,  
March 14, 1917.

The Faculty met in regular session at 4 p.m. The Professor of Law, Professor Woodruff, was elected chairman of the meeting. The President took the chair on his arrival.

The minutes of the session of February 14 were read and approved.

The following promotions in the Cadet Corps, recommended by the Commandant, were approved by the Secretary (Faculty's action Oct. 18, 1916):

To be Captains:

1st Lieut. K. Dayton  
1st Lieut. A. N. Volkhardt  
1st Lieut. R. B. Hough

To be 1st Lieutenants:

2nd Lieut. E. L. Duffies  
2nd Lieut. C. R. Breckinridge  
2nd Lieut. K. M. Reid  
2nd Lieut. H. C. Reed  
2nd Lieut. D. R. Merrill

To be 2nd Lieutenants:

1st Sergeant A. B. DeLaski  
1st Sergeant B. Y. Kinzey  
1st Sergeant R. S. Bennett  
Sergeant F. O. German  
1st Sergeant P. Vischer  
1st Sergeant D. Dargue

The Secretary, on behalf of the Committee on University Undergraduate Scholarships, recommended that the scholarships held by the following members of the classes of 1919 and 1920 be vacated, and the recommendation was adopted:



1919--C. R. Davis

T. B. Karp

D. Perlman

H. Saphir

1920--R. O. Hooker

The Professor of History, Professor Hull, on behalf of the committee (Professors Hull, chairman, George, Lyon, Sampson, Stagg) appointed to consider and report upon the method of awarding prizes, recommended:

"That a Committee on Prizes be constituted, to consist of three members, with power to hear and decide all disputes that may arise regarding compliance with the requirements for competition for any prize offered in the University at Ithaca."

On behalf of the committee, the Professor of History recommended further that in view of the possible need of considering additional changes, the committee be authorized to sit again, and the recommendations were adopted.

As such committee on prizes the President named the Secretary of the Faculty and Professors Hull and Stagg.

On behalf of the committee appointed to award the Guilford Prize (Professors Prescott, chairman, Monroe, Orth) the Secretary of the Faculty reported that the committee had awarded the prize to Mr. William E. Seely, a senior in the College of Arts and Sciences, who wrote under the pseudonym "John Sherwood", and the title of whose essay was "Concerning Youth."

The following resolution originally presented by the Professor of Romance Languages, Professor Keniston,



on January 10, was now introduced to the Faculty as the special order of this session:

"Resolved, That the question of discontinuing, or modifying by some form of examination, the present plan of admission by certificate be referred to a special committee of seven members, to be appointed by the President, which shall include the Registrar and the chairman of the Committee on Admission by Certificate."

At the request of Professor Tanner, chairman of the Committee on Admission by Certificate, and with the consent of Professor Keniston, mover of the resolution, the chairman of the Committee on Relations to Secondary Schools was substituted for "the chairman of the Committee on Admission by Certificate".

After an extended discussion the resolution was adopted without dissenting vote. As the committee provided for in the resolution the President named the following:

Professors Keniston (chairman)  
Thilly  
Snyder  
A.A. Young  
Kimball  
Bristol  
Registrar Hoy

On motion the Faculty adjourned at 6 p.m.

*W. A. Hammond*

Secretary.



Room C, Boardman Hall.

March 28, 1917.

Pursuant to the call of the President, the University Faculty met in special session at 4 p.m., with the President in the chair. Present: 160 members.

The minutes of the meeting of March 14 were read and approved.

The following resolutions, introduced by the President, were adopted by unanimous vote:

Resolved, That the University Faculty advises that the several Faculties recommend for graduation all members of the senior class in good standing, who would normally graduate in June, and who are enrolled, or who may enroll in the land or naval forces of the state or nation, and whose services require their absence from the University, or who, after approval by a committee of this Faculty, engage in industrial or other enterprises contributory to the efficiency or success of such forces.

Resolved, further, that the University Faculty recommends to the several Faculties that all other students who fulfill the same conditions be given a leave of absence without prejudice.

Upon motion the Faculty requested the President to name a committee provided for in the foregoing resolution, and as such committee the President named the following:

Secretary of the Faculty (chairman)  
Captain Thompson  
Professor Stagg  
" Barnard  
" Montgomery  
" Browne



Upon motion of the Professor of English, Professor Sampson, it was voted that the provisions above recited apply to those students who may become members of the American Ambulance Field Service on duty in Europe.

Upon motion the Faculty voted to recommend to the Faculty of the Graduate School that early examinations be arranged for such graduate students as would normally receive their advanced degrees in June, and who fulfill the conditions of public service recited in the foregoing resolutions; and to recommend further, that the residence requirement be waived as soon as such students have satisfied the other conditions for the conferring of their degrees.

The President presented a letter from Mr. Edward I. Tinkham, a student in the Department of Forestry, requesting that he be graduated as of the class of 1916, on account of work in the American Ambulance Field Service.

Upon motion it was voted to refer the letter to the College of Agriculture, with the recommendation that favorable action upon the petition be taken.

The Secretary, in behalf of the Committee on University Policy, reported the following recommendations in reply to the Faculty's request of February 14, 1917:



I. A student desiring to register after the close of Registration Day shall first pay a fee of \$5.

II. A student desiring to file his registration of studies after the date set by his college for filing the same shall pay a fee of \$2.

III. A student desiring to take an examination or other test for the removal of a condition (including the making up of a mark of "absent" or "incomplete") shall first pay a fee of \$2 for each condition or delinquency which he desires to remove.

IV. A student desiring to continue his University work after having been absent without excuse from his Dean from any class or exercise occurring during the first day immediately preceding or following the Thanksgiving, the Christmas, or the Easter Recess, shall pay a fee of \$2 for each day on which an absence occurred.

V. For reasons satisfactory to the Comptroller and the Registrar any of the fees mentioned in Nos. I, II, III, and IV may be waived in an individual case upon the recommendation of the Dean of the College concerned, if in his judgment the student's failure to comply with the regulation was due to ill health or other reasons beyond his control.

VI. Nothing in the above regulations shall be construed as preventing any college from imposing additional academic penalties or regulations.

VII. That the wording of a statement covering the fees and regulations which may be adopted and the methods for enforcing the same be referred with power to a committee consisting of the Secretary of the University Faculty, the Treasurer, and the Registrar.

Upon motion of the Professor of Law, Professor Woodruff, consideration of these recommendations of the Committee on University Policy was deferred until the next meeting of the Faculty.

On motion the Faculty then adjourned.

*W. A. Hammond*

Secretary.



Room C, Boardman Hall,  
April 18, 1917.

The regular session of the University Faculty was called to order by the President at 4 p.m.

The minutes of the session of March 28 were read and approved.

The regular order of business was suspended by general consent to permit precedence of matters relating to military and public service.

The following resolution, presented by the President, was adopted by unanimous vote:

WHEREAS, The University Faculty on March 28th adopted a resolution granting leaves of absence without prejudice as to residence, scholastic standing, or degrees to students of this University who may enroll in the land or naval forces of the State or Nation or in industrial or other services contributory to the efficiency or success of such forces, and

WHEREAS, The opportunities for military training afforded by the personnel, equipment, and facilities of the military department of Cornell University are superior to those obtainable in most other places in the country, and

WHEREAS, Training is now offered by the military department in such intensive form as to occupy either the whole or a considerable portion of the student's time and energies, and

WHEREAS, Cornell students taking military training in camps in other parts of the country have been excused from all University classes without prejudice as to residence, standing, or degrees, and

WHEREAS, Those students who take similar military training at Cornell University should not be discriminated against in that regard;



THEREFORE RESOLVED, That all students who indicate their intention to enter the land or naval forces of the United States, and who desire additional time in which to train for duties therein, be excused either from a part or the whole of their academic work as may be determined to be equitable and proper in each individual case by a special committee consisting of the Secretary of this Faculty, the Dean of the College in which the student is enrolled, and the Commandant.

The following resolution, presented by the President, was adopted by unanimous vote:

WHEREAS, The University Faculty on March 28th adopted resolutions granting leave of absence without prejudice as to residence, scholastic standing, or degrees to students of this University who may enroll in the land or naval forces of the State or Nation or in any industrial or other services contributory to the efficiency or success of such forces, and

WHEREAS, In view of the absolute necessity for the success and safety of the United States of an adequate supply of food stuffs ~~and~~ the President of the University has interpreted this resolution as including farm labor, and

WHEREAS, It is desirable that this interpretation should be adopted as the deliberate policy of the Faculty, and

WHEREAS, The President of the United States in a proclamation issued on April 16th has declared that "without abundant food, alike for the armies and the peoples now at war, the whole great enterprise upon which we have embarked will break down and fail," and that "upon the farmers of this country, therefore, in large measure rests the fate of the war and the fate of the nations," and that "hundreds of thousands of men otherwise liable to military service will, of right and of necessity, be excused from that service, and assigned to the fundamental sustaining work of the fields and factories and mines, and that they will be as much part of the great patriotic forces of the nation as the men under fire";

THEREFORE RESOLVED, That all students of this University who may enroll to do actual farm work for the purpose of increasing farm production are hereby declared to be included in the terms of the above mentioned faculty resolution of March 28th.



The Faculty having approved of the appointment of a further member to the Faculty's special Committee on Industrial Service, the President named Professor E. Blaker as a member of that committee.

Professor Kimball, on behalf of the special committee (Professors Kimball, chairman, Betten, Dennis, Fish, George, Sampson, Stagg, Thompson, <sup>G.</sup>Young, Hammond), appointed to consider the subject of Drill Schedule, presented the following resolution which was adopted:

RESOLVED, That military drill be offered from 2:30 p.m. to 5:30 p.m. on Monday, Tuesday, Wednesday, Thursday, and Friday, and that the requirement for all men assigned to military drill shall be one three-hour period per week instead of three one-hour periods as at present, the assignment to be made by the colleges so as to secure approximately the same number of men each period.

The matter of arranging details for carrying out the Drill Schedule, as provided for in the foregoing resolution was referred to the Committee for consideration and report.

In reply to a request addressed by the Secretary to the President for an interpretation of the phrase "without prejudice", the President sent the following letter which was presented for record:

"March 31, 1917.

My dear Professor Hammond:

Referring to your inquiry as to the interpretation of the phrase "without prejudice" in the resolution adopted by the University Faculty on Wednesday, the 28th inst., relative to leaves of absence for undergraduates enrolling in the land or naval forces of the State or Nation, et



cetera, I would say that my understanding is as follows: The object of the Faculty was to treat other undergraduates in substantially the same way as seniors, except that the latter are to receive their degrees. On the other hand, it can not have been the intention of the Faculty to relieve an undergraduate from work prescribed in his curriculum in the remaining years of his course.

It results from these two considerations that an undergraduate who now leaves the University for the purpose mentioned above, and who on returning is qualified to go on with the work prescribed by his College during his next year of study will be permitted to do so without conditions of any kind, just as though he had not been absent in the months of April, May, or June, 1917.

If, however, an undergraduate leaving the University this spring had been required to take some subject before the June Commencement on which the work of his following year of study depended, it will naturally be necessary for him to make up that subject, whether he does it in camp, or in summer school, or in any other way that he may find most convenient or that would satisfy his Faculty. Undergraduates in this latter class are, it is true, at a slight disadvantage in comparison with undergraduates in the former class. But this results not from the action of the University Faculty but from the nature of the curriculum of the College to which the student belongs.

Very truly yours,

(Signed) J. G. Schurman.

Professor W. A. Hammond,  
Secretary of the University Faculty,  
Goldwin Smith Hall, Campus."

The following communication was received from  
Professor Diederichs, president of the Athletic Council:

"April 17, 1917.

To the Faculty of Cornell University,

Gentlemen:

At a meeting of the Athletic Council held on the evening of April 16th, it was unanimously voted to abandon for this year all events connected with Spring Day over which the Association has any control. It



was further voted to notify the Faculty of the University of this action, leaving the Faculty free to make any other disposition they see fit regarding the holiday.

Yours very truly,

(Signed) H. Diedericks,  
President, Athletic Council."

It was thereupon moved and carried that Saturday, May 26, set apart this year as a holiday (Spring Day), be restored to the working days of the term. The Commandant, Captain Thompson, moved that in view of the restoration of May 26 to the calendar, May 5, Inspection Day, be made a holiday, and it was so voted.

The Professor of History, Professor Burr, on behalf of the Committee (Professors Burr, chairman, Jacoby, Prescott) appointed to select speakers for the Woodford Prize in Oratory, reported the committee's selection of the following:

George J. Hecht, Arts	New York City
whose oration is on "The New Philosophy".	
Gladys Marion Hess, Agriculture	Lyons Falls
whose oration is "A Challenge to the Girl of To-day."	
Harper Allen Holt, Law,	Ithaca,
whose oration is on "International Morality."	
Charles Frederick Probes, Arts	Elmira,
whose oration is on "Common Sense in Prison Reform."	
David Lewis Ullman, Arts	Buffalo,
whose oration is on "Evolution, the War, and the Future."	
Ying Ching Yang, Arts	Peking, China,
whose oration is on "China and the West."	



The Professor of English, Professor Prescott, on behalf of the committee (Professors Prescott, chairman, Pope, Mr. Long), appointed to award the J. T. Morrison Prize in Poetry, reported the committee's award of the prize to Mr. Samuel Wilson, a member of the senior class in the College of Arts and Sciences.

A communication from the College of Agriculture, dated April 7, 1917, recited that the Faculty of the College of Agriculture on March 28 had voted, at the request of the University Faculty, to recommend that the Board of Trustees confer the degree of Bachelor of Science upon Mr. Edward Ilsley Tinkham as of the class of 1916.

On March 7, 1917, the President appointed the following committee to consider the question of consolidating "the three one hour periods hitherto devoted to military training to one three hour weekly period":

Professor	Kimball (chairman)
"	Dennis
"	Fish
"	George
"	Sampson
"	Stagg
"	Thompson
"	George Young
"	Betten

On March 20, the President added to this Committee the Secretary of the Faculty.

The Secretary reported to the Faculty that on April 14 thirty-three undergraduates of Cornell University



had sailed from Boston for France, for work with the <sup>American</sup> Ambulance Field Service.

The President stated to the Faculty that it was his purpose to ask the Board of Trustees on April 21 to authorize him, on the recommendation of the special faculties, to issue diplomas prior to Commencement, in cases where students need such evidence of graduation because of their engaging in military or public service, and the University Faculty interposed no objection.

The Professor of Physical Training, Professor Young, moved that the question of the desirability or feasibility of setting aside one hour or one hour and a half in the afternoon for physical exercise be referred to the Faculty's special Committee on Drill Schedule, for consideration and report, and it was so voted.

The Secretary on behalf of the Committee on University Policy reported the following recommendations adopted by the committee in reply to the Faculty's request of February 14:

I. A student desiring to register after the close of Registration Day shall first pay a fee of \$5.

II. A student desiring to file his registration of studies after the date set by his college for filing the same shall pay a fee of \$2.

III. A student desiring to take an examination or other test for the removal of a condition (including the making up of a mark of "absent" or "incomplete") shall first pay a fee of \$2 for each condition or delinquency which he desires to remove.



IV. A student desiring to continue his University work after having been absent without excuse from his Dean from any class or exercise occurring during the first day immediately preceding or following the Thanksgiving, the Christmans or the Easter Recess, shall pay a fee of \$2 for each day on which an absence occurred.

V. For reasons satisfactory to the Comptroller and the Registrar any of the fees mentioned in Nos. I, II, III, and IV may be waived in any individual case upon the recommendation of the Dean of the College concerned, if in his judgment the student's failure to comply with the regulation was due to ill health or other reasons beyond his control.

VI. Nothing in the above regulations shall be construed as preventing any college from imposing additional academic penalties or regulations.

VII. That the wording of a statement covering the fees and regulations which may be adopted and the methods for enforcing the same be referred with power to a committee consisting of the Secretary of the University Faculty, The Treasurer, and the Registrar.

It was moved that the recommendations be adopted as a whole, and after being amended by the insertion of "term" before "examination" in the third section, they were so adopted.

On motion the Faculty then adjourned.

*W. A. Hammond*

Secretary.



Room C, Boardman Hall

May 9, 1917.

The regular session of the University Faculty was called to order at 4 p.m. by the President.

The minutes of the session of April 18 were read and approved.

The following resolution, adopted by the Faculty of the College of Arts and Sciences on April 13, was communicated to the Faculty by the Secretary:

"Resolved, that the recommendation of the University Faculty regarding students enlisting in the land or naval forces of the state or nation, or engaged in industrial or other enterprises contributory to the efficiency and success of such forces and the similar recommendation regarding those who become members of the American Ambulance Field Service on duty in Europe be adopted."

The following communication to Dr. John H. Finley, Commissioner of Education of New York State, was prepared by Professor Burr, at the request of the Secretary, and forwarded to Dr. Finley on May 2. On motion the Faculty approved the communication as its action:

"To the Universities of France:

By the hand of Dr. Finley the Faculty of Cornell University rejoices to send to the universities of our sister republic greetings of Cornell. With them she must now share the privations, the griefs, the lessons, of a great war for human freedom; and she hopes through him to learn so fully of their work in these dire years of travail that she can emulate their noble example of service and of sacrifice.

Ithaca, New York,  
May the second, 1917."



The Secretary presented the following minute (paragraph 16) from the records of the Board of Trustees under date of April 21, 1917:

"Trustee Moody presented a request that the title "Adviser of Women" be changed to "Dean of Women" and that the annual appropriation to cover the salary of the office be not less than \$5,000, and moved that Article 13 of the Statutes be amended by striking out the word "Adviser" whenever the same appears and substituting therefor the word "Dean"

It was Resolved that further consideration of the motion be deferred until the June meeting of the Board, that Mrs. Moody be invited to present the matter at that time, and that the question be referred to the University Faculty for an expression of its opinion."

The Professor of Philosophy, Professor Creighton, thereupon moved that the President be requested to appoint a committee of seven, to consider and report upon the question referred to the Faculty, and to secure if possible the opinions of the several special faculties on this subject, and it was so voted.

As such committee the President appointed

Professors Creighton (chairman)  
Kimball  
Thilly  
Mann  
Nichols  
Burdick  
Kerr

The Secretary presented the following resolution, adopted by the Finance Committee of the Board of Trustees on March 24, 1917:



"RESOLVED, That this Committee recommend to the Board of Trustees that the undergraduate scholarships be reduced from thirty-six to twenty-four, the reduction to begin with six the first year and to take effect with the year beginning July 1, 1918, unless, in the opinion of the President, it could fairly be commenced next year."

The Secretary of the Faculty, as chairman of the Committee on University Undergraduate Scholarships, notified the Faculty that a report bearing upon the resolution of the Finance Committee, had been prepared by the Committee on Undergraduate Scholarships, and that the same would be presented at the next meeting.

The following letters were presented by the President, and were ordered to be placed upon the records:

"The White House  
Washington

April 21, 1917.

My dear Dr. Schurman:

May I not thank you cordially for your letter of April 19th? I have read the resolutions with a great deal of interest, and I wish you would express to the members of your faculty, as well as to your student body, my genuine appreciation of this pledge of co-operation and support. Such assurances hearten me greatly.

Cordially and sincerely yours,

(Signed) Woodrow Wilson.

Dr. J. G. Schurman,  
President, Cornell University,  
Ithaca, New York."



"The Secretary of War  
Washington

April 23, 1917.

My dear Mr. President:

Let me thank you cordially for your note of April 19th, with inclosures from the Cornell Daily Sun.

After reading what you are doing at your great institution, I should hesitate to advise you to do anything different from what you have already so well begun.

Sincerely yours,  
(Signed) Newton D. Baker  
Secretary of War.

Dr. J. G. Schurman,  
President, Cornell University,  
Ithaca, New York."

"Navy Department  
Washington

23 April, 1917.

Mr. J. G. Schurman, President,  
Cornell University,  
Ithaca, New York.

Sir:

I am pleased to acknowledge receipt of your letter of April 19, 1917, enclosing copy of the resolutions which were unanimously adopted by the University Faculty, and placing at the disposal of the Government not only the student body, but also the teaching body, with its great variety of scientists and experts.

The patriotic spirit which prompts you and other Americans to volunteer for service in case of need is highly appreciated.

Your letter will be recorded in the Bureau of Supplies and Accounts, so that you may be called upon in the event that such be necessary.



Thanking you for this evidence of your willingness to co-operate at a time of possible national stress, I am

Respectfully,

(Signed) Josephus Daniels  
Secretary of the Navy."

"State of New York  
Executive Chamber  
Albany

April 23, 1917.

Honorable Jacob Gould Schurman,  
President, Cornell University,  
Ithaca, New York.

My dear Mr. President:

I write to acknowledge, with thanks, the receipt of yours of April 20th. I am more than interested, as you know, in the work which is being done in Cornell, and so finely done, in the way of preparedness for National defense.

With kindest personal regards, and best wishes,  
I am

Most cordially yours,

(Signed) Charles S. Whitman"

On recommendation of the Faculty's Special  
Committee on Industrial Service, the following resolutions  
were adopted:

Whereas, Ample time has been granted students of the University to apply for leaves of absence for engaging in industrial service, under the provisions of the Faculty's resolution of March 28, and

Whereas, The amount of service that could, under ordinary circumstances, be rendered between the dates of May 10 and June 21 does not justify the issuance of leaves of absence between those dates, therefore,

Resolved, That the provisions adopted on March 28 concerning industrial service contributory



to the success of our land and naval forces be withdrawn, and that no leaves of absence for this purpose be granted after May 10, except as provided for in the following resolution;

Resolved, That the Faculty's special committee on industrial service be authorized to approve leaves of absence for industrial service after May 10 only in cases of extraordinary merit<sup>or</sup> urgency;

Resolved further, That the University Faculty request the special faculties to continue to extend until the close of the present academic year, to students in good standing, the privileges recommended by this Faculty on March 28 for enlistment in the land or naval forces of the state or nation;

Resolved further, That after this date only those students who have definitely arranged to enter the land or naval forces before the end of the current term be allowed to substitute military training for academic work.

On motion the Faculty requested the President to call a special evening session, the date to be left to his discretion, to consider the following matters, and such other business as may be brought before it:

1. The title and status of the Adviser of Women, referred to the Faculty by the Board of Trustees;
2. Report of the Committee on Alumni Inquiry Regarding the Recognition of Scholarship;
3. Report of the Committee on Undergraduate Scholarships;
4. The election of a successor to Professor Comstock as Faculty Representative on the Board of Trustees.

On motion the Faculty adjourned at 4:50 p.m. to listen to the President's address at the Schoellkopf Stadium and to pay tribute to those members of the Faculty and undergraduates who are leaving the University for military service.

*W. E. Hammond*

Secretary.



Room C, Boardman Hall,

June 11, 1917.

Pursuant to the request of the Faculty on May 9, the Faculty met in special session at the call of the President at 7:30 p.m. The Professor of Statistics, Professor Willcox, was elected chairman.

On behalf of the Professor of Public Speaking, Professor Winans, the Secretary reported the following award of prizes:

The '86 Memorial Prize awarded to Miss Marion Langsworthy White, a junior in the College of Arts and Sciences;

The '94 Memorial Prize awarded to Jacob Gould Schurman, Jr. a senior in the College of Arts and Sciences.

The Department of Chemistry notified the Faculty of its award of the George Chapman Caldwell Prize to Bert Haring Carroll, a senior in the College of Arts and Sciences.

The Secretary informed the Faculty that the committee (Professors Brauner, Sampson, Hammond, chairman) had awarded the Frances Sampson Fine Arts Prize to Mr. F. T. Sutton, a sophomore in the College of Arts and Sciences.

The following promotions in the Reserve Officers Training Corps, effective April 1, recommended by the Commandant, were approved:



To be 1st Lieutenants:

2d Lieut. W.B. Greenwood vice Pefley, commissioned in  
U.S. Marine Corps;

2d Lieut. T.H. Parke vice Schutte granted leave of  
absence;

2d Lieut. W. L. Mayer vice Breckinridge granted leave  
of absence.

To be 2d Lieutenants:

1st Sergt. H. T. Deeds vice Conant granted leave of  
absence;

1st Sergt. C. W. Roof vice Greenwood promoted;

1st Sergt. G. B. Corby vice Parke promoted;

1st Sergt. H. E. Hogle vice Mayer promoted.

To be Drum Major:

Corporal J. H. Bishop vice Duckham commissioned in U.S.  
Marine Corps Reserve.

The President notified the Faculty of his appointment  
of Professor G. L. Burr as a member of the University Faculty  
Committee on Prizes vice Professor C. H. Hull, absent on leave  
for the remainder of the present academic year.

The following communication, (dated May 14, 1917) was  
received from the Faculty of the College of Arts and Sciences:

"It was moved by the Professor of Physical  
Training, Professor Young, that the Faculty recommend  
that the hour from five to six in the afternoon be kept  
open so far as possible for the purpose of recreation  
and exercise, and the motion was carried."

The following recommendations, made by the College  
of Civil Engineering, were approved:



The award of the Fuertes Medal for Graduates to Mr. Frederick William Scheidenhelm, A.B. 1905, C.E. 1906, for his paper entitled "The Reconstruction of the Stony River Dam";

The award of the Fuertes Medal for Undergraduates to Mr. Samuel John Leonard, C.E. '17, for the highest rank in scholarship in the present senior class in the College of Civil Engineering.

The Professor of Philosophy, Professor Creighton, on behalf of the special committee (Professors Creighton, chairman, Burdick, Kerr, Kimball, Mann, Nichols, Thilly) appointed to consider and report upon the title and status of the Adviser of Women, referred to the Faculty by the Board of Trustees, submitted the following report:



The Committee of the University Faculty appointed to consider questions referred to the Faculty by the Board of Trustees for an expression of opinion, in regard to a proposed office of Dean of Women, recommends that the Faculty adopt the following Report, and that this Report be transmitted to the Board of Trustees.

Charles C. Burdick

Abraham T. Kerr

Dexter S. Kimball

A. R. Mann

EDW. L. Nichols

Frank Thilly

J. E. Creighton (Chairman)



The University Faculty, at its meeting of May 9th, 1917, received from the Board of Trustees a communication consisting of the following minute from the records of the Board under the date of April 21st, 1917 :-

'Trustee Moody presented a request that the title "Adviser of Women" be changed to "Dean of Women" and that the annual appropriation to cover the salary of the office be not less than \$5000, and moved that Article 13 of the Statutes be amended by striking out the word "Adviser" whenever the same appears and substituting therefor the word "Dean".'

'It was Resolved that further consideration of the motion be deferred until the June meeting of the Board, that Mrs. Moody be invited to present the matter at that time, and that the question be referred to the University Faculty for an expression of its opinion.'

Upon motion, the University Faculty voted to request the President to appoint a committee of seven, to consider and report upon the question referred to the Faculty, and to secure if possible the opinions of the several special faculties on this subject.

As such committee the President appointed Professors Burdick, Kerr, Kimball, Mann, Nichols, Thilly, and Professor Creighton as chairman.



The Faculty's Committee devoted five sessions to a consideration of the questions involved in the communication from the Board of Trustees. At one of these meetings, the Committee had the advantage of conferring with women who hold professorships in the University. The Chairman of the Committee conferred also with the President and the Secretary of the Ithaca Cornell Alumnae Club, and obtained from them for the use of the Committee a considerable number of documents containing copies of resolutions and informal expressions of opinion from Cornell Alumnae Clubs and individual alumnae of other cities and of letters bearing on this subject from Presidents and Deans of Women in various institutions, and also information regarding the functions of the office of the Dean of Women and the salary attached to it elsewhere. At the request of the Committee, there was also placed before it letters and papers extending over a considerable number of years from the files in the President's office. The members of the Committee, in studying this subject, took occasion to read, in addition, certain books and articles dealing with the questions on which they were requested to report. The Committee, as instructed by the Faculty, invited an expression of opinion from the Faculties of the several colleges, and received the replies which are herewith appended.



After receiving the Report of its Committee on June 11, 1917, the University Faculty adopted the following as its expression of opinion :

The University Faculty, in accepting the invitation of the Board of Trustees to express its opinion in regard to the resolutions that have been cited, begs to point out in the first place that the proposals involved in these resolutions suggest changes in the educational policy and organization of the University of a fundamental and far-reaching character. Since 1872, when the University was opened to women students, it has been assumed that women as students do not constitute a separate class: that, on the one hand, all the opportunities and privileges of the University should be open to them, and on the other, that the educational needs of men and women alike can be met by the organizations of teachers and administrative officers that constitute the several colleges and divisions of the University. The Faculty believes that the correctness of this theory has been demonstrated by the experience of forty-five years of co-education at Cornell University. The resolutions before the Board of Trustees imply a quite different view. The Faculty fears that their adoption would be the first step toward the educational segregation of women, and might involve the organization of a separate college and the provision of at least some separate teachers and courses for women students. The University Faculty is convinced that such a step would have the most unfortunate consequences for the future education of



women at Cornell University, being based upon the assumption that women, in their capacity as students, form in some sense a dependent class which requires especial direction and support.

The Faculty is of the opinion that it is undesirable to change the title of the Adviser of Women to that of Dean of Women. At Cornell University the title of Dean is rightly reserved for the administrative officer of a Faculty. A Deanship without a Faculty would involve a serious confusion of terms. But the question has more than a verbal significance. The proposal before the Trustees, to create the office of Dean of Women and to appropriate for it a salary of "not less than \$5000", is seriously disturbing, since it seems to indicate that the responsibility of directing the education of women students and determining its character is in a large measure to be assigned to a single person. Certainly the title and salary proposed seem to justify such an assumption in regard to the function of the office in question. Quite apart from the conflict with the authority of the Faculties which such a policy would inevitable involve, the theory upon which it is based, that any one person -whether man or woman - may rightly claim authority as an expert on woman's education, is one to which this Faculty is not ready to give its assent.

The strongest arguments in support of the proposed change appeal to the title and nature of the office as it exists in other



institutions. The Faculty sympathizes with the desire that has been expressed by many of the alumnae that the position of women students at Cornell should not be less advantageous than that of women at other educational institutions of equal rank throughout the country. While, however, it is anxious to improve the educational opportunities for all its students, it is not convinced that the women students at Cornell suffer any disadvantages, either educational or social, as compared with the women in the institutions which are oftenest cited in comparison. Moreover, the Faculty is of the opinion that the problems which the presence of women in the University involves, can best be met by developing gradually, as need arises, the agencies and arrangements at present existing in the University, rather than by copying the system in vogue at some other institution. To introduce an entirely new method of dealing with these problems by centralizing authority and jurisdiction in a single individual, would appear to the Faculty not only unnecessary, but also inconsistent with the traditional policies of the University.

It is a mistake to suppose that in the development of educational opportunities the Trustees and Faculties have failed to consider the needs of all the students of the University. There is no ground whatever for the statement that the organization and course of study at Cornell ignore the educational interests of women. If there has been little thought given to the interests of women as women, it is equally true that the interests of men as



men have not been considered. The criticism is itself based on the assumption that there is one kind of education for women and another for men. The co-educational principle, on the other hand, to which the University is committed, assumes that there is no question of sex in university education. Moreover, this appears to be also the theory on which the separate colleges for women have generally proceeded. A writer in the Alumni News pointed out, a year or two ago, that the provisions for women's education at Bryn Mawr, Vassar, Wellesley, Smith, and Mount Holyoke, in all of which institutions at least a considerable proportion of the instructing staff is composed of women, are essentially the same as those afforded by the College of Arts and Sciences at Cornell. If all this theory and practice are mistaken, it is not sufficient to create the office of Dean of Women; the remedy is to be found only by establishing a separate college with special courses ----- a special intellectual dietary, as it has been called ----- adapted to the constitution and demands of women.

In carrying out the co-educational principle, on the contrary, the Faculties have attempted to deal with all students, men and women alike, simply as students having certain interests



and purposes which they desire to develop and realize. It is true that there are colleges and departments of the University in which the great majority of students are men, and at least one department - that of Home Economics - where the great majority are women. But such groupings are from an educational point of view merely incidental, and are likely to change materially as time goes on. In all, or nearly all divisions of the University, various opportunities, both formal and informal, are afforded by which women as well as men obtain advice, not only in regard to the selection of studies from term to term, but also in respect to their more general educational and vocational plans. Students confer regarding their studies each term with a member of the Faculty. In various ways, also, both formally and informally, women as well as men are assisted in obtaining positions on leaving the University. In the case of women who have pursued special studies in any field - undergraduates as well as graduates - this assistance is usually given in a personal way by some teacher or teachers in that field. Of a more formal character is the assistance rendered by the Bureau for obtaining positions for teachers, especially in the schools, which is conducted by Professor Bristol in connection with his work as the representative of the University in its relations with the schools of the State. Through the assistance of this Bureau a good women each year secure positions as teachers, and obtain suggestions which are useful to them in preparing for this profession. A letter



from Professor Bristol to the Chairman of the Committee, giving some account of the work carried on, appears at the end of this Report. The interests of women who take the course in Home Economics are especially cared for by the members of that department. In addition, the Trustees, acting upon the recommendation of the Faculty of the College of Arts and Sciences, established "A Bureau of Guidance and Recommendation whose function shall be to acquaint women with the possibilities already at hand in the University for vocational training, as well as to inquire into the opportunities open to them in various fields other than teaching, to assist them in securing positions, and to make to the various Faculties such suggestions as experience may prompt." This Bureau is made up of one representative from each of the following colleges, Arts and Sciences, Medicine, Agriculture, and Architecture, together with the Adviser of Women and a representative of the Alumnae. The Chairman of the Bureau, Professor Merritt, at the request of the Committee, has described briefly the scope of the Bureau's activities in a letter which is herewith appended.

It is evident that many of the functions which at one University or another are centered in a single officer, are at Cornell performed partly by agencies such as those described above, and partly through personal relations between teachers and students. However satisfactory a system of centralized authority in dealing with the interests of women students may be considered



elsewhere, the Faculty believes that the more varied and flexible ways of giving advice and assistance to students that have already been described are more in harmony with the democratic spirit of the University and with the diverse needs of students, and should not be abandoned.

In the judgment of the University Faculty, the best educational interests of its women students would be hindered rather than advanced by the appointment of an officer whose function would be to supersede the existing agencies for guidance and assistance. The Faculty recognizes, however, that the presence of women in the University gives rise to problems which are of such nature as to render desirable the supervision and counsel of a woman. These problems are not in themselves educational, but arising as they do in a University, they of necessity touch closely educational affairs. It is for this reason that the Adviser of Women has been given a seat in the University Faculty and appointed a member of the Committee on Student Affairs. But no woman who possesses the scholarship and intellectual interests essential to qualify her for a seat on the Faculty, and to give her the necessary standing with colleagues and students would be content to devote her whole time and thought to such matters. Nor would this seem necessary, if the questions directly concerned with education remain in the hands of the Faculties, and if the other agencies for affording advice and assistance to students continue to do their work, as at present. The various duties and services of the position of Adviser of



Women, though difficult to define or specify, are recognized as of great importance; but it is believed that they may be regarded as in some way comparable in amount with the administrative work that is at present carried on by members of the Faculty who are also actively engaged in teaching and research. For this reason, the Faculty believes that the duties of the office of Adviser of Women can be performed most successfully by a woman who has some other work and interest in the University. Several administrative officers of the Faculty who have been brought closely into contact with the work of the Adviser of Women during the present year, have expressed the opinion that the existing arrangement, whereby the duties of the office have been discharged by the medical officer in charge of the health of women students, has had most satisfactory results. If it were thought undesirable permanently to combine the duties of these officers, the Faculty believes that there would be many advantages in having a woman who is a teaching member of the Faculty assume the functions of this office, just as under our system members of the Faculty from time to time assume forms of administrative work. For apart from matters of health, the most important opportunity which this position affords for service to women, is in the way of stimulating scholarly ideals and the spirit of study for which the University exists.

It would, however, be advisable to sanction an ar-



rangement by which the important work of teaching and research should become in this case a mere incident in the many details of an administrative or social office, or should be in any way subordinated to these lesser interests. Moreover, it would, in the judgment of the Faculty, be a serious mistake to bestow the title of a professorship upon the Adviser of Women for the sake of adding prestige to her office: she, like all others, <sup>should</sup> be given the rank and title as a member of the instructing staff only on the basis of her achievements as a teacher and investigator. As a member of the Faculty, her relation to educational questions would be the same as that of any other member. If she be also a teacher, she will naturally have the same rights and privileges in the Faculty of the special college in which she gives instruction as her colleagues of equal rank and attainments. Neither as a member of the University Faculty, nor as a member of any college Faculty should she have, in virtue of her office as Adviser, any special jurisdiction over questions affecting the education of women students.

The proposal to appropriate for the office of Dean of Women a salary of "not less than \$5000" may at first sight appear to be a question with which the Faculty has no direct concern. The Faculty is, however, interested that an adequate ratio or proportion should be maintained in the salaries paid



to its members, and expresses the opinion that the adoption of the above mentioned proposal would be a violation of this principle. Furthermore, the amount of the salary which the resolutions before the Trustees propose to attach to this office is of interest to the Faculty since it indicates a view of the functions and jurisdiction of the office which the Faculty believes would lead to consequences that are entirely opposed to our educational traditions, and that would be especially unfortunate for the future of women's education at Cornell University. In the opinion of the Faculty, the question of the proper salary for this office should be decided according to the same principles which are applied to determining the salaries of men. If the woman appointed to discharge the duties of Adviser of Women combines with these the duties of another position, she should receive for the latter the rank and salary to which her attainments entitle her; and, for the former duties such additional compensation as may seem to the Trustees proper in relation to the amounts paid to men for a comparable amount of administrative service.

The movement among certain of the alumnae that has resulted in the resolutions regarding which the University Faculty has been asked to express its opinion has had as its



object, to provide better educational opportunities for women at Cornell, and to improve and dignify their position in the University. With these purposes the University Faculty is in hearty sympathy. It questions, however, as do many of the alumnae who have intimate experience with educational matters, whether the steps proposed would help towards the attainment of the desired ends. To concentrate attention on the office seems to the Faculty to be in principle a wrong method of procedure. It is through the achievements of women students, not through the title and emoluments of a particular office, that the position of women in the University is to be dignified. Co-education has been made a success at Cornell University by the opportunities which it has offered to women to work on equal terms with men, and by the splendid performance <sup>of women</sup> ~~which~~ <sup>who</sup> of intellectual ability and serious purpose ~~which~~ have made their influence felt in various fields of scholarly achievement and social usefulness.

To claim that women in the universities constitute a separate class educationally, and that in their capacity as students they require special guidance and assistance, is surely to abandon the co-educational principle. Such a doctrine seems to the Faculty reactionary. It would be unfortunate if Cornell University, which was one of the pioneers in regard to women's education, should decide upon such a backward step,



especially at a time when throughout the world the doors of the older universities are rapidly being opened to women on the same terms as to men. Such a step would be justifiable only if it were decided that Cornell can no longer maintain her place among the Universities of the world, but must devote herself to a different kind of education which involves the training of students of less intellectual maturity and seriousness of purpose.

The conclusion of the foregoing discussion may be summarized in the following propositions:

1. The co-educational system, to which Cornell University is committed, assumes that women do not constitute a separate class educationally: and accordingly that it is not desirable or necessary to entrust their education to a separate Faculty, or to appoint a Dean or Director of women's education.
2. It is undesirable to change the title of Adviser of Women to that of Dean of Women.
3. It is undesirable to attempt to solve the problems which the presence of women in the University involves, by ignoring existing conditions, and copying the system in vogue at some other institution.
4. The determination of education policies, and the educational direction of all students, both men and women, should remain in the hands of the Faculties.



5. It is highly desirable that the Adviser of Women should be an active teacher of experience and reputation in her profession, or that (as at present) the position should be filled by a woman who is also the medical officer in charge of the health of women students.

6. The Adviser of Women should ex officio be a member of the University Faculty, and when a member of the instructing staff of one of the colleges of the University, she should also be a member of the Faculty of that college.

7. The relation of the Adviser of Women to educational matters should be the same as that of any other member of the University Faculty; but she should not ex officio have any jurisdiction over educational policies, and should not in virtue of that office have any responsibility for the education of women students.

8. It would not be in accordance with the present scale of salaries at Cornell to appropriate so large an amount as \$5000 for this position.

#### Appendix I

##### Expressions of Opinion from the Faculties of the Several Special Colleges.

In following the instruction of the University Faculty "to secure if possible the opinion of the several special Faculties" on the subject of the foregoing report, the committee transmitted to these Faculties the following



questions with the suggestion that these might possibly prove of service in the formulation of the views of the Faculties. In some of the communications received in response the form of answer has been influenced by these questions:-

1. What opportunities are now afforded in your College to women students (or would be open to such students if any were registered in your College) to obtain advice and guidance regarding their studies?
2. In so far as the educational work of your college is concerned, in what sense, if at all, do women students constitute a special class with special educational needs? Should there be an officer of the University charged with the duty of adapting the curriculum to the special needs of the women students?
3. If a Dean of Women were appointed, as is contemplated by the resolution introduced into the Board of Trustees, in what specific ways would it be possible for her to render assistance to the Faculty of your College in regard to the education of its women students?
4. If such an officer were appointed, how should her function and jurisdiction in educational matters be defined in relation to those of the Faculty of your College? Should she be a member of the Faculty? Should she have power to act independently of the Faculty and of the special advisors taken from the Faculty?

Faculty of Arts and Sciences  
May 23, 1917.

RESOLVED:

1. The Faculty believes that in the College of Arts and Sciences the question of recognizing in the curriculum special educational needs, whether of women or men, should be discussed and determined only as a part of the larger problem of the nature and purposes of that curriculum.



2. That the Faculty deems it very undesirable that the present system of academic advisers, in accordance with which men and women receive equal consideration, be modified so as to entrust the special function of advising women with respect to their academic work to any one person.

3. That in view of the long-standing usage at Cornell in respect of the title of Dean, the creation of the title of Dean of Women would be undesirable.

Faculty of Sibley College  
May 16, 1917.

"Resolved that it is the opinion of this Faculty that the title of Dean should be reserved for the executive heads of the several Colleges and should not be used for the administrative officers not directly connected with educational work; and that the work of advising all students concerning the educational work of the College can be effectively accomplished only by the Dean and the Faculty of the College."

The Faculty of the College of Civil Engineering  
May 25, 1917.

Resolution passed identical with that given above from Sibley College.

Faculty of the College of Law  
May 24, 1917.

1. The opportunities afforded in the Law School to women



students to obtain advice and guidance regarding their studies are the same opportunities as are afforded to men students in the school. Any student is free to consult the Dean, or any other member of the faculty, for advice or guidance with respect to studies or anything else. There are, however, certain designated matters as to which, under the faculty rules, the student is to consult the Dean or the Secretary.

2. In the educational work of the Law School women in no sense constitute a special class with special educational needs. There should positively not be an officer of the University charged with the duty of adapting the law curriculum to the special needs of women students. The law curriculum is technical and professional, and all of it is prescribed by the Law Faculty from the technical and professional point of view. It is obvious, therefore, that no officer of the University, other than a professionally educated lawyer, should have a voice in the content or arrangement of the curriculum.

3. In no way that occurs to the members of the Law Faculty would it be possible for a Dean of Women to aid the Law Faculty in regard to the education of its women students. The primary aim of the work in the Law School is to fit students for the practice of law. It is not easy to discover any way in which a Dean of Women could render assistance in devising or



administering the work of the Law School, with any special or particular reference to women law students.

4. If a dean of women were appointed her function and jurisdiction in educational matters having reference to the form and administration of the law curriculum would be defined as non-existent. It is apparent from the answers to all of the foregoing questions that there is no reason why she should be a member of the law faculty; no more than should any other person who may have social, parental, or other relation to our students. Most emphatically should she have no power to act independently of the law faculty, or of its special advisers, in any matter relating to the content or administration of the law curriculum.

#### Faculty of Architecture

May 30, 1917.

"Resolved: That the courses in Architecture are definitely technical, therefore the women students do not constitute a special class. The present status of the Adviser of Women as defined in Article XIII of the Statutes seems to us satisfactory and we desire no change in the duties assigned to the office, though we see no objection to the proposed change of titles if such change will make the position



more attractive to a woman of high attainments."

Faculty of the College of Agriculture

June 6, 1917.

Whereas, the title of Dean as accepted at Cornell implies the educational headship of a faculty, and

Whereas, the position of adviser of women students carries with it no comparable responsibilities, therefore

Be it resolved, that the Faculty of Agriculture does not favor changing the title of Adviser of Women to that of "Dean of Women".

While it is the judgment of the Faculty of Agriculture that the duty of advising students whether men or women in educational matters is a primary function of the Faculty, which cannot be delegated to any officer acting independently, it is nevertheless believed that the adviser of women should be closely in touch with the work and legislation of the Faculty. We, therefore, at this time call attention to the action of the Faculty of Agriculture, on May 1, 1912, recommending that the Adviser of Women be given a seat in the Faculty of Agriculture.

New York State Veterinary College

June 5, 1917.

In reply to your letter of May 31 relative to the



Dean of Women, I have submitted your letter and list of questions to the members of the Faculty and have had them indicate on a slip their feeling individually rather than to call a meeting of the Faculty. The answers to the questions you raise are practically unanimous as follows:

1. Opportunities are afforded to all students in this College to obtain advice and assistance in regard to their studies from the Dean and other members of the Faculty.

2. In so far as the educational work of this College is concerned, it is not believed that women constitute a special class with special educational needs, or that it is necessary to appoint a special officer to adapt the curriculum to the special needs of women.

3. If such an officer were appointed she would not be able to render any assistance to the Faculty of this College in the education of women students.

4. It is believed that if a Dean of Women were appointed she should have no jurisdiction whatever over the curriculum. She should not be a member of the Faculty and she should not have power to act independently of the Faculty.

We have graduated but one woman. We have had several enter the course who did not go beyond the second year. A woman has applied for entrance this fall and she apparently intends to finish the course. We believe that the Dean of the College and members of the Faculty are the proper advisers regarding the college course. We believe that the present arrangement of having a medical adviser and adviser is most desirable but we do not feel that the women should have a special Dean any more than that the men should have such an officer.



Medical College Faculty  
May 29, 1917.

In reply to your letter of May 26 asking the opinion of this faculty in regard to the proposed appointment of a Dean of Women at a salary of not less than \$5000, I beg to report that the Faculty of the Ithaca Division of the Cornell University Medical College voted that it is their unanimous opinion that the appointment of a Dean of Women is unnecessary and inadvisable.

In answer to the four specific questions addressed to the faculty, the faculty desire the following statement made:

1. The present opportunities for women students to obtain advice and guidance regarding their studies is full and satisfactory.
2. That in the work of this college, the women students do not constitute a special class with special educational needs; the second part of this question is answered with "no".
3. That the faculty knows of no specific ways in which it would be possible for her to render assistance, etc.
4. That the faculty sees no point of contact in educational matters between her function and jurisdiction and those of the faculty of this college.

Appendix II.

Letters from the University's Representative in Matters Relating to the Schools of New York State, and the Chairman of the Bureau of Guidance and Recommendation.



June 11, 1917.

Professor J.E.Creighton,

Morrill Hall.

My dear Professor Creighton:

In looking over the files in this office, I find that 756 women have registered their names here as candidates for teaching appointments during the 15 years that I have had charge of the work. In addition to this, I have in person interviewed and assisted a considerable number of our students and graduates who have not registered their names in the office.

In addition to this direct connection with obtaining positions, I advise young women who consider teaching a about the combinations of subjects most usually made in assigning a teacher to work, and in general try to give the best "educational guidance" which my knowledge and experience with secondary schools and school practice make possible. This advice can not wisely be based on theories alone. I feel that direct observation of the administration of our secondary education forms the only safe guide.

When it comes to highly specialized positions like professorships in colleges, I feel that the heads of departments in the University are the proper ones to give or withhold a recommendation, and further that these department heads are the only persons who can, or should attempt to direct the work of more advanced students.



During the last few years, there has been a good deal of discussion about various lines of professional work for women. Distinct efforts have been made now and then to dissuade college students from looking forward to teaching. While it is true that the opportunities for professional work are more varied in kind and more numerous than ever before, educational work, in my judgment, offers a larger opportunity for the great majority of our college bred women. Teaching has become standardized as scarcely any other of these occupations. The kind of preparation for it is reasonably fixed, and employment is fairly certain. Of course, here as elsewhere, the best places call for a combination of personal characteristics and mental acquirements beyond the average. There is, however, a steady demand of women of fair ability, energy, and industry. Each year sees a larger of really leading positions in educational work open to women. With the steady advance in child study, and with the recognition of the all important value of the training given in the earlier years of school life, the opportunity for young women of determination and devotion is finer than ever before.

It is true that the fresh college graduate, who drifts into teaching without a fixed purpose, is less wanted in education than ever before. Lack of success in individual cases of this kind has possibly led to an unfair judgment of the possibilities of the profession. But this holds true for men as well. Teaching like other professions demands a specific



preparation, without which it can rarely be made a success. The time when teachers acquired their professional knowledge entirely at the cost of the first schools in which they worked is fast passing away.

Sincerely yours,

George P. Bristol.

June 9, 1917.

Professor J.E.Creighton,

Morrill Hall.

Dear Professor Creighton:

In response to your inquiry regarding the organization and work of the Bureau of Vocational Guidance and Recommendation for Women, I have prepared the following brief statement:

The Bureau was organized in October 1915 as the result of a recommendation which originated, I believe, in the Faculty of Arts and Sciences, the following being at that time appointed by the President as members of the Board:- the Adviser of Women (ex-officio); Professor Chamberlain, College of Architecture; Dr. Kerr, Medical College; Professor Rose, College of Agriculture; Miss Ethel Stebbins, representing



the Alumnae; Professor Merritt, College of Arts and Sciences, chairman.

The adviser of women has always acted as Secretary of the Board.

I regret that I do not have at hand the exact wording of the resolution under which the Board was established. The Board had felt, however, that the term "Vocational Guidance" was intended to mean assistance of a general character in connection with vocational training, rather than individual advice to students as to the details of their own curriculum.

The Board has recommended the continuation each year of the plan of vocational conferences for women which had been started several years ago. The general idea of these conferences is to bring to the University speakers who will give information regarding various vocations that are open to women, so as to give the students an opportunity of knowing the advantages and disadvantages of the different vocations and the general nature of the preparation that is called for in each case. With the same object in view the Board had planned to get together small reference libraries dealing with women's vocational training and to place these at several points where they will be easily accessible, for example, in the Library, in Sage College, and in Prudence Risley Hall. In one or two cases the Board has consulted with members of the University Faculty who were contemplating the establishment of more or less definitely outlined courses of



nitely outlined courses of vocational training for women; and if circumstances seemed to make it appear desirable, the Board would doubtless offer recommendations in regard to such courses to the Faculty.

Through its Secretary, the Adviser of Women, the Board will in all likelihood develop in the near future some plan for assisting students in obtaining positions. It is not felt that it would be advisable to establish anything in the nature of an employment bureau, but rather to systematize the collecting of information and recommendations in regard to students, and especially to be prepared to give students information as to the best procedure in looking for positions.

The work of the Bureau has not progressed very far in the year and half since it was organized. I feel, however, that the opportunities for usefulness are considerable. From the nature of the case, the policy of the Board and the manner in which its work is carried out must be determined very largely by its Secretary, the Adviser of Women. In my opinion the Board may be looked upon as having two chief functions: (1) To assist the Adviser of Women in developing a broad policy by associating with her representatives of different branches of the University, (2) To afford a means of connection and cooperation between the adviser of women and the faculty of the different colleges.

Hoping that this hurried statement of the situation ~~may~~ will be of use to you, I am

Yours very truly,

Ernest Merritt.



On motion the eight recommendations formulated as a conclusion to the report were adopted. The following resolution was then introduced:

Resolved, That the report as a whole be adopted, and that it be submitted through the President to the Board of Trustees, with the suggestion to the President that it be printed, if in his judgment this seems advisable, and the resolution was carried unanimously.

The Professor of Ancient History, Professor Sill, on behalf of the special committee (Professors Barnard, Bogert, Hitchcock, Jacoby, Rowlee, Sill, chairman) appointed to consider and report upon the Alumni Inquiry Regarding the Recognition of Scholarship, submitted the following report:



## Report of a Committee of the Cornell University Faculty on the Alumni Inquiry Regarding the Recognition of Scholarship

The question which this committee was instructed to consider was first raised by the Board of Directors of the Associate Alumni, when, on March 31, 1916, it voted to offer to the Faculty the assistance of its organization in securing recognition for unusual excellence in scholarship on the part of students of the University and asked the Faculty to suggest means whereby such recognition could be made most effective. This action was approved by the second annual Forum of the Alumni. The committee was appointed by the Faculty to consider the question thus raised and to recommend such action as might form a suitable response to the inquiry from the Alumni.

In reply to a request for advice and assistance, a number of communications have been received from alumni, from members of the Faculty, and from students. Some of these have been printed in the *Cornell Alumni News* or in the *Cornell Daily Sun*. To the editors of these journals and to all others who have favored it with their coöperation the committee desires to express its gratitude. At the suggestion of the President of the University, the committee also held a conference in his office with him and with members of the Faculty from whom communications had been received.

The committee has felt that public discussion of its problem might have more effect than any formal action which it might recommend. The discussion has taken a wider range than was originally contemplated. It has developed into a consideration of means for the promotion, whether by the alumni or by the Faculty, of a more active participation by our students in the higher life of the University. The committee has felt that it could not ignore these wider aspects of the question to which it was instructed to formulate a reply. It will not attempt to do justice to the communications which it has received but it will take the liberty to quote from some of them and to print some of them in the appendix to this report.

The committee finds itself in entire agreement with all those who believe that what is needed is a change of heart rather than new devices. It calls attention to the letters from Mr. Newman and Professor Creighton, appended to this report (pp. 20, 21). It is further of the opinion that, while no significant improvement can be effected without such a transmutation of values as these gentlemen demand, yet it may be possible for the Faculty and for the alumni, if their hearts be set in the right direction, to assist this essentially spiritual process by bringing their



influence to bear upon our students in the form of specific incentives to the development and demonstration of intellectual power. This was apparently what the alumni had in mind who offered to the Faculty their assistance. It is what Professor Willcox has in mind, when he expresses the opinion (p. 26) that "the main duty of the Faculty as a legislative body in this field is to consider the possibilities of re-introducing under our changed conditions the motive of competition as an effective spur to scholarship." "In the old days," says Mr. Newman, (p. 20) "we used to be ashamed to let it be known that we coveted recognition. Now every ambitious student aspires to prominence. In scholarship alone, we have clung to the old tradition that pride in high standing should not be encouraged."

Not forgetting that there may be other ways to encourage intellectual activity, the committee believes that the Faculty and the alumni might very well consider the advantages of giving larger recognition, in the field of scholarship, to the competitive instinct, the desire to excel and to be known to be excellent. If, however, any such action is to be taken, it is clear that the opportunities offered must be such as will actually appeal to this instinct. It would be useless to increase the number of those prizes which do not. The value of any action proposed must be gauged by the effect it is likely to have in modifying undergraduate opinion.

In emphasizing such considerations as these, Professor Willcox points out (p. 25) that, if we are to introduce any system of scholarship honors, these honors should in each case be an expression of the opinion and approval of a social group within which competition may be organized; that such a group was in earlier days the college class; but that in the general college course in a modern university the old class system is dead and the only vital group available consists of the teachers and students in a department or in several cognate departments, who have close relations among themselves and thus can develop group standards and group approval.

Professor Willcox's argument refers explicitly to the College of Arts and Sciences and seems to the committee, so far as that college is concerned, entirely conclusive. It would also apply to the College of Agriculture. In the College of Law, in the College of Architecture, and in the College of Veterinary Medicine, the "old class system" remains substantially intact, and in those colleges the class would appear to be a group within which competition might be organized. In Sibley College and in the College of Civil Engineering the class also has sufficient vitality to be regarded as a group available for such a purpose. It is clear that the question is one which each college must determine for itself.

We are led to a similar conclusion with regard to the availability of marks as criteria of intellectual ability. There are colleges in which all the students take to so large an extent the same classes that each has an equal chance to attain a high average mark. There are others in which a greater degree of freedom and variations in marks as affected by every teacher's personal equation make it dubious whether the stu-



dents or the Faculty can regard a high, a medium, or a low average as an accurate indication of corresponding ability. Mr. Hoy writes to the committee: "I could not conceive of scholarships being awarded, for example, in Agriculture with any degree of accuracy if the mark of one department were to be put off against the mark of another. I can pick you professors who rarely give more than 75, and I can pick you other professors who rarely give less than 90." This observation was made before the attempt undertaken by the Faculty of Agriculture to standardize its marking system could be taken into account; but it is clear that it applies without qualification to the marks given in the College of Arts and Sciences, in which many students from other colleges receive a large part of their instruction.

In urging the committee not to identify high scholarship with high marks (see p. 26), Professor A. A. Young expresses the fear that such an attitude would put a premium upon certain types of instruction which might not always be the most desirable. "I can easily turn out a class," writes Professor Young, "which will average high in its grades, by giving elementary didactic lectures and by proceeding carefully and slowly from day to day. But as soon as I begin to do what I ought to do, that is, to talk a little over the heads of the lower half of the class, and seriously try to awaken the intellectual interests of the better members of the class, I am very sure to get an unfavorable reaction so far as grades are concerned." "In my experience as a teacher," says Professor R. M. Ogden (p. 27), "I have found many of my truest students registering inferior grades because they groped for an interpretation and did not find it, while others with more skill but less insight would avoid the pitfalls and return the obvious though acceptable facts. One must be sharply alive to such evidences of intelligence and a tendency to probe more deeply into a subject or one may be awarding the highest grades to those who possess very superficial knowledge." "If high scholarship is to become an 'honor'," says Professor Weld, "then it must be more difficult of attainment, more worth fighting for, and more beyond the reach of the average student than are high marks."

In spite of these objections, your committee is inclined to think that the prevalent prejudice against the recognition of marks as criteria of scholarship goes too far. The students in whom we recognize not only high ability but high ambition are ordinarily those who receive the highest marks, even in the College of Arts and Sciences. Nevertheless, student opinion is, at least to a large extent, against us, and, for the purposes of this discussion, it is student opinion that counts. Many men of apparent ability, whose ambition we should all be glad to arouse, are evidently not inclined, at present, to try for high marks.

In the light of these considerations and subject to the fundamental proviso that what we must needs try to promote is a change of mental attitude, the committee begs leave to offer certain suggestions for action in the premises by the Faculty on the one hand and by the alumni on the other. As the suggestions to be offered to the alumni depend to some extent on those intended for the Faculty, they will find their place in the latter part of this report.



#### A. SUGGESTIONS FOR ACTION BY THE FACULTY

1. The committee recommends that an annual Convocation of the members of the University be devoted, at least in part, to the recognition of academic honors. Such an assembly was first suggested by Mr. Hoy. At present, academic honors are officially noted only on the Commencement programme, for the benefit of the graduating class and its friends. Athletic distinctions, on the contrary, are awarded with impressive ceremony, before a representative student gathering. The committee believes that we owe it to the recipients of academic honors to give formal recognition to their achievements. At the Convocation proposed an address might well be given by a distinguished speaker, who, if possible, should be an alumnus of this University. The committee originally contemplated, as an appropriate date for such an assembly, the day of the meeting of the Board of Trustees in April; but two objections to this arrangement have been offered: (a) the Trustees already have rather a busy day, and (b), as Professor Keniston suggests, it would be too late in the year, if the occasion is to impress the students and especially the freshmen with a realizing sense of the opportunities of which they may and should take immediate advantage. At Harvard the "Award of Academic Distinctions" is held early in the year and is said to have had an excellent influence on new students. Possibly this precedent might be followed, or, as the committee is now prepared to recommend, the proposed recognition of academic honors could be given on Founder's Day. This might be sufficiently early, there would be more time for the speaker of the day, and the honor which we owe to the memory of the Founder of the University would be appropriately combined with the recognition of those who had proved their right to profit by his devotion and by the generosity of their other benefactors.

2. The committee recommends that the Faculty give recognition, at such an occasion as has just been suggested or in some other manner, to those students who are honored by election to Phi Beta Kappa, to Sigma Xi, to Tau Beta Pi, or to any similar society.

3. The committee recommends that the Faculty request its special committee on prizes to consider and report upon means whereby those prizes which appear to be commonly neglected may be made more effective incentives to intellectual effort.

4. The committee recommends that the University Faculty recommend to the several college faculties the institution, if possible, in each college, of an "Orientation Course" for freshmen. Such a course might cover such topics as these: the nature of a university; the history, organization and characteristics of Cornell University; your college and its work; the work of the other colleges; the University Library; undergraduate life; how to study and how to make the most of your mental apparatus and of your academic opportunities; how to improve your physical condition; how some great men were educated; some scientific and social problems that await solution; the choice of your vocation. Orientation courses of this general character are now given at several colleges and universities and appear to have proved their



value. With us the freshman is "orientated" by upperclassmen, by the athletic authorities, and at "get-wise" meetings in some of the colleges and at Barnes Hall. The committee is indebted to Professor Burr for a copy of the syllabus for the orientation course at Brown University, which will be submitted to the inspection of the Faculty.\* The committee hopes that, if similar courses are undertaken here, they will not consist merely of lectures but that an effort will be made to elicit ideas from the freshmen themselves.

5. The committee transmits to the Faculty for transmission to the several college faculties the suggestion that in each college honorary undergraduate scholarships, without stipend, be annually awarded on the basis of scholastic rank.

6. The committee transmits to the Faculty for transmission to the several college faculties a proposal to recognize honor groups, consisting of the best students in each class in each college, whose names could be published in the University Bulletin and announced at the proposed Convocation on Founder's Day.

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Further than these recommendations, so far as formal action by the Faculty is concerned, the committee is not at present prepared to go; but certain other suggestions and opinions have been laid before it which seem worthy of consideration on the part of members of the Faculty.

We have received from Mr. George H. Ashley, of the class of 1889, in a letter appended to this report (p. 29), the suggestion that, in addition to credits for quantity, secured by attaining passing grades, additional credits for quality be required of all students.

We have received from Professor Davenport a communication also appended to this report (p. 30), outlining a new plan for the standardization of marks.

Professor English suggests that a student who has been put on probation should not be allowed to take part in extra-curricular activities until he has completed, after the expiration of his period of probation, an entire term in good standing.

Professor Keniston suggests a system of "degrees with distinction," to be recognized on the Commencement programme and on the diplomas of those students to whom such degrees are granted. Professor Karapetoff makes a similar recommendation (see p. 32).

Several of our correspondents have suggested action to be taken with reference to fraternities: that no fraternity should be allowed to admit a freshman until after he has spent one term at the University; that no student be admitted who is on probation or who has not received marks of a certain grade; that fraternities whose record is poor be subjected to certain restrictions; that every fraternity be required to have two alumni members living in the house. Professor Kimball says that he has

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\*The rules for the course at Brown and a list of lectures for the current year are printed at page 28 of this report. The course is described by Professor W. H. Kenerson in the Bulletin of the Society for the Promotion of Engineering Education, Vol. VI (1916) p. 423 ff. A similar course at Reed College is described in the *New York Times* of April 15, 1917.



"always been much impressed with the lack of interest shown by members of our own Faculty in the affairs of their own fraternities," and believes that "most of the evils of the Campus could be reformed quickly if every member of the University Faculty would try to do what really is his duty in connection with the group of students with which he is thrown in most intimate contact."

Several members of the Faculty and several of the students whose letters are included in the appendix (p. 35 ff.) have recommended the institution of "courses for honors," to which those students would be admitted who had shown marked ability and upon admission to which they would be relieved of certain requirements and entitled to certain privileges. This suggestion was offered originally by a group of seniors in the College of Arts and Sciences and has now been approved by the faculty of that college; but it may be that the idea also deserves attention in other colleges in the University.

It will be noted that several of our student correspondents put the responsibility for the undergraduate attitude toward scholarship squarely up to the Faculty (see pp. 36, 37, 39); and also that Dean Thilly, in a hitherto unpublished extract from his report to the President for last year (p. 39), urges the members of the Faculty to set their own house in order.

The committee has observed numerous indications of a widespread conviction that the Faculty should take more effectual action for the exclusion of those students whose ability or whose ambition does not justify their membership in the University. It is generally recognized that the presence of these "non-conductors" lowers the tone of the whole body and that they are present in considerable numbers; but however directly this situation bears upon the problem of student scholarship, the committee has not felt warranted in attempting to discuss it.\* Each of the college faculties now has full power to excuse from further attendance students who might better be spending their time elsewhere. The question of a change in our method of admitting students has been referred by the University Faculty to another committee. We venture, however, to call attention to the circumstance that at Reed College no candidate is ordinarily admitted who has not ranked in the first third of his class at school. It is clear that a distinction of this kind might be applied to students entering by examination or on Regents' certificates as well as to those who present school certificates, and that admission to the University might thus be put on a competitive basis. The *Alumni News* (February 15, 1917) assures the Faculty that the alumni will not complain if a maintenance of real university standards shall cause a reduction in the size of the University; and Mr. R. W. Sailor writes to the committee: "To produce real scholars from the undergraduate body, it is necessary, it seems to me, to have a faculty

\*Four significant contributions to the discussion of the question have appeared in the *Alumni News*: Professor Davenport's address on "The Depreciating Dollar and University Policy," in the number for February 1; Dr. van Loon's article, "No Compromise!" in that for March 1; Professor Willcox's letter to the committee (see p. 22) in that for March 8; and Professor Keniston's article on entrance methods in that for March 22.



composed of scholars and to weed out the delinquent students to as great a degree as is necessary to give a scholarly faculty sufficient time, by freeing them from unnecessary work in trying to educate uneducatable students, so that the faculty composed of scholars can impress its scholarship on the remaining students."

The committee has also found evidence of a general impression that, under existing conditions, an excessively large amount of instruction is given by inexperienced and inexpert teachers.\* It is apparent that this is a matter which is forcing itself upon the consideration of university authorities elsewhere. A Cornell alumnus, Professor J. A. Leighton of the Ohio State University, in an article on "Democracy and Intellectual Distinction" in *School and Society* for April 14, 1917, alleges that college and university chairs in America are being manned largely by mediocre men and that the increase in the number of students is commonly met "by hiring cheap and untried instructors to teach an ever-multiplying and bewildering variety of courses." As for Cornell, the committee has heard of one freshman who informed his father that most of his teachers during the year had not seemed really interested in their subjects and, on the other hand, of another student, who, after a year at another university, came back to Cornell, because there he would be taught only by young instructors, while here he would be taught by professors. With reference to this very serious problem, an interesting suggestion has been offered to the committee by Mr. Sidney P. Howell, a member of the present senior class, himself an assistant in History. "I believe," says Mr. Howell, "that professors ought to spend more time with the freshmen than with any other class save perhaps the seniors. How can you expect these poor lads who have no idea how to work to accomplish anything under instructors and student assistants whose knowledge after all isn't much greater than that of the freshmen? How can you improve your scholarship if you have no foundation upon which to build? Even now, the freshman year safely past, the sophomores and juniors know how to attack, but the lack of proper experience handicaps them throughout their course, and they attack less effectively, on the whole, than they might. Given the proper supervision while learning the new process, less experienced teachers might easily guide them through the middle years with as great success as the best, because, the process once learned, it is up to the student rather than to the teacher to produce results."

While it is probable that members of the Faculty have commonly regarded the problem thus indicated as insoluble except through a large increase in the endowment of the University, for which they must look to the Trustees and the alumni, it is the opinion of Mr. Newman (see p. 21) that the initiative for any considerable improvement must come from the President and the Faculty. Similarly a member of the Faculty, Professor Cooper, suggests the appointment of a committee to

\*The direct relation between the recent increase in the number of students and the decreased proportion of professors and assistant professors to the whole number of teachers is brought out very clearly in a table published in the *Alumni News* for March 8, 1917. "Some way," says the *Alumni News* (p. 258), "must be found to check the University's horizontal growth until it has become able to build itself up."



consider the best methods of securing new members of the teaching force (see p. 41). "Far too many classes," says Professor Cooper, "are like cadavers undergoing dissection at the hands of neophyte surgeons."

The committee feels considerable sympathy with the younger members of our teaching staff at whom so much unfavorable criticism has been levelled. They have been encouraged to undertake work to which they have been told that they were equal. In the criticism to which they have been subjected they may at least find an incentive to show what they can do. Perhaps they have a right to expect more guidance than they now often receive. Perhaps more adequate provision should be made for their training as teachers. When, however, the committee in its request for advice suggested "lectures on methods of teaching" for members of the instructing staff, the proposal elicited an unfavorable reaction from almost all the professors from whom the committee has heard. In this form the suggestion appears to have been unpalatable. Surely, however, most members of the Faculty continually subject themselves as teachers to self-criticism and do their best to profit, as teachers, by their own and by others' educational experience. Surely teaching is an art that has, like other arts, a foundation in theory. Surely, neophyte teachers as well as neophyte surgeons may be helped by instruction from those who have more completely mastered this difficult art. The committee has no thought of depreciating the importance of productive scholarship as a prerequisite for successful teaching in a university. We agree with Professor Cooper when he maintains that in the long run the best scholars are the best teachers. We agree with Mr. Hoy when he says: "What an instructor who does not know his subject would get out of lectures on teaching is beyond me." Whether Mr. L. V. Heilbrunn, of the class of 1911, is correct in thinking that what we most need is more inspiring teaching, or whether a member of the class of 1915 is justified in his criticisms of the Faculty published in the *Alumni News* for April 12 and included in the appendix to this report (p. 42), the committee will not attempt to say; but it is prepared to express the hope that we who are so prone to criticize others will not refuse to entertain criticism of ourselves. The committee will not go so far as to indorse the opinion of Mr. R. W. Livingstone, of Corpus Christi College, Oxford,\* that "no one should teach who has not studied the theory of teaching"; nor will it recommend the institution of such a series of talks to instructors as has been given at the Iowa State College on "Teaching How to Study," "The Laws of Memory," "The Conduct of Recitations," "Good Questioning" and similar subjects; nor will it advise any department to follow the precedent set by the Department of Economics at Harvard when it invited the sister Department of Education to investigate the undergraduate instruction in economics with a view to its improvement;† nor will it recommend that any of our colleges imitate the procedure of the Massachusetts Institute of Technology in appointing a faculty committee on methods

\*In his latest work, "A Defence of Classical Education," p. 270. The whole passage is quoted at p. 43 below.

†See President Lowell's report for 1915-16.



of instruction, under a chairman who will devote his entire time to the work for three years, with special reference to the problem of preventing an overcrowded curriculum and to that of securing the proper training of instructors.\* The committee will go no further than to call attention to these facts and also to an article by one of its members, Professor Jacoby, on "Some Details in Engineering Education" (in the Proceedings of the Society for the Promotion of Engineering Education, Vol. 24, 1916) in which certain pedagogical questions with which all university teachers have to deal are discussed and reasons are given for the belief that, under existing conditions, it is desirable for a technical college or the university of which it forms a part, to make an organized effort to improve the teaching power of its instructors.

One specific improvement in our practice is recommended to the committee and to the Faculty by professors who believe that too much of our instruction is given in the form of lectures. They agree with Socrates. "The lecture system," says Professor Willcox (p. 25), "undervalues the class as a social group and the educational stimulus and value of the interactions between its members." "There is too little self-activity," says Professor Cooper (p. 40) "on the part of the student, who does not like to be passive (though he is willing to be entertained) and naturally turns to the 'student activities,' in order to find something to do that he deems worthy of a man with a backbone." "The interest of students," says Professor Winans, "would be much quickened, if each department would turn its attention to working out methods by which the student could more often experience the joy of accomplishment, and could bring that accomplishment before his fellows, to be fought over perhaps, and not merely submit it to an instructor." "Every difficult problem in mechanics or in electricity," says Professor Karapetoff (p. 34) "should be a community problem for the class, and not an individual problem for Mr. Jones."

It seems to the committee that, so far as individual or corporate action by members of the Faculty is concerned, no better formulation of its general conclusions could be found than the words in which a member of the senior class, Mr. Bertram F. Willcox, sums up the whole matter (p. 39): "If college work could be made competitive and interesting and social, surely the students would respond by making it honorable."

#### B. SUGGESTIONS FOR ACTION BY THE ALUMNI

Addressing itself now to the Alumni, upon whose initiative this whole inquiry has been undertaken, the committee would be glad, if it could, to give adequate expression to the gratification with which the Faculty welcomes the expression of their concern for the higher interests of the University. We believe that their devotion to their Alma Mater and their gratitude to her founders and benefactors, to the national govern-

\**Cf. The Engineering News-Record*, April 5, 1917, p. 58.



ment, and to the state, could take no more substantial or impressive form than this. We believe that the Alumni have an opportunity, the significance of which we are only just beginning to realize, to aid in effecting that change in the mental attitude of many of our undergraduate students, in which we recognize the necessary condition for the real vitality and the true success of the University. Such a change will not come over night; the influence of the Alumni must be exerted during a long series of years and for generations to come.

The University, as we all know, cannot do its work without the financial assistance of its alumni, to whose loyalty and liberality it owes indispensable and increasing additions to its resources. An alumni fund amounting to \$100,000 a year, the immediate goal of the Cornellian Council, would be equivalent to the income from an endowment of about two millions. Other universities are receiving additions to their productive funds on a similar or a larger scale. Some state universities in the West and some of the older endowed universities of the East are forging ahead more rapidly than we are. If Cornell is to live up to its traditions and to meet its opportunities, if it is to maintain a large faculty of real scholars and real teachers, if its Library is to hold its place secure among the great libraries of the country, if it is to be adequately equipped with buildings and educational appliances, if it is to continue to be a first-rate, a many-sided and a large university and not to become a second-rate, a lop-sided or a much smaller university than at present, it must have all the money that its alumni can give or induce others to give; but this is not the only thing nor possibly the most important thing that they can do for Cornell. Size or prominence is not essential to the greatness of a university. We can still be a first-rate university on a modest and restricted scale. A great city, as Aristotle said, is not a big city but one that does its work well. "Though I bestow all my goods to feed the poor," said St. Paul, "and though I give my body to be burned and have not charity, it profiteth me nothing." The charity of which the University is most in need is love for its spirit, devotion to its higher life, intelligent concern for the vital interests of its youthful members who come to us while they are still "wax to receive and marble to retain."

Without this, all else is of little worth. The contributions which the alumni are making to the material resources of the University will yield their full proceeds only if they shall be accompanied and sustained by contributions to its spiritual resources. Let the alumni think of themselves as still active members of the University, as students of a higher grade. The aim of education, we are told, is merely more education. Its test, we all believe, is to be found in capacity to make discoveries, to discern new relations, to solve problems. It is a social adventure. There are departments of the University many of whose graduates remain in mutually fruitful intellectual contact with their former teachers. They continue to exchange ideas with one another. In an ideal university, once a student would mean always a student. Let us try to approximate to this ideal. An alumnus who continues to draw from the University inspiration and information and to put at



its disposal the results of his own investigation and experience will be in a more favorable position to help his successors during their undergraduate days than one who has ceased to regard himself as a student, who is merely a regular subscriber or a casual visitor, reminiscent of the past.

If any alumnus earnestly desires to do something to encourage unusual excellence in scholarship among the undergraduates, but does not see just what he can do, we venture to suggest that he might possibly find it helpful to read, in the first place, John Erskine's essay on "The Moral Obligation to be Intelligent," for the sake of its well-sustained plea that what America needs is more knowledge; and in the second place, a little book entitled "Should Students Study?" by President W. T. Foster, of Reed College, for the sake especially of its well-balanced argument in support of the thesis that the students who do high-class work in school are generally those who do high-class work at college, and that those who do high-class work at college are generally those who do high-class work later in life.\* Then let him read, if he has not yet read, the chapters in "The Autobiography of Andrew D. White," which tell the story of the foundation and the early years of Cornell University, that he may become personally acquainted with the aspirations and the sacrifices that were built into its fabric. Let him get into touch, either in the course of a visit to the Campus or by correspondence, with the present work and the present problems of one or more departments of the University. And then let him get hold of some student in whom he is interested and talk to him about it all and draw him out.

We lay stress upon this individual work because we believe that, in the long run, it is the kind that will count most. We suggest that the Board of Directors of the Alumni Association might well study its possibilities and take such action as may be feasible toward meeting more and more fully what we believe to be the desire of an increasing number of our alumni to keep in touch with the University and its work and to give time and attention to its necessities. A sustained effort might be made to promote such missionary activity on the part of earnest and well-informed alumni as we have suggested; and through the Secretary of the Associate Alumni and the Secretary of the University the alumni organization might bring an increasing number of its members into personal contact with the university of to-day and of to-morrow and with successive generations of students.

Another opportunity for personal service on the part of alumni would, we believe, be afforded, if the several college faculties or any one

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\*President Foster shows for instance, on the evidence of statistics, that not one man in twenty years who was satisfied in Harvard College with grades of C and lower gained distinction in the studies of the Harvard Law School; that from the records of 1667 graduates of Wesleyan University, it is apparent that at that institution, of the highest-honor graduates (two or three in each class) one out of two will become distinguished, of Phi Beta Kappa men, one out of three, of the rest, one out of ten; that it is likely that the first quarter in scholarship of any school or college class will give to the world as many distinguished men as the other three-quarters; and, in short, that the success of the undergraduate in his formal intellectual education is the safest single measure—though not the only measure—of the success he is likely to achieve in later life.



of them should receive with favor the suggestion that orientation courses be provided for freshmen. An occasional address by an alumnus in such a course would stimulate interest and contribute useful information. Should orientation courses be instituted, we trust that the faculty committees in charge will desire and receive the coöperation of the alumni organization in arranging for talks by alumni. Even if no orientation courses should be instituted, there would still be room for such talks. No lectures given in the University have proved more useful and helpful than those in the Course on Citizenship, which was originally suggested and year after year has been arranged by a committee of alumni engaged in social service. Among the lecturers in this course have been a number of alumni, and they have given us, what speakers from the outside world can but do not always give, not pious generalities, but concrete information and specific lessons of experience. If the Faculty should institute a Convocation for the recognition of academic honors, we hope, as has been intimated above, that the speaker on that occasion would ordinarily be an alumnus of the University.

If, furthermore, the Faculty should be of the opinion that the time has come to make a more definite appeal to the competitive instinct in the field of scholarship, there would be an opening for the establishment by individual alumni or by groups of alumni of prizes or of funded scholarships in each college. In some of the colleges such prizes might be awarded under conditions similar to those prescribed for the Boardman and the Fraser Scholarships in the College of Law. The Boardman Scholarship is a prize of \$100, awarded annually in June to the student who has, in the judgment of the Faculty, done the best work in law subjects to the end of his junior year. There are two Fraser Scholarships, of the value of \$100 and \$50, respectively, and these are awarded to seniors who have most fully evidenced high qualities of mind and character by superior achievement in scholarship and by those attributes of manliness which earn the commendation of teachers and fellow students. The award is made upon recommendation of the senior class by vote from a list of candidates submitted by the Faculty as eligible by reason of superior scholarship. These prizes elicit keen competition. There is similar competition for the Fuertes Medal, awarded annually to that student in the College of Civil Engineering who is found, at the time of graduation, to have maintained the highest scholarship in the courses of his college. Evidently we have in each of these instances what Professor Willcox would call a social group in action. Such a group in the College of Arts and Sciences or in the College of Agriculture would be found not in the senior or any other class but in those who are specializing in one subject or in a group of kindred subjects; and if prizes are to be given in those colleges, they should be put at the disposition of separate departments or groups of allied departments.

It is only fair for the committee to mention that Mr. Tatum, who first made to it the suggestion that alumni prizes for high scholarship might be established, coupled with this the proviso that, in awarding such prizes, consideration should be given not only to high class standing but



also to success in other activities. It is also only fair to say that the committee has found general reluctance, among those who have given it their advice, to accept this proviso. The general opinion seems to be that sufficient recognition is already given to extra-curricular activities. In leaving the final decision to the candidates' fellow students, the rules governing the award of the Fraser Scholarships would appear to give an opening for sufficient recognition of qualities of mind and character which may not necessarily be revealed in the class-room.

The committee suggests to the Board of Directors of the Alumni Association that it may well consider the advisability of encouraging the establishment, under suitable conditions, of prizes for high scholarship, or even, as Mr. Sailor has suggested, of recommending the establishment of such prizes by the Associate Alumni.

The Alumni might particularly consider the advisability of taking steps to increase the number of university undergraduate scholarships, offered each year to members of the incoming freshman class. There are now, under normal conditions, about 1350 freshmen, and there are only eighteen of these scholarships. Each has an annual value of \$200, but the recipients, except those from New York State registered in the state colleges, have to pay tuition, which now amounts to \$150. There is keen competition for these scholarships and the successful candidates are held rigidly to a very high standard of work. No honors conferred in the name of the University are more effective in promoting unusual excellence in scholarship.

The committee also suggests to the Directors of the Alumni Association that further effort should be made to correct in the minds of our students the impression that the alumni as a body are concerned chiefly or exclusively with the athletic prestige of the University and that they reserve their approval for those students who have achieved success in athletics or in other extra-curricular activities. The action already taken by the alumni organization in initiating the inquiry to which this report is a response is itself evidence to the contrary and has already had its effect on undergraduate opinion. Nevertheless, it must be recognized that too many alumni lend support to the doctrine that it is "college life," rather than university work, which counts the most. As Mr. Newman says (p. 20), a generation of alumni has gone out more or less inoculated with the idea that efficiency gained through "outside activities" is the best thing to be had from college life. "We are confronted," says the *Alumni News* (March 1, 1917), "by an undergraduate state of mind which most of us have helped, in the last thirty years, to create." To the more mature alumni in particular, and to all those who are unable to worship what has been called the Idol of Incidental Issues, the University must look for a sustained effort to revive the older and sounder traditions of Cornell, as a place where men's work counts for more than boys' play.

It must also be admitted that the boys' play is in many respects salutary and necessary. Professor Willcox points out (p. 25) that the lack of opportunities for social and competitive intellectual effort has led to the creation of student organizations in which the social desires for



coöperation or team-work and competition or emulation can find expression. Among those men who win the C in athletics or who secure other prizes of undergraduate life there is a good proportion of high-grade students. They are often men of exceptional ability and admirable character, and the chief pity is that their desire and determination to excel have been diverted so largely into less important activities, that they have consequently lost much of the intellectual development which they were naturally qualified to attain, and that their prominence and popularity lead to a general depreciation of intellectual values. In general, we believe that the attitude of the undergraduates toward these things, if they are left to themselves, tends to become sane and sensible; but unfortunately the financial problems involved in the maintenance of a high standard of athletic achievement make it necessary to exaggerate its significance and particularly to resort to an extensive and intensive campaign of publicity which helps to drown out the claims of other and higher interests. If, by means of an athletic endowment, season tickets and gate receipts could be dispensed with, we believe that the evils of athletics would be largely if not entirely obviated; and there is no problem which deserves the attention of the alumni organization or of individual alumni more urgently than this.

Our athletes are, for the most part, modest and sensible fellows; but it would not be their fault if their heads were turned by the attention and the publicity which they sometimes receive. When, moreover, an influential group of Cornell alumni invites the representative school-boys of its city and representatives of the alumni organizations of sister universities to turn out in honor of the captain of a champion football team, it is not surprising if some of those boys come to college with the idea that athletic distinction is the crown of an academic career. When two thousand Yale alumni, led by Mr. Taft, Mr. Depew, and Mr. Vance McCormick, assemble in honor of Yale's athletic heroes for the formation of a Varsity Club, to include all wearers of the Y, a Yale freshman may be pardoned for regarding that honor as more attractive than membership in Phi Beta Kappa. Within proper limitations all this has a natural justification, but it has gone too far. At their banquet this year the Cornell freshmen were told that if a Cornell man took more pride in his C than in his diploma, it was because he might get his degree by bootlicking or bluffing, but he could not get a C that way. If there is any basis for this remark it is the fault of the Faculty, but we believe the assumption to be unwarranted. It is true that candidates for athletic teams are advised to "get their lessons first," but no student will go very far who thinks that he is here to "get his lessons" rather than to take part in an age-long, organized campaign to advance the frontiers of science.

Again the committee would emphasize the importance of the influence exerted by individual alumni upon those undergraduates with whom they are acquainted, and again it suggests that an organized effort might be made to develop such individual influence.

One form of activity on the part of individual alumni or of alumni clubs which might well be promoted by the general alumni organization



would be an effort to enlist for Cornell those boys and girls who at school have shown intellectual qualities which appear to warrant the expectation that they will make exceptionally good use of their opportunities at the University and that they will ultimately attain to positions of leadership in life. It if be true that there is a demonstrable and positive relationship between the valuation of ability at school and at the university, if it be true that the same relation exists between the promise given by undergraduates and their performance in professional schools, if it be true that the success of the undergraduate in his studies is the safest single measure of the success he is likely to achieve in later life, then the University will be heavily indebted to any alumnus who guides a gifted youth to his Alma Mater. Cornell does not need more men of merely athletic prowess or of merely social distinction but it needs all the time more men and women of ability, not only for the honor that they may bring the University in later life, but chiefly for the services that they may render while they are here in securing recognition for scholarship, in quickening the whole body of undergraduates, in taking an active part in the cooperative advancement of knowledge. It must be recognized that the man, who, as an undergraduate, really "does the most for the University" is the man who helps it to do its work well.\*

Other and abundant opportunities for personal service are within the reach of all those alumni who are members of fraternities. A special responsibility rests upon the shoulders of fraternity alumni resident in Ithaca, but of the others there are many who come back frequently, and all are in a position to exert a continual and an intimate influence upon the corporate life of their younger brothers. So far as our experience and observation go, the undergraduate chapters appear to be reasonably willing to listen to the advice of their alumni. We must not demand too much; we must not expect grey heads to grow upon young shoulders; but we have a right to expect that every chapter here shall regard itself not as a boarding club but as a permanent social group, with traditions, with an outlook into the future, with a sense of its responsibilities as an integral part of an intellectual community. In every fraternity there are men who are endeavoring to live up to this high calling. Let the alumni in each fraternity back up such men; let them show their approval of a delegation which attains a good scholastic average, whether measured by marks or otherwise; let them encourage the active chapter to select among its initiates some men who give promise of the highest intellectual achievement and to bestow its approval upon those who fulfill such promise; let them encourage a man of ability and ambition to regard intellectual activity or possibly an academic career as an opportunity to serve his university and his country well. In too many fraternities freshmen and sophomores are virtually compelled to enter competitions of whose value they are not qualified to judge. In all fraternities there is a tendency to repress individuality, which can only be corrected by

\*Cf. the remarks of Mr. E. H. Eitel, p. 44.



conscious and serious effort. There is a tendency to take more satisfaction in transient popularity and in "the lightly proffered laurel of the campus" than in the hard-won and less obvious rewards of moral and intellectual endeavor.

In one Cornell chapter of a national fraternity there is a scholarship key to be worn by that member who attains the highest scholastic standing. In another there are two annual prizes, one for that member whose marks are the highest, the other, of equal value, for the man who makes the most decided improvement over his record during the preceding term. Mr. Hoy tells us that he has just started two similar prizes in the fraternity of which he is a member and that he has had no trouble in getting more money from the chapter alumni than he needed for the purpose. Mr. Sailor suggests that a group of fraternity alumni might put up a scholarship trophy, to be held for a year by the chapter whose academic standing is the highest on the hill, and to become the permanent property of the chapter which wins it three or possibly five times. He also suggests that the alumni organization of any national fraternity might offer a prize to that chapter which, in any year, shows the most marked improvement in academic standing, as compared with other chapters of the same fraternity within a certain district. The committee is informed that the alumni of one Cornell chapter of a national fraternity have decided to provide a fund for two graduate fellowships to be filled each year by the best candidates from the fraternity at large, who will be expected to live in the house. We are also informed that many fraternities here have abandoned the literary exercises which, as is commonly believed, were once generally characteristic of chapter meetings. We suggest that fraternity alumni might promote a reconsideration of the value of such literary work and that, wherever it is resumed, annual prizes, possibly in the form of books, might be awarded to those members who have shown in such work the greatest originality or the greatest improvement. We also suggest that fraternity alumni should do their part to keep the chapter libraries well supplied with new and useful books, especially books relating to university life and education.

The committee suggests that the Directors of the Alumni Association consider the advisability of holding an inter-fraternity alumni conference for the consideration of such questions as have just been indicated and of others that also require attention. It further suggests that at the general Alumni Reunion some such consideration be given to the serious problems by which the University is confronted as was contemplated for the first Convention of Cornell Alumni. It ventures to hope that this report may suggest some topics the discussion of which by the Alumni would throw further light on the problem which they have asked the Faculty to consider.

Finally, we call attention to the concluding portion of a letter recently received by a member of the Faculty, transmitted by him to this committee, and appended to this report (p. 47). The letter was written by an alumnus of the class of 1915 and is published with his permission. He looks back upon his undergraduate days as a time of disappointment



and disillusionment, due to the contrast between what he had expected and what he actually found at the University. He came up with a keen desire to know; but somehow no one seemed to care. He expected four years of intellectual companionship; but he found none. While some other men of similar interests and aims may have been more fortunate in finding congenial associations, we know that his experience was not unique, we believe that there are many who could make his words their own. They are less unfortunate, after all, than those who are not aware of what they are missing. It was for men of serious purpose that Cornell was founded; and we hope and believe that the time will come when they will again find here an intellectual atmosphere as keen and as congenial as in the early days of the University. In the course of time it has become a vastly larger, a less homogeneous, a more sophisticated community; we could not, if we would, revert to all its former simplicity; but, under new and complex conditions, we may, if we will, maintain what is best in our tradition. Under the new discipline of war, as the President of the University has predicted, the whole country may become more sober-minded. Among the students who will come to us in the near future there may be many more who have learned to think seriously and to take their work seriously. We must make sure that such men are not disheartened but sustained by the spirit of the University. We must try to surround them with a social atmosphere favorable to the development of their gifts. We must make our appeal to the best aspirations of every one whom we admit to our fellowship. However large the number of our students may be, we must try to deal with them as individuals in a free community; for a university, as Cardinal Newman said, is an Alma Mater, knowing her children one by one, not a foundry, or a mint, or a treadmill. The war, which for the time being enforces a reduction in the size of the University and the suspension of many of its activities, may give us time, as it surely imposes upon us an obligation, to take thought and to prepare for the conditions which will confront us at its close. That there is work here for the Alumni as well as for the Faculty this report has attempted to indicate.

Respectfully submitted,

W. N. BARNARD,  
GEORGE G. BOGERT,  
H. A. HITCHCOCK,  
HENRY S. JACOBY,  
W. W. ROWLEE,  
HENRY A. SILL.

June 1, 1917.



## Appendix

### I. CAUSES AND REMEDIES

In my judgment the lessened interest in scholarship follows naturally the greater freedom accorded to youth in our time—one phase perhaps of the breaking down of respect for authority. Not content with the freedom to rule ourselves and to think for ourselves which we insist upon, we are inclined to extend the same freedom both to peoples and to individuals that are immature. Parental restraints disappear. Young girls are emancipated. Alumni brothers no longer materially influence in shaping fraternity policies. Young America is in the saddle.

We have left our boys to establish their own ideals. It is therefore reasonable to expect that the ideals sought and the standards set up will be the ideals and standards of boys and not of men; and in the domain of play rather than of work. So it has happened that, for a score of years or more, the craze for prominence in outside activities has overshadowed the ambition for intellectual achievement. A generation of alumni have gone out more or less inoculated with the idea that efficiency gained through such activities is the best thing to be had from college life.

It may be that the very freedom from convention which has meant so much to us here at Cornell has made this movement more pronounced. We have trusted in our *laissez faire* policy; and the student, instead of taking a deeper interest in learning "for its own sake," as we fondly hoped he would, has found something that interests him more.

What can we do about it? Must we wait until the pendulum swings back again, or is there something that we can do now?

There is only one answer. We of the Cornell family must speedily find some way to accord greater recognition to character and scholarship. Whether your committee finds the solution of the problem or not, the movement that led to the appointment of the committee must not die. The most hopeful thing is the insistent demand on the part of both faculty and alumni.

That the Faculty is alive to the situation and will find the way to deal with it, I have no doubt. We laymen, however deeply interested, can only make suggestions. Very hesitatingly I offer the following:

1. Every student craves recognition. In the old days we used to be ashamed to let it be known that we coveted distinction. Now every ambitious student aspires to prominence. In scholarship alone, we have clung to the old tradition that pride in high standing should not be encouraged.

2. Let the Faculty assert its *own* standards, and find some way to give suitable recognition to men of high standing in scholarship and character. Let it be known who these men are; give them increased privileges and opportunities of instruction as well as places of honor on



committees and councils and at public functions; and refrain from honoring any student, however prominent, who is lacking in moral character or who antagonizes the spirit of scholarship.

3. Let there be an awakening in Phi Beta Kappa from the inside, which will make it again a force in college circles and help to bring back the prestige of scholarship.

4. It seems perfectly clear that there is too large a proportion of underpaid instructors and assistants, lowering scholastic tone and lessening the average inspirational power of the teaching force. While for this condition the Trustees must bear their share of responsibility, the initiative for any considerable improvement must come from the President and Faculty.

5. Keep on preaching the doctrine that a university must stand for university ideals; not for popularity; not for bigness; not primarily for efficiency.

J. T. NEWMAN, '75.

## 2. WHAT WE WANT IS A NEW SPIRIT

I have your letter of the 23d inst. in reference to the things that might be done towards the recognition of scholarship. It is very easy to see that we have come to put the emphasis on the wrong place with regard to a great many things connected with the University, but it is more difficult to know how the present state of things can be improved. One must recognize, I think, that the *doing* of certain things—the adoption of certain recommendations, or even the carrying into effect of certain specific things—will not suffice. What we want is a new spirit, and this grows up from within through prayer and work, or through the prayer which is work. It cannot be manufactured: it comes only through contagion. In the spirit of our time we propose to take up this "problem" and deal efficiently with it. We deceive ourselves into thinking that all will be well if we will only adopt some specific legislation, adopt the kind of machinery that they have going at Yale or Iowa State, or somewhere else. Now you and I know better, whatever our practice may be. We know that if we would sit down several hours each day and pray (i. e., work) with our faces toward Jerusalem we should become contagious centres of enthusiasm for scholarship, and that simply by keeping on we should do a hundred times more for the recognition of scholarship than ever we shall do through the committee and faculty meetings that we attend.

In this case I am a bit pessimistic; I do not believe that either the Faculty or the alumni are willing to pay the price for better scholarship. The alumni like to get the impression that they are contributing important ideas and determining the policy of the University, both of which they feel perfectly competent to do. The Faculty, on its part, likes from time to time to imagine that it is engaged in some notable work of reform. There is a great deal of talk, and we get some legislation through—or we don't, it does not much matter which—and then live happy ever afterwards, trusting all the time that machinery will save us.



I know that you love to see the wheels go round, and what I have said will not deter you (you have said it to yourself often enough), and that you want some expression of opinion on the salvation scheme that you propose. I do not feel that my opinion of whether scholarship is improving or deteriorating is of any value; I do not feel enthusiastic over any of the proposals which involve the alumni—we have probably been too anxious to flatter the alumni, and too little ready to believe in our own profession. The only suggestion that seems to me downright antagonistic to scholarship is that contained in paragraph three [the establishment by gifts from alumni of prizes and possibly funded scholarships to be awarded on the basis of high class standing accompanied by success in other activities]. The only hope is to draw a sharp line between work and play. Of course a normal man will belong to things, and call on girls, and go to dances, etc.; but it is no concern of the Faculty whether he does or does not. Let us, if we want to accomplish anything, begin by assuming that, so far as we are concerned, there are no senior societies, or fraternities, or Masques, or any other "nice boy" associations that must be given a sop all round. That is the old log-rolling method.

Another thing: to make scholarship respectable you must institute some good stiff system of examinations, give the strong men a fight that will call out the best there is in them. This schoolmasterly spirit of instruction and examination, regular attendance, and frequent preliminary examinations, set without much thought and capable of being answered with less, the system of exemptions, are to some degree responsible for the lack of feeling on the part of students that they are responsible for anything besides getting their little lessons. For Heaven's sake do not give the Faculty lectures on methods of teaching by some educational expert (fälschlicherweise sogenannt), but devise if you can some means of helping to put a new spirit into us. And above all, do not suppose that the thing to do is to adopt resolutions, or that any act or series of acts that can be performed either individually or jointly is going to turn our faces in the right direction. We are all in the grip of a very strong and stubborn kind of devil that we cannot hope to shake off by the aid of some machinery specially invented for the purpose. "This kind goeth not out save by prayer and fasting."

J. E. CREIGHTON.

### 3. THE MAIN REASON FOR THE DECLINE IN SCHOLARSHIP

Most of the suggestions which have been made to your committee and are enumerated in your circular letter of February 23 to the Faculty seem to me merely to scratch the surface of the problem with which your committee is concerned. But the closing inquiry, "Are standards of scholarship improving?" goes deeper and to that question alone I shall confine my reply.

For more than twenty-five years I have had opportunities to observe the scholarship of Cornell undergraduates, both men and women, mainly in the College of Arts and Sciences, and my impressions, even if not susceptible of proof, may deserve the consideration of your



committee. First, I would distinguish between men and women students. The scholarship of the young women now, I think, is noticeably inferior to what it was during the first ten years of my teaching. A smaller proportion of them show an alert and keen interest in their studies and an ability to think for themselves. The large majority of women students whose work I recall with especial pleasure were in my earlier classes, and I am convinced that the average grade of work among them has deteriorated.

Among men I must distinguish between the graduate and the undergraduate students, even though your question applies only to the latter. I meet many more graduate students than formerly and the ability of those I have met in recent years seems to me at least as great as the ability of those I met earlier. With undergraduate men the change seems to have been in the same direction as with women, but not to so marked a degree.

Apart from the main reason, to which I will refer in a moment, two contributing causes may help to explain my observations. In recent years my special interests have led me to emphasize the statistical method and this probably has less appeal to women than to men; the widening gap of years between teacher and students has somewhat increased the difficulty of getting into sympathetic contact with them. But after allowing as best I can for both of these causes, I believe there has been a considerable change not to be explained by either or both.

Assuming that my observations are correct, one naturally asks why the changes have occurred. The main reason is probably found in the increasing proportion of college students in the community and the different class of students who come to college. In 1890, near the date when my teaching began, there were 171\* young men in the colleges, universities and technical schools of New York State for every 10,000 young men 18-24 years of age in the population; in 1910 this number had risen to 248. The change means that in 1910 there were about 4,800 young men in college who, under the conditions of twenty years earlier, would have been otherwise engaged. These new recruits, who constitute about three-tenths of the men now in college, doubtless are less interested, on the average, in the intellectual life for which a college or university is supposed to stand than the other seven-tenths. They go to college more because it is the proper or usual thing among those of their set or because some of the college side-shows allure them or because they want to taste an unknown experience. If the increase should be ascribed to the increased wealth of the average family and the larger proportion of families able to give their children a college education, I would deny that the increase of wealth per capita or per family has any more than kept pace with the increased cost of a college education.

Among young women the change has been much greater. In 1890 there were only 800 women in the colleges and universities of New York

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\*The data used have been taken from the annual reports of the United States Commissioner of Education and are as nearly comparable as it seems possible to make them.



State;\* in 1910 there were 4,657. That is, for every 10,000 young women 18-24 years of age in 1890 there were 18 in college; in 1910 there were 70. About three-fourths of those who were in college in 1910 would not have been there, had the proportions of 1890 prevailed. In 1890 the class of college women was the result of a far more rigorous selection than the class of college men; in 1910 this difference between the sexes had greatly diminished.

From these facts my inference is that in the last quarter of a century the class of college students has been greatly diluted with material of inferior intellectual endowment and interest, and that this dilution has affected the young women students far more than the young men. Whether this process has gone too far and we are now in the United States, in New York State, or at Cornell giving a college education to many students who do not gain as much profit from it as they would from some alternative method of spending those years and in so doing are debasing the college education we provide, is a problem with which your committee, as I understand it, is striving to grapple.

WALTER F. WILLCOX.

#### 4. THE RE-INTRODUCTION OF COMPETITION

Before deciding what the alumni, trustees, faculty or students can do and should do, if anything, towards the recognition of scholarship we need a more convincing diagnosis of the present condition and of its causes. Whether the standards of scholarship among undergraduates are higher or lower than formerly may be open to discussion, but probably all will agree that they are lower than they should be. These standards are determined and maintained mainly by student opinion and the value of any proposed action of alumni, trustees or faculty is to be gauged by the effect it has in modifying student opinion.

Education and its flower in scholarship are social products growing out of the organized give and take of mind and mind in work and play. Half a century ago this process, perhaps most of it, went on in the classroom, where the successes or failures of the students were matters of class interest and comment. The class was an organized social group with standards which it developed and enforced by group opinion. The teacher, too, got most of his intellectual stimulus to scholarship from his class contacts. The development of our modern university life under the elective system has almost destroyed the unity of the class as a group of students sharing work and play and thus developing group standards. The breakdown of competition as a motive for scholarship naturally resulted, because competition presupposes an organized group within which the competition takes place and which maintains common standards or rules governing the competition. Our scholarship prizes, for example, make little appeal to undergraduate opinion mainly because there is no organized group within

\*The women in colleges of Division B (United States Bureau of Education classification) are not included in these figures. Division B includes the less important colleges, seminaries, etc.



which the competition takes place and the approval of which is the main reward of success.

With the breakdown of the class system in the modern university, students and teachers, being socially minded, have developed other groups within which the correlative principles of coöperation or team-work and emulation or competition find a new field. The college teacher who fifty years ago found his main intellectual stimulus in meeting with his classes is now represented by a man who belongs to numerous learned societies, conducts a voluminous correspondence with like-minded people throughout the country or perhaps the world, and derives his main intellectual satisfaction from his written or printed discussions with other members of his intellectual fraternity and the reputation which he thus acquires among them. His scholarship is deeper and sounder but in it his class-room work is no longer the exclusive and in many instances no longer the paramount element.

The students have taken another road to the same goal and have created for themselves various organizations in which their social desires for coöperation or team-work and competition or emulation find expression. But unlike the organizations of teachers, whose profession is scholarship, the organizations of students do not make scholarship their aim. Indeed, they cannot make it their aim, because under existing conditions university students cannot create organizations in which scholarship is satisfactorily measured by any competitive standard and its attainment rewarded by group approval.

What, then, should be done? I have no panacea to propose and believe none exists. But I am convinced that the following propositions are sound and point to the general direction in which the Faculty should move.

1. In the general college course the old class system is dead and to attempt to revive it is useless.
2. The philosophy of life underlying the present elective system is too individualistic. It assumes that the student, in selecting his subjects and especially in deciding how much of his time and attention shall go to them, is guided mainly by a consideration of his individual advantage, whereas he is guided mainly by the opinion of his group.
3. The lecture system is open to the similar objection that it undervalues the class as a social group and the educational stimulus and value of the interactions between its members.
4. The degree to which undergraduate life under present conditions stimulates and recognizes scholarship turns largely on the degree to which any separate class is made a social group working coöperatively to common ends. To secure this result some degree of competition, success in which is rewarded by group approval, is desirable but not necessary. More important is it to have each member of the class contribute what he can towards a common product and thus feel himself a member of an organized group instead of a receptacle for information.
5. If we are to introduce any system of scholarship honors for undergraduates, those honors should be an expression of group opinion and group approval. This implies two things: (a) The honors must



originate in a group which already has or can develop a group opinion. In the College of Arts and Sciences neither the class nor the faculty is such a group. The only vital group available is the teachers and advanced students in a department or group of cognate departments who have close relations among themselves and thus have or can develop group standards and group approval. (b) The rules of the competition must be understood by all and the award of credits under it must be accepted by the entire group as fair and just. Ignorance or misunderstanding about the method of obtaining credits and thus of ultimately winning the competition is ruinous to any system of honors, because it leaves room for suspicion that the award is arbitrary or influenced by considerations not mentioned in the rules.

6. If competitions for recognition as scholars can be organized under conditions for success as rigid, fair and well understood as those now surrounding competitions in the various student activities, they will soon develop a group of competitors equally energetic and strenuous. The main duty of the Faculty as a legislative body in this field is to consider the possibilities of reintroducing under our changed conditions the motive of competition as an effective spur to scholarship.

WALTER F. WILLCOX.

#### 5. THE SIGNIFICANCE OF GRADES

My general objection to most of the proposals contained in the committee's letter is that they identify "scholarship" with getting high grades under our existing system. I don't believe this is what we want, at least in the upper years. Grades are too largely a matter of snap courses, departments, and subjects. Snap courses, I presume, are few and need not seriously be considered, but grades are bound to run higher in some departments than others, no matter how careful and conscientious the grading may be. For example, I am pretty sure that it is easier to get an A or a B in most courses in literature than it is in economics, but I have no reason to believe that it is any harder to pass a standard course in economics than to pass a standard course in literature. I imagine this is true not only at Cornell, but elsewhere. I should dislike to see too much emphasis put on grades, so far as the two upper years are concerned. I fear that it would put a premium upon certain kinds of subjects and upon certain types of instruction which may not always be the most desirable from the point of view of the real interests of the University and the students. I can easily turn out a class which will average high in its grades, by giving elementary didactic lectures and by proceeding carefully and slowly from day to day. But as soon as I begin to do what I ought to do, that is, to talk a little over the heads of the lower half of the class, and seriously try to awaken the intellectual interests of the better members of the class, I am very sure to get an unfavorable reaction so far as grades are concerned. I do not believe that the years in which my students have got most out of my courses are the years in which I have given the highest grades.



Nevertheless, we can't very well get along without grades, and in the work of the freshman and sophomore years much emphasis will always have to be put upon grades. The nature of the subjects studied in these years and the size of the classes make grades more significant and more essential.

I feel very strongly that we could do more for scholarship at Cornell by giving the qualified students, in the last two years, some measure of the freedom of study that obtains in the Graduate School. This could be accomplished, I think, by the institution of a right sort of "honors" degree, and high-grade work during the first two years might be made a prerequisite to candidacy for such a degree. The "honors" degree should embrace not only more work, but a definite amount of work, and work undertaken in a different spirit.

I believe that we should require every student to pass an examination showing a reading knowledge of French or German (or other modern language) before being admitted to the junior class.

I am afraid that these general suggestions are not of great value for the purposes of the committee, because reforms of the kind that seem to me most important can hardly come from the alumni, but must be instituted by the Faculty itself. Such reforms would furnish something around which the alumni would rally. To get the alumni seriously interested in the conditions of scholarship at Cornell is a very much more important thing than any particular measure which the alumni may choose to recommend. What we need, of course, is a new set of values in the whole university community, and any serious alumni effort is bound to help toward that end.

A. A. YOUNG.

#### 6. TRUE SCHOLARSHIP IS ITS OWN REWARD

My connection with the University Faculty is all too brief, and my information upon the present achievements of our students is too meager to permit other than tentative remarks on this subject. However, I have gained the impression that we are entertaining a considerable number of "slackers" among our student population.

It appears to be possible for a man to undergo four years of college training and secure his degree without ever being obliged to use his brains very seriously.

I doubt if any great good can come from the award of prizes for scholarship until a larger number of students can be made to understand what scholarship is, and a larger number of the Faculty become inclined to estimate students in terms of ability to think and interpret rather than in terms of ability to memorize data and give them back as "clean copy." In my experience as a teacher I have found many of my truest students registering inferior grades because they groped for an interpretation and did not find it, while others with more skill but less insight would avoid the pitfalls and return the obvious though acceptable facts. One must be sharply alive to such evidences of intelligence and a tendency to probe



more deeply into a subject, or one may be awarding the highest grades to those who possess very superficial knowledge.

Scholarship can be enhanced only by the arousal of a real sentiment favorable to intellectual achievement, and one which will pervade the entire university. This would require sterner measures in dealing with scholastic delinquency, whether it be willful or due to intellectual deficiency. In administering for such a desirable change in academic sentiment, care must be taken not to emphasize high marks except as they can be made to evidence real mental initiative and attainment. True scholarship is in large measure its own reward. Neither prizes nor other distinctions will serve to cultivate it where the initiative is lacking. To distinguish a select number of "grinds" by this means may only serve to draw the line more sharply between social and non-social elements in the student body. It may also serve to alienate some whose minds are potentially better, and whom we wish to stimulate because their promise is greater.

R. M. OGDEN.

## 7. THE ORIENTATION COURSE AT BROWN UNIVERSITY

### RULES

The purpose of these lectures is to give to students entering Brown University such information concerning the opportunities, aims, customs and regulations of the college as will help to make their four years of college life enjoyable and profitable.

There will be no examinations and no assignments of outside work. Attendance is required.

A syllabus with blank pages for notes will be given out at the beginning of each lecture. This is to be signed with the student's full name and, together with the notes, is to be submitted for inspection on the date stamped on the cover.

In case of an unavoidable absence the student may apply for a written excuse at the office of the Dean. This excuse should be filed with the syllabi when these are submitted for inspection. The missing syllabus will then be substituted for the excuse.

At the end of each semester a complete set of syllabi must be submitted for final inspection.

### LECTURES, 1916-17

#### GROUP I

General Instruction and Advice.....	Dean O. E. Randall
Aims of the College.....	Pres. W. H. P. Faunce
Methods of Study and Use of Books.....	Prof. S. S. Colvin
Manners.....	Prof. Thos. Crosby, Jr.
Student Activities.....	Dean O. E. Randall
The Cause of Disease.....	Prof. F. P. Gorham



## GROUP II

Modern Languages and Literature.....	Prof. W. C. Bronson
Ancient Languages and Literature.....	Prof. J. F. Greene
Mathematics.....	Prof. C. H. Currier
Physical Sciences.....	Prof. Carl Barus
Biological Sciences and Psychology.....	Prof. A. D. Mead and Prof. S. S. Colvin
Engineering.....	Prof. W. H. Kenerson
History and Political Science.....	Prof. T. F. Collier
Social and Economic Sciences.....	Prof. H. B. Gardner
Art.....	Director L. E. Rowe, Rhode Island School of Design
Religion and Philosophy.....	Prof. Walter G. Everett
History of Brown University.....	Charles E. Hughes (read by Prof. Thomas Crosby, Jr.)

## 8. QUALITY CREDITS—TEACHING EFFICIENCY

The subject of your inquiry is one that has been interesting me during the few months that I have been temporarily spending part of my time filling the chair of Geology in this university. The old attraction of teaching has proved strong and I have therefore been giving some attention to methods and results.

First let me suggest that, if it is not already in use at Cornell, a system of required quality credits might be of help. Thus while a grade of 60 still allows a student to pass in any one subject, a general average of 75 is required, obtained in this way. A grade of 60 to 70 gives no quality credits; one between 70 and 80 gives one quality for each year hour; between 80 and 90 two for each year hour; over 90 three for each year hour. A student not making one and one-half quality credits for each year hour of quantity credit in any semester is put on probation and during that time loses the privilege of representing the university on any team, or in any public way, including the relinquishment of any editorships or other similar positions held. If at the end of the next semester the necessary quality credits have not been obtained, the student's name is automatically dropped. Further, following the Stanford scheme, I would suggest that in order that the fraternities take the place in scholarship to which the average ability of their members entitles them, any fraternity of whose members more than ten per cent in any one year fail under the preceding rule should thereby lose the privilege of pledging any new members the following year.

Special provision could be made for students working their way by reducing the number of required quantity credits in proportion to the amount of time devoted to outside work and lengthening the course (this only if it be apparent that the student cannot meet the requirements).

There are however, I think, three sides to this question. While we are holding the student up to a high rank, is there not something



to be said for the teaching? I cannot believe that any teacher is really teaching his subject when less than ten per cent of his students make 90 or over. If less than ten per cent of his students make less than 75 it may usually be taken as evidence that his tests are not rigid enough. As I have questioned students coming from other universities in the effort to get ideas for the improvement of my own work, I have been impressed with the idea that the average college or university would hardly serve as a model for an engineering or manufacturing plant. The employment and salary of the average professor are too commonly based on what he is supposed to know of his subject as evidenced by his writings, rather than on his ability to teach, his evident interest in his work and in his students, his intellectual, cultural, social and moral influence on them, his ability to stimulate in them what Dean Creighton has called the desire for the adventure of learning, for the acquisition of truth.

My inquiries of students referred to has led me to realize that some, if not many, professors study how they can present their subject with the least expenditure of time on their part, avoiding the drilling, the weekly or daily testing of the student's acquisition of the subject and the constant reviews necessary to fix the subject in the student's mind. This tendency results partly from the lack of the sort of thorough supervision and coördination of the work that would be given in any modern business office or other plant seeking to attain certain ends, and partly from the third element in the problem—insufficient salaries. Until our professors are free from the necessity of finding some outside source of income, we are not going to have a high grade of scholarship.

*Vanderbilt University,  
Nashville, Tenn.*

GEO. H. ASHLEY, '89.

#### 9. A NEW PLAN FOR THE STANDARDIZATION OF MARKS

To avoid misconception, it should be said at the outset that the following suggestions have no connection with the Missouri system of marking—a plan with which I am entirely out of sympathy.

I should advise that the records of students be so kept as to show at the end of each semester the average credit attained per hour of work taken—an index of the standing of each student; that an index for each class be obtained through dividing the sum of the individual indices by the number of students in the class; and that this composite index be taken as the standard according to which, presumably and ordinarily, the instructor should determine the amount of aggregate credit to be apportioned to his class. If, for example, a division of thirty students averages B or, in terms of percentage, 90, the inference should be that the instructor regard this class as a B group and entitled to an aggregate credit of 2,700.

Whether the grades of any instructor are too low or too generous can have no other practical test than the degree of his conformity with what his colleagues are doing with the same grade of students. No marking



system can rightly mean anything else than this, unless it amount merely to several hundred varying expressions of individual opinion as to what the general marking system ought to be. But it should be noted that the norm of credit for any particular division cannot be found in the average grade or index of the University at large, else the instructor whose topic or whose methods attract students of high ability or industry is compelled to penalize these students in his award of credit, and the instructor who attracts an inferior grade of students is enabled to apportion to his students more than their deserts would justify. In actual fact not only does the quality of students vary with each instructor from semester to semester, but it varies also, and fairly consistently, between instructors. Equity in marking must take account of the facts—variations in group quality furnishing the test and the justification for varying awards of credit to groups. If any marking system is to exist at all, it must not be allowed to work out as the denial of relatively high credit to groups of students of high accomplishment or to permit the award of average credit to students of subnormal ability or industry.

It may be true that the general average of marking in the University should be made more severe. This is indeed my own conviction. But the increase in severity, if it is to be attained at all, cannot fairly be expected from those instructors whose requirements and whose grades are already rigorous. The plan which I propose would greatly simplify the process of enforcing higher standards. Assume, for example, that it be decided to lower the average credit awarded in the University by ten per cent. If Instructor Brown is found to be marking his students ten per cent higher than these students average in their awards from their other instructors, and if Instructor Jones is marking his students ten per cent lower than their composite grade reported in their class index, this would indicate that Brown is twenty per cent too liberal—Jones precisely in conformity with the new standard. Quite obviously it could not greatly help the situation to advise that both Brown and Jones lower their average award by ten per cent. Jones has been over-severe under the previous norm, and according to the new standard he is already sufficiently severe.

It must be recognized that more severe standards of marking inevitably carry with them more severe requirements. It is easy to give generous marks for easy tasks—not difficult to give high marks for severe tasks that are fulfilled—but practically impossible to give low marks for easy tasks. If an instructor is to give some students less than a passing mark, he must in his own defense make his work difficult enough so that some students fall short of doing it. To limit the credit that snap courses carry with them is to discourage both the snap-hunter and the snap-giver, and is at the same time to protect the worthy work from the competitive under-cutting of courses offering high grades for the doing of practically nothing. It is commonly the cheap course that is especially generous in credit awards—the instructor who should award least credit is the one who insists on giving most.

I admit that marks and grades are more or less of a nuisance even at their best. But any sort of grading system is essentially an effort at the



standardization of credit awards. We have to choose, then, between making a unit of credit mean a unit of accomplishment everywhere or frankly doing away with grades and credits altogether. It is to make the best of the principle of standardization that I urge the adoption of this comparative or ratio test for the proper amount of credit to be allotted. At present we purport to have standardization, and have all of the attendant evils of it, and yet do not have it. Any individual attempt in the direction of severer standards is handicapped by the presence of competing courses requiring a minimum of effort and promising exceptionally liberal credit.

I urge, then, (1) that standardization, if we are to have it at all, is fair and practicable only with the adoption of this ratio—this comparative—principle; (2) that, with its adoption, the problem of raising standards becomes easily manageable; (3) that, irrespective of any changes in standards, the proposed plan prevents the award of relatively high credit for relatively easy courses; (4) that, coupled with severer standards, it would put an end to easy courses.

Publicity solely should suffice as means of enforcement—legislation being necessary only for a change in standards. At its simplest the plan needs merely to be recommended to the Dean. As early as practicable in the semester, the instructor should learn the index of his class. His later treatment of his class,—its grade with his colleagues, whether high or low,—his grading of it,—all should appear in the general faculty report.

The expense involved in the plan would be inconsiderable—at all events not prohibitive.

H. J. DAVENPORT.

#### 10. SOME NOTES ON STUDENT SCHOLARSHIP

*Standardization of courses*, without adaptation to individual needs or fancies, is detrimental to interest and initiative. By tightening the discipline more work and better work can be ground out of a student, but this is far from true scholarship inspired by genuine interest. For average or indifferent scholars standardization is good, but in this mass of mediocrity the gifted minority is drowned. Pick out gifted scholars in the freshman year and guide them separately as honor students. The effect will be good for them, and will stimulate the big inert body of 61's.

*A utilitarian view of a college education*, with a degree and a job as the only end in view, is detrimental to high scholarship. One remedy is to provide several grades of degrees, or to number diplomas each year in the order of their holders' scholarship. At West Point and at Annapolis there is a distinct advantage in having high marks. In the C.E. College in Petrograd from which I graduated one had to have at least a grade of 80 in all important subjects throughout the five years in order to get a first-degree diploma; the rest got a second-degree diploma, which involved a distinct disadvantage in rank in governmental service. The Imperial Russian universities used to grant three kinds of baccalaureate degrees, according to scholarship: candidate of rights, true student



and lover of enlightenment. Only the first named degree qualified for government service. At graduation exercises the name of the best scholar used to be put on a marble tablet in golden letters and placed in the hall of honor. This distinction was always coveted by several men throughout the five years of the course. I believe that two grades of degrees are perfectly feasible in Sibley College, or calling one degree M.E. "with honor." With the democratic tendencies of the times, when every Tom, Dick and Harry enters a university, it is necessary to keep up the scholarship of the majority by a rigid discipline, and to have a tangible goal for the capable and ambitious minority, say a different shade of sheepskin. True scholars will take care of themselves, and we shall have them as long as we have members of the Faculty who themselves are true scholars and investigators.

*Ignorance of the psychology of study.* It is a matter of common knowledge that a student wastes considerable time because he does not know how to study or how to take care of his mind and body. The psychological process of assimilation of knowledge is one of the subtlest known, and who trains the student in it? Who tells him of introspection, of psychology of attention, of first and second fatigue, of the plateau of effort, of associative memory, of superposition of starting periods, and of such other useful things that permit one to achieve much in a short time? Many persons have said to me that they do not understand how I find time for this or that, but in the twelve years of my association with Cornell University only one member of the Faculty ever came to ask about my methods of study. He never came a second time either, because he found that to use my methods would be like wearing several steel braces. And yet I find my yoke easy, because I learned the systematic, efficient way of living while I was young. Let our instructors learn how to study, and let them teach freshmen, in application to some simple subject, how to remember a given fact or law, how to assimilate a relationship, how to acquire manual skill, how to spend an evening in study, etc. Even mathematics and mechanics can wait half a year for such an important discipline, one that will save each student many a weary hour throughout his life. This is one reason why each instructor should be a student of some subject, and an investigator. He will know then what the process of assimilation is. Dr. Moore now gives the freshmen a talk on fresh air and sponge; why does Professor Titchener not follow him with a talk on the psychology of study?

*Physical, volitional and emotional activities.* A normal young man needs all these, but the University does not properly regulate them, except for military drill. Self-supporting students who wait on table or tend furnaces get physically exhausted, while rich fraternity boys ride in a street car from Stewart Avenue to Sibley College. Who can overestimate the importance of a properly trained will in a college graduate? Is it more important for the country that he should know how to determine the size of a shaft or of a steam cylinder, or that he should stay on the straight path in the hour of temptation, and be able to guide others? There is no study more difficult than the training of the will, but when the will is under control all other studies are open to the man.



*Co-operative study.* It has been well said: "School is not preparation for life, it is life itself." We do not care to make it an imperfect life of laziness and greed and deceit, but let us give our students at least a glimpse of a better life of which we dream and which we hope for. Every community is organized for some purpose; we can organize a community for the purpose of study. Then the students working to maintain and to improve this community will get the necessary volitional and emotional training. As long as they remain individual "visitors" to the college, members of an audience, they do not exercise the most important function of the civilized man, the ability to work in a community. Every difficult problem in mechanics or in electricity should be a community problem for the class, and not an individual problem for Mr. Jones! Only then will scholastic achievement be held in high esteem, and a lazy student will be ostracized as a useless member of the community. This will also give a splendid training for leaders of different kinds, mental, volitional and emotional. But of course, as long as we have to "cover" a certain number of pages in a certain book, we cannot stop to discuss an interesting problem when a previously mimeographed schedule calls for the next chapter.

*Outside work.* A considerable number of students do outside work, either to earn their living or as a voluntary avocation. Personal interviews elicit a surprising variety of such occupations, most of which are detrimental to true scholarship. The University is almost powerless to provide for impecunious students, unless it takes a radical step and requires more fortunate students to contribute their work for the support of less fortunate ones. For example, a student usually has to put in four hours a day seven days a week, waiting on table for his board; this is to the detriment of his studies. Two other students receive all their sustenance from home and waste some of their leisure time. Now suppose the University should encourage or even require each of these two students to wait on table for one meal a day, and enable their struggling comrade to have his three meals, though waiting on table for one meal only. The University should take a lead in this "help your brother" movement, and I feel confident that a great deal of good could be accomplished both for those helping and those helped.

*From practice to theory.* A number of freshmen and sophomores get discouraged or dropped on account of mathematics, physics, mechanics; others manage to squeeze through, but retain no love for these subjects, and acquire no ability whatever in using them. The process should be reversed, concrete facts should be taught first and then generalized into semi-abstract statements. Of course, this means a radical change in the arrangement and character of studies, but it will stimulate interest early in the course, and will help to weed out men without engineering talent, rather than those who are too immature for calculus. Moreover, a reasonable time should be allowed in the freshman year for visiting descriptive and experimental lectures in various branches of engineering, so that the student could select the one for which he is best fit. Maladjustment is undoubtedly a serious cause of poor scholarship.



*The Faculty.* How much blame for poor scholarship among the students is due to the Faculty, and especially to young instructors? A mature, experienced teacher and investigator presents a topic from several points of view, at least one of which should appeal to the student. He modifies his statements to suit the class, he alludes to further developments and applications of the topic under discussion, brings in parallels and analogies, and inspires the students with the mastery of his subject. A young instructor usually knows little beyond the text-book, holds recitations on the same topic at least half a dozen times a week, in sections, requires precise knowledge of certain statements and problems in the book, and mostly fails to inspire or even to interest his students. A considerable proportion of instructors give the course for the first time, and really do not know many essential points until they get to them. These "non-commissioned" officers of instruction are a great problem in a large college, and it is time to ask ourselves in all earnestness if we have not gone too far in breaking up courses into recitations, and converting our mature teachers into office managers? Should we not go back, at least in part, to lectures given by mature professors in larger groups, with frequent written examinations, the papers to be corrected by young instructors?

*Small improvements and radical changes.* Some improvement can be achieved by numerous small changes, such as stricter discipline, better books and schedules, higher grade teachers, prizes, etc. All these things ought to be done as opportunities present themselves. On the other hand, a few radical changes indicated above may seem at first impracticable, but they are based upon human psychology, and as such ought to refresh the atmosphere and bring into play forces within students that are at present dormant. Every reform at a certain stage is considered impracticable—the democratic form of government, freedom of religion, the abolition of nobility and servitude, all these were held to be visionary, and yet they are among the most precious and most practical achievements of civilization.

V. KARAPETOFF.

## II. COURSES FOR HONORS

[From a letter in *The Cornell Daily Sun*, March 23, 1917]

The question of raising the standard of undergraduate scholarship is one which has occupied the attention of the Faculty for some time. It was not until this year, however, that a movement along the same line was initiated by members of the undergraduate body.

Their ideal, to be sure, is somewhat different from that of the Faculty in that it provides not for a compulsory betterment on the part of all, but rather for the offering of increased facilities to those who may wish to do a higher grade of work. The feeling of those students who are interested in this matter was that the best means for accomplishing such an end would be the adoption of some system of honor groups. For that reason a scheme was drawn up and presented to certain mem-



bers of the Faculty who were known to be in sympathy with this step. . . .

If a system of honor groups were accepted by the undergraduates, let us say of the Arts College, it is probable that the general attitude toward university work would ultimately be changed. Men in such groups would be recognized as doing independent and timely scholarly work, and they would be recognized as accomplishing something. The same attitude toward things worth while would ultimately tend to ensue, and men of ability might well prefer to use their spare time in lines more beneficial than ordinary competitions; that, after all, is what we need. Today we have not a proper sense of values, and this we cannot get until ideals are changed.

Distinctively, however, the honor group is not an appeal to the many, it is an appeal to the few. I believe nevertheless that it would win over some of those men who can do their university work in short order and still find plenty of time for all sorts of competitions. These, after all, are the men we want, the men who formulate the undergraduate sentiment.

J. G. SCHURMAN, JR., '17.

## 12. THE FACULTY CAN SOLVE THE PROBLEM

[From a letter in *The Cornell Daily Sun*, March 24, 1917]

The problem is one for the Faculty to solve. If the Faculty are determined to make academic standards the primary pursuit of undergraduates, they will have to make that a condition of membership in the University. Admittance will have to be withheld from all except those who can and will meet the standards that it is desired shall prevail. Verbal agitation will not cause even so much as a ripple over the serene surfaces of the group that never worries. Coaxing, in the form of prizes, will never touch the man who places a higher value on a good score in the poolroom across the way than he does on even a polite conversational knowledge of American history.

If the Faculty wish to introduce intellectual education as the primary object of student life, they should heed the *modus operandi* of Dame Nature, and adopt the Darwinian principle of the "survival of the fit." The high standards desired should be demanded, and "natural selection" will follow.

But the plan of converting one type into another in a few brief months, or a year, by mere agitation of public opinion is unrealizable. Time and experience will produce a change in most of us, and foster not a few regrets at lost opportunity, but this change takes place with most of us after we have graduated. Business persuades us into sober labor because it has a way all its own of demanding things.

C. N. WHITMAN, '14.



### 13. A FACULTY MILITANT

[From a letter in *The Cornell Daily Sun*, March 24, 1917.]

As the one influential continuing body connected with the educational system at the University I have always felt that the Faculty had it in its power to set and maintain such standards of education as it sees fit. Through the course of years the temper of the undergraduate body meets inevitably the temper of the Faculty. I believe that the undergraduate body meets the requirements of the Faculty of today. Before the undergraduate body can be placed scholastically upon a higher plane the Faculty must take a step—that is, the Faculty must become a Faculty militant, fighting for a higher plane of scholarship with the same zeal that characterizes the efforts of the undergraduate organizations to increase their popularity and efficiency.

The Faculty must meet the competitive challenge of the many interests that tend to take the time and attention of the student body from the things which are really of primary importance. That challenge can be met only by active proselytizing by the members of the Faculty on behalf of higher scholarship—and, more than that, the exceptional man must be given more opportunities, more encouragement, his abilities must be stimulated in accordance with his possibilities—there is no equal democracy among intellects.

H. G. PLACE, '17.

### 14. FRATERNITIES

[From a letter in *The Cornell Daily Sun*, March 24, 1917]

When one considers the influence that fraternities can and should exercise upon the scholastic situation, the agency which is potentially the most powerful is found. The mass of the student body follows the fraternity men in its ideals. If the fraternities are primarily interested in brawn and the development thereof, and secondarily in brain and the development of it, then the student body as a whole places physical prowess on a pedestal.

The best way to inoculate a feeling of respect for scholarship is to make scholarship a prerequisite to membership. Why cannot the Interfraternity Association pass a rule to the effect that no one shall be admitted to membership in a fraternity unless he has an average of at least C in all his courses; and demand that each fraternity place a bond for \$200 in the hands of the Association which shall be forfeited in case of an infraction of the rule; or, if the Association is not strong enough to enforce such a regulation, why not place it in the hands of the Faculty? A heavy bond would have prevented the disgraceful fiasco which resulted from the attempt at "second term rushing" a year ago.

Furthermore, I can see no reason for ceasing to look after a man and his scholastic work because he has passed off the work of his freshman year. It is quite true that a man should be able to regulate his time



and energies after his initial year, but the sad truth confronts us that a great many cannot or at least do not.

One last suggestion, and that is that no man who has not reached a respectable grade, for example B or perhaps C, should be permitted to go into "outside activities" such as *The Sun* and the managerial competitions. Also a failure to maintain a good standard should automatically drop him from such activity, and disqualify him for such activities in the future.

We all know that the interest one takes in a subject is in direct proportion to the work and labor expended upon it. Consequently, if a prospective competitor or fraternity man is forced to attain a high degree of scholastic proficiency, the extra labor required to attain that proficiency must of necessity cause him to have a greater interest in scholarship and the intellectual reward that goes with it, than he has heretofore had.

ARTS '15.

#### 15. COLLEGE WORK MUST BE MADE COMPETITIVE

[A letter in *The Cornell Daily Sun*, March 24, 1917]

A senior who has been through the mill of Cornell cannot but question whether the ideals which were set before him at the beginning of his college course and which he has followed to the best of his ability have really been the best. If he analyzes the situation he cannot help being struck by the following anomalies. He finds in the first place that the avowed object of college education, college work, is a necessary evil which should be got over as easily as possible. It is distinctly a minor phase of the college routine, something which is chiefly of importance as a requisite for staying in the college and pursuing other and more honorable activities. The man who is average in his work is as much respected as the man who is brilliant; we might go further and say that the man who is brilliant is immediately loaded with the burden of proving that he is not a grind. Such men get a certain additional meed of respect for their success in studies, but, for a so-called institution of learning, this extra meed is remarkably small.

Now, the person who attempts to deny all value in extra-curricular activities is as much in error as the person who supports them in all their luxuriance. They are supported by many good arguments and by some specious ones. It cannot be denied that they make for character building in the best sense of that term, as the strictly unsocial studies do not. They appeal to the competitive spirit as class-room work does not, and competitive spirit is a mainspring of human achievement. On the other hand, the argument often advanced that companies look for editors and managers rather than for Phi Beta Kappa men is an entirely specious one, based, it seems, upon the patent fact that all men in college to-day who are ambitious do engage in some such activities. None of these arguments, however, can be taken to defend outside activities as more than avocations,—complements to the main business of college life. It is in this capacity that they should flourish. It is as the main



business of college that they exist to-day in the minds of most undergraduates, and as such they misdirect the best efforts of the best Cornellians.

And who is to blame for this? The student? The Faculty? Both, I think, but primarily the Faculty. If college work could be made competitive and interesting and social, surely the students would respond by making it honorable. If freshmen were made to realize that besides the career of outside activities there was open to them the equally attractive and profitable career of specializing in their work on the hill, a good many of them would seize the opportunity. This can never come about until the cut-and-dried methods of the high school class-room are replaced by the freer atmosphere of European institutions. This is of course a difficult problem but it seems as if it must be solved before conditions at Cornell can be materially improved.

BERTRAM F. WILLCOX, '17.

#### 16. LET THE FACULTY DO ITS PART

[From the Report of the Dean of the College of Arts and Sciences for 1915-16]

The most important problem confronting the American college today is that of arousing in our students more serious effort, deeper interest and greater respect for the real business of a university, and of developing a genuine spirit of coöperation on the part of the Faculty with a view to realizing these ends. With the exaggerated emphasis placed upon the incidental and non-essential phases of college life in the American universities and the frivolous attitude of so many persons toward intellectual things, our task is not an easy one. But I am convinced that some progress may be made in the desired direction if the members of the Faculty will study the problem, which is by no means peculiar to Cornell University, and coöperate with one another in solving it by demanding a higher quality of work from those who attend their classes. It is not necessary to introduce petty regulations and to stifle free intellectual endeavor in order to accomplish this. It is possible to allow the individual a full measure of freedom; but freedom means responsibility, and free individuals must take the consequences of their neglect. Liberty of learning is not identical with the liberty of learning nothing and receiving a degree for it. If we insist upon thorough work and refuse to pass those who fail to do it, we shall soon have at least "a remnant of the righteous" in whom an interest in the things we do can be aroused; for after all the boys and girls who flock to our halls are the same kind of human beings who go to the other colleges on the Campus where severer demands are said to be imposed and met than with us. Men become responsible by being held responsible. But we cannot accomplish anything unless we work together and unless we obey the rules which we ourselves make, or enact better ones. It is idle to talk about a freedom that does not regulate itself. Until the millenium comes, anarchistic individualism will be as fatuous in education as it is in government. And I would



urge that members of the Faculty make a beginning by attending the meetings of the Faculty. The business of the College is now conducted by a handful of loyal and faithful men who not only carry the burden of administering the affairs of the College in the sessions of the Faculty and its committees, but who must often hear from absentees complaints of how poorly this work is done. Important questions are decided by a small group of members, and there is no telling whether the action taken is a true expression of the public opinion of the College or not. We need the help of every member of the instructing staff who is entitled to a seat in the Faculty, and I think we have a right to expect it. Unless academic self-government is to be a mere name, our academic citizens must do their full duty. It is only by attending to its business that the College of Arts and Sciences can create a spirit of seriousness within its walls and render the service which it owes to the country.

FRANK THILLY.

#### 17. THE BEST SCHOLARS ARE THE BEST TEACHERS

You ask on behalf of your committee for suggestions as to ways and means of improving the scholarship of the University. Before applying remedies it would be well to determine the exact nature, and the special seat, of the disease, lest we squander time in trying to palliate the symptoms, and strike but feebly at the root of the evil. This, however, is a mere piece of advice, for I must not enter into a long discussion, and will merely say that the following suggestions are based upon long consideration of the trouble. I put them down in no special order, but as they now occur to me.

1. To begin with, as it seems to me, far too much of our instruction, so-called, is given in the form of lectures; there is too little self-activity on the part of the student, who does not like to be passive (though he is willing to be entertained), and naturally turns to the "student activities," in order to find something to do that he deems worthy of a man with a backbone. Furthermore, the larger the audience, the more must the lecturer descend to their level if he wishes to gain attention. This is a cheap kind of teaching, measured in dollars and cents at the Treasurer's office; but it saps the energy of a good teacher (who is not bent on amusing), and is of slight permanent value to the student who desires first-hand knowledge of his own. Because of my own interest in literature, I think it may interest your committee to know that the poet Wordsworth expressed himself with vigor on this topic:

As to teaching belles-lettres, languages, law, political economy, morals, etc., by lectures, it is absurd. Lectures may be very useful in experimental philosophy [= physics], geology, and natural history, or any art or science capable of illustration by experiments, operations, and specimens; but in other departments of knowledge they are, in most cases, worse than superfluous. Of course I do not include in the above censure "college lectures," as they are called, when the business consists, not of haranguing the pupils, but in ascertaining the progress they have made.



And at Cornell we may well give heed to the opinion of Goldwin Smith, who said of the University, in 1869:

I try to keep [the President] from spending more money in flashy public lectures (of which we have far too many already) and other unsubstantial things, and to get him to turn all his resources, limited as they are, to the provision of means for hard work.

Curtis and Lowell come to lecture next term. I regard their arrival socially with unmixed pleasure; academically with mixed feelings. They will both be most brilliant, I have no doubt; and the more brilliant they are, the less inclined our boys will be after hearing them to go back to the hard work by which alone any solid results can be attained. . . . The lesson of thorough hard study is the one which these people have to learn. They will listen to Curtis, Lowell, and Dwight generalizing on their respective subjects, without knowing any of the facts on which the generalizations are based, and go away fancying themselves on a level with the most advanced thought of the age.

2. The methods employed in recruiting the Faculty are not the best. Too often, the choice of a new professor depends upon his ability to give a popular lecture more than upon anything else. But there is no established procedure—and there should be one, clearly understood and always followed. Here we should do well to follow the plan of the German universities, now in operation at Yale, if not elsewhere in this country. The record of a candidate for a professorship is fully investigated,—every line he has written, I am told, is read by a competent committee.

Particularly vicious is our way of adding to the staff at the bottom of the list. I recall the haphazard fashion in which I, myself, found a position as instructor at Cornell,—and where I can observe it, the fashion now is worse. If the University is the Faculty, a more or less permanent body, rather than the students, who continually change, nothing can be of greater importance than the training of the men who are to be instructors, and the selection of the fit. In these days of enlightenment, God no longer winks at the appointment of a university instructor, over night, who does not possess the doctoral degree, and does not bid fair to become a productive scholar.

I suggest the desirability of a committee to consider the best methods of securing new members of the staff as a whole, when vacancies are to be filled. The same committee might well consider the principles to observe in promoting men who are here. If the University is really bent upon improving scholarship, the first necessity is to foster scholarship in the Faculty: no instructor or assistant professor should be promoted until he has shown by his publications that he is not sterile as a scholar; and the merits of his scholarly productions should be appraised by productive scholars, including one or more professors from departments other than his own.

All I have said reposes upon a belief that there is an essential relation between adequate training and successful teaching; we must disabuse ourselves of any belief to the contrary. There is little hope so long as people deceive themselves, and pretend that in the long run the best scholars are not the best teachers,—an error not borne out by the facts.



3. I fear it is true that we have allowed the desire for numbers and external superiority to result in something very undesirable, and that a large proportion of the actual teaching is done by underpaid and inexperienced men, who will never rise to eminence in this profession. Many of them do not remain long enough in it to learn the art, so that far too many classes are like cadavers undergoing dissection at the hands of neophyte surgeons. With a large actual income, the University is, so to speak, *student-poor*, and *instructor-poor*, as we call a man "land-poor" when he has thousands of acres, and can barely pay the taxes. If we are to have better scholarship, something drastic must be done to make our relatively small means relatively great. We must either secure (not hope for) more money, or we must have fewer students.

I hope you will excuse me if I end what was meant to be an informal letter with another quotation from Burke. I have often thought of the passage in connection with American universities:

It may be new to his grace [the Duke of Bedford], but I beg leave to tell him that mere parsimony is not economy. It is separable in theory from it; and in fact it may, or it may not, be a *part* of economy, according to circumstances. Expense, and great expense, may be an essential part in true economy. If parsimony were to be considered as one of the kinds of that virtue, there is, however, another and a higher economy. Economy is a distributive virtue, and consists, not in saving, but in selection. Parsimony requires no providence, no sagacity, no powers of combination, no comparison, no judgment. Mere instinct, and that not an instinct of the noblest kind, may produce this false economy in perfection. The other economy has larger views. It requires a discriminating judgment, and a firm, sagacious mind. It shuts one door to impudent importunity, only to open another, and a wider, to unassuming merit.

LANE COOPER.

#### 18. THE STUDENT'S VIEWPOINT

[Extracts from a letter in *The Cornell Alumni News*, April 12, 1917]

We have heard much about student scholarship, or the lack of it,—all from the faculty viewpoint. Perhaps the viewpoint of the student may help the good work, in which we are all vitally interested. The professors say that we lack genuine intellectual enthusiasm in the pursuit of knowledge; that we grind just enough to pass our exams, and regard scholarship with aversion. Is it all our fault? It is true that we grind to pass exams, but the Faculty, not the students, have set that criterion of scholarship. However much we strive to think for ourselves (a process which takes time, like physical growth), we are sent home in disgrace as failures if we have not sufficiently memorized the dry and multitudinous details of each course, so that we can write out in an hour whatever the exam calls for.

"What were the causes of the Reformation?" The bright student who has learned them parrot-like, 1, 2, 3, 4, from his stenographic notes, puts the answers down promptly and goes on to the next question; he stands a good chance for Phi Beta Kappa. The thoughtful student who ponders on that profound question will not have time to finish the



last three questions and stands a good chance of busting. Two weeks later, which one will know the most about the Reformation? Perhaps the thoughtful one, riding home to the farm.

The professors tell us all the details, but do not keep before us the broad relations of the subject to humanity. They tell us everything about a fact except the reason why any person would want to know it. Who, may I ask, holds before us the profound majesty of astronomy, the vital whirl of physics, the meaning and connection of history, or shows Pol Econ as a great mechanism essential for our very existence on this inhospitable globe? No one does; or if these things are mentioned, it is only as any other detail of the course. Why do you expect a poor green student to see intuitively the inspiration in each of the many different courses he is obliged to take? A professor may have some spontaneous vision in his own subject but how many professors have an enthusiastic interest in other professors' subjects? If only each professor could put himself in the student's place, not in his own course, but under another professor, he would understand the difficulty.

It sometimes seems that the dryer a course is made the better the profs like it. They suck the orange dry and then say: "Here is the fruit to study, all except the essence, which after all is volatile—and also too palatable for the young." Are they afraid that if they make a subject interesting it will be too easy to learn? A certain amount of drudgery is unavoidable, and if necessary to attain a desired result, will be done quickly by the student. But drudgery for its own sake, with no object apparent, is intolerable. A student is human, like his professor, and objects to learning facts for "mental discipline"; no professor would endure it, if it were actually tried on him; he would resent it as an insult to his intelligence, and insist on knowing *why* he should so devote his mentality. If demanded for the good of his country, any professor would learn the U. S. Drill Regulations; but if demanded of him for his own mental discipline, almost any professor would refuse.

We have had many remedies suggested; permit one more. It is that each member of the Faculty take some undergraduate course for which he has no particular preliminary interest; not just listen to lectures, but do all the assigned work like a conscientious student, and take the exam with the threat hanging over him that if he fails to pass he shall be fired from the U. For example, let the History faculty take Physics, the Physics take French, the French take Pol Econ, Pol Econ take Philosophy, etc. When it is all over, let each tell the other candidly what he thinks the other could profitably emphasize or omit. Thus they could once more attain the undergraduate point of view.

1915.

#### 19. THE TRAINING OF TEACHERS

[R. W. Livingstone, "A Defence of Classical Education," London, 1916, p. 270]

It is surely one of the greatest blunders of English secondary education, that we allow anyone to teach who has not studied the theory of teaching. *Didascalus nascitur, non fit*, we are told. No doubt; and



the same is true of generals and sailors. Yet would anyone on that account dispense with Sandhurst or Dartmouth? Certainly Arnolds or Bowens will be great teachers without a course of pedagogy, though no one loses by learning the theory of his practice. But the teacher who really gains by being taught his trade is the average man who has no exceptional genius and who can be raised to a higher power by studying his subject and being forced to think about it; especially if he does so after a year's attempt to teach by the light of nature. It is possible here by taking thought to add, not perhaps a cubit, but a few inches to our stature. The excellence of the teaching in the big grammar schools is the best testimony to the value of the training of teachers. The public school, thanks to its prestige and its prospects, still gets the pick of the Universities as masters. Yet the teaching in it is certainly not superior—in many cases it is inferior—to that in important rate-aided schools, whose masters are compelled to be certified teachers, and have gained in efficiency and in interest in the art of imparting knowledge, by being compelled to think how it should be done. The born teacher may not gain so much, but under such a system there will not be so many flies in the educational ointment; and a few flies may spoil it.

## 20. HOW TO BRING MEN TO CORNELL

[Contributed to a symposium on "Advertising Cornell" in *The Cornell Era* for November, 1914. The writer was in his time editor-in-chief of *The Cornell Daily Sun*.]

Personally I don't believe in urging men to come to Cornell. This is because Cornell doesn't need more men, but more men need Cornell. Why should one of the best universities on earth—a school which gives its students ten times what they pay for—go about crying its wares like a peddler? Moreover, Cornell doesn't need numbers and, above all, has no lack of the best athletes. Great numbers mean nothing within themselves. If anything, they harm a university in spirit, effectiveness and ideals. We have every living soul we want now and, doubtless, a few we can do without. Put up the entrance requirements and shut out the triflers. Raise the quality and decrease the numbers. Above all, recognize the fact that Cornell is now literally triumphant in athletics. Let us put forth every endeavor to make her triumphant in scholarship, too. After all, a university is a place to broaden men's ideals and fit them for their coming intellectual struggle. If the thousands of dollars to be spent on major athletics this year were given to the European Red Cross instead, it would send a thrill of inspiration through the University worth a hundred intercollegiate victories. It would advertise Cornell as nothing else in the world (if accursed advertising you cry for, O ye of little faith). This sacrifice would truly ennoble our undergraduates and even the athletic association. It is the kind of intercollegiate victory we want. Let's have for our ideal hereafter the same supremacy in humanity, art, letters, business, engineering and science as we have won in athletics. This is "how to bring *men* to Cornell."

E. H. EITEL, '07.



## 21. THE ATMOSPHERE AT CORNELL

My dear Professor Northup:

You will perhaps recall that during the spring recess of 1915 I took the liberty of requesting a conference with you for the purpose of securing your helpful suggestions and criticism in the final revision of my Woodford oration. You will perhaps also recall that the nature of my subject was such as to turn our conversation naturally to the matter of the atmosphere at Cornell; and when you recall with what deep discontent I spoke that afternoon, having found a sympathetic ear, you will understand why I have been so profoundly stirred by the movement now in progress among the Faculty and alumni, to change the present atmosphere. These recollections will also no doubt overcome what I presume was surprise on your part at the receipt of this letter. I have long intended to write and make some contribution to the discussion now in progress as to the steps to be taken and have been prevented only by lack of time. But after reading the latest contributions in this week's issue of the *Alumni News*, I can refrain no longer, though the work for one of tomorrow's classes (in the Columbia Law School) remain undone.

In a letter signed "1915," in this week's issue of *The Alumni News* the writer strikes a vital defect in his criticism of the present system of instruction at the University. He criticises in detail certain aspects of the present system which contribute to make the studies irksome and uninteresting. But the things he mentions are merely manifestations, it seems to me, of the great general truth, which he perhaps had in mind, that there is no co-ordination among the various courses constituting the general curriculum, no common fundamental goal to which the curriculum ought to lead, which might arouse and maintain the students' interest in the various studies by a proper appreciation of their significance in the general scheme of things. In my Woodford oration, I endeavored to suggest in a general way my conception of what a liberal education ought to lead to. Such an education ought to have but one object; and no anticipation of professional training or other so-called more practical considerations ought to be permitted to overshadow or crowd out this supreme object: the attainment by the individual of that degree of breadth of knowledge and mental development by which he is enabled to orientate himself in the particular era of evolution and history in which he finds himself. I submit that no man can be liberally educated who has not reached this stage and on the other hand that a man may well be said to have in full measure the attributes of a liberal culture and to be ready for professional training only after he has attained this vantage ground of proper perspective. Let men first learn the significance of life and how to live and then proceed to gain the means of livelihood.

For the realization of this ideal, which, I assure you, is a thing of the heart with me, I venture to make the following suggestions which you may perhaps consider of sufficient value to transmit to the committee making a study of this problem.



1. The present course of study in the College of Arts and Sciences should be rearranged with a view to accomplishing, in the case of each individual, the great objects I have mentioned. To this end, I believe that the first two years, at least, should be made non-elective but should be laid out by the college faculty and required of every student as the essential prerequisite of a liberal education. It needs no argument to prove that the average freshman, even if it could be assumed that he were guided by such an ideal as I have mentioned, is by no means as fitted to determine what subjects he ought to take for this purpose as are the learned men of the Faculty. There are courses in the Arts College which are purely vocational in scope and outlook. Such courses the student ought to be permitted to take only in his last year. There are others essential to the very foundation of a liberal education and these ought to be included in the prescribed work of the first two years. To the members of the Faculty may well be left the problems that may arise in the rearrangement suggested.

2. In line with the other ideas I have expressed, I would suggest that the prescribed first two years of the liberal course be made a prerequisite to any and all professional training. The practical result of this requirement would probably be that most men would take three years in the Arts College and, by the exercise of the usual professional option in the fourth year, aim to secure both degrees. This, though it would be a radical change at Cornell, is not new among first-class universities and would contribute largely toward the creation of that new atmosphere which we all so much desire to see at Cornell. It would reduce the undergraduate element to a minimum and thereby correspondingly raise the standard of scholarship as well as work a wholesome readjustment of relative values among the student body.

3. With the other two steps taken, the third would be a matter of course. In fact, it might well follow as a natural result of the new atmosphere and the improved personnel of the student body. The gigantic scale upon which intercollegiate contests, especially in athletics, are organized and conducted, has long been a dead weight upon our university scholarship and the intellectual ideal. The rumblings have been heard more than once and the threatening storm must soon break. No thoughtful undergraduate can fail to have been impressed with the emptiness of it all and many in recent years have made their discontent audible whenever opportunity presented itself, at Cornell as well as at other institutions. The time was never more auspicious than now for this great sham to be ousted forever. The present system of intercollegiate contests must go; and its temporary suspension during the present national crisis is a fit occasion to abolish it for all time.

Unfortunately our Alma Mater can no longer be the first pioneer in the attempt to realize this new ideal, in this quest after a regenerated and more wholesome college spirit. Reed College in Portland, Oregon, was organized six years ago with just this object; and I have no doubt the members of the Cornell committee have read with interest the



account of this little institution, given by its president, in *The New York Sunday Times Magazine* of April 15.

However, the important fact is that Cornell is at last awake to its great need. What would I not have given to have seen this movement taking rise in my undergraduate days! I cannot help being personal in my reminiscences of this period. It was not a happy four years that I spent there. I was hampered throughout by lack of funds and the necessity to do menial work for my bare subsistence. But my misery was chiefly caused by the terrible disillusionment I had to undergo and the continuing uncongeniality of the atmosphere in which I found myself. I had come up with a keen desire to know; but somehow no one seemed to care and this desire remained unnoted and unsatisfied except toward the close of my junior year when the mists began to clear a little. I had come up expecting four years of intellectual companionship; but I found none. Those about me talked only about athletics and since I could not go into raptures about "Eddie" Tubler's punting or yesterday's batting averages I understood not them nor they me. For a long time I was led to think that the trouble must be with myself. It was only in my senior year that I was able finally to recover my balance and to sufficiently crystallize my thoughts so as to realize the truth. There was something wrong with the spirit, the atmosphere of the University—of that I was now sure. For a time, I groped and knew not what that certain something was, but finally the full realization came upon me and I voiced my protest first in a letter to *The Sun*, which was printed in the issue of April 10, 1915, and finally on the Woodford stage. You will understand therefore that my Cornell diploma hasn't meant much to me up to this time. It was in my mind largely a souvenir of disappointed hopes and shattered ideals. But this movement has given a new significance to the fact of my being a Cornell alumnus. It has given me an intimate point of contact with the University: a new sense of kinship with the spirit of Alma Mater, which, I hope, will grow deeper as this movement gathers force and sweeps on to its certain triumph.

Yours ever gratefully and respectfully,

E. M. OSTROW.

April 16, 1917.



The committee recommended to the Faculty the following:

1. That its report be transmitted to the Board of Directors of the Associate Alumni, with a request for comments and suggestions;
2. That the report be made a special order at a meeting of the Faculty within the first term of the next academic year;
3. That the committee be continued until final action has been taken upon its report.

On motion of the Professor of Economics, Professor Young, the recommendations of the committee were adopted.

The Secretary of the Faculty, as chairman of the Committee on University Undergraduate Scholarships, submitted the following report which was unanimously adopted:



~~The following report of the Committee on University Undergraduate Scholarships presented by the Secretary as Chairman of that committee was unanimously adopted.~~

1. These scholarships, as now administered, are 36 in number. Eighteen are assigned to freshmen and eighteen to sophomores. They have an annual value of \$200 each, making a total of \$7200 appropriated annually by the Trustees for this purpose. The freshmen are continued in the scholarships won by them in competitive examination, and become the sophomore scholars, if they have maintained a high standing in their studies. The average grade of freshmen and sophomore scholars in recent years has been approximately 87%. During the academic year 1915-16 two freshmen were dropped for unsatisfactory scholarship (all grades below B are considered by the Committee to be unsatisfactory), and the scholarships of two sophomores were vacated. The 32 remaining scholars took a total of 167 courses, aggregating 551 hour periods. Of the 167 courses, 90 were passed with a mark of A, 68 were passed with a mark of B, 7 with a mark of C, 1 with a mark of D, and one with a mark of E. There was no failure in any course. Now and again a student received an inferior mark in such required courses as Drawing or Descriptive Geometry. The University Faculty through its Committee on Undergraduate Scholarships has exercised a reasonable rigor in requiring and maintaining



high standards of scholastic work, and for many years past the undergraduate scholars have formed a notable group of real students.

2. When these scholarships were established there were in the University 447 students. In 1915-16 there were 5416 students. During the interval no additional undergraduate scholarships were created. Consequently the pro rata support given by the University to this class of scholars has diminished in the last 32 years as follows:

1884.....1 Undergraduate Scholar to every  
12 students.

1916.....1 Undergraduate Scholar to every  
150 students.

The Secretary of the University Faculty in his report to the President for the year 1915-16 made the following comment on these scholarships:

"These undergraduate Scholarships, with the exception of the Fuertes Medal and the Sibley prizes, constitute the only direct rewards offered by the University for the promotion of high scholastic standing while in the University. The sum devoted annually to this purpose is \$7200. According to the catalogue of Harvard University for the year 1915-16 the amount devoted to undergraduate scholarships in the college alone (2473 students, corresponding to our college of Arts and Sciences) was \$66,445. The scholarships at Harvard range in annual value from \$75 (one scholarship) to \$700 (one scholarship). There are 299 of these scholarships and their average annual value is \$222. In addition to the scholarships there are, as at Cornell, other beneficiary and loan funds. While Harvard is no doubt exceptional in its generous support of needy and meritorious students, most of the better endowed institutions of learning make liberal provision



for the assistance of their undergraduates who are in straightened circumstances and of high intellectual promise. Such students ordinarily make the most diligent and worthy use of university privileges. They have fewer distractions than the wealthier undergraduates, and they experience a more urgent need to equip themselves thoroughly for the struggle for existence. It should be pointed out that the Cornell undergraduate scholarships are not in the nature of an unconditional gift; the student does not get something for nothing, but is rewarded at the start for scholastic achievement as attested by a severe competitive examination and this competition extends throughout the entire tenure of the scholarship."

3. A careful examination of the history of all Undergraduate Scholars who graduated from the University in the quarter of a century extending from 1885 to 1910 shows that in the rule these scholars have won distinction in educational or vocational careers, dependent on a higher type of academic training. On January 5, 1916, the Secretary of the Faculty sent the following form letter to all graduates of the University who had held Undergraduate Scholarships during the twenty-five years above referred to:

"January 5, 1916.

Dear Sir or Madam:

The undersigned, as Chairman of the Committee on University Undergraduate Scholarships, is preparing statistics regarding the holders of these scholastic honors since their foundation in 1884. Will you kindly do me the favor of giving me information regarding the following:

1. Your present address.
2. Occupation or occupations since graduation.
3. Academic or public honors or offices.
4. Books or articles published.
5. Did your Undergraduate Scholarship assist you in any essential way, either materially or as scholastic stimulus, in securing



your University education?

I have the honor to be

Very sincerely yours,

Wm. A. Hammond.

Chairman of the Faculty's  
Committee on University  
Undergraduate Scholarships.

Of the scholars who replied to this communication 3 have become industrial chemists, 38 are practicing Mechanical Engineers, 10 are in the government's service, 2 are in Public Service Commissions, 2 are consuls, 21 are successful business men, 11 are Civil Engineers, 2 are clergymen, 17 are lawyers (one a justice of the Supreme Court of New York,-- John Ford), 65 are professors and teachers. The women scholars have generally married, and as educated mothers have brought up, or are bringing up children. The money expended on these beneficiaries has assisted not only a large number of individuals in the stress of securing an education, but has been a great benefit to the University and to the country at large.

4. An examination of letters sent in by scholars shows that almost all of them were dependent on financial assistance from the University, and that in the majority of cases they would have been unable to secure their education without this assistance, or would have secured it under very unfavorable circumstances. Practically all of the scholars have



written to the chairman of the Faculty's committee that the scholarship was an important scholastic stimulus as well as essential financial help. All of the sophomore and freshman scholars were personally interviewed during the year 1915-16, and, with one exception, gave the information that they were financially dependent upon assistance from the state and the University.

5. It would appear that too little rather than too much has been done by the University to honor, reward and promote a high type of scholarship among students. No comment is heard more frequently in the university community than the criticism that members of athletic teams have greater prominence than scholars. As the University is founded primarily to promote intellectual attainments, it would seem very unfortunate that any curtailment of the university budget should be made at the expense of any scholarship fund.

6. It should be pointed out to the Trustees that owing to the recent increase in tuition the net value of each scholarship is now only \$50 per annum, whereas at the time of the establishment of the scholarships the net income was \$125 (tuition fees were \$25 per term for three terms).



7. Particular attention is called to the fact that these scholarships have a unique character, owing to the nature of the Faculty's supervision of the scholarship holders. A scholarship is not permanently won in the competitive examination, but the tenure is subject throughout the two years to a high type of work and accomplishment. In this respect the Undergraduate Scholarships differ from the State Scholarships. The University through this method of administration is enabled not only to promote scholarship, but to avoid paying university funds to unworthy students.

8. These scholarships were originally established, partly at least, in recognition of gifts or loans made to the University, amounting to \$155,000, \$75,000 of which was paid by Ezra Cornell, and \$80,000 by four other trustees, one of whom was ex-President Andrew D. White. This fund of \$155,000 was paid to the University by these men to liquidate a deficit, and it was expected that the sums would be returned to the donors or lenders whenever the University was financially able. In 1884 the scholarships were established, and their foundation was in direct response to the financial service rendered the University by these donors or lenders.



In the minutes of the Executive Committee of The Board of Trustees for January 25, 1883, there is recorded the following preamble to a resolution:

"And Whereas, a resolution was subsequently passed by the Board declaring that, whenever said temporary necessity should cease to exist, the sum above named, namely \$155,000, should be sacredly set apart for scholarships, etc., in aid of meritorious students in straitened circumstances."

In the minutes of the same committee for September 23, 1884, is found the following record:

Mr. White moved that a sum of five per cent on \$155,000 be set apart to carry out the matter proposed. Carried."

Various modifications of the scholarship plan were made before its final adoption, but the essential fact appears to remain that the fund of \$155,000 furnished to the University as above recited, was the immediate cause of the establishment of these stipendia. There would seem, therefore, to be reasons both of ethics and of sentiment to maintain in their integrity these historic foundations.

9. In the general interests of education at Cornell University, and in view of the particular circumstances under which these scholarships were established, the University Faculty urgently recommends to the Trustees that the scholarships be continued, and that no reduction be made in their number or value.



The further special order of business being the election of a successor to Professor Comstock as Faculty Representative on the Board of Trustees, the Faculty now proceeded to the election. It was voted that an informal ballot be taken. The tellers reported a total of 71 votes cast, 43 of which were for Professor Comstock. It was thereupon moved that the informal ballot be made the formal action of the Faculty, and that Professor Comstock be elected to succeed himself, and it was so voted.

On motion the Faculty then adjourned.

*W. A. Hammond*

Secretary.



Room C, Boardman Hall,

June 13, 1917.

The regular meeting of the Faculty was called to order at 4 p.m. The Professor of Botany, Professor Rowlee, was elected chairman of the session.

The minutes of the session of May 9 were read and approved.

The following communication was received from the Committee on General Administration of the Board of Trustees:

"June 9, 1917.

Professor W. A. Hammond, Secretary,  
University Faculty,  
Goldwin Smith Hall.

Dear Sir:

I beg to advise you that the Committee on General Administration of the Board of Trustees at its meeting held June 6, 1917, upon recommendation of the University Faculty, adopted the rules regarding delinquencies and penalties imposed for same, to take effect at the beginning of the academic year 1917-18, with the proviso that this action be without prejudice to existing rules relating to the matters involved.

Yours very truly,

C.D. Bostwick  
Secretary."

The following communication from the Faculty of the College of Architecture was presented:

"At a meeting of the Faculty of Architecture, held May 1st, it was voted 'that this Faculty take whatever action is appropriate to secure the right to grant the degree of B.S. (in Arch.) to students who satisfactorily complete the Construction Course.'"



On motion of the Professor of Architecture, Professor Young, it was voted to approve the proposal to grant the degree of B.S. (in Arch.), and to request the Board of Trustees to make provision for the establishment of the degree in question.

The Secretary of the Faculty, as chairman of the Committee on Physical Training and Military Science, recommended that the degree of Mr. G. H. Bollman, a senior in Sibley College, be withheld until February 1918, on account of his neglect of the University Faculty's requirement of four terms of Drill and Physical Training, and the recommendation was adopted.

The Secretary informed the Faculty that the Sherman-Bennett Prize would not be awarded for the current year, no essays having been submitted in competition.

The Professor of History, Professor Lunt, on behalf of the committee appointed to award the Luana L. Messenger Prize, reported that none of the essays submitted were of sufficient excellence to merit the prize, and the prize was therefore not awarded.

The committee (Professors Comfort, chairman, Strunk, Keniston) appointed by the President to conduct the examination for the J. G. White Prizes, and to award the same, reported the award of the prize in English for Spanish-Americans to Mr. Rafael Carmoega, Architecture '18.



The committee reported further that the other two prizes provided for in the foundation were not awarded. The report of the committee was approved.

On behalf of the Faculty's Standing Committee on Prizes (Professors Burr, Stagg, Hammond, chairman) the Secretary submitted the following report, which was adopted:

Whereas, the Woodford Prize for 1916-17 has been awarded to Mr. Ying Ching Yang, and

Whereas, under the literal reading of the statute governing this prize, Mr. Yang was not eligible to compete, and

Whereas, since the framing of this statute the conditions of eligibility have been materially modified by the action of the Trustees ~~in~~ conferring degrees in February,

Resolved, that the award of the prize to Mr. Yang be approved, and

Resolved further, that the Faculty's Committee on Prizes be requested to consider and report upon the revision of this statute in the light of the action of the Trustees conferring degrees in February, and of recent experience.

The Professor of Physics, Professor Nichols, on behalf of the committee (Professors Nichols, chairman, Merritt, Hammond) appointed by the President to prepare resolutions on the retirement of Professor G. S. Moler, submitted the following report, which was adopted by rising vote:

On the occasion of the retirement of Professor G.S. Moler, the Faculty desires to record its appreciation of his services to the University, and to express its regret that his active participation in the work of the University is not to continue.

Professor Moler has been a member of the staff of the



Physics Department ever since his graduation in 1875. For more than twenty-five years his work was largely in connection with electricity, and with Professor Anthony of the same department he was a pioneer in the application of electricity to engineering. Together they built the first dynamo constructed in this country, and used it to establish an electric lighting system on our campus which was in regular operation long before the introduction of electric lighting in any of the great cities of the world. It was through their efforts that electrolytic methods were first made practicable for the production of oxygen and hydrogen. In more ways than can be even mentioned their work contributed to progress in the new field of electrical engineering; and in this joint work Professor Moler did his full share.

A little later Professor Moler devoted himself to the development of laboratory instruction for students in the new course of Electrical Engineering, and many hundreds of students who are now successful engineers obtained their first experience with electrical machinery under his guidance, and with the benefit of his thorough and effective teaching.

More recently, in connection with the course in Photography which he has established and developed, he has given valuable instruction to advanced students in the utilization of photographic methods in scientific investigation.

Aside from his work in the laboratory and class room, Professor Moler's ingenuity in the design of apparatus and his skill in its construction have enabled him to contribute to the success of his department in an unusual degree. His wise forethought and sound practical sense have safeguarded our students and our material equipment from accident and in countless ways have increased the efficiency of instruction. Students and colleagues alike have profited from his advice and help, given so freely and so unobtrusively that only those who know him best can appreciate its great value and its demands upon his time.

In the years to come may he enjoy not only the well earned freedom which retirement from active service brings: but also in increased measure the delights of those scientific pursuits for which by training and natural endowment he is so well qualified.

(Signed) Ernest Merritt,  
Edward L. Nichols,  
Wm. A. Hammond.



Upon vote the Secretary of the Faculty was authorized to approve the following resolutions upon the retirement of Professor R. C. Carpenter, prepared by a committee appointed by the President and consisting of Professors A. W. Smith, chairman, Kimball, Hammond:

Upon the retirement of Professor Rolla C. Carpenter from the professorship of Experimental Engineering, we, the members of the University Faculty, wish to express our appreciation of the important work he has done for Sibley College and for the University, and to voice our regret that the time has come for him to discontinue the specific work of his professorship.

Professor Carpenter received the baccalaureate degree from the University of Michigan, the master's degree from Sibley College, and spent a number of years as a teacher of engineering in the Michigan Agricultural College. With this excellent preparation, backed by a young man's enthusiasm and under the direction of Dr. Thurston, he did very effective work, in what was then a comparatively new field, in the building up of mechanical laboratories for Sibley College. For twenty-seven years he has continued work in this department.

Professor Carpenter has always kept closely in touch with practice and has thus brought into the teaching of Sibley College the stimulus of real engineering. He has also taken prominent part, as member, officer and committee-man, in several of the national engineering societies to the great advantage of the College. His work as expert witness in many important patent suits has also been notable.

By reason of his genial, kindly nature, Professor Carpenter has made friends everywhere, and he will be greatly missed in the College and upon the Campus. We his colleagues wish him many years yet of productive work in engineering fields.



The following resolutions on the late Professor Georges Mauxion, prepared by a committee of the University Faculty appointed by the President and consisting of Professors Martin and Mason, were approved by the Secretary for record in the minutes of June 13:

Whereas our esteemed colleague, Professor Georges Mauxion, after three years of active service in the Army of France, has made the supreme sacrifice of his life in the great world struggle for the peace and liberty of nations, we who have known him as friend and co-worker in the University desire to record here our appreciation of his scholastic attainments, his ability as a teacher, his simple integrity and gentleness as a member of our community, and his heroic sacrifice in our common cause; and we desire to express, so far as we may, our profound sense of loss in his death, and to convey to his family, whom this blow leaves broken and desolate, our deepest sympathy.

The Secretary presented the following extract from a communication directed to the University Faculty by the Professor of Romance Languages, Professor Keniston:

"I wish to request the University Faculty to amend the statute governing the award of the J. G. White Prizes in Spanish, so that the sentences of Paragraph 1 of the statute now reading "One of these two prizes shall be open to members of the junior or sophomore class in the Engineering Colleges, who are candidates for their first degree. The other shall be open to members of the junior or sophomore class in the other colleges of the University" shall read "One of these two prizes shall be open to members of the senior or junior class in the Engineering Colleges, who are candidates for their first degree. The other shall be open to members of the senior or junior class in the other colleges of the University."



It was thereupon voted that the question of revising the statute governing the J. G. White Prizes be referred to the Faculty's standing Committee on Prizes for consideration and report, and that for this purpose Professor Keniston be invited to sit with the committee.

The chairman of the Committee on Student Affairs, Professor Kimball, requested through the Secretary that permission be granted to print the annual report of the chairman as an appendix to the annual issue of the Extracts from the University Faculty's Legislation, and the permission was granted.

On motion the Faculty then adjourned.

*W. A. Hammond*

Secretary.



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1913-14, no ref. in minutes; award made as follows:  
1st prize, Herbert B. Pope;  
2nd prize, Benjamin P. Goldman.

1914-15, 669.

1915-16, 750.

1916-17, no ref. in minutes; award made as follows:  
1st prize, Lester V. Lacy;  
2nd prize, Ellsworth L. Filby;  
3rd prize, Chester C. Hough.

Fuller, W. E., awarded Fuertes Medal for graduates, 634.  
Gaberman, L.Y., awarded '94 Memorial Prize, 659.

Galloway, Dean B.T., added to Committee on Semi-Centennial, 703.

General Administration, colleges represented on committee on, 751.

Georgia, F.R., awarded Caldwell Prize, 679.

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Gilmore, Lieut., resolutions on retirement of, 573, 576.

Gloger, A.C., transfer approved, 558.

Goldman, B.P., awarded 2nd Fuertes Memorial Prize 1913-14, (no ref. in minutes.)

Gonzalez, P.J., awarded J.G. White Prize, 771.



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Grant, R.E., awarded Sampson Prize, 634.

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Groningen, University of, delegate and address to, 619, 635.

Groser, L.H.:

Awarded Woodford Prize, 603.  
Honorable mention '86 Memorial Prize, 603.

Guilford Prize:

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1912-13, 588.  
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1914-15, 664.  
1915-16, 745.  
1916-17, 802.

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Stevenson, Miss L.V., honorable mention 1915-16, 745.

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Health: withdrawal from University on ground of ill health, 789.

Hess, H.D., resolutions on death of, 758.

Hiscock, Judge, communication from, 660, 661.

Historical Congress, International, delegate to, 612.

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Harper, Francis, awarded Guilford Prize, 588.

Harris, G. W., Librarian, resolutions on retirement of, 675.



Hart, J.M.:

Delegate to funeral of, 743.  
Resolutions on, 750, 752.

Hatch, D.S., awarded Woodford Prize, 675.

Nock, H.L., awarded Fuertes Memorial Prize, 750.

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682, 686, 695.

Honorary Degrees, 745, 747, 757, 764.

Hough, C.C., awarded 3rd Fuertes Memorial Prize 1916-17. (No ref.  
in minutes).

Hubert, M.J., awarded 2nd Sampson Prize, 601.

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Illinois University, invitation from, 575.

Inauguration of Doctor Stratton D. Brooks, delegate at, 559.

Industrial service, leaves of absence for, 804, 809, 819.

Ingraham, M.H., awarded Sampson Prize, 675.

Initiation pledges, 694, 794.

Insignia, University, 630-631.

Inspection Day, 811.

Intercollege athletic teams, 666.

International Historical Congress, delegate to, 612.



Jamison, E.S., communication from, 749.

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Japan Society Prizek:

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Johns Hopkins University, delegate to, 675, 682.

Johnson, Louis E., communication from, 702.

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Kahn Foundation, 619, 678.

Kidde, R.T., awarded '86 Memorial Prize, 603.

Kimball, D.S.:

Continued as chairman of Committee on Student Affairs, 752.  
Elected Faculty Representative on Board of Trustees, 764.

King, W.C., awarded J. G. White Spanish Prize, 680.

Kirchberger, H.S., awarded Sampson Prize, 601.

Klauber, Henry, awarded '86 Memorial Prize, 758.

Lacy, L.V., awarded 2nd Fuertes Memorial Prize, 1915-16, 750.  
Awarded 1st Fuertes Memorial Prize, 1916-17. (No ref. in minutes.)

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Lassiter, Miss L.H., excused from gymnasium, 652.

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Leonard, S.J., awarded Fuertes Medal for undergraduates, 823.



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1915-16, 686, 694.

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de Lima, E.A., awarded Guilford Prize, 626.

Lounsbury, J.C., awarded Fuertes Medal for graduates, 673.

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Mauxion,<sup>G.</sup> resolutions on death of, 913.

Mead, D. W., awarded Fuertes Medal for graduates, 556.

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1914-15, 680.

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1916-17, 909.



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Military Camps, establishment of, 592.

Military Science (see "Drill")

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Moler, G.S., resolutions on retirement of, 910.

Moore, V.A., member of committee on Student Affairs, 612.

Morrison Prize:

1912-13, award of, 588.  
 1913-14, award of, 626.  
 1914-15, not awarded, 674.  
 1915-16, award divided, 755.  
 1916-17, award of, 812.

Committee on terms of award, 676.  
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Mount Holyoke College, address to, 558.

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Murray, W.H.G., appointed Padgham Scholar, 572.

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 Standing committee on, 669, 700.

Music Festivals, leaves of absence for, 627.



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Nichols, E.L., delegate at opening of Rice Institute, 567.

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 1913-14, 619.  
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 Speakers for, 575, 794.

Oboler, A., awarded Morrison Prize, 755.

Officers of Cadet Corps (see "Drill").

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O'Hearn, J.E., degree of, 770.

Oklahoma University, delegate to, 559.

Oral Tests in Modern Languages, 695.

Otsego County, communication from Cornell men of, 702.

Ovalle, J., awarded 3rd J.G. White Prize, 680.

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 1913-14, 612.  
 1914-15, 647.  
 1915-16, 695.  
 1916-17, 777.

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Parkhurst, R.W., awarded Fuertes Medal for undergraduates, 588.



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Passover, Jewish, leaves of absence for, 670.

Peacock, W. M., degree of, 558, 568.

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Phelps, A.C., elected to Library Council, 694.

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Conflicting with college classes, 646, 652.

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Lassiter, Miss L.H., excused from, 652.

Mann, A.R., appointed to committee on, 659.

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1915-16, 687.

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Pierce, R.E., awarded Fuertes Memorial Prize, 598.

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Pope, H.B., awarded 1st Fuertes Memorial Prize 1913-14, (no ref. in minutes).

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 1915-16, (no ref. in minutes). Awarded to Chas.G.Stupp.  
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1912-13, 603.  
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 1914-15, 678.  
 1915-16, 758.  
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Award of,

1912-13, 598.

1913-14, (no ref. in minutes) Award made as follows:  
 1st prize, Herbert B. Pope;  
 2nd prize, Benjamin P. Goldman.

1914-15, 669.

1915-16, 750.

1916-17, (no ref. in minutes) Award made as follows:  
 1st prize, Lester V. Lacy;  
 2nd prize, Ellsworth L. Filby;  
 3rd prize, Chester C. Hough.



Prizes (continued):

## Guilford Prize:

Award of,  
 1912-13, 588.  
 1913-14, 626.  
 1914-15, 664.  
 1915-16, 745.  
 1916-17, 802.

Committee on, 727.  
 Stevenson, Miss L.V., honorable mention 1915-16, 745.

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## Messenger Prize:

Award of,  
 1912-13, 604.  
 1913-14, 634.  
 1914-15, 680.  
 1915-16, 754.  
 1916-17, 909.

Committee, 598.  
 Essays received late, 632.  
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## Morrison Prize:

1912-13, award of, 588.  
 1913-14, award of, 626.  
 1914-15, not awarded, 674.  
 1915-16, award divided, 755.  
 1916-17, award of, 812.

Committee on terms of award, 676.  
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## Ninety-four Memorial Prize:

Award of,  
 1912-13, 576.  
 1913-14, 619.  
 1914-15, 659.  
 1915-16, 743.  
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1913-14, 634.  
1914-15, 675.  
1915-16, (no ref. in minutes; awarded to H. Caplan).  
1916-17, 821.

Committee on, 750.  
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## Sherman-Bennett Prize:

Award of,  
1912-13, (no ref. in minutes; not awarded).  
1913-14, 631.  
1914-15, (no ref. in minutes; not awarded).  
1915-16, 755.  
1916-17, 909.

Essay accepted late, 744.

## White, J.G., Spanish Prize:

Award of,  
1914-15, 680.  
1915-16, 771.  
1916-17, 909, 910.

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1913-14, 632.  
1914-15, 675.  
1915-16, 749.  
1916-17, 910.



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 627, 628.

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 1914-15, 648.  
 1915-16, 687.  
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Ridgeway, H., awarded Fuertes Medal for undergraduates, 673.

Ries, H., elected to Library Council, 647.

Riegelman, H.J.:

Awarded '94 Memorial Prize, 576.

Awarded Woodford Prize, 632.

Riley, W.A., elected to Library Council, 613.

Rogers, T.C., awarded Fuertes Medal for undergraduates, 750.

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Ross, M.P., Woodford oration accepted late, 744.

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Rowlee, W.W., delegate at Forum, 746.

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Rutgers College, delegate and greetings to, 745, 751, 763.

Sampson, M.W., delegate to funeral of Professor Hart, 743.

Sampson Fine Arts Prize:

Award of,

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1913-14, 634.

1914-15, 675.

1915-16, (No ref. in minutes; awarded to Harry Caplan)

1916-17, 821.

Committee on, 750.

Statute amended, 603.

Sanford, R.P., awarded '86 Memorial Prize, 678.

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Scheidenheim, F.W., awarded Fuertes Medal for graduates, 823.

Schiff, Jacob H.; Japan Society Prize, 567.

Schindel, S.J.B., report from, 649.

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1915-16, 695.

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#### Scholarships, University Undergraduate:

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1913-14, 605.

1914-15, 648.

1915-16, 687.

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Awarded Messenger Prize, 754.  
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Schurman, J.G. jr.;

Awarded Morrison Prize, 755.

Awarded '94 Memorial Prize, 794, 821.

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1915-16, 687.

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Seely, W.E., awarded Guilford Prize, 802.

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1913-14, 631.

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Essay accepted late, 744.

Smaltz, J.C., awarded 2nd Fuertes Memorial Prize, 669.

Smith, W.D.:

Awarded '94 Memorial Prize, 619.

Awarded Sherman-Bennett Prize, 755.

Awarded '86 Memorial Prize 1913-14, (no ref. in minutes).

Solid Geometry for entrance, 599.

Spanish:

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For scholarship examinations, 743, 771.

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Stevenson, Miss L.V.:

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Stockstrom, A.L., degree of, 638.

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Welles, H.V., awarded 2nd Fuertes Memorial Prize, 598.

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Wilson, S., awarded Morrison Prize, 812.

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Yang, Y.C., awarded Woodford Prize, 910.

Young, A.A., elected to Library Council, 694.

Zagoren, L.I., awarded Fuertes Medal for undergraduates, 635.







